



University Access and Academic Performance of Vulnerable Groups in Latin American Risk Environments

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Abstract

Graduation rates and academic performance in higher education are social and cultural development indicators [1], clear evidence of evolution and quality of life of modern societies and their citizens. There cannot be the slightest doubt that Latin American countries have strived to spread primary and secondary education, and to broaden the access to higher education [2]. These initiatives aimed at development of “quantitative” policies (education for the highest number of citizens) should be complemented with “qualitative” policies of positive discrimination and with support of those social groups who, due to their economic vulnerability, ethnic geographical or cultural, show more difficulties in higher education access. There will not be social equity if there are barriers in access systems to higher education and without support policies to the most disadvantaged. And without a social equity it will be neither social integration nor economic development.

Through this contribution we present a project coordinated by the Organizational Development Team (<http://edo.uab.cat>) from the Autonomous University of Barcelona whose aim is to improve the inclusion levels within Latin American universities. This aim is achieved by carrying out the following three objectives: 1) Improve the university access and permanence of disadvantaged groups; 2) Contribute to inclusion development within higher education institutions; 3) Develop institutional networks focused on inclusion in higher education.

This project is carried out within the framework of ALFA III, programme of co-operation between Higher Education Institutions of the European Union and Latin America, and promoted by European Commission. Specifically, they take part 3 institution from the European Union (Spain, France and Italy) and 18 organizations from Latin American countries.

References

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