

Peru

National Higher Education Equity Policy

Governance

The Ministry of Education through the General Directorates for Universities and Technical / Technological Institutes, is responsible of higher education policy.

The National Council of Education (CNE) is a specialized, consultative and autonomous body of the Ministry of Education (MinEduc). Its purpose is to participate in the formulation, coordination, monitoring and evaluation of the National Education Policy at all levels of the education system.

Higher Education Policy Documents

- National Agreement: Consensus to Route to Peru (2002-2021)
- Strategic National Development Plan - Bicentennial Plan: Peru by 2021 (National Center for Strategic Planning - CEPLAN, 2011)
- Multiannual Sector Strategic Plan for Education PESEM 2016 - 2021 (MinEduc - CEPLAN)
- National Educational Project to 2021 PEN -the education we want for Peru (CNE, 2006)
- 2021 Goals (MinEduc, CNE under the auspices of the OEI, Sep 2010)
- Policy guidelines for a system of Scholarships, Grants and Student Loans to achieve a quality higher education system (MinEduc - PRONABEC)

Equity Policy Documents

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

- Reduce gaps in access to public subsidy opportunities (grants, student loans or scholarships) according to the type of demand for higher education
- Increase access and success in higher education with decentralized perspective, free of charge and within a framework of co-management and social responsibility that support low-income students.

The following equity target groups are identified in the policy documents

- Low income students
- Students by gender
- Indigenous population
- Young people in provinces and remote districts

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

- By 2021 one hundred percent of low-income students will receive support through scholarships and grants to complete their higher education studies.

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

- Policy guidelines for a system of grants and subsidized loans to access quality higher education.

Peru has an specific anti-discrimination provisions embedded in the following pieces of legislation:

- Law Against Acts of Discrimination 2000 Law n ° 27270

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

Financial Policy Instruments

- National Student Loan System for undergraduate students of public higher education institutions.
- Comprehensive scholarship system for low-income students with outstanding performance Scholarships are covering tuition fees costs as well as indirect costs of maintenance, tutoring, tickets and equipment, among others.
- Promote and encourage the participation of Private sector and NGOs in the provision of a Scholarship Program specially for students going to technical programs.

Non-Monetary Policy Instruments

- Decentralize the admission process in order to provide opportunities to students living in remote areas to apply to a prestigious institution.
- Provide tutorial and counseling according to student academic risk level.
- Partner with HEIs in the implementation of a leveling systems or academic reinforcement.

Financial Resources

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

- Information not available

Quality Assurance

The quality assurance criteria do not take equity elements into consideration.

Monitoring and Evaluation

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

- The Ministry of Education is responsible for monitoring all sector policies.

What instruments, methods and data are in place to carry out the monitoring and evaluation activities?

- The SIES Higher Education Information System is the means by which this monitoring is reported and the relevant information is produced for the planning, management, monitoring, evaluation, assessment, inspection and surveillance of the sector. There is no specification in follow-up material to equity policies.

Dedicated Equity Promotion Agency

There is no dedicated equity promotion agency in Peru.

Key Equity Indicators

Net Enrollment Rate by Gender, Income Quintiles and Area

YEAR	Total	Gender		Quintiles of Income					Area	
		Female	Male	1	2	3	4	5	Rural	Urban
2010	35.6	38.7	32.6	12.7	24.8	32.2	44.6	60.2	13.9	42.0
2011	37.5	41.0	34.1	14.9	30.5	35.4	43.2	56.7	16.6	43.3
2012	39.9	42.7	37.3	15.6	30.3	38.2	48.1	59.5	17.0	46.6
2013	40.0	43.6	36.4	18.6	31.6	37.7	43.9	64.6	20.7	45.1
2014	40.3	44.2	36.7	20.6	31.6	36.6	45.5	63.4	21.5	45.1
2015	41.2	45.3	37.2	20.2	32.4	41.8	44.3	62.1	21.1	46.1
2016	43.3	47.5	39.1	21.5	35.2	42.2	47.6	65.1	23.5	47.6

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

Sources

<http://www.minedu.gob.pe/reforma-universitaria/>

<http://www.minedu.gob.pe/ley-de-institutos/>

<http://www.cne.gob.pe/>

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

<https://acuerdonacional.pe/politicas-de-estado-del-acuerdo-nacional/objetivos-del-acuerdo-nacional/>

<https://www.ceplan.gob.pe/>

https://www.ceplan.gob.pe/documentos_/plan-estrategico-sectorial-multianual-pesem-educacion-2016-2021/

<http://www.cne.gob.pe/proyecto-educativo-nacional/>

<https://www.pronabec.gob.pe/>

Multiannual Sector Strategic Plan for Education PESEM 2016 - 2021 (MinEduc - CEPLAN)
PEN to 2021

Metas 2021 OEI

Policy guidelines for a system of grants and subsidized credits. For a quality higher education, PRONABEC