

IMPLICATIONS OF THE SOCIOECONOMIC DIMENSION IN ECUADORIAN EDUCATION

María Virginia Garcés Sabando, Concepción Elizabeth Marcillo García

Pontificia Universidad Católica del Ecuador, Portoviejo, Manabí, Ecuador.

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Abstract

This research aims to analyze the implications of the socioeconomic dimension in education in Ecuador. Most families with low economic resources have limitations in accessing and making use of technological tools, currently used in virtual environments and the educational field, influencing the teaching-learning process of students and marking distance between social groups. The methodology used has a qualitative approach, it was based on bibliographic research to obtain and analyze the problem. In conclusion, the influence of the social and economic dimensions affects higher percentages at all levels of the economy, especially in the educational field and in low-income groups, due to the lack of resources that do not allow families to access training. and students' academic performance, observing a notorious difference between the rural and urban areas of received values, therefore the gaps with respect to the use of technology in learning environments must be reduced.

Introduction

The socio-economic destiny of the different countries depends on the needs and demands of the developed economies, which lead the globalization project as a condition for the integration of the different social classes in the educational system. Educational reforms that do not carry out the analysis of the initial limitations, nor do they address and analyze them with adequate projects, may not be technically correct, but they will contribute poorly to reducing existing inequalities, it is difficult for an

educational institution to be able to face with guarantees of success to structural inequalities. There is an urgent need to humanize globalization, that is why human development must be stimulated as an alternative to current global organizations, seeking a greater socioeconomic balance, with sustainability, thinking about the quality of life of future generations.

UNESCO in its document "Towards Knowledge Societies" points out that the ability to access and assimilate information and knowledge is unequal in the various social groups as well as between countries (Crovi, 2008).

There are studies carried out by international organizations that analyze the consequences of inequality for the process and development of national and global economies. In some of these they offer effective policy measures to overcome the economic difference and its effects. The various dimensions are regularly integrated into research that offers proposals for strategies against inequity (Naverrete, 2016).

Another factor negatively linked to the growth-poverty relationship is preliminary inequality. Institutions with greater income inequality exhibit less susceptibility in this relationship. This consequence is permanent with the universal literature, but it was not verified empirically for the Mexican state; Therefore, it is interpreted that the gains from economic growth are more difficult, that they can reach individuals in poverty when there is high inequality (Campos & Monroy, 2016).

At the regional level, the economy is going through situations of confusion due to the decrease in authenticity within the economic criterion, a result of the deficit in political entities, turning them into a system of intermittent measures and restriction of the causal and summative inclinations of commercial events in the territory.

The problem of economic inequality is paramount in Ecuador due to the political alignment of the various legislations with the principles of development. Article 276 of the Constitution of Ecuador states among its objectives, that the development regime must join the cause of "To form an economic, fair, democratic, productive, supportive and sustainable system based on the equitable division of the benefits of growth, of the means of production and in the generation of decent and stable work"(Ramírez & Díaz, 2017).

According to (INEC, 2011) Ecuador is a country in the process of development, where a large part of the population is of a lower-middle social class with 49.3% in the main cities. Those with low economic resources that in one way or another affect the environment where they operate, most families cannot access education due to the lack of technological tools that are currently used in the educational context; presenting unequal opportunities for students many times leading to school dropout.

Families with reduced resources and little information have more limitations to access and use technological tools. This obstacle has acted as a barrier marking distance between social groups.

Socio-economic situations are one of the main origins that affects school performance. The economic agreements induced by the authorities on duty represent the increase in unemployment rates, reduction of subsidies; which generates a decrease in the contribution of families to the education of their children, scarce material goods, disobedience, brusqueness, vices; particularities that the child welcomes by not compensating for their needs in the educational preparation process.

In Manabí the socioeconomic factors are irregular since there are students who do not have the same conditions and possibilities in the educational field. The identification of the differences of the students around the social, political and economic sphere due to the inequity that is visualized in the different educational communities, finding more relevance in rural sectors, where most of the inhabitants do not have the income, nor the technologies necessary to carry out meaningful learning.

Inequality in social and economic dimensions affects the educational community, since some students do not have the same conditions and possibilities to take on school tasks.

The functioning of the educational system has a notorious influence on the levels of educational inequality, based on the planning, design, execution and evaluation of appropriate educational offers that allow the improvement of education in the country, to satisfy the real social demand and project the socio-productive progress of the state. Therefore, the objective of this research is to analyze the complications of the socioeconomic dimension and its incidence in Ecuadorian education, identifying income inequality with respect to the geographical sectors of the families and its influence on education.

Materials and methods

Bibliographic research was used, collecting descriptive information on true and current foundations; presents a qualitative approach, which is developed through theoretical methodologies, with the aim of acquiring specific knowledge of the phenomena (Guerrero, 2016).

The applied method is deductive, which is based on reasoning, its utility being inverse to inductive, since the derivation of human beings leads to transferring the general beginnings to particular events (Prieto, 2017). Where the problem that education actors show in the face of the social and economic differences found within the school process is deepened.

Analysis and discussion of the results

In education the social dimension has its focus on vulnerability, inequality and conflicts produced in the environment where students develop, to promote actions and strategies that significantly influence the visions of improvement of education, especially in the socioeconomic improvement of each nation (Sosa, Íñigo, & Martín, 2016).

Experts warn of an additional problem existing in the interaction, specifically between social aspects and economic groups, often the characteristics of the context do not allow the use of modern category models and on various occasions they respond to different mechanisms (Pérez, Subirá, & Guitert, 2007).

It is important to innovate and create social policies with a relational and educational orientation with the population, in order to generate, provide values and behaviors that motivate that potential in each human being, helping their independence, creativity and their particularity within society.

Education is a systematic sequence of processes and improvement, through which the individual is formed both individually and socially, where he develops, the integrative dimension of the person is strengthened and generates behaviors, values that allow harmonious coexistence, without leading to modify administrative, social and political

structures, which often limit rights and freedom, which produce inequality and suppression (Martínez, 2021).

The globalization of the economy is a concern that encompasses the impact of social organizations and interest groups in local systems, determining their performance, this constitutes one of the essential references in the dilemma about education that takes place in areas as diverse as public ministries, international organizations where the economy reaches its maximum and minimum levels (Orozco, Olaya, & Villate, 2009).

Within the educational field, the social and economic affect all sectors of the economy, without distinction of class; in groups with lower income, these dimensions tend to cause more relevant negative effects on education, families with low resources must face the demands of new training scenarios that influence the development of the teaching-learning process, due to the lack of having tools technology that today are used in classes, a limitation that is observed in extremely poor households.

Education is a process of social transformation in which many essential aspects intervene, among them is the curriculum. You cannot acquire preparation without posing a vision that describes it at its respective levels. Therefore, the curriculum over time has been a very important issue in the educational search (Delgado, Vera, Cruz, & Pico, 2018).

The educational plans, processes or programs, elements of this extensive theme, have led the teacher to reinforce their daily practice in the school and academic preparation of children, youth and adults, in different social, cultural and geographical contexts (Delgado, Vera, Cruz, & Pico, 2018).

Education in Ecuador did not achieve a truly executable sequence, because projects with excellent proposals were developed, but they did not find the environment to achieve it due to circumstances such as lack of economic resources, training of human capital in charge of carry them out, contextual imbalance, so that several of the reforms that have been carried out have been specific to the context (Aguilar, 2019).

In 2010, the Curriculum Updating and Strengthening of Basic General Education is proposed, subject to critical pedagogy and with the purpose of fostering skills with performance criteria in students. For the period 2011-2012, Ecuador opens the use of the recent model of: Unified General Baccalaureate (BGU), decreed in the Organic Law of Intercultural Education (LOEI). After completing three years of high school, and through an entrance test, the student can apply for admission to higher education (Aguilar, 2019).

The social and cultural differences of the students condition their educational progress and the results they obtain. The family environment and its commitment to educational institutions have an unquestionable impact on the educational development of students. Family resources, their level of studies, work habits, guidance and academic support, cultural activities that are carried out, the texts that are read, events and expectations about the level of studies that children can achieve, are factors that have a very important influence on education (Marchesi, 2000).

If in some cases social differences affect to a greater or lesser extent the educational progress of students, it is possible to find inequalities between them due to their social origin. A leveling of social differences, which is not the direct responsibility of the educational system, or the development of intervention strategies that make it

impossible to influence social inequalities in the educational field, will allow us to achieve a more egalitarian objective (Marchesi, 2000).

Therefore, a brief description will be made of the factors that influence the entrance to education of Ecuadorians, at any of the educational levels that make up the system.

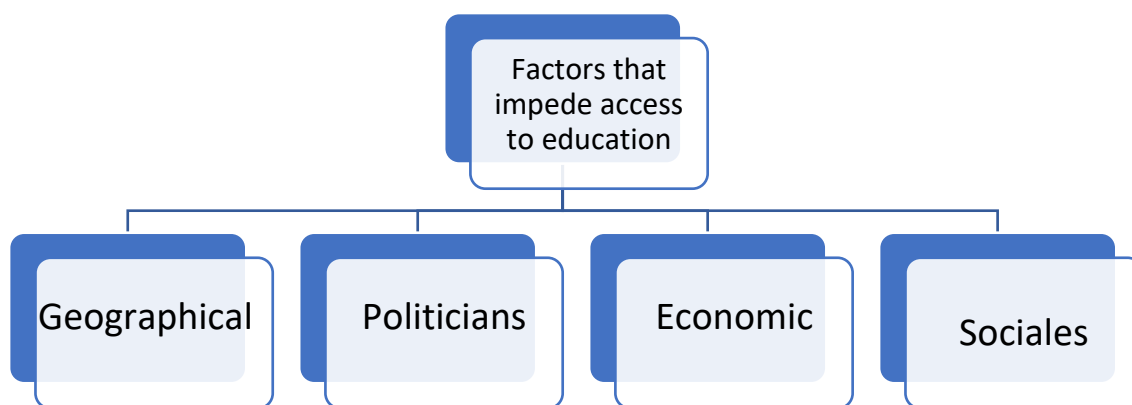


Figure 1. Factors that affect access to education

Source: (Flores & Moscoso, 2016).

Mentioning the factors that affect entry to education at different levels consists of analyzing the various situations of Ecuadorian families, having academic preparation as an essential axis in the growth of the economy; the dissemination of educational institutions throughout the Ecuadorian geography should be considered; A problem of entry to them is that the vast majority of these are in the cities with more development, also analyzing the social position of families, gender and the level of poverty.

Economic inequality is the difference in conditions that groups have in society that is defined by the level of income or by the ease of resources that an individual maintains, taking into account that the inequality of the economy as an unbalanced part of income and income. economic destination owned by small groups or families in the population (Aveiga, 2019).

In figure 2, you can see the three positions to reduce the levels of inequality.



Figure 2. Indicators to reduce the socioeconomic gap

Source: (Aveiga, 2019).

The importance of education in the preparation of human capital leads to optimizing the income levels of the population, so that a direct integration of training and the salary position that an individual may receive in the future, taking education as an investment that will deliver results in the long term; it is a specific element of the growth and development of economies. These high rates of increase that countries obtain are due to the talent of their citizens, producing an effective effect on the per capita value of the population.

Poverty grows over time at the global level, making it physically and psychologically difficult for families due to the lack of goods and services that does not allow them to satisfy their needs, there is a low possibility of obtaining a decent job and of doing it effectively, it is observe low educational levels and high rates of contracting a disease, if poverty is an economic, social and political problem (Duy, 2016).

The Gini Coefficient, isan indicator used to quantify the level of inequality in a given sector, revealing the distribution of per capita income of the family in society (Duy, 2016). Table 1 shows the economic indices at the national level and in urban and rural areas.

Table 1. Average income per family

Indices	Zone		
	National	Urban	Rural
Average household salary (\$)	893	1,046	567
Average monetary income (\$)	709	841	428
Per capita income (\$)	230	274	141
Non-monetary percentage (%)	20, 7	19.7	24.6
Gini indicator	0.45	0.44	0.39

Source: (INEC, 2010).

As can be seen in the table, when considering the geographical origin of Ecuadorian families, it is exposed that in the urban area the average income is located at \$ 1,046.00 and in the rural area at \$ 567.00; Therefore, Ecuadorian households face a challenge in accessing education at all levels, establishing that the average monthly cost of living in Ecuador is \$ 893.00 per month in most households according to INEC statistics.

Education is a crucial element to reduce inequality indices, therefore, the Constitution of Ecuador in its Art. 343 states that the national education system aims to develop capacities, individual and collective potentialities of the population, which allow the learning, generation and use of knowledge. Thus in Art. 347 literal 7 shows that it is the duty of the state to reduce illiteracy. In other words, the best-prepared individuals have better facilities, jobs, income and standard of living, decreasing inequality, marginalization and poverty in society (Duy, 2016).

The Gross Domestic Product quantifies the wealth originated in a certain period, the variation rate is the main index of the increase of the economy of a country, which is the result of the addition of the gross added value of all production (Ministry of Economy and Finance, 2020). The graph in Figure 3 shows the disbursement of the General State Budget in the Education Sector in the period 2020.

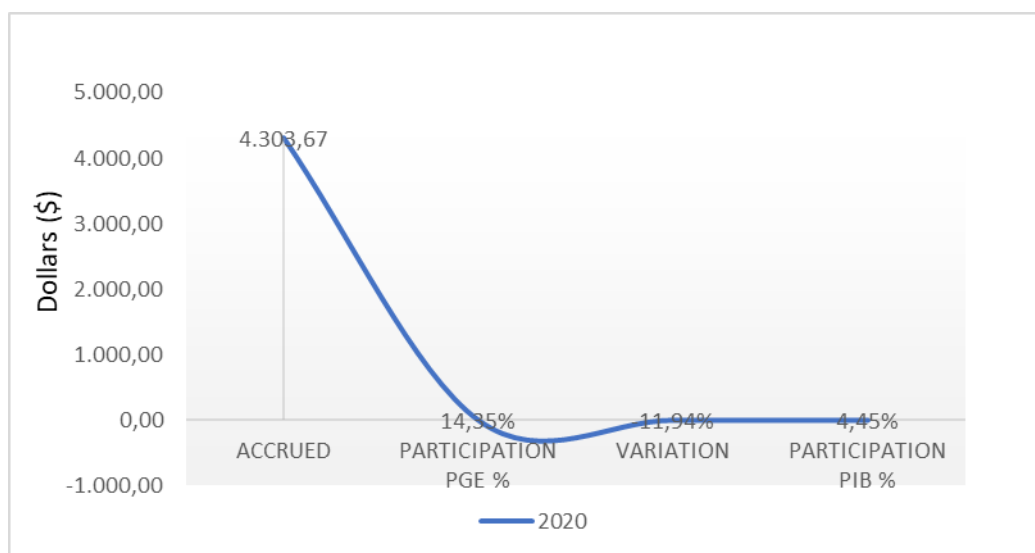


Figure 3. Expenditures of the General State Budget in education

January - December 2020 (Figures in millions of dollars and percentages)

Source: (Ministry of Economy and Finance, 2020).

The Education item registers a remuneration of USD 4,624.56 million, of which USD 4,303.67 million were received, this amount symbolizes 14.35% of the total PGE and 4.46% of the estimated 2020 GDP. This is intended for educational institutions through the referral of district entities in charge of the administration and management of necessary resources in educational establishments in infrastructure, resources, logistics, among others.

Conclusions

The social and economic dimensions affect the educational progress of students, due to the existing inequalities in their social origin. In Ecuador there are several factors that affect access to education, due to the different contexts of families, geographical location, economic stability, environment where they operate and state policies that should focus on the application of innovative strategies; that help counteract extreme poverty in the most vulnerable sectors.

It was found that geographically the families of Ecuador have an average income in the urban area of \$ 1,046.00 and in the rural area of \$ 567.00; With which it is determined that households face a challenge so that students can access education at all levels, the average monthly cost of living being \$ 893.00 according to INEC data.

It is concluded that the incidence of the socioeconomic dimension within the educational context affects to a great extent all the fragments of the economy, especially

the groups with minimum incomes framed in education, due to the lack of resources that make it impossible for families to access effectively to the preparation and academic performance of students, using technology in learning environments.

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