

## Chapter 6

### Ecuador and the PISA for Development system-level questionnaire

*This chapter provides a detailed assessment of the current state of data collection and availability, in terms of quality and completeness, at the level of the national education system in Ecuador. It shows that Ecuador is in a very good position to respond to the system-level questionnaire: each data table or worksheet in the questionnaire has an institution assigned to it to collect and/or manage the requested information; and metadata are consistently based on well-known legislation (national law or administrative norms) while data are regularly based on advanced information systems. Challenges include statistics coverage of educational expenditure and aligning data on enrolment with the fiscal year, especially as the country has two different school cycles.*

## Ecuador assessment results

UIS visited Ecuador during the week of 6 April 2015.

The institution responsible for implementing PISA-D in Ecuador is the *Instituto Nacional de Evaluación Educativa* (National Institute for Education Assessment) (INEVAL). It acts as the PISA-D NC and is the respondent for the system-level questionnaire. Due to the structure of this questionnaire and the variety of topics covered, INEVAL obtains data from different sources (see Table 6.1).

**Table 6.1 Ecuador's data providers for the system-level questionnaire**

Number	Table	Data provider
1	Education stratification	Co-ordination of Planning (Ministry of Education)
2-1	Assessments and examinations	INEVAL
2-2	Tertiary entrance examinations	INEVAL and Secretary of Higher Education
3	Number of class sessions per year	Curriculum Office (Ministry of Education)
4	Annual teacher salaries	Office of Teachers' Professional Development (Ministry of Education)
5	Requirements for pre-service teacher training	Office of Teachers' Professional Development (Ministry of Education)
6	National accounts	Central Bank (GDP) and National Institute for Statistics (Population)
7-1	Education expenditure	Co-ordination of Planning (Ministry of Education)
7-2	Number of students	Co-ordination of Planning (Ministry of Education)

### Questionnaire table 1: Stratification

Ecuador's education system is regulated by the *Ley Orgánica de Educación Intercultural* (Organic Law of Intercultural Education) (LOEI), which was approved in 2011.<sup>1</sup>

There is no selection scheme within the education system to guide students into different streams. ISCED Levels 0, 1 and 2 are based on general education programmes, while ISCED Level 3 has two orientations: general (*Bachillerato Unificado*) and vocational (*Bachillerato Técnico*).<sup>2</sup>

Students can select their orientation at the age of 15, when they normally start the upper secondary education. The orientations share a common core curriculum and both allow their graduates to continue to any tertiary education programme.

In terms of how Ecuador's education system relates to ISCED levels (known by Spanish speakers as CINE, or *Clasificación Internacional Normalizada de la Educación*), the first grade of basic education (for five-year-olds) equates to ISCED 02, while ISCED Level 1 starts with the second year of basic education (for six-year-olds) and lasts for six years.

Ecuador's education system has two school cycles, each with a different calendar: one for the Coastal region and one for the Highland and amazon region – the former runs

from May to February and the latter from September to July. The reference date for age is the beginning of each cycle.

**Table 6.2 Quality assessment: Stratification**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education – including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The law defines clearly the organisation of the education system and the characteristics of each stream	Although there is no expected periodicity for updating the education law, there have been recent updates to the legal framework	As a national law, it has followed a regulated process for publication	All ministries involved have a clear framework for action	All ministries involved have a clear mandate and responsibilities

**Table 6.3 Availability assessment: Stratification**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Education law and the organisation of the education system are well understood by all the officials	Education law and all the related documents and regulations are systematically disseminated across the system	All legal documents regarding the education system, including education law, are available on the website of the Ministry of Education. This website also has a description of the different education levels and programmes	The structure of the education system is reported to UIS through the ISCED mapping, which was updated in 2014

***Questionnaire table 2.1: Assessments and examinations at lower and upper secondary level***

INEVAL is the institution in charge of assessing education for non-tertiary levels in Ecuador. It carries out an assessment study at the lower secondary level, *Ser Estudiante*,<sup>3</sup> and an examination for the last grade of secondary school, *Ser Bachiller*.

The *Ser Estudiante* assessment for lower secondary education takes place at Grade 10, the last grade of ISCED 2. It is applied to a sample of students and it does not have direct consequences for students, teachers or schools.

The *Ser Bachiller* examination is for all students in the last grade of upper secondary education. It is carried out twice a year, once for each of Ecuador's school cycles. The examination was implemented for the first time in 2013 for a sample of students. In 2014, it became a census with a direct impact on the student certificate of secondary education.

The Ministry of Education (MoE) and INEVAL divide assessment and examination responsibilities between them. The MoE defines the standards for each subject and INEVAL assesses the students based on those standards. Ultimately, the MoE is responsible for certifying the completion of secondary education, and at present the results of INEVAL's *Ser Bachiller* test represent 10% of the final mark. That means it is mandatory, but not binding. Establishing the *Ser Bachiller* examination is expected to take place gradually, so this percentage will be higher in the medium term.

Students take the test via an electronic application, so they get the results immediately. Then all the information is processed by INEVAL and the aggregated results are published within a period no longer than a month. This data can be accessed through the test web page.<sup>4</sup>

**Table 6.4 Quality assessment: Secondary-level assessments and examinations**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The examination for upper secondary covers all types of programmes and is applied as a census	The examination is a requisite for the certificate at upper secondary level, so it is aligned with the school year	The exam is taken electronically, so results for students are immediate. Aggregated data are disseminated within a period no longer than a month	There is a formal framework for the different phases of the examination process	INEVAL is an independent institution in charge of implementing assessments and examinations at secondary education level

**Table 6.5 Availability assessment: Secondary-level assessments and examinations**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	All relevant officers are aware of the information	Data are disseminated properly to different actors within the education system	There is a specific website for the examination providing a good level of information	INEVAL has shared institutional information on their assessments with international organisations such as UNESCO Santiago (LLECE) and the UIS

Note: LLECE is UNESCO's Latin American Laboratory for Assessment of the Quality of Education (*Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación*).

### **Questionnaire table 2.2: Tertiary entrance examinations**

There is a standardised entrance examination for tertiary education in Ecuador. It is managed by the *Secretaría de Educación Superior, Ciencia, Tecnología e Innovación* (Secretariat of Higher Education, Science, Technology and Innovation) (SENESCYT) and INEVAL provides technical inputs. The examination is called the *Examen Nacional para la Educación Superior* (National Examination for Higher Education) (ENES) and it takes place twice a year, usually during the last month of each school cycle. Ecuador reports that the ENES and the *Ser Bachiller* test are scheduled to merge and the end of 2016 in order to produce one single examination that will be part of the final grade of secondary education and a standardised entrance examination for public universities.

ENES is mandatory for entry to public tertiary institutions and it is optional for private institutions. However, the entrance system for tertiary education is regulated by LOES, which defines whether an entrance exam is required for any tertiary educational programme. This means that private institutions that are not associated with ENES need to provide an alternative entrance examination. ENES is part of a broader system of admissions managed by SENESCYT.<sup>5</sup>

Students take the ENES exam and, at the same time, apply for different educational programmes for specific tertiary education institutions. They can choose three alternatives in order of preference. Students are then selected for each programme and institution depending on their ENES results. This process takes place twice a year, since tertiary educational programmes start every semester.

**Table 6.6 Quality assessment: Tertiary entrance examinations**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The tertiary entrance examination (ENES) can be taken by any student in the last year of the upper secondary level regardless of the education programme he/she is enrolled in	ENES has taken place twice a year since 2012	The main products of ENES are student results and its impact on tertiary education entrance. This information is available each semester before the start of tertiary education programmes	ENES is a key element of the national system of admission (SNNA) and is clearly defined and regulated by education law	Education law clearly defines the institution responsible for the SNNA. Within the SNNA, the institutions involved in implementing ENES are defined by internal regulations

**Table 6.7 Availability assessment: Tertiary entrance examinations**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Emerging	Not applicable
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	Some information is publicly available, either online, at a documentation centre, or in other ways	Not applicable
Justification	The Secretary of Higher Education is responsible for the SNNA and its information system. All actors involved in the system are aware of the information and know how to access to it	The information is disseminated to all actors according to their needs: students informed of results, and tertiary education institutions given lists of selected students	Some aggregated data and summary reports are shared with external users	Not applicable. There are no known international data collections to this effect

***Questionnaire table 3: Instruction time in public institutions by age of student***

Instruction time in Ecuador for ISCED/CINE Levels 0-3 is regulated by the official curriculum, which is defined by the MoE. The curriculum is revised every three years and a recently approved version (June 2014) is being implemented. However, the new curriculum changes the content rather than instruction time.<sup>6</sup>

The duration of a class session in Ecuador for all levels and ages covered by table 3 of the system-level questionnaire is 40 minutes. In all cases, the annual instruction time is defined as 8 periods of 40 minutes a day, 200 days a year.

Compulsory attendance for each stage is as follows:

- Pre-primary (5-year-olds): all compulsory
- Primary and lower secondary (6- to 14-year-olds): all compulsory
- Upper secondary (15- to 17-year-olds): compulsory and non-compulsory

**Table 6.8 Quality assessment: Instruction time in public institutions by age of student**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. in education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The official curriculum is defined at national level for all educational institutions of the ISCED levels included in the questionnaire	The curriculum is updated every three years but it is independent of the school cycle	Once the curriculum is defined, it is published through official channels	The development of the curriculum follows an official process	Responsibilities within the MoE for developing the official curriculum are clearly defined

**Table 6.9 Availability assessment: instruction time in public institutions by age of student**

Category	Government officers			Outside users	Global community
Sub-category	Awareness	Data-driven culture		Openness and transparency	International organisations
Rating	Advanced	Advanced		Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system		All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	The official curriculum for different educational levels is well known by all the relevant actors in the education sector	The official curriculum is disseminated to the education system through official channels		There are publications with the official curriculum as well as information on the MoE website	Similar information to that requested by the system-level questionnaire was reported to UIS in 2014

***Questionnaire table 4. Annual teacher salaries (statutory) by level of education and number of years and level of teaching experience***

In public educational institutions, teachers' salaries are matched to general civil servant salaries. On this scale, a new teacher enters the profession at category G. Once in service, there is a clear criterion for promotion based on service training and experience. However, the two highest categories, A and B, require a master level degree (ISCED 7).

The LOEI also defines a supplementary payment based on performance. This is currently based on a 2012 teacher performance assessment. The MoE is examining new criteria for this supplementary payment.

For data on teachers, the MoE uses two databases: a teacher payroll and a register for teachers. At present, the register is in the final phase of implementation and has data for 90% of the teachers.



**Table 6.10 Quality assessment: Annual teacher salaries (statutory)**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	National government is in charge of teacher training regulation and salaries, and it applies to all teachers. The information system for salaries also has full coverage	Teacher salaries are defined annually information on payments is produced monthly	The information is produced in a timely manner	There is a clear framework for defining, collecting and managing this information	Responsibility for teacher training, teacher salaries and related information system is clearly defined by the MoE

**Table 6.11 Availability assessment: Annual teacher salaries (statutory)**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Emerging
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Officers are aware of the information on training or the criteria for teachers' salaries and they know how to access this data	There are regular reports regarding teacher and salary data. The MoE even produces weekly reports	The criteria for setting teacher salaries is defined by the legislation and disseminated through official websites. Statistics on teachers are included in official reports	Data on teachers and trained teachers are usually reported to various international organisations (for instance, the UIS). The information on teacher salaries was not part of regular UIS activities for Ecuador before 2015

***Questionnaire table 5: Teacher training and professional development requirements***

In 2011, the LOEI modified the teaching career structure, including training, requirements for entry and professional development. The Education Act and its related regulations define a complete framework of action.<sup>7</sup>

Basic teacher training is an ISCED Level 6 programme, a bachelor degree. Currently, there are some teachers who graduated from lower programmes, but this is a temporary situation. Any new teacher needs to have ISCED Level 6.

As noted above, for data on teachers, the MoE uses two databases: a teacher payroll and a register for teachers. At present, the register is in the final phase of implementation and has data for 90% of the teachers.<sup>8</sup>



**Table 6.12 Quality assessment: Teacher training and professional development requirements**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	National government is in charge of teacher training regulation and salaries, and it applies to all teachers. The information system for salaries also has full coverage	The definition of teacher salaries is annual and the information of payments is produced monthly	The information is produced in a timely manner	There is a clear framework for defining, collecting and managing this information	The responsibility for teachers training, teacher salaries and the related information system is clearly defined within the MoE

**Table 6.13 Availability assessment: Teacher training and professional development requirements**

Category	Government officers	Outside users		Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Officers are aware of the information of training or the criteria for teachers' salaries and they know how to access this data	There are regular reports regarding teacher and salary data. The MoE even produces weekly reports	The criteria for setting teacher salaries is defined by the legislation and disseminated through official websites. Statistics on teachers are included in official reports	Data on teachers and trained teachers are usually reported to different international organisations (for instance, the UIS)

### **Questionnaire table 6: National accounts**

The *Banco Central del Ecuador* (Central Bank of Ecuador) is responsible for producing GDP estimates, while the *Instituto Nacional de Estadística y Censos* (National Institute of Statistics and Censuses) is responsible for population projections.

Current GDP estimates are based on the year 2007. The base year is changed approximately every ten years, and the Central Bank is considering using 2013 as the new base year. The Central Bank follows international standards for their statistics, particularly the norms defined by the IMF, which periodically receives macroeconomic data from Ecuador.

Population projections are based on the national population census of 2010. The estimates for 2010-2020 were published in 2012. The estimation model and its assumptions are periodically reviewed, but until now the estimates have not changed. The

National Institute for Statistics had technical assistance from the Economic Commission for Latin America and the Caribbean (ECLAC) to produce the estimates.

Data on purchasing power parity (PPP) factors are not produced by the country, but must be taken from the World Bank database.

**Table 6.14 Quality assessment: National accounts**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the economy and the total population are covered	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	Data on GDP are produced within the framework of the National Account System. Population projections are based on the National Population Census	Data on GDP are produced every trimester. Population projections are adjusted when a change in the assumptions model is verified	Data on GDP are produced in a timely manner based on international recommendations. Population projections are produced for a period of 10 years	The National Account System and population data are key elements of the National Statistics System	The Central Bank is responsible for the National Account System and the National Institute for Statistics is responsible for population data. This is defined by national legislation

**Table 6.15 Availability assessment: National accounts**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the World Bank/IMF/UNPD through regular activities, and then relayed to other partner agencies
Justification	Information on GDP and population is well known by all the relevant officers	There is an organised dissemination system for data on GDP. Data on population are shared through official channels by the National Institute for Statistics	Data on GDP and population are available on the respective websites	Data on GDP are regularly reported to IMF and the World Bank. Population estimates are regularly reported to ECLAC

***Questionnaire table 7-1: Education expenditure by type of institution and level of education***

Data on educational expenditure is produced annually by the MoE and reported to UIS through the Questionnaire B of the Survey of Formal Education. The office in charge of this report is the Co-ordination of Planning.

This data has been produced regularly since 2011. However, it covers only government expenditure on education. Estimates of private expenditure on education have not been reported to UIS since 2000. For data on government expenditure, it does

not include local governments, but local government expenditure as a percentage of total government expenditure seems to be low.

Another limitation affecting data on expenditure is that while the MoE's education management information system (EMIS) is able to identify the private educational institutions that receive funds from government sources (*fiscomisionales*), it cannot separate them by percentage of subsidy. That means they could not provide data for independent and dependent private institutions.

Currently, the MoE uses estimates for the 2013 fiscal year, and they are preparing data for 2014.

**Table 6.16 Quality assessment: Education expenditure by type of institution and level of education**

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Advanced	Advanced	Emerging	Emerging
Characteristics	The initial education system is covered, as well as the technical and professional programmes, in both public and private sector	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Basic components of a framework or informal mechanisms are in place	Some specific teams are identified, but no platform for collaboration
Justification	Information on education expenditure is limited to the central government expenditure on education, including the expenditure from international sources which is transferred to the government	Data on educational expenditure produced annually by the MoE since 2011	Information is mainly produced for the UIS education survey. However, the schedule of this survey is not aligned to the calendar of the country's academic year and the use of data for national needs is therefore less than optimal	There is a conceptual framework for developing statistics on education finance that the country uses. However, it is not well documented, nor are the related procedures	The MoE has led the development of statistics on education finance, although this responsibility is not formally defined

**Table 6.17 Availability assessment: Education expenditure by type of institution and level of education**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Latent	Latent	Latent	Advanced
Characteristics	Officers are more or less aware of the information available, and rely on personal connections to find it	There are no mechanisms to disseminate the documents or results, in order to improve the system	Information is available through personal contact	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Officers are aware of some key indicators that are produced and disseminated. However, there is not an official report on education finance or a specific data warehouse	Although the MoE produces data on education finance, these data are not regularly included in the information system and publications	The data are not disseminated to outside users	Data on education finance are regularly reported to the UIS

**Questionnaire table 7-2: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance**

Data on enrolment are also managed by the Co-ordination of Planning office at the MoE. It is part of the EMIS and its process fully meets general quality criteria. Coverage is also good for the ISCED levels included in table 7-2 of the system-level questionnaire. However, the limitation mentioned above – the separation of independent and dependent private institutions – also affects data on enrolment.

The main challenge for this table is the alignment between the school cycle and the fiscal year. As mentioned above, Ecuador has two school cycles, which both overlap with two fiscal years. The MoE does not have a methodology to align them, since they habitually report statistics by school cycle. In other cases they use the number of students at the end of each school cycle to report statistics of a specific year (for instance in the UIS education survey). Ecuador has subsequently reported that the MoE and the INEVAL has agreed on a methodology.

This topic was discussed during the UIS visit, and the MoE decided to work on the criteria in partnership with INEVAL, responsible for the system-level questionnaire, based on the OECD's methodological recommendations.

**Table 6.18 Quality assessment: number of students (full-time equivalent) with coverage adjusted to statistics on educational finance**

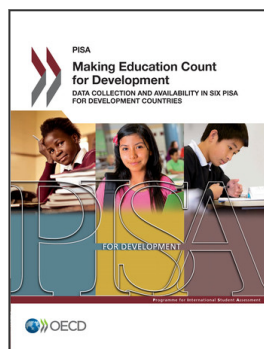
Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The MoE information system covers all the relevant education programmes	The cycle of the MoE information system is aligned with the school year	The data are produced and disseminated in a timely manner	There is a framework in place for the MoE information system	Responsibilities for the different stages of the information system are clearly defined within the MoE

**Table 6.19 Availability assessment: number of students (full-time equivalent) with coverage adjusted to statistics on educational finance**

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Most officers are aware of the information available and how to access it	Data produced by the information system of the MoE are a key element for policy making	Data are shared periodically in publications and through the MoE website	Data are shared with UIS (education survey)

## Notes

1. The full legislation for Ecuador's education system can be found at <http://educacion.gob.ec/documentos-legales-y-normativos>.
2. For more information, see <http://educacion.gob.ec/oferta-educativa>.
3. *Ser Estudiante* is also carried out at lower grades (grades 4 and 7), [www.evaluacion.gob.ec/ser-estudiante/](http://www.evaluacion.gob.ec/ser-estudiante/).
4. See [www.ineval.gob.ec/index.php/ser-bachiller](http://www.ineval.gob.ec/index.php/ser-bachiller).
5. See [www.senna.gob.ec](http://www.senna.gob.ec).
6. The current curriculum is available at <http://educacion.gob.ec/documentos-pedagogicos>.
7. For more details see <http://educacion.gob.ec/category/formacion-docente-i/>.
8. See <http://educacion.gob.ec/category/formacion-docente-i/>.



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