



Universal Periodic Review of Ecuador

RIGHT TO EDUCATION

SUMMARY OF KEY ISSUES FROM PREVIOUS CYCLES

Ecuador received 15 recommendations regarding the right to education in the 3rd cycle. The responses were positive, Ecuador supported all State recommendations. Specific sub-topics included education coverage for girls living in rural areas – in particular indigenous and Afro-Ecuadorian girls (recommendation by Chile), improving the quality of education for those living below the poverty line (recommendation by Haiti), ensuring the full participation of all citizens, in particular vulnerable groups, in the education system (recommendation by Angola). Ecuador has indeed maintained its efforts in implementing such recommendations but there are still challenges that need tackling.

NATIONAL FRAMEWORK

Plan Nacional de Desarrollo 2017-2021 “Toda una Vida” [National Development Plan] promotes the Intercultural Bilingual Education System Model (MOSEIB), guaranteeing the rights of Ecuador’s communities, peoples, and nationalities. The United Nations Children’s Fund (UNICEF) collaborated with the Ministry of Education to create a Toolkit for Creating Inclusive Learning-Friendly Environments to secure inclusion for all children in the education system. This toolkit is aimed at district and circuit administrators, and is designed to ensure compliance with the national educational inclusion policies set out in the Constitution, the Organic Law on Intercultural Education and its Regulations, the Childhood and Adolescence Code, Ministerial Resolution No. 0295-13 and the new management model.

CHALLENGES

- A. Children living in rural areas
- B. Difficult family situations – vulnerable children
- C. Indigenous population

IMPACTS

A. One issue that Broken Chalk is concerned with is that education may suffer due to inequalities in Ecuador. The expansion of educational provision is not equal, because rural areas, indigenous populations and the black community are often left behind. Currently, there are regions in Ecuador, particularly rural areas, where 50% of children and adolescents live in poor households, without access to portable water, sanitation or health care facilities. 35% of Ecuadorians living in rural areas live in overcrowded housing.

B. Afro-Ecuadorian children are often subject to discrimination in access to education. In some cases, parents are illegally required to pay a sum of money to enroll their child at school, a school that in principle should be free of charge. Many children coming from poor families, predominately Afro-Ecuadorian and Indigenous, leave school to provide financial support to their families.

C. Despite literacy programs and policies, there is still a high level of illiteracy rates among the indigenous and African descent population compared to the level of illiteracy rates among the mestizo population. The Survey of Adult Skills, which comes from the OECD Programme for the International Assessment of Adult Competencies, showed that less than 1 in 10 adults are proficient at Level 3 or higher in literacy in Ecuador.



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RECOMMENDATIONS

1. Establish a monitoring system for schools through the country to ensure they are praising and promoting diversity and prepare staff to attend to it according to the interests, needs, and motivations of all students, regardless of their individual and collective conditions.
2. Abolish traditional educational curricula and teaching practices and instead implement a more flexible and freedom-driven one focusing on removing physical and social barriers that limit the full exercise of the right to education in the Ecuadorian system.
3. Create a protocol for teachers to follow online which, for every cycle, surveys and interviews are undertaken in order to gather precise information about students' difficulties and challenges as means of developing a comprehensive course that considers recurring situations/circumstances.
4. Make educational institutions include in their formation processes, curricula, and initiatives, topics linked to technology and education where instrumental character is not primary focus, but instead where reflection, planning, and practicing topics learned take place from a connectivity standpoint.
5. Encourage debates and new potential questions that might arise for future investigations.

BROKEN CHALK

Broken Chalk is an Amsterdam-based NGO established in 2020, focused on raising awareness on human rights violations in the educational field. Together with our international sponsors and partners, we aim to remove obstacles in education; contribute to the achievement of peace and tranquility in the society through adaptation studies in an environment of intercultural tolerance; prevent radicalism and polarization; and eliminate the opportunity gap in education for all.

CONTACT DETAILS



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SOURCES



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