

Uruguay

National Higher Education Equity Policy

Governance

The Ministry of Education and Culture MEC, through the Higher Education Area (AES), is responsible for the definition of national higher education policies.

The National Commission of Education (COMINE) advises and consults on all matters pertaining to higher education.

The National Congress of Education reflects social participation on education.

Higher Education Policy Documents

- Law No. 18.437 General Education Law 16 Jan 2009
- National Development Strategy Uruguay 2050 (in development by the Office of Planning and Budget - OPP)
- Reports of the Coordinating Commission of the SNETP (National System of Public Tertiary Education).
- National Education Plan 2010-2030
- Strategic Development Plan 2015 -2019 (UDELAR2019)
- ONU2030

Equity Policy Documents

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

- Promote equal opportunities for vulnerable people to access higher education.
- Guarantee tuition free higher education to achieve universal access and retention in the education system.
- Provide support to students who are culturally, economically or socially discriminated.

- Challenge discriminatory stereotypes based on age, gender, race, ethnicity or sexual orientation.
- The higher education system should offer diversity of training according to student and regional needs and demands.
- Strengthen a scholarship policy for low-income students including subsidies for accommodation, transportation and food, reinforced with follow-up and support programs.
- Facilitate the real inclusion of different groups in all higher education institutions activities

The following equity target groups are identified in the policy documents

- Low-income students
- Gender groups
- Students from isolated areas.

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

No goals and indicators were found.

Uruguay 2050 is the long-term plan that is still being formulated and is being promoted by the present government.

There is no standalone policy document dedicated to equity promotion in higher education.

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

Law n°17.817. Fight against Racism, Xenophobia and Discrimination.

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

Financial Policy Instruments

National Scholarship System: which will be implemented by the National Scholarship Commission and the Solidarity Fund.

Non-Monetary Policy Instruments

Articulation of upper secondary schools with technical, technological and university programs, which seeks to shape and consolidate the National System of Public Tertiary Education (SNETP).

The Program of Support for Learning (PROGRESA) is a tutorial program developed by the University of the Republic of Uruguay.

Follow-up services to the fellows with a series of actions and benefits to accompany the students in a more integral way to complete their studies.

Financial Resources

Total expenditure on Higher Education 2015 represented 1.44% of GDP, of which 85.22% went to the public sector and 14.78% to the private sector, 73.63% went to the university subsystem and 26 , 37% to the non-university.

Current spending on higher education 2015 (PPC) by type of expenditure: 81% goes to salaries, 17.10% to goods and services and 1.91% goes to Scholarships and subsidies.

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 and the Solidarity Fund exercise these functions.

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

- Accountability report from institutions and research reports contracted or developed by international organizations.

Dedicated Equity Promotion Agency

There is no dedicated equity promotion agency at the higher education level.

Key Equity Indicators

Net Enrollment Rate by Gender, Income Quintile and Area

YEAR	Gender			Quintiles of Income					Area	
	Total	Female	Male	1	2	3	4	5	Rural	Urban
2010	21,9	26,7	17,3	4,4	10,0	16,2	30,1	59,4	16,1	22,2
2011	24,8	31,0	18,9	4,9	11,4	21,6	33,5	62,0	18,8	25,2
2012	24,5	31,0	18,1	4,2	11,9	22,0	36,0	59,8	20,8	24,7
2013	24,5	30,6	18,6	5,3	11,3	22,4	35,7	60,5	21,0	24,7
2014	24,8	30,9	18,9	5,9	13,7	24,3	33,6	62,2	17,1	25,2
2015	25,4	31,5	19,6	5,6	15,6	24,3	37,2	63,8	20,4	25,7
2016	24,7	31,3	18,5	5,6	13,3	26,0	37,6	64,3	20,9	25,0

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

Sources

<https://www.opp.gub.uy/es/planificacion>

<https://oei.org.uy/historico/terciaria.php>

ONU2030

Ley Orgánica N° 12.549 de 29 de octubre de 1958.

<http://egresados.fondodesolidaridad.edu.uy/el-fondo-rinde-cuentas-resultados-2017/>

<http://www.cse.udelar.edu.uy/equipo-progresal/>

<http://egresados.fondodesolidaridad.edu.uy/el-fondo-rinde-cuentas-resultados-2017/>

http://app.redindices.org/ui/v3/bycountry.html?country=UY&subfamily=ESUP_FI_N&family=ESUP&start_year=2010&end_year=2016

Ley N° 18.437 LEY GENERAL DE EDUCACIÓN 16 ene 2009 (Ley GralEduc)

Estrategia Nacional de Desarrollo Uruguay 2050 (*en construcción por parte de la Oficina de Planeación y Presupuesto- OPP*)