

Ecuador

TVET Country Profile



UNESCO - a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



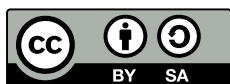
The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Published in 2022 by the
UNESCO-UNEVOC International Centre
for Technical and Vocational Education and Training
UN Campus, Platz der Vereinten Nationen 1
53113 Bonn, Germany

© UNESCO 2022




This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO ([CC-BY SA 3.0 IGO](#)) license. By using the content of this publication, the users accept to be bound by the terms of use of the [UNESCO Open Access Repository](#).

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

ABOUT THIS PROFILE

This profile has been reviewed in October 2022 by the *Dirección Nacional de Bachillerato – Ministerio de Educación del Ecuador*.

Please use our [update form](#)  to notify us of any updates or changes.

The UNESCO-UNEVOC TVET Country Profiles aim to provide concise, reliable and up-to-date information on TVET systems worldwide. Dynamic TVET diagrams illustrate education systems and the role of TVET at a glance. Statistical data can easily be compared across countries. Please help us improve the profiles by using the feedback form.

KEY STATISTICS

Vocational education

Enrolment in secondary vocational, both sexes (number)

269.8 thousand



Of which female (%)

43.9%

SDG4

Participation in education and training in the previous year

3.3%



Participation in vocational education (youth)

7.6%

General education

Net Enrolment Rate, secondary education, male (%)

83.4%



For female students

86%

Education finance

Government expenditure on education (% of total)

11.5%



On vocational education (% of total)

-

Socio-economic

GDP (current USD)

106.2 billion



GDP growth (annual %)

4.2%

Labour Market

Unemployment (%)

6.4%



Unemployment, youth (% , modeled ILO estimate)

14.2%

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

98.8%



Labor force participation rate, total (% of total...)

44.3%

Demography

Total Population

17.9 million



Population aged 15-24 years (%)

17.7%

Vocational education

Ecuador

Secondary education

Enrolment in secondary vocational, both sexes (number)

Source: World Bank / UIS



(2018)

Percentage of students who are female (%)

Source: World Bank / UIS



(2018)

Upper secondary education (ISCED 3)

Students enrolled in vocational programmes, both sexes (%)

Source: UNESCO Institute for Statistics



(2018)

Percentage of students who are female (%)

Source: UNESCO Institute for Statistics



(2018)

Tertiary education (ISCED 5)

Population with at least short-cycle tertiary degree, both sexes (%). ISCED 5

Source: UNESCO Institute for Statistics



-

Population with at least short-cycle tertiary degree, female (%). ISCED 5

Source: UNESCO Institute for Statistics



-

SDG4

Ecuador

Target 4.3.1 - Participation of youth and adults in formal and non-formal education and training in the previous 12 months.

Both sexes (%)

Source: UNESCO Institute for Statistics



3.3
(2018)

Male (%)

Source: UNESCO Institute for Statistics



3.1
(2018)

Female (%)

Source: UNESCO Institute for Statistics



3.5
(2018)

Target 4.3.3 - Participation in technical and vocational programmes, 15-24 year-olds.

Both sexes (%)

Source: UNESCO Institute for Statistics



7.6
(2018)

Male (%)

Source: UNESCO Institute for Statistics



8.5
(2018)

Female (%)

Source: UNESCO Institute for Statistics



6.7
(2018)

General education

Ecuador

Primary education (ISCED 1)

Gross Enrolment Rate (%)

Source: UNESCO Institute for Statistics



99
(2020)

Students who are female (%)

Source: UNESCO Institute for Statistics



100.1
(2020)

Secondary education, all programs

Net Enrolment Rate, secondary education, male (%)

Source: World Bank / UIS



83.4
(2018)

Net Enrolment Rate, secondary education, female (%)

Source: World Bank / UIS



86
(2018)

Gross Enrolment Rate (%)

Source: World Bank / UIS



100.6
(2020)

Percentage of students who are female (%)

Source: World Bank / UIS



101.8
(2020)

Higher secondary (ISCED-3)

Gross Enrolment Rate (%)

Source: World Bank / UIS



97.6
(2018)

Students who are female (%)

Source: World Bank / UIS



99.6
(2018)

Tertiary education (ISCED 5-8)

Gross Enrolment Rate

Source: UNESCO Institute for Statistics



47.9
(2019)

Students who are female (%)

Source: UNESCO Institute for Statistics



51.7
(2019)

Education finance

Ecuador

Government expenditure

Expenditure (% of total)

Source: UNESCO Institute for Statistics



11.5
(2020)

Expenditure on vocational education (% of total government expenditure)

Source: UNESCO Institute for Statistics



-

Socio-economic

Ecuador

Gross Domestic Product

GDP (current USD)

Source: World Bank



106.2
billion
(2021)

GDP growth (annual %)

Source: UNESCO Institute for Statistics



4.2
(2021)

GDP per capita (current USD)

Source: UNESCO Institute for Statistics



5,934.9
(2021)

By sector

Agriculture, value added (% GDP)

Source: World Bank



9.4
(2021)

Industry, value added (% GDP)

Source: World Bank



16.8
(2021)

Services, value added (% GDP)

Source: World Bank



53.4
(2021)

Labour Market

Ecuador

Employment

Labor force participation rate (% of total pop. ages 15+)

Source: World Bank / ILOSTAT



64.8
(2021)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



44.3
(2021)

Vulnerable employment, total (%)

Source: World Bank / ILOSTAT



48.4
(2019)

Youth unemployment (%)

Source: World Bank / ILOSTAT



18.5
(2021)

Gender-wise Employment Indicators

Unemployment, male (% of male labor force)

Source: World Bank / ILOSTAT



5.5
(2021)

Unemployment, female (% of female labor force)

Source: World Bank / ILOSTAT



7.8
(2021)

Unemployment, youth male (% of male labor force ages 15-24)

Source: World Bank / ILOSTAT



11.4
(2021)

Unemployment, youth female (% of female labor force ages 15-24)

Source: World Bank / ILOSTAT



18.8
(2021)

Labor force participation rate, male (%)

Source: World Bank / ILOSTAT



76.5
(2021)

Labor force participation rate, female (%)

Source: World Bank / ILOSTAT



53.3
(2021)

Labor force participation rate, male (% of male population aged 15-24)

Source: World Bank / ILOSTAT



53.7
(2021)

Labor force participation rate, female (% of female population aged 15-24)

Source: World Bank / ILOSTAT



34.6
(2021)

Vulnerable employment, male (% of male employment)

Source: World Bank / ILOSTAT



41.6
(2019)

Vulnerable employment, female (% of female employment)

Source: World Bank / ILOSTAT



-

Youth unemployment, male (%)

Source: World Bank / ILOSTAT



10.6
(2021)

Youth unemployment, female (%)

Source: World Bank / ILOSTAT

10.6
(2021)

Employment, Sectoral Indicators

Employment in agriculture (%)

Source: World Development Indicators

29.7
(2019)

Employment in agriculture, male (% of male employment)

Source: World Bank / ILOSTAT

31.5
(2019)

Employment in agriculture, female (% of female employment)

Source: World Bank / ILOSTAT

27.1
(2019)

Employment in services (%)

Source: World Bank / ILOSTAT

53
(2019)

Employment in services, male (% of male employment)

Source: World Bank / ILOSTAT

46.2
(2019)

Employment in services, female (% of female employment)

Source: World Bank / ILOSTAT

46.2
(2019)

Employment in industry (%)

Source: World Bank / ILOSTAT

17.2
(2019)

Employment in industry, male (% of male employment)

Source: World Bank / ILOSTAT

22.3
(2019)

Employment in industry, female (% of female employment)

Source: World Bank / ILOSTAT

9.8
(2019)

Self-employed (%)

Source: World Bank / ILOSTAT

51.2
(2019)

Self-employed, male (% of male employment) (Modeled ILO Estimate)

Source: World Bank / ILOSTAT

45.2
(2019)

Self-employed, female (% of female employment) (Modeled ILO Estimate)

Source: World Bank / ILOSTAT

45.2
(2019)

Literacy

Ecuador

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

Source: UNESCO Institute for Statistics

98.8
(2020)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



44.3
(2021)

Demography

Ecuador

Population

Total Population

Source: UNESCO Institute for Statistics



17.9
million
(2021)

Population aged 15-24 years (thousands)

Source: UNESCO Institute for Statistics



3.1
thousand
(2019)

Population aged 15-24 years (%)

Source: UNESCO Institute for Statistics



17.7
(2019)

Population growth (annual, %)

Source: UNESCO Institute for Statistics



1.4
(2021)

Population ages 65 and above (%)

Source: World Bank



-

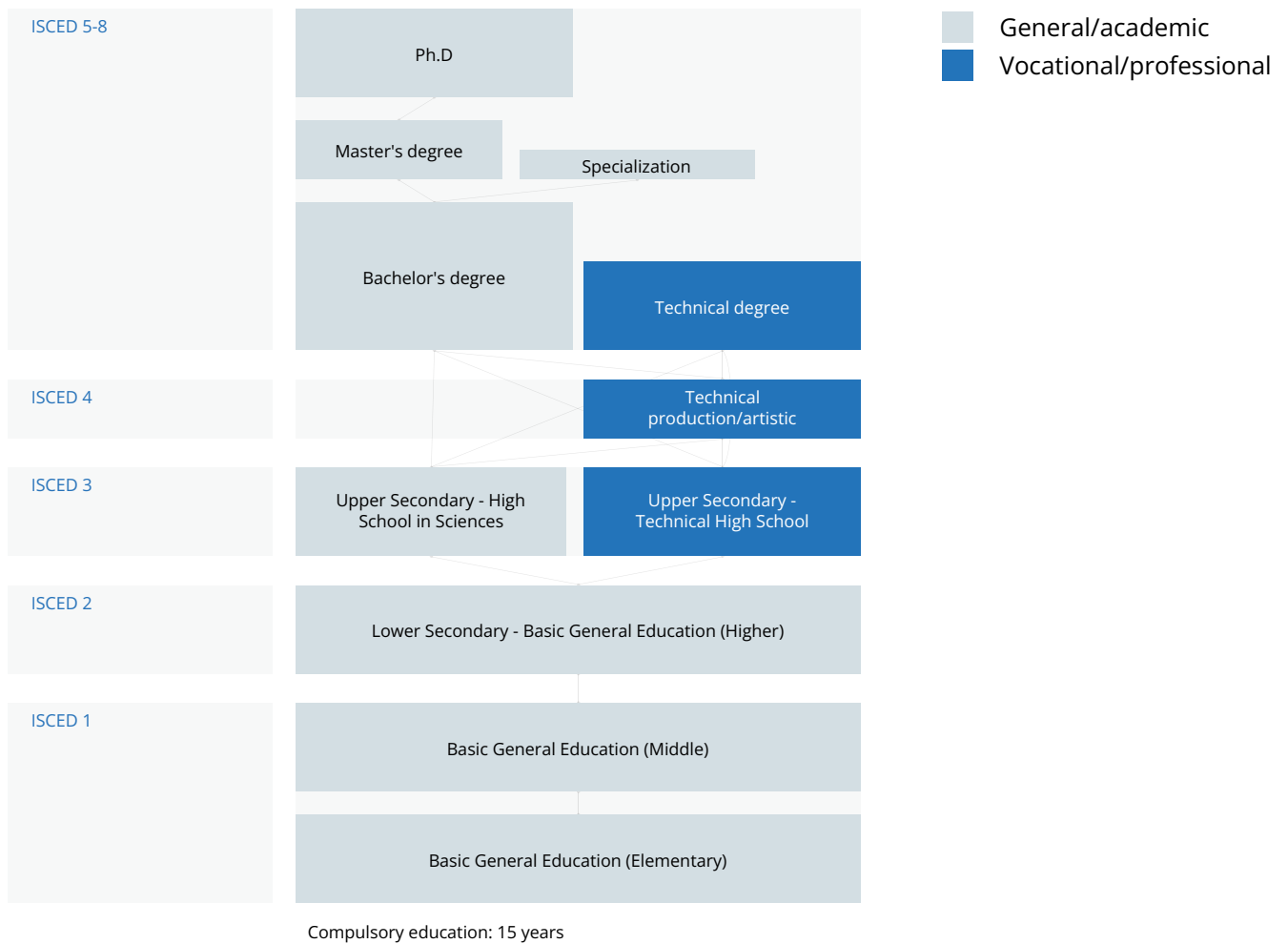
Median Age of Population

Source: UNDESA



27.9
(2020)

FORMAL EDUCATION SYSTEM



Bachilleratos complementarios: Son programas que fortalecen la formación obtenida en el bachillerato general unificado y son:

These are programs that strengthen the training obtained in the unified general baccalaureate, which are:

- **Bachillerato Técnico Productivo:** Bachillerato complementario al Bachillerato en Ciencias o al Bachillerato Técnico. Duración: 1 año. Cualificaciones recibidas: Diploma en Bachillerato técnico productivo en un campo específico.
Baccalaureate is complementary to the Baccalaureate in Science or the Technical Baccalaureate. Duration: 1 year. Qualifications received: Diploma in productive technical baccalaureate in a specific field.
- **Bachillerato Complementario en artes:** Esta oferta va paralela con la formación ordinaria. Existen 3 especialidades para escoger: música, danza y artes plásticas. Cada especialidad tiene un tiempo de estudios determinado dependiendo de las especialidades.
This offer goes parallel with ordinary training. There are 3 specialties to choose from: music, dance and plastic arts. Each specialty has a certain time of studies depending on the specialties.
- **Música:** 11 años de estudio, desde los 7 años (1er nivel de educación básica elemental).
11 years of study, from the age of 7 (1st level of elementary basic education).

Compiled by UNESCO-UNEVOC International Centre in 2021. For detailed insights on Ecuador education system, please see [ISCED Mappings | UNESCO UIS](#).

See the online version of the profile for more details on each item

National Qualifications Framework

Ecuador does not have an NQF

Further information (in Spanish)

- [Support guide for professional qualifications ↗](#). Functional Analysis Methodology
- [Proposal for levels of competence for the national qualifications catalogue ↗](#)
- [Resolution CI-SNCCP-002. Formation of the Interinstitutional Committee of the National System of Qualifications and Vocational Training ↗](#)

OTHER USEFUL STATISTICS

Estudiantes de bachillerato técnico del sostenimiento fiscal - por sexo y área técnica (2021-2022)					
Área Técnica	Nro. Estudiantes femenino	Nro. Estudiantes masculinos	Total Estudiantes	% Estudiantes femenino	% Estudiantes masculinos
Agropecuaria	13.578	11.591	25.169	54%	46%
Artística	1.342	1.241	2.583	52%	48%
Deportiva	337	212	549	61%	39%
Industrial	34.800	19.490	54.290	64%	36%
Servicios	41.055	47.680	88.735	46%	54%
TICS	35.841	32.171	68.012	53%	47%
Total	126.953	112.385	239.338	53%	47%
Fuente: Datos administrativos DNB, GIA periodo 2021-2022					

KEY TVET POLICY DOCUMENTS

Guía de formación en centros de trabajo para bachillerato técnico.↗

2022

Guide to workplace training for the technical bacculaureate. La Formación en Centros de Trabajo (FCT) es un módulo formativo incorporado en la malla curricular de las ofertas de Bachillerato Técnico que se desarrolla en una entidad receptora (empresa). Está constituida por un conjunto de actividades formativo-productivas que permiten a los estudiantes reforzar o complementar la formación adquirida en la institución educativa, mediante el desarrollo de capacidades que no pueden alcanzarse totalmente por diferentes razones, como pueden ser: falta de equipamiento específico o de ambientes de aprendizaje apropiados, o por requerirse de situaciones reales de producción. La guía define las fases y características del programa formativo.

Plan EFTP / TVET Plan↗

2021

En respuesta a los ODS 4 y 8, de la Agenda 2030, con el fin de impulsar la creación de políticas públicas educativas de formación para el trabajo, innovación productiva y promoción para el emprendimiento y para contribuir a la educación y formación técnica profesional (EFTP), el Ministerio de Educación, en colaboración con otras instituciones públicas y actores estratégicos creó el PLAN EFTP. Este contempla ejes de trabajo, líneas y acciones estratégicas a corto, mediano y largo plazo para la educación media y se centran en la oferta de Bachillerato Técnico para asegurar el acceso a la educación superior, al mercado laboral y al emprendimiento social y económico.

Guía para la implementación del modelo de vinculación entre las instituciones educativas con oferta de bachillerato técnico y el sector productivo y/o social. ↗

2021

Guide for the implementation of the linkage model between educational institutions offering technical baccalaureate and the productive and/or social sector. Alineado con el PLAN EFTP, el modelo de vinculación es una propuesta de trabajo colaborativo entre instituciones educativas que ofertan Bachillerato Técnico y el sector productivo y/o social. La guía para el modelo de vinculación fue creada con la finalidad de establecer procesos y acciones para que los actores territoriales de los niveles desconcentrados e instituciones educativas con oferta de Bachillerato Técnico promuevan colaboraciones efectivas con el sector social/productivo e implementen este modelo para el fortalecimiento de los procesos formativos. Este documento fue desarrollado por el equipo técnico de la *Dirección Nacional de Bachillerato* con la asistencia técnica de la *VVOB-Education For Development*.

Instructivo para la implementación de Colegios Técnicos Autosostenibles ↗

2021

Instructions for the implementation of Self-Sustainable Technical Colleges El Modelo de Colegios Autosostenibles brinda sostenibilidad a instituciones educativas de sostenimiento fiscal con oferta de bachillerato técnico, y prioriza el uso efectivo de los recursos entregados por parte del Estado; con el propósito de que puedan generar procesos productivos autosostenibles y que las/os estudiantes puedan fortalecer el componente práctico y las competencias técnicas de los programas educativos. El instructivo para implementación del Modelo de Colegios Autosostenibles con oferta de bachillerato técnico, es una herramienta que instruye los procedimientos en orden secuencial, integrando actividades transversales, de forma detallada para la gestión operativa y financiera, con la finalidad de incrementar la eficacia y eficiencia de los procesos productivos.

Decree - Creation of the National System of Qualifications and Professional Training ↗

2016

Department with the technical assistance of VVOB-Education For Development.

GOVERNANCE

La gobernanza de la EFTP se encuentra en desarrollo. A través de la implementación del Plan EFTP se está construyendo un sistema de gobernanza institucionalizado de la educación y formación técnica profesional (EFTP) consensuado por las diferentes instancias rectoras de la política pública de la EFTP a nivel nacional y que articule a los distintos niveles y modalidades de esta oferta educativa.

Instrumentos para la gobernanza de la EFTP:

- Plan EFTP
- Guía para la implementación del modelo de vinculación entre las instituciones educativas con oferta de bachillerato técnico y el sector productivo y/o social

The TVET governance system of Ecuador is currently under development. Through the implementation of the TVET Plan, an institutionalized governance system for TVET is being built, agreed upon by the different governing bodies of TVET public policy at national level and articulating the different levels and modalities of this educational offer.

Key tools for TVET governance:

- *Plan EFTP*
- *Guide for the implementation of the linkage model between educational institutions with technical baccalaureate and the productive and / or social sector*

Funding of Training

The Ecuadorian Centre for Vocational Training (Servicio Ecuatoriano de Capacitación Profesional – SECAP) is a public institution attached to the Ministry of Labour Relations. Established in 1966, SECAP aims to develop the competencies, knowledge, skills and abilities of Ecuadorian workers through demand-driven training and certification.

- Skills development – SECAP provides training targeted at groups who have been excluded from access to quality work, formal education and training, including the underemployed, self-employed and unemployed. In 2019, SECAP trained almost 37,000 persons (71% female) in 650 courses; 40% aged 15-25 and 33% aged 26-35.
- Certification – SECAP promotes the certification of skills through theoretical and practical evaluations with technical, impartial and transparent criteria. In 2019, SECAP carried out over 8,600 examinations nationwide. (SECAP, 2020)

Further information: [UNESCO \(2022\) Funding of Training, Ecuador](#) ↗



unesco

International Centre for
Technical and Vocational
Education and Training

TVET Country Profiles

The UNESCO-UNEVOC TVET Country Profiles are an online service. They aim to provide concise, reliable and up-to-date information on TVET systems worldwide, including key statistical data which can be compared across countries, major TVET policy documents, and information on governance of TVET. Dynamic diagrams illustrate education systems at a glance, aligned with ISCED levels.

Use the QR code to access this country profile online



Stay in touch



unevoc@unesco.org



www.unesco.org/unevoc



[@unevoc](https://twitter.com/unevoc)



[unesco.unevoc.international](https://www.facebook.com/unesco.unevoc.international)

UNESCO-UNEVOC

International Centre for
Technical and Vocational
Education and Training

Platz der Vereinten Nationen 1
53113 Bonn
Germany