Promoting Intercultural Bilingual Education

Quality Schools in the Central Highlands of Ecuador
General Data

Budget: USD 250,000
Project Duration: 24 months

Location

Country: Ecuador

<table>
<thead>
<tr>
<th>Region</th>
<th>Provinces</th>
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<tbody>
<tr>
<td>HIGHLANDS</td>
<td>Cotopaxi</td>
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<td>Tungurahua</td>
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<td>Chimborazo</td>
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Participants

- Children and adolescents belonging to the Kichwa indigenous nationality of Tungurahua, Chimborazo and Cotopaxi
- Parents of the students
- Directors and teachers of the participant schools
- Provincial Education Boards of Bilingual Intercultural Education of the four Provinces
- National Board of Bilingual Intercultural Education
- Local and Provincial Governments

Beneficiaries

Direct

- 500 children attending the eight participant schools
- 400 parents of the students
- 40 school teachers
- Staff members of the Provincial Boards of Intercultural Bilingual Education

Indirect

- Local Governments
- Provincial Governments
- National Board of Bilingual Intercultural Education
- It is important to mention that for the indigenous communities the schools are the point of reference for communitarian decisions, reunions and meetings. That is why working in the school will benefit the whole community.
The Esquel Foundation, a true promoter of the Millennium Development Goals and member of the Social Agreement for Education – a social movement that watches over the fulfillment of educational public policies—has as one of its main objectives its work with children and youth in Ecuador.

The project “Quality Schools in the Central Andes of Ecuador” is part of the program “Support for Rural Schools in Ecuador.” Esquel has developed this program since 2001 in the Ecuadorian provinces that have been affected by high levels of poverty, migration and illiteracy. The program is designed within the context of the Millennium Development Goals, in particular the first, which promotes the generalization of elementary school education and the eradication of extreme hunger and poverty. The program aims to contribute to the goals by working with the communities in order to pursue clear and tangible results.

The Program improves the access to and quality of education for children in distant rural areas with high indexes of indigenous population and poverty. The methodology for the implementation of the program was developed with the direct collaboration of the National Board of Intercultural Bilingual Education. This partnership contributes to the learning and integration of indigenous people, who have been historically excluded, and promotes their permanence in the educational system as a means of improving their situation. The viability and sustainability of the project is assured through the cooperation of the National Board of Intercultural Bilingual Education.

The strategy chosen to implement the program is based on strengthening local actors’ capabilities through education. The main result of the program is the applicability of the elements that the Educational system proposes:

- Training educators and technical personnel in order to create teachers who are able to implement the MOSEIB (Model of the System of Intercultural Bilingual Education) in the classroom.
- Improving the infrastructure through adaptations of cultural and geographical relevance.
- Spreading pedagogical and didactic material throughout the educational community.
- Cultural revaluation, which aims to create in the participating communities a cultural identity that allows both parents and students to appreciate their traditions and values.
- Training students, parents and teachers in Children’s Rights so they acknowledge and practice them.

The schools are grouped into “networks” or “zones”. Thus, the provinces are favored and the Provincial Boards are eager to work within these areas in order to achieve a greater impact. Expanding the work into more zones is a priority for the program.
The actions are detailed in four results:

1. **Training teachers of a “network” or “zone” to redesign the MOSEIB curriculum.**

   Esquel will train teachers and students in the adequate use of self-learning guides in every chosen network or zone. A pilot system of support, technical assistance and evaluation in the schools will take place. It is necessary to mention the importance of the agro ecological calendar, which is the basis for festivities, agricultural harvest, among others, within the indigenous population. The MOSEIB aims to incorporate the calendar in the students’ lives. To achieve this result the project will employ teaching strategies for the application of the calendar described in a manual.

2. **Design and construction of culturally and geographically appropriate classrooms.**

   This result aims to provide at least one school in each province with the necessary infrastructure. The classroom will respond to the local necessities, promoting cultural identification and encouraging a sense of belonging amongst the students. In the development of this result, the Provincial Boards will have blueprints and construction models for the schools for future reference. It is important to mention that the schools will also be given a pedagogical box containing all the necessary materials for an integral intercultural learning.

3. **Cultural empowerment for two schools in each province**

   This component will take place simultaneously with the second component, which tries to create cultural and collective identity in each of the aforementioned provinces. Therefore, this component seeks that children, and community members in general, recognize themselves as part of their culture. It is important to remember that schools in indigenous communities represent a key meeting point and, consequently, all the different actors that are part of the community are involved in this component.

   We will first meet with the community members and hold different sessions in the schools in order to share the planned activities. In these meetings, three people from each community will be named as cultural activists and they will be responsible for elaborating an inventory of cultural goods and creative cultural spaces. They will also share this information in the different schools. Cultural activities will be developed with the students of the schools, and other community members will be invited to attend these events so as to share their findings (one cultural activity per school will be executed).

4. **General training on Children’s Rights.**

   A support network will be created for the County Councils with the help of the Rights of Children and Teenagers as well as the National Associations who protect human rights in the main participating counties.

   In the same sense, this component focuses on training participating parents and children throughout the process. In order to achieve this objective, there has been a
proposal to incorporate artistic and cultural activities (theatre, musical groups, skits and writings). This will allow the students to think creatively and dynamically about the subject and apply the contents of the Children and Teenagers Code. We expect to develop a common strategy with the County Councils by using participative methodologies that may support the real empowerment for the Rights of Children and Teenagers.
Ecuador is a pluri-cultural and multi-ethnic country. The country’s population is a mixture of White, Black, Mixed-race, Afro-descendants and 13 indigenous nationalities. Since 1988 the State has recognized the Right of Indigenous Nationalities and their need to access an appropriate educational system that has a strong co-relation with their ancestral and cultural background. Within this context, the National Board of Bilingual and Intercultural Education is the public organism that executes functions of administrative, technical, financial and decentralized character, involving the participation of indigenous nationalities in every level of the educational system. In addition, the Department of Culture and Education created the Under-Secretariat of Education for Indigenous Nationalities in August 2006 in order to contribute to the construction of a pluri-cultural and multi-ethnic State. This Under-Secretariat intends to articulate the Spanish language and bilingual educational systems to promote national unity based on diversity and intercultural issues.

Currently, the system has 1,996 education centers of all levels, reaching 100,951 students. Nevertheless, the deficient budget allocation for education in Ecuador, the influence of poorly articulated development policies and the diminishing cultural value caused by centuries of aggression, do not allow for an effective enforcement of the Right to Quality Education with Cultural Pertinence.

The effects of the problems in Ecuadorian education are even greater in rural areas, particularly in one-teacher schools. In Ecuador, as in most developing countries, poor people live mainly in rural areas. In addition to this, people inhabiting rural regions are of indigenous and/or African descent. Traditionally, these two groups have been ethnically and socially discriminated, because of pre- and postcolonial historical conditions. These groups have limited access to production means, less security and guarantees, and less access to education and critical infrastructure facilities. All said, they have less participation and opportunities regarding development issues.

Unfortunately, interventions carried out by several public, private and civil society entities to stabilize educational problems are executed in an isolated approach characterized by individual actions in different schools. Thus, the education offered is often not compatible with local needs.

One of the immediate consequences of the lack of education is the decline of work opportunities and the resulting increase in immigration tendencies; thus, the possibilities of escaping poverty are scarcer every day.

The Ecuadorian government sees the strengthening of the educational system as one of its priorities. For this reason, the Social Front for Education has been consolidated by the National Government. The objective of this move is to articulate social policy and support implementation and coordination strategies to realize greater benefits from efforts and investments made in this area. In the educational field, the objective is to extend the range of the program, ensure permanence and improve learning quality in basic education. However, it is not possible to refer to an attained result due to the lack of budget to execute additional programs.
The following are some of the positive aspects that have surrounded the educational system in Ecuador:

The constitution and application of the Bilingual and Intercultural Education System, which uses the language of each culture as the main language, has become a significant step towards the elimination of cultural barriers hindering indigenous children from accessing education. The Bilingual Intercultural Education System has represented an important path towards the enforcement of collective rights established in Chapter V of the Constitution of the Republic of Ecuador and the Agreement 169 of the OIT.

Another key aspect positively affecting the Ecuadorian educational system is the integral change generated in the legal and ethic conception of Ecuadorian children and youth. The greatest indicator of this change is the Code for Childhood and Youth, created and approved on January 2003 and applied since July 2003. The law represents an important development for children and youth, even though it does not produce the changes required by the country. The biggest advantage of the Code is the establishment of mechanisms to enforce the rights of children and youth.

Additionally, the Code makes it possible to propose public local and decentralized policies that will be discussed with civil society institutions in order to reach consensus. Specifically, the Code seeks to create a County Board for the Integral Protection of Childhood and Youth around the country. These boards will be responsible for:

1) The elaboration and proposal of local application plans and policies,
2) The demand to local authorities for the application of legal actions
3) The creation and development of coordination and collaboration mechanisms with public or private international organizations for the protection of the rights of children and adolescents, and
4) The vigilance of its enforcement, among other faculties.

**LOCAL CONTEXT**

**TUNGURAHUA**

Tungurahua has 441,034 inhabitants, 227,521 are men, and 213,513 are women; 120,060 inhabitants are between 15 – and 29 years of age, 64,708 inhabitants are indigenous; of this last group 33,423 are women and 31,285 are men. This means that 15% of the population is indigenous. Ethnically, the province comprises 72% of mixed race people, and 38% of Kichwa nationality representing the nationalities of: Panzaleo, Chibuleo, Pilahuines, Patalos and Salasacas. 10% of the population is illiterate (6.66% of the men and 12.99% women). Nevertheless, within the indigenous population 37.3% of women and 19.6% of men are illiterate. Indigenous men have an average of 3.6 years of formal schooling, and indigenous women have 2.3 years of formal schooling. While 61.30% of the total population does not fulfill its basic needs; 93.9% of indigenous

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population do not fulfill their basic needs. The employment rate reaches 81.9% of indigenous men and 54.4% of indigenous women.2

CHIMBORAZO

Only 3.3% of the total national population is located in Chimborazo. According to the preliminary results of the VI Population Census, more than 403,000 people lived in the Province of Chimborazo in 2001, approximately 38,000 more than in 1990, implying an annual growth rate of 0.9%. In 2005, however, we found that only 364,682 people live in the Province: 119,813 people reside in the urban zones, and 244,869 reside in the rural zone.

Chimborazo is the Province with the greatest indigenous population in Ecuador. It is also the province most seriously affected by poverty. The main problem for the Bilingual Intercultural Education Sector is the deficient infrastructure of the educational facilities, which were built without taking into account the geographic and cultural conditions of the students. The scarce number of teachers and their deficient formation in the Bilingual Intercultural Education System generates high dropout rates within the scope of the system. The province of Chimborazo has 371 intercultural bilingual educational facilities serving 10,342 boys and 10,029 girls.

COTOPAXI

As in most Ecuadorian provinces, there are significant differences between urban and rural sectors in Cotopaxi. These are particularly notorious in the scopes of housing, education, health and employment, and worsen because of the uncontrollable growth of the population.

The Province of Cotopaxi has a population of 349,549; 180,237 are men and 169,303 are women; 90,534 inhabitants are between the ages of 15 and 29; 84,116 are indigenous, constituting 24% of the population. The approximate illiteracy rate reaches 17.59% of the population; 11.63% of men and an overwhelming 22.95% of women are illiterate. However, these numbers increase in regards to indigenous population: 25.8% of indigenous men and 46.4% of indigenous women are illiterate. Men hold an average of 6 years of formal schooling, and women reach 4.86 average years of formal schooling. Within the indigenous populations, men reach an average of 3.1 formal schooling and women an average of 1.7 years. Only 16.52% of adults count on social welfare, 75.91% of the population does not fulfill basic needs; 97.4% of the indigenous population lives in extreme poverty; 44% of the population is unemployed or underemployed; 73.1% of young people live in poverty and 45.5% of the population live in extreme poverty because of unfulfilled basic needs.

2 Integrated Indicator System of Ecuador, Technical Secretariat of the Social Front. Version 4.0
www.siise.gov.ec
PROJECT PROPOSAL

GENERAL OBJECTIVE

Contribute to the improvement of the quality of bilingual intercultural education in Ecuador through an integral support system.

SPECIFIC OBJECTIVE

To strengthen the Bilingual Intercultural Education System in Cotopaxi, Tungurahua and Chimborazo through the training of teachers in the redesign of the curricula, the improvement of the basic infrastructure of rural schools, the quality and quantity of didactic materials, and the implementation of a cultural revitalization and Children's Rights promotion process.

RESULTS

1. Application of the redesigned MOSEIB (Model of Bilingual Intercultural Education System) Curriculum in Cotopaxi, Tungurahua and Chimborazo.
2. Bilingual Intercultural Community Education Centers (CECIBS) are endowed with culturally pertinent infrastructure, furniture, equipment and pedagogic material.
3. Applied cultural revitalization system in the participating schools in Cotopaxi, Tungurahua and Chimborazo.
4. Students and parents know and exercise their rights.
ACTIVITIES

RESULT 1: Application of the redesigned MOSEIB (Model of Bilingual Intercultural Education System) Curriculum in Cotopaxi, Tungurahua and Chimborazo.

A.1.1. Training of a network or zone in every one of both DIPEIBs, in Curricula Redesign, SISEMOE and use and management of Self Learning Guides.

A.1.2. Application of a pilot support, technical assistance and evaluation system, for the classroom in every zone or network.

A.1.3. Distribution of validated teacher and student for the zones or networks in each province and acquisition of mini – libraries to be distributed in every participant school.

A.1.4. Seven MOSEIB socialization workshops for Education Community Boards or Education Committees and Student Governments in the three provinces.

A.1.5. Transfer of MOSEIB socialization workshops to the parents in the educational facilities in every zone or network.

A.1.6. Systematization of application strategies for the astral agricultural – ecological calendar.

A.1.7. Design and publication of a manual for the application of the astral agricultural – ecological calendar in pedagogic practice.

RESULT 2: Bilingual Intercultural Community Education Centers (CECIBS) are endowed with culturally pertinent infrastructure, furniture, equipment and pedagogic material

A.2.1. Selection of two CECIBs in each network in every province, according to criteria previously established by the DIPEIBS.

A.2.2. Culturally and geographically pertinent design of the schools’ infrastructure.

A.2.3. Construction, re – construction and/or improvement of the selected CECIBs infrastructure.

A.2.4. Selection of schools to be endowed with furniture, 4 in every network.

A.2.5. Acquisition and distribution of furniture through partnerships with local actors.

A.2.6. Description of the contents of the didactic material package, with the help of regional coordinators knowledgeable in the areas of the MOSEIB.

A.2.7. Acquisition and distribution of the didactic material packages to the participating schools in each province.
RESULT 3: Applied cultural revitalization system in the participating schools in Cotopaxi, Tungurahua and Chimborazo.

A.3.1. Meetings with parents, teachers and students of each school in order to plan cultural revalorization activities in the community.

A.3.2. Designation of three people that will be responsible for the process.

A.3.3. Three workshops on cultural revalorization tools.

A.3.4. Cultural goods inventory.

A.3.5. Two workshops in each school, to share the results found.

A.3.6. Elaboration of a cultural activity in each school with the participation of students.

A.3.5. Carrying out a cultural manifestation in every selected school (theater, dancing, gastronomic festival, among others).

RESULT 4: Students and parents know and exercise their rights.

A.4.1. Meetings with the counties’ authorities and community members.

A.4.2. Support of Board activities with community participation.

A.4.3. Elaboration of a calendar of activities, hiring of theater groups, puppets, and music bands specialized in teaching Human Rights and Children’s Rights.

A.4.4. Carry out participatory workshops for boys and girls in the selected provinces.

A.4.5. Carry out workshops for parents in the selected provinces.
Esquel Foundation has intervened in the bilingual intercultural educational sector since 2001. The executed projects in this area are:

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<th>Name of the project</th>
<th>Localization</th>
<th>Amount</th>
<th>Financial Entities</th>
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<tbody>
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<td>Rural Schools Support Program</td>
<td>Province: Chimborazo</td>
<td>USD 93.905</td>
<td>REPSOL- YPF</td>
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<td>Counties: Guamote and Colta</td>
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<td>Support for Rural Schools: Improving the quality of Education in the Central Highlands of Ecuador</td>
<td>Province: Chimborazo</td>
<td>200.000 EUROS</td>
<td>The Finnish Children and Youth Foundation</td>
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<td></td>
<td>Counties: Guamote, Colta and Chimbo</td>
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<td>Province: Tungurahua</td>
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<td>Counties: Ambato and Pelileo</td>
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<td>Province: Cotopaxi</td>
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<td></td>
<td>Counties: Saquisilí and Sigchos</td>
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<td>Province: Chimborazo</td>
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<td>Educational Support Program for three rural schools in the Colta and Guamote counties</td>
<td>Province: Chimborazo</td>
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<td><strong>Rural Schools Support Program</strong></td>
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<td><strong>Improvement in the Quality of Education in the Intercultural Bilingual Schools in Rumiñahui</strong></td>
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<td>USD 7.000</td>
<td>Diputación de Zaragoza / Cooperación Internacional</td>
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<td><strong>Leadership School in Guamote</strong></td>
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<td><strong>Citizens Rights and Duties in Rural Bilingual Schools in Colta, Guamote and Otavalo</strong></td>
<td>Provinces: Chimborazo and Imbabura</td>
<td>USD 30.000</td>
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Monitoring and Evaluation System

The program will implement a planning, monitoring and evaluation system (SPME), which was designed by Esquel in the year 2001. This integrated system supports a culture based on permanent learning, where constant feedback is implemented into the processes with the help of the project’s beneficiaries.

Planning component: this component is based on our unified institutional methodology of planning by results. The methodology is our own adaptation of the ZOPP (Planning system based on objectives) of the GTZ; a revised Logical Framework Approach and other methodological contributions. The planning component is based on a system of indicators that facilitate effective monitoring and evaluation processes.

Monitoring component: this is a permanent observation and documentation process of the project’s information. The tool used for this purpose is the Annual Operative Plan, designed with the aforementioned methodology. This monitoring strategy delivers continuous and structured information that provides feedback on: the progress made in each project or program and the condition of the expected results and the external changes that may influence the project’s execution or implementation. The monitoring component helps adjust institutional actions to a dynamic reality, while maintaining the project’s progress.

Evaluation component: this is also a continuous learning process used to strengthen and improve projects, incorporate multiple intervention approaches, focus towards real and relevant issues, promote participation and flexibility and, perhaps most importantly, build internal capacities.