

Argentina

National Higher Education Equity Policy

Governance

The Ministry of Education, Culture, Science and Technology of Argentina and the Secretariat of University Policies are responsible for the provision of higher education. The National Institute of Technological Education (INET) and the National Institute of Teacher Training (INFD) support them.

The following coordination and advisory bodies support the management of higher education policy:

- National Commission for University Evaluation and Accreditation (CONEAU)
- The Council of Universities
- National Interuniversity Council (CIN)
- Council of University Rectors Private (CRUP)
- Regional Higher Education Planning Councils (CPRES)

Higher Education Policy Documents

- Law 26206 of 2006 National Education Law (AED 2962)
- Higher Education Law No. 24521 of 1995 (AED-2019). Modified by Laws 25573 of 2002 (inclusion of people with disabilities); 26002 of 2004 (Regime of Titles); 27754 of 2004 (Postgraduate Education) and Law 27204 of 2015 entitled "Law on the Effective Implementation of State Responsibility in Higher Education"
- Professional Technical Education Law No. 26 058
- Goals of the Government 2015-2019 (OG2015-2019)
- National Strategic Plan 2016-2021 (PEN2016-2021)
- National Disability Plan (PND 2017-2022)
- *Transforming our world: the 2030 Agenda for Sustainable Development* (UN2030)

Equity Policy Documents

What broad and specific equity objectives do the policy documents identify?

It is the responsibility of the State, the provinces and the Autonomous City of Buenos Aires to:

- Guarantee equality of opportunities and conditions in access, retention and graduation in the different levels.
- Provide scholarships, adequate conditions of infrastructure and appropriate technological resources for low income students.
- Promote policies of educational inclusion that recognize equally the different identities of gender and multicultural and intercultural processes.
- Establish the necessary measures to equalize the opportunities and possibilities of people with permanent or temporary disabilities.
- To ensure that all persons who pass secondary education can enter freely and unrestrictedly to undergraduate education. The admission must be complemented by the vocational and leveling processes that each higher education institution must set up, but in no case should it have a selective or discriminatory character.
- Strengthen the articulation of higher education with the secondary.
- Promote the inclusion of people with disabilities in the general education system
- Ensure equal access for all men and women to quality technical, vocational and higher education.
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including persons with disabilities, indigenous peoples and children in situations of vulnerability

The following equity target groups are identified in the policy documents

- Low income students
- Gender groups
- Indigenous groups
- Students with a disability
- Vulnerable youths

Does the country have concrete targets for the participation of specific equity groups?

Guarantee an inclusive, equitable and quality education and promote lifelong learning opportunities for all by 2030.

There are no quantifiable goals in the documents.

Is there a standalone policy document dedicated to equity promotion in higher education?

- Argentina does not have a standalone policy document dedicated to equity promotion in higher education.

Argentina has a number of specific anti-discrimination provisions embedded in the following pieces of legislation:

- Law N ° 5.261 Against Discrimination. September 2015

The Government of Argentina uses a series of financial and non-monetary instruments to promote equity.

Financial Policy Instruments

- No tuition fees in public state higher education institutions
- Scholarships (PROGRESA) (higher education programs, teacher training, professional training courses)
- Student loans and grants.

Non-Monetary Policy Instruments

- Admission is free and unrestricted. Leveling and orientation processes may exist, but in no case should these processes have a selective or discriminating character.
- The admission must be complemented by vocational guidance and leveling processes that each higher education institution must set up, but in no case should it have a selective or exclusionary or discriminatory character.

- Those over 25 years of age may enter after the Universities evaluate that they have preparation or work experience in accordance with the studies they intend to initiate, as well as sufficient skills and knowledge to successfully complete them.

- Strengthening the articulation of higher education with the secondary level through actions aimed at students, teachers, assistants and tutors of both levels in relation to work with content level and skills required for entry to the higher education level.

Financial Resources

What financial resources does the country devote to equity promotion measures?

Total expenditure on higher education as a percentage of GDP in 2015: 0.99%
Current expenditure in tertiary education by expense type: needs-based scholarships and subsidies in 2015: 2.7%

Quality Assurance

There is no information to show that the quality assurance criteria take elements of equity into account.

Monitoring and Evaluation

Who is responsible for monitoring the impact of equity promotion measures?

- The Ministry of Education, Culture, Science and Technology through its Secretary of University Policies is responsible for monitoring all policies. It is not made explicit that this includes equity.
- What instruments, methods and data are in place to carry out the monitoring and evaluation activities?

Specific tools or instruments for this purpose are not defined.

Dedicated Equity Promotion Agency

The country does not have an agency / institution dedicated to promoting equity policy in higher education.

Indicators of Equity in the Country

Net Enrollment Rate BY GENDER, QUINTILES OF INCOME AND AREA (Argentina)

Year	Total	Gender		Quintiles of Income					Area	
		Female	Male	1	2	3	4	5	Rural	Urban
2013	35.0	40.6	29.7	22.3	29.0	34.8	43.7	61.8		35.0
2014	34.2	40.2	28.7	20.9	24.7	32.9	47.2	63.2		34.2
2015	37.1	43.9	31.0	21.3	29.6	39.0	48.2	61.7		37.1
2016	34.4	40.6	28.3	26.6	23.5	34.0	41.4	60.8		34.4
2017	38.6	44.9	32.3	28.6	28.9	35.3	47.4	67.2		38.6

Source: SEDLAC (CEDLAS and World Bank), May 2018

Sources

[Ministerio de Educación, Cultura, Ciencia y Tecnología](#)

https://scholar.google.com.ec/scholar?q=Transformar+nuestro+mundo:+la+Agenda+2030+para+el+Desarrollo+Sostenible&hl=es&as_sdt=0&as_vis=1&oi=scholar

<http://www.redindices.org/indicadores-por-pais>