Educational Policies to Reduce Social Inequalities in Latin America: Potential and Limits. Evidence from Uruguay and Venezuela

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Categories

Educational Inequalities

- Access & Maintenance
- Quality
- Hierarchical Fragmentation
Fields of Policy Intervention in VEN / UY

- Spending
- Organizational Structure
- Contents and Methodology
## Spending

<table>
<thead>
<tr>
<th></th>
<th>Venezuela</th>
<th>Uruguay</th>
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<tbody>
<tr>
<td><strong>1998</strong></td>
<td>3.7 % GDP</td>
<td>3.5 % GDP</td>
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<tr>
<td><strong>2002</strong></td>
<td>5.1 % GDP</td>
<td>3.3 % GDP</td>
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<tr>
<td><strong>2008</strong></td>
<td>5.7 % GDP</td>
<td>4.4 % GDP</td>
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</tbody>
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- Increase of Access
- Increase of Teaching Time
- *Misiones Educativas*
- Rise of Teacher’s Salaries
- New Targeted Measures
- *Plan Ceibal*
Organizational Structure

Venezuela

• Law of Education 2009
• New Internal Differentiations – Misiones, Educación Bolivariana

Uruguay

• Law of Education 2008
• New Internal Differentiations – Escuelas PiU, FPB, PMC, PAC
Contents / Methodology

Venezuela

- Educación Bolivariana
- Endogenous Development
- Involvement of the Community
- Pre-Military Education
- 'Socialist' Values

Uruguay

- Contemporary History
- Plan Ceibal
- Sports and Arts
- Involvement of the Community
Targeted & Universalistic Programs

- **Misiones Educativas Social Debt**
- **Educación Bolivariana Quality**
- **Targeted Programs Emergency Plan**
- **Plan Ceibal Quality**
Consequences I

Venezuela

Access: 3rd Expansion

Quality: New Definition of Quality Educability Problems with Teacher’s Formation and Evaluation

Uruguay

Access: Stagnation, Increase in Pre-Primary Education, Decline of Drop-Out

Quality: Better Working Conditions Educability Stagnation in Evaluation
Consequences II

Venezuela

Hierarchical Fragmentation
Higher Fragmentation
Political Polarization
Increasing Importance of Private Education

Uruguay

Hierarchical Fragmentation
Educational Experiments
XO = 2nd Class Computer
Return of the Importance of Private Education
Changing Social Recognition of Technical-Professional Education
Conclusions

•Governements Focus on Preconditios of Reduction of Social Inequalities through Education
•Major Challenge: Hierarchical Fragmentation
•Dilemma: Need for a Broad Consensus AND Important Changes