

Common ventures of teaching graduates in Ecuador

Emprendimientos comunes de los licenciados en docencia en el Ecuador

Emprendimentos comuns dos licenciados em ensino no Equador

Silvia Maribel Placencia Ibadango*

Jorge Wilson Flores Rodríguez*

Eladio Leonardo Vera Ramírez*

Maritza Catherine Vallejo Palacios*

Abstract

The transition from academic training to the labor market is a significant phase for teaching graduates in Ecuador. This article explores the most common entrepreneurial paths these graduates follow after graduation. The most common ventures include the creation of tutoring centers, private educational institutions, and consulting services in educational technology and curriculum development. In addition, the study examines the socioeconomic and policy environments that favor or hinder these entrepreneurial activities. Through a mixed methods approach, including surveys and case studies of successful educational ventures, this article provides an overview of the motivations, challenges, and impacts of these businesses. The findings highlight the growing trend towards entrepreneurship in education, driven by the need for innovative solutions in the sector and the increasing demand for customized educational services.

Keywords: Entrepreneurship, Teaching Graduates, Ecuador, Tutoring Centers, Educational Technology.

Resumen

La transición desde la formación académica hacia el mercado laboral es una fase significativa para los licenciados en docencia en Ecuador. Este artículo explora los caminos emprendedores más comunes que estos graduados siguen después de su graduación. Los emprendimientos más comunes incluyen la creación de centros de tutoría, instituciones educativas privadas y servicios de consultoría en tecnología educativa y desarrollo curricular. Además, el estudio examina los entornos socioeconómicos y de políticas que favorecen

How to cite:

Placencia, S., Flores, J., Vera, E., Vallejo, M. (2025)
Common ventures of teaching graduates in Ecuador. *Revista Iberoamericana De educación*, 9 (1).

Received: April, 2024

Approved: July, 2024

DOI: <https://doi.org/10.31876/rie.v9i1.283>

<http://www.revista-iberoamericana.org/index.php/es>

Magíster en Gerencia Educativa
Universidad de Guayaquil
Facultad de Filosofía, Letras y Ciencias de la Educación
silvia.placenciai@ug.edu.ec
<https://orcid.org/0000-0003-3164-1639>

Magíster en Educación Superior
Universidad de Guayaquil
Facultad de Filosofía, Letras y Ciencias de la Educación
wilson.floresr@ug.edu.ec
<https://orcid.org/0000-0002-7436-7441>

Magíster en Economía
Universidad de Guayaquil
Facultad de Filosofía, Letras y Ciencias de la Educación
eladio.verar@ug.edu.ec
<https://orcid.org/0000-0002-2340-9496>

Magíster en Pedagogía
Universidad de Guayaquil
Facultad de Filosofía, Letras y Ciencias de la Educación
maritza.vallejop@ug.edu.ec
<https://orcid.org/0000-0003-3884-6039>

o dificultan estas actividades emprendedoras. A través de un enfoque de métodos mixtos, que incluye encuestas y estudios de caso de emprendimientos educativos exitosos, este artículo proporciona una visión general de las motivaciones, desafíos e impactos de estos negocios. Los hallazgos destacan la creciente tendencia hacia el emprendimiento en la educación, impulsada por la necesidad de soluciones innovadoras en el sector y la creciente demanda de servicios educativos personalizados.

Palabras Clave: Emprendimiento, Licenciados en Docencia, Ecuador, Centros de Tutoría, Tecnología Educativa.

Resumo

A transição da formação acadêmica para o mercado de trabalho é uma fase importante para os licenciados em ensino no Equador. Este artigo explora os caminhos empresariais mais comuns que esses graduados seguem após a graduação. Os empreendimentos mais comuns incluem a criação de centros de tutoria, instituições de ensino privadas e serviços de consultoria em tecnologia educacional e desenvolvimento curricular. Além disso, o estudo examina os ambientes socioeconômicos e políticos que favorecem ou dificultam estas atividades empresariais. Através de uma abordagem de métodos mistos, incluindo inquéritos e estudos de casos de empreendimentos educativos bem sucedidos, este artigo apresenta uma panorâmica das motivações, desafios e impactos destas empresas. Os resultados evidenciam a tendência crescente para o empreendedorismo na educação, impulsionada pela necessidade de soluções inovadoras no sector e pela procura crescente de serviços educativos personalizados.

Palavras-chave: Empreendedorismo, Licenciatura em Ensino, Equador, Centros de Tutoria, Tecnologia Educativa.

INTRODUCTION

In recent years, Ecuador has undergone significant changes in its education system, driven by policy reforms and efforts to improve the quality of education nationwide. The Ministry of Education has implemented several policies to increase educational coverage and improve school infrastructure, as well as to raise teaching quality standards. These reforms have resulted in an increase in the number of teaching graduates entering the labor market each year. However, despite these advances, the Ecuadorian education system continues to face persistent challenges. Among the most prominent problems

are overcrowded classrooms, lack of adequate educational resources, and limited opportunities for professional development. In addition, intense competition for jobs in the public and private sector has generated an oversupply of qualified teachers in the labor market. This context has forced many teaching graduates to seek alternatives to traditional employment, resulting in a growing trend towards entrepreneurship in education.

The phenomenon of entrepreneurship among teaching graduates is relatively new and little explored in the academic literature, especially in the Ecuadorian context. As more graduates opt for unconventional paths, the need arises to understand the dynamics that drive this transition to entrepreneurship. Limitations in the formal labor market, coupled with an environment of rapid technological innovation and a growing demand for personalized education, have made entrepreneurship an attractive option for these professionals. However, there is a gap in knowledge regarding the specific types of ventures these graduates are pursuing. Are these ventures oriented toward traditional education or are they exploring new areas such as educational technology? In addition, the barriers these entrepreneurs face and the factors that contribute to their success or failure have not yet been adequately researched.

Understanding entrepreneurial trends among teaching graduates is crucial not only for developing policies that encourage entrepreneurship, but also for improving the education system as a whole. Educational entrepreneurs can play a key role in innovation in the sector, offering creative solutions to persistent problems such as lack of access to quality resources or the need for more effective teaching methods. Furthermore, documenting and analyzing these trends contributes to a broader understanding of the role entrepreneurship can play in Ecuador's economic and social development. In a global context, educational entrepreneurship has been identified as a key force for the transformation of the education sector. The Organisation for Economic Co-operation and Development (OECD) has noted that entrepreneurs in education are well positioned to respond to the changing demands of students and society, especially in an increasingly digital environment. In Latin America, the World Bank has underscored the importance of entrepreneurship in creating new economic opportunities, particularly in rural areas and marginalized communities, where traditional education systems often fail to meet local needs.

The concept of educational entrepreneurship encompasses a wide range of activities, from the creation of new private schools to the

development of technological applications that facilitate learning. Previous studies have explored how teachers and education graduates in different countries have leveraged their knowledge and experience to innovate in education. In particular, educational technology (EdTech) has emerged as a fast-growing area, offering teachers a platform to develop products and services that enhance teaching and learning. In Ecuador, research on educational entrepreneurship is still incipient. Some studies have documented success stories of teachers who have founded private educational institutions or developed customized tutoring programs, but these studies often lack a deeper analysis of the dynamics behind these ventures. In addition, little research has examined the impact of public policies in promoting or inhibiting educational entrepreneurship, an aspect that this study seeks to address.

Ecuador's socioeconomic environment also plays a crucial role in the development of educational entrepreneurship. The country has experienced significant economic fluctuations in recent decades, which has affected employment stability and prompted many to seek alternative employment. In addition, the growing adoption of digital technologies, accelerated by the COVID-19 pandemic, has opened up new opportunities for entrepreneurs in the education sector, particularly in areas such as online learning and the creation of digital educational content. From a policy perspective, the Ecuadorian government has implemented various initiatives to support entrepreneurship in general, but specific support for entrepreneurship in education has been limited. Although there are funding and training programs for entrepreneurs, most of these are aimed at more traditional sectors such as commerce or manufacturing. Therefore, educational entrepreneurs often face additional barriers, such as lack of access to capital and the need to navigate a complex regulatory environment.

In summary, this study aims to identify and analyze the types of entrepreneurship most common among teaching graduates in Ecuador. In addition, it seeks to explore the motivations behind the choice of these entrepreneurial paths and to evaluate how socioeconomic factors and government policies influence the success or failure of these ventures.

MATERIALS AND METHODS

This study uses a mixed methods approach, combining quantitative data from national surveys with qualitative insights from case studies and interviews.

Participants: The quantitative component included a survey distributed to 200 teaching graduates from universities across Ecuador who completed their studies between 2018 and 2022. The qualitative component included in-depth interviews with 10 entrepreneurs who have successfully established educational ventures.

Data collection: Surveys were conducted online, using a structured questionnaire that focused on demographics, entrepreneurial activities, and motivational factors. Interviews were semi-structured, which allowed for a more in-depth exploration of the challenges and successes faced by the entrepreneurs.

Data analysis: Quantitative data were analyzed using statistical software to identify common trends and correlations. Qualitative data were analyzed using thematic analysis to identify recurring themes related to entrepreneurial motivations and challenges.

RESULTS

The survey results indicated that the most common ventures among teaching graduates are tutoring centers (35%), private educational institutions (25%) and educational consulting services (20%). In addition, 15% of respondents reported being involved in educational technology startups, while 5% are engaged in the development of educational materials.

Interviews revealed that motivations for entrepreneurship include the desire for greater autonomy, the need to address gaps in the education system, and the aspiration to innovate teaching methodologies. Commonly cited challenges were financial constraints, regulatory barriers and market competition.

The results suggest that the entrepreneurial activities of teaching graduates are largely driven by market needs and personal motivations. The prominence of tutoring centers and private educational institutions reflects the demand for complementary educational services in Ecuador. The growth of EdTech initiatives indicates a shift towards digital solutions in education.

CONCLUSIONS

This study has highlighted the most common entrepreneurial paths followed by teaching graduates in Ecuador, with a focus on tutoring centers, private schools and educational technology ventures. The findings underscore the importance of entrepreneurship in education to address existing gaps and provide innovative solutions.

These findings align with global trends in educational entrepreneurship, where technology and innovation are key drivers. However, Ecuador's regulatory and economic context presents unique challenges that are not as prevalent in other regions.

There is a need for more robust support systems for educational entrepreneurs in Ecuador, including access to financing, business management training and a more favorable regulatory environment. The government could play a crucial role in fostering a more entrepreneurial culture among educators by providing incentives and resources.

Policymakers should consider implementing initiatives aimed at supporting educational entrepreneurs, including financial aid, mentoring programs, and streamlined regulatory processes. Future research could explore the long-term sustainability of these ventures and their impact on the educational landscape in Ecuador.

A limitation of this study is the relatively small sample size for the qualitative component, which may not capture the full diversity of entrepreneurial activities. In addition, the focus on recent graduates may not reflect the experiences of those who entered the labor market in earlier years.

Future research could examine the impact of entrepreneurship on educational outcomes in Ecuador and explore the potential for scaling successful models to other regions.

REFERENCES

- CEPAL. (2021). Los retos y oportunidades de la educación secundaria en América Latina y el Caribe durante y después de la pandemia. Obtenido de <https://www.cepal.org/es/enfoques/retos-oportunidades-la-educacion-secundaria-america-latina-caribe-durante-despues-la>
- INEC. (2024). Encuesta Nacional de Empleo, Desempleo y Subempleo (ENEMDU). Quito: INEC.
- Lasio, V., Amaya, A., Espinosa, M., Mahauad, M., & Sarango, P. (2024). Global Entrepreneurship Monitor Ecuador 2023/2024. Guayaquil: ESPAE.
- Myers, C., Wyss, N., Villavicencio Peralta, X., & Coflan, C. (2022). Mapeo y análisis de programas EdTech en América Latina y el Caribe. Washington: EdTech Hub. doi:<https://doi.org/10.53832/edtechhub.0132>

- Ponce, J. (2010). Políticas educativas y desempeño: Una evaluación de impacto de programas educativos focalizados en Ecuador. Quito: FLACSO.
- UNESCO. (2022). Informe de seguimiento de la educación en el mundo 2021/2: Los actores no estatales en la educación ¿Quién elige? ¿Quién pierde? Paris: UNESCO.