

Bolivia

National Higher Education Equity Policy

Governance

The Ministry of Higher Education, through the Vice Ministry of Higher Education Vocational Training and its General Directorate of Higher Education University (DGESU), is responsible for higher education public policy.

The DGESU is the body responsible for directing, coordinating, promoting, monitoring and evaluating policies for the development and quality assurance of higher education. It is also responsible of proposing normative documents that regulate the relationship between the Ministry and public and private universities, including an effective use of public resources by universities.

The DGESU is supported by the Executive Commission of Bolivian Public Universities.

Higher Education Policy Documents

- Education Law 070 of December 2010 "avelino siñani - elizardo p rez"
- Economic and Social Development Plan 2016-2020 PDES2020
- General Regulation of Private Universities 27-12-2005
- Regulations for the functioning of Institutes 06-10-2010
- Ministerial Resolution No. 169/05, Private Universities Fees 06-06-2005
- National University Development Plan (CEUB)

Equity Policy Documents

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

- Develop intercultural training centers
- Implement programs for the recovery, preservation, development, learning and dissemination of the different indigenous languages.
- Recover and develop the knowledge of indigenous peoples and Afro-Bolivian communities.

- Reform the admission process.
- Develop retention programs.
- Improve the pedagogical, psychological and legal support system.
- Strengthen student welfare.
- Promote respect for human rights, gender equity and people with special abilities.

The following equity target groups are identified in the policy documents

- Low income students
- Gender groups
- Indigenous students
- Students with disabilities
- Farmers

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

- Four new Intercultural Bolivian Schools (EBI) have been created for artistic training at the undergraduate level (theater, plastic arts, dance, film and audiovisual).
- Most indigenous people have been incorporated into the Multi-cultural Education System with full recognition of their language, culture and knowledge.

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

Bolivia does not have a standalone higher education equity policy document.

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

- National Plan for Public Policies for the Full Exercise of the Rights of Women 2005

- Law No. 045 "Against Racism and All Forms of Discrimination", October 2010
- General Law for Persons with Disabilities No. 223

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

Financial Policy Instruments

- Although Bolivian public universities are free, registration fees are charged to cover of registration and administrative procedures. In addition to costs relating to materials, transport and/or housing, the overall cost for students remains high, especially for those coming from the provinces.
- In order to reduce exclusion due to economic reasons, the State and individual universities offer scholarships and subsidies.
- In public institutions of higher education there are the following scholarships and modalities:
 - Study Scholarship: Economic support for socio-economic conditions, academic performance and graduation
 - Work scholarship: Teaching assistant, laboratory manager, administrative assistant
 - Shelter Grant: provision of housing, or grants for rental.
 - Food Grant: institutional cafeteria
- In the case of private universities, a compulsory system of scholarships equivalent to 10% of the total of its students (Supreme Decree N ° 23.425) –is established.
- In private universities, students can access direct financing or receive financing through other institutions (banks, cooperatives, foundations that fund educational programs). Scholarships are offered through private universities or through public or private financial organizations.

Non-Monetary Policy Instruments

- There are three specialized institutions for indigenous peoples. They have training that focuses on intercultural and practical, work-related activities.

- Flexible admission procedures.
- Pre-university courses exist to strengthen applicants' cognitive abilities, develop their skills and provide basic tools for higher education.
- Decentralized universities to reach indigenous rural populations

Financial Resources

- Total expenditure on higher education as a percentage of GDP: 2015 2.53%
- Current expenditure in higher education by type of expenditure-2015: Salaries 68.98%; Goods and Services 23.35%; Scholarships and subsidies 7.68%

Quality Assurance

The quality assurance criteria take the following equity elements into consideration

- Admission systems that guarantee the inclusion of different groups
- Actions to guarantee retention
- Student welfare services
- Subsidy and scholarship programs

Monitoring and Evaluation

- Not available

Dedicated Equity Promotion Agency

Bolivia does not have an agency dedicated to equity promotion in higher education.

Key Equity Indicators

Net Enrollment Rate By Gender, Quintiles and Area

Year	Total	Gender		Income Quintiles					Area	
		Female	Male	1	2	3	4	5	Rural	Urban
2012	29,5	31,5	27,3	14,2	23,7	26,9	35,6	43,8	6,0	37,6
2013	36,6	37,4	35,7	17,9	28,9	35,1	39,2	55,5	5,5	45,9
2014	29,1	29,8	28,5	12,5	23,5	28,7	35,4	40,9	6,6	36,6
2015	28,9	30,3	27,4	15,7	24,4	26,4	33,6	42,0	7,1	36,0
2016	32,4	34,7	29,8	21,3	29,2	27,9	33,7	49,2	5,2	40,4
2017	35,0	35,3	34,6	19,6	28,7	31,3	38,8	52,1	9,3	41,8

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

Sources

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