

Equity in Access, Retention and Graduation in Higher Education in Mexico

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Abstract

This text sets the need to identify indicators that account for the extent to which Higher Education Institutions promote equity of access, retention and graduation of socially vulnerable groups. The text begins with a characterization of the problem of poverty in Mexico in the Latin American context. Then comes the concept of equity in the access to higher education in Mexico, and ends with a set of indicators of equity in higher education subsystem capable of analyzing the structural conditions that within Higher Education Institutions favor or impede completing the formative processes of students who are in vulnerable situations. Next, we present the Likert Scale developed to evaluate on the basis of the perception of university officers the extent to which Higher Education Institutions attends the needs of vulnerable people. This study is in course but we advance that the analysis of this situation may provide feedback to design educational and university policy to reorient the programs and actions for students retention.

Keywords: Higher education, México, Vulnerable population, Measurement

1. Inequity in Mexico and the Latin American Context

Historically HEIs have been sued to increase their coverage and to form relevant professionals but also in equity as an element for social cohesion, cohesion which in recent years has been eroded by the violence of different kind, prominently that of "organized crime". We must recognize that the social outlook for Latin America is not flattering.

One of the major problems facing Mexico was again up for debate after the National Council for the Evaluation of Social Development Policy (CONEVAL) presented in mid-2013 its latest national report on poverty. In this document, the figures presented questioned the strategy that has been developed to reduce poverty. A brief analysis of the data confirms this. In 2012 people in poverty increased 55% in respect to 1970, and in the last 20 years the numbers have remained virtually unchanged. During the presidency of Luis Echeverría (1970-1976) there were 30 million Mexicans living in poverty, and that administration spent about 34 billion pesos to beat it. Now, after a hefty six-year investment penultimate presidents of Mexico (which spent 879 billion dollars to fight poverty) in the last report CONEVAL reported that the number of people in poverty increased from 52.8 million in 2010 to 53.3 million Mexicans in 2012.

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What the figures make clear is that social policies and programs implemented by the federal authority have failed to abate the problem of poverty. However, the problem should be considered not only at the social sphere in general, as these sectors live extreme difficulties to access and for those who manage to enter, can complete their education.

In Latin America the problem has less hopeful figures. According to ECLAC (2012), with the data obtained up to 2011, poverty in the region stood at 29.4%, including 11.5% of people in extreme poverty or indigence. These figures represent a fall of 1.6 percentage points in the poverty rate and 0.6 percentage points in the indigence for the year 2010.

Of the 12 countries with available data to 2011 compared to 2009, seven exhibited declines in poverty rates: Paraguay (-5.2 points), Ecuador (-3.7 points), Peru (-3.5 points), Colombia (-3.1 points), Argentina (-2.9 points), Brazil (-2.0 points) and Uruguay (-1.9 points). In these countries, indigence also declined markedly. Meanwhile, Venezuela recorded a slight increase in their poverty and indigence rates of 1.7 and 1.0 percentage points respectively. Meanwhile, in Chile, Costa Rica, Panama and Dominican Republic no significant variations were observed during the study period, as changes in the poverty rate was less than one percentage point per year (ECLAC, 2012).

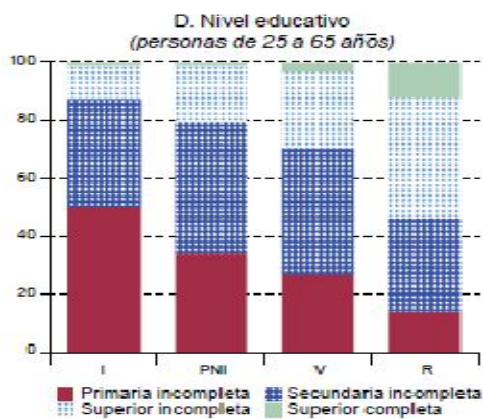
In most countries social inequality shows that a small set of the population accumulates a large proportion of the revenue generated, while the poorest reach only receive a small portion.

The simple average of the values of 18 countries which have relatively recent information indicates that the richest 10% of the population receives 32% of total income, while the poorest 40% receives 15% (ECLAC, 2012).

Relatively high levels of concentration in Brazil, Chile, Colombia, Guatemala, Honduras, Paraguay and the Dominican Republic, countries with percentages close to 40% of income for the wealthiest are observed, and between 11% and 15% for the poorest. In Bolivia, Costa Rica and Panama the ownership by the poor is similar, but somewhat smaller percentage that corresponds to the top decile. In Argentina, Ecuador, El Salvador, Mexico, Nicaragua and Peru highest values were recorded at the lower end of the distribution (16% or 17%) and somewhat lower among the richest 10% (around 30%). In Uruguay Venezuela concentration is lower, since the ratios are around 20% to 23% at both ends (ECLAC, 2012).

The above figures identify the extent of the problem in the region, but this is a problem that expresses in educational inequalities though. The following graphs show the difference in educational attainment between the rich and the poor in Latin America.

Graph 1. Percentage of population per social situation and educational level.

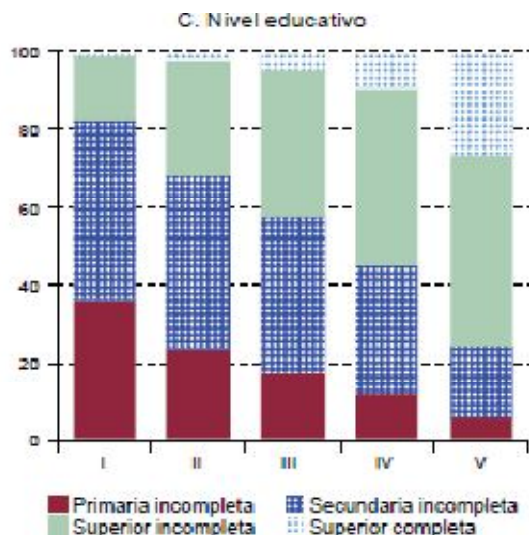


(I) Indigence (PNI) Poor Non-Indigent (V) Vulnerable (R) Rest of population.

Source: ECLAC, 2012.

Regional data therefore show an evident gap between the educational level of low-income sectors and the richer. The first graph shows that over 80% of the people in indigency in Latin America could not conclude the secondary level, very similar for the group of poor-not in indigency.

Graph 2: Percentage of Population per Educational Level and Income Percentile



Source: ECLAC, 2012.

Graph 2 shows that there is a positive association between income and education level. That is, in quintile V, schooling is higher.

2. Coverage of Higher Education in Mexico

Although Mexico practically achieves universal coverage at the primary level, student desertion is a serious problem from high school on, to which is added the problem of lack of space for the entry of students who aspire to attend it.

So far, judging by the actions, education authorities have considered equity as "expanding access to higher education by putting some emphasis on increasing opportunities for young people with disadvantaged backgrounds.

Between 2001 and 2006, 85 new Higher Education Institutions were created, most of them technology options aimed at addressing regions and population traditionally excluded from higher education. Between 2006 and 2009, 75 new institutions were created and twenty more projected for 2010 to open, fundamentally technological.

Despite the remarkable expansion of enrollment (225,000 students in 1970 for 2.8 million in 2009), we still have a relatively low rate of coverage. By 2007, enrollment in higher education represented only 27% of young people between 19 and 23 years (30% since 2010, according to the ministry of education) which is lower than other countries with similar level of development: Chile has a coverage of 52% and Brazil 30%, for example. Looking to North America and Europe the gap is greater, as they have an average coverage of 70 percent.

The net enrollment ratio (proportion of youth aged 19 to 23 who are actually studying some degree or higher technical studies) for 2006-2007 represents 16 of 100.

The distribution of access to higher education is not equitable: In 2000, 45% of young people in the age group 19 to 23 years who lived in the cities and belonged to families with medium or high income received higher education. In contrast, only 11% of those living in urban poor sectors and 3% of those who lived in poor rural areas had access to this type of education; participation of indigenous students was minimal. For 2007, the ECLAC reported that 52.9% of young people between 20 and 24 years who are located in the highest income quintile attend school in urban areas, while only 17 of every 100 those found in the first quintile may receive that benefit.

The new technological educational institutions created help to diversify the supply of higher education and to expand opportunities for access, but fail to capture a large potential demand, so we would have to wonder how well they fulfill the needs of the population, or if it is resulting in educational segmentation, which sets a certain population groups within their limited expectations of social and educational development (Muñoz, 1992; Silva, 2006). Far from fulfilling a democratizing role of education, they run the risk of further stratification, as the young of the most impoverished areas make their school choice based on the referents of its context, and this may be linked with an aspirational level below of other young people from wealthier areas.

Most of the new types of institutions created have the lowest levels of subsidy per-student, suggesting that the strategy of expanding access to higher education has been channeled through inexpensive options that often lack of suitable conditions to provide a quality education from qualified and full time teachers. Therefore, young people from poor conditions attend precarious institutions. So, they can not close the gaps that separate them in their cultural capital of the most favored sectors.

The question is whether to create institutions is sufficient to ensure the ability of their students to use public education as a tool to improve their living conditions.

3. An Approach to the Concept of Equity in Higher Education in Mexico

We frame our discussion of the concept of equity in two government actions. One, the National Scholarship Program for Higher Education (PRONABES), created in 2001, and the other the decree announced by President Calderón to deduct Income Tax (ISR) on payment of school fees starting in 2012.

3.1 The PRONABES

In 2001 the National Scholarship Program for Higher Education (PRONABES) was created in order to help achieve educational equity by promoting access to higher education for students in poor economic conditions. Of the projected 300,000 scholarships only about 200,000 were awarded. For 2010 the goal was to benefit 400,000 young people from which for the last school year 300,000 have been.

According to the ANUIES, PRONABES do not know how many students are there in the state where it is implemented, and the criteria by which students were elected to receive the scholarship. This does not permit the determination of the objective potential population.

The program is not clearly addressing the priority problem. The proposals suggest the need to construct meaningful educational projects, stemming from recognizing the diverse needs of students from diverse environments with aspirations to improve their living conditions.

There is no doubt that economic problems are serious obstacles to school life and they can be lessened with a scholarship, but the problem does not finish here. The question here is once they get into how to ensure that they expand their capabilities.

Comprehensive care is required to provide the students a range of strategies and support mechanisms, among them guidance, counseling, remedial tutoring, seminars, workshops and elective modules, learning communities, innovative education and teaching. A good step in this direction is provided by the mentoring program heavily promoted in recent years; however, the provision of comprehensive care can not be achieved by a single isolated strategy.

This calls for coordinated actions to enhance their academic and social integration and that includes the entire institution. It means from school services to support them to achieve their learning and achieve a successful exit.

Comprehensivestudents care also demand radical cultural change in academic communities where these young people be truly valued and equal relationships based on respect are favored. Policies and programs should provide for equitable actions to combat attitudes of racism and discrimination or disparagement of young people from the poorest sectors, attitudes that are prevalent in different areas and institutions.

It is essential to strengthen the concept of equity and implement comprehensive policies, as the equitable distribution of higher education also requires leveling the playing field for the crowds of young people with diverse backgrounds, compensating accumulated disadvantages throughout his school career. It should then look for to focus on the processes that take place in institutions of higher education; only this will ensure a fair distribution of educational opportunities for relevant results.

3.2 Fiscal Stimulus to Individuals in Payments for Educational Services

Here we review some positioning regarding the presidential decree in early 2011 by which it began to deduct the income tax (ISR) payment of school fees from 2012. It is estimated that the decree will benefit families over three million students in the private school system.

Such deduction shall be used by individuals who apply to the payment of tuition: preschool, up to 14, 200 pesos; primary, up to 12, 900 pesos; secondary up to 19, 900; up to 17,000 for high-technical level; and in upper secondary education up to 24,500.

Here we highlight statements about the decree. Some are meant for a critical view, and others for their acquiescence. Even if that benefit does not apply to higher education for some groups should be the next step of the government, so we will dosome reflections about these positions.

The Council of Industrial Chambers of Jalisco, the Mexican Western Council for Foreign Trade of and the National Confederation of Popular Organizations agree in the sense that the decree is incomplete or unbalanced, in the sense that it does not include higher education, because the deductible amount is greater for preschool to primary, or do not take into account the children of migrant domiciled in the United States, which may not make deductible expense because its revenues come from outside.

Marcelo Ebrard (then head of Mexico City, Federal District) said that "instead of deducting the cost of private education, it would have been better to create a scholarship program at the national level to middle and high schools, as is done in Mexico City .

For the jurist Diego Valadés UNAM-researcher and member of the National College- the presidential decree tuition tax deduction is a "very conservative" proposal that tends to transfer financial resources from public to private. "It is a typical process of privatization of education from the public policy of the state." Valadés, in a statement to *La Jornada* noted that with this decision the country enters a process not only of increased concentration of wealth, but also of education and culture,a highly regressive policy typical of a right-wing government. In this sense, for different experts in education,tax-deductionof costs of tuition represents a "cloaked shape"to increase preference and profit for private education system and create a kind of "education voucher" that only serves to increase "inequality and exclusion" in education, this is to respond to an old demand from the "extreme right" sector, through which President Felipe Calderon seeks to "curry favor" with middle and upper class sectors, looking for legitimacy.

Elba Esther Gordillo Morales, president of the National Union of Education Workers (SNTE), sued the Ministry of Public Education (SEP) for responsibility of the Mexican State as the country is experiencing a deep educational inequalities that accentuates iniquity between social groups and regions and, at the school level, is characterized by schools who have everything and schools that have almost nothing. "

Lucia Rivera, a researcher at the National Pedagogical University (UPN) said that only those in sectors with higher income those will receive the benefits [for] "it is one more concession that the administration of Felipe Calderon has given to the private sector, linked to positions of the extreme right and do nothing but strengthen the bonds of the current government and the radical crowd... [and that the measure is] a veiled form of privatization. For professor Rivera, the measure will reinforce the simplistic idea that private education is "good" and the public is "offering poor service" sharpening educational inequality and exclusion.

Angel Diaz Barriga, of the Research Institute on Education and University at the National Autonomous University of Mexico (UNAM), summarizes: the measure has no benefit for public education and represents the only attempt by President Calderon to "ingratiate classes medium and high ", which are those that stand to benefit.

For Marco Tulio Mendoza, spokesman of the National Organization of Parents, it is a demand claimed for since long time ago and is considered a fair share, which "strengthens the right of parents to decide" on the type of school that they send their children. This organization represents families using private educational institutions. National Association of Parents, representatives of public schools did no pronouncement.

We may concede this decree involves a certain amount of equity as there are social programs intended to support low-income families for whom the majority of their income is spent on food rather than education, precisely because of their precarious situation. Therefore, under these considerations we advance our reflections on the meaning of equality in social and educational policies.

4. Equality, Equity and Higher Education the Concepts

Roberto Rodriguez (2003) notes that the treatment of "the problem of equal opportunities ... is essential in defining the social role of universities, especially public". Therefore, we start for distinguishing the concepts of equality (equality of what?) and equity (equity in what?).

The RAE defines equity as "natural justice, as opposed to the letter of the positive law." The Larousse dictionary as 1) "quality that consists in giving everyone what they deserve on the basis of merit or conditions; 2) ... in no favor in the treatment of a person hurting another".

When analyzing inequality in the Regional Human Development Report for Latin America and the Caribbean 2010 (IRDHALC 2010, p 16) it distinguishes between *ex ante* and *ex post* perspective: The *ex ante* approach places greater importance on the initial conditions and emphasizes the need to "level the playing field for everyone." The *ex post* view, meanwhile, prioritizes the result, it is, what occurs as a result of the interaction between aspects of the individual and of the context. The Inform assumes *ex ante* as the vision consistent with the idea of "equity" while the concept of "equality" is associated with *ex post* view.

José Rivero (1999) believes that "equity or equality should refer to the distribution of goods ... [and is] necessary to clearly define the type of education that is to be distributed, as well as the criteria for considering this good is well or sufficiently distributed. "So, speaking of formal higher education, you can talk about equal opportunity when a country has and offers installed capacity –teachers, infrastructure, school supplies, furniture- to meet the entire demand of the level and type. You can talk about equality of access and permanence to the extent that the target population makes real use of that capacity. It will also be necessary that the target population has access and permanence in centers that are qualifiedly educated.

Gómez Campo (2001) emphasizes the central importance of social equity policies as 'vector' of change with the ability to redefine and transform education qualitatively. Hence the importance of the issue of equity in higher education policy.

It could be said that the concept of equity began to be used as it was recognized that the problems of social inequality with respect to academic selectivity as Luhmann (1991) states, do not allow structural solutions as they oppose conflicting values -as are equality versus the competitiveness-, but it does not allow solutions; it is, extending quality educational opportunities that are accessible to most of the people.

Then, in this paper we propose the notion of equity in the sense of *capacities*, which is an approach based on an *ex ante* perspective, but it also requires equality in the process (IRDHALC 2010, p. 16). This, recognizing that, left to pure academic proficiency, students with better economic positions are always on the vantage, and the institutions themselves tend to establish channels of unequal academic interests of competitiveness, including age requirements in certain programs or groups of "high performance" to accessing the most gifted students who, usually, are usually who have conditions to devote themselves exclusively to school.

4.1. Toward the Identification of Indicators of Equity in Higher Education Subsystem

In the international debate on the commitment to ensure equal opportunities for access, retention and success to the people interested to pursue higher education, the following matches were identified:

- a) It is the governments duty to provide ample opportunities and differentiated access to the system through its expansion and diversification;
- b) The duty of governments and institutions to eliminate any form of discrimination;
- c) The duty of governments to provide compensation means (eg scholarships) for applicants with lower economic capabilities. (Robert Rodriguez, 2003)

Thus, the diagnosis of the equity in HEIs should be made from the assessment of compliance with these commitments by:

- a) The educational backwardness.
- b) Analysis of the structure of education systems at national, regional and institutional level;
- c) The enrollment and coverage;
- d) Changes in the socio-demographic composition of the student population and the respective new educational needs and expectations;
- e) The presence of federal programs, state and institutional compensation.

Under these five parameters we have developed a Likert scale (See appendix 1) with the initial intention of evaluating the consistency of the answers, and as a starting point for analyzing statistical indicators and programs for diversity and equity, as well as the actions and specific conditions under institutions. Included in the rating scale regarding the entrance, permanence and graduation under conditions of adequacy of educational facilities, faculty, educational quality, state participation, the relevance of public policy and the conditions of ethnicity, gender, disability, socioeconomic level, cognitive and cultural skills.

5. Main Results of the Scale Test

Responses reflect the opinion of experts practitioners who answered an on-line questionnaire.

Perceptions of spaces available is consistent with official statistics that indicate a coverage of about 30% of the population in age for study university. We find agreement that spaces are not sufficient to guarantee admission to the university. Same perception exists respect the number of teachers.

The perception of the diversity of careers are divided as this is sufficient for students to find options.

It is understood that this is not as homogeneous as the previous two dimensions; otherwise, the career decisional factor is more dispersed and as indicated by some studies, students report not having enough career guidance to contemplate different options to conventional university studies: Law, Management, Accounting, Medicine, Psychology, etc.

The failure of the State to ensure access is markedly mentioned, situation which is not surprising considering that in the last 20 years only few new universities have been set apart from the technological universities and institutes, which certainly have not had the expected demand. This withdrawal of the state has resulted in an increased participation of the private sector in higher education, with quality levels rather poor even though studies are validated by universities or local educational authorities. There are of course private universities that can be compared with the public in terms of prestige, but they are the less.

As for its role in the permanence there is a clear perception of the importance of play, although there is no agreement in that it creates conditions for the permanence. Such is also the perception when talking about the transition to the labor market in that it is not accepted that "The state has nothing to do with the possibilities of getting a job."

The role of education policy is seen as definitive. No one perceives education policy as a facilitator of access to those who wish to enter university; quite the contrary, "The current education policy does not guarantee access to university". This certainty is not present when the role is questioned in permanence, for while some say it helps, for others it is not easy to assess. Quite possibly it is so because the permanence has more to do with the conditions of the institution. Although employment policies have more responsibility in facilitating job placement, it is not accepted that "The entry into the labor market for university graduates does not depend on educational policy."

Since almost 20 years ago several public universities abolished preferential quotas for low-income students, keeping only academic performance criteria. This is recognized in the captured responses on the test when it is not perceived that a "differentiated university admissions [according to] socioeconomic profile of the candidates" is given; however, when questioned about permanence there is a recognition of their determination, as well as in terms of preparation they have to enter the labor market. It would be interesting to account for changes in the socioeconomic stratification of college students between these periods; an idea of the changes is given by the presence of compensatory programs as PRONABES scholarships for single mothers, for outstanding students for social service and professional practices.

The question whether ethnic groups have the same access to college has divided response. While everyone agrees that they have the same access, a half agree that "Indigenous people have less access to university" when the other half disagrees. The same is true when talking of permanence, although there is some weight to recognize more problems for the permanence. This also occurs when a part agrees and another disagrees that "Natives do not have the same opportunities to enter the labor market as any college graduate."

It should be mentioned here that the issue of indigenous higher education came under visibility with the opening of indigenous and intercultural universities, being a task to look at what extent these universities contribute to equality and equity when there is full recognition of multiculturalism.

Although there is some evidence of unintentional discrimination by gender in the entrance examinations to higher education, in this study there is a consistent perception that there is certainty in the equity of access and permanence, regardless of gender. Where this coincidence is manifested is in entrance to labor market for some "Graduated men and women are equally likely to enter the labor market", but not for others.

Somewhat from the hand of the previous description with respect to socioeconomic status of applicants where these are not decisive for the entry, it appears that there is a strong consensus that "People with lower cognitive skills are rejected when requesting access to the university"; this, even though in the same dimensional block there is no full agreement that "A person enters university with high and low levels of cognitive skills."

However, when looking at permanence, a kind of tolerance is seen towards the cognitive skills deficit because "they are not always related with permanence in university." This certification of cognitive skills has an ambivalent assessment when talking about entering the labor market, as some respondents agree and others disagree that "The high cognitive skills of university graduates are no obstacle to their integration into the labor market".

Possibly because of the difficulty of assessing or simply because cultural competence are not evaluated, diversity and strength of these are not perceived homogeneously as determinants in one direction or another when entering to/or being in college, although we would critically recognize that this item can not be well posed as the answers to the question concerning the permanence denote confusion. Whereas multiculturalism and internationalization policies and student mobility is an aspect that universities would serve as a determinant for equity not necessarily for income but for a solid foundation in this dimension element.

The disability factor is not perceived as an obstacle to have the same income opportunity. However problems are recognized with the permanence, as well as their integration into the labor market.

Educational quality, privatization of higher education, relevance and permanence all of them are issues closely linked, and the best to speak consistently is to take precise referents. What we do with this exploratory study, to delve into the conditions of entry, permanence and graduation allows us -from very general assessments- is to prepare a fine analysis on why students come to situations of abandonment in an educational institution regardless of quality and relevance of their educational programs. Such is the case of the issue in our scale in terms of "the quality of education in schools of higher education is not a factor related to the permanence of their students," to which is responded in terms of *Agree* and *Disagree*.

6. Preliminary Conclusion

Research on attrition and dropout proposed here aims to build beyond the common of research on this issue developed. While the proposal is not far from the classical pretensions to study and diagnose the causes that lead students to drop out of college, we try to look beyond the structural conditions within higher education institutions that help or hinder completing the formative processes of students who are in vulnerable situations. The analysis of this situation will feedback the design of educational policy and university institutions under analysis to reorient the programs and actions of student retention.

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Appendix

FA= Full Agreement A= Agreement NA-ND=Neither Agreement Neither Disagreement D=Disagreement FD= Full Disagreement

	FA	A	NA-NDA	DesA	TDesA
There are enough schools for those wishing to enter university					
The college entrance does not depend on the number of schools					
There are not enough schools to ensure university entrance.					
There are enough teachers to meet the demand for university entrance					
The number of teachers working at the university, does not determine the accessibility to it					
There are not enough teachers to meet the demand for university entrance					
The diversity of careers is enough to guarantee access to anyone who wishes					
Current provision of higher education is not a factor related to the access to it					
Current supply of higher education is below demand					
The State guarantees access to all aspiring to higher education					
The state is not solely responsible for ensuring access to higher education					
The state is not fulfilling its obligation to provide access to higher education for all					
The current educational policy ensures access to those wishing to enter university					
Education policy has nothing to do with access to college					
Current education policy does not guarantee access to college					
Universities welcome people of all socioeconomic level					
The socioeconomic profile of college applicants is not related to their entry					
There are differentiated college admissions according to socioeconomic profile of the candidates					
Indigenous people have the same access to college than non-indigenous					
Being indigenous is not related to the accessibility to college					
Indigenous people have less access to college					
Men and women have equal opportunities to enter university					
Access to university is not determined by the gender of the applicant					
Men and women do not have equal access to college					
People with diverse and strong cognitive skills enter university					
Cognitive competence of applicants to higher education is not a factor to be considered for admission					
People with lower cognitive skills are rejected when applying for university entrance					
Those entering higher education have diverse and strong cultural skills					
Cultural competence of applicants to higher education has nothing to do with admission					
People with minor cultural competencies are rejected when applying for university entrance					
People with disabilities have the same opportunities for access to university					
Disability is no factor determining access to college					
People with disabilities do not have equal access to college					
The State encourages entrants to higher education remain in it					
The State is not a factor related to the permanence of students in higher education					
The State is not conducive to new entrants to higher education remain in it					

Educational policy favors the permanence of those studying in college					
Educational policy is not related to the permanence of college students					
Educational policy does not encourage the permanence of those studying in college					
The socio-economic group students belong in higher education does not determine their tenure at the university					
Belonging to a socioeconomic group is not related to the permanence of a student in college					
The socio-economic group students belong in higher education determines its persistence in college					
Indigenous people have the same chance of staying in college than non-indigenous					
Being indigenous is not a factor associated with the retention of students in college					
Indigenous have more troubles for staying in college than non-indigenous					
Both men and women are equally likely to stay in college					
Gender is not a factor associated with persistence in college					
Men and women have the same chance of staying in college					
Students with poor cognitive skills have the same opportunities to stay in college					
The cognitive skills of the students are not related to his tenure at the university					
Students with limited cognitive skills do not have the same opportunities to stay in college					
The cultural competence of students determine their chances of staying in college					
Cultural competence is not an aspect that is related to the retention of students in college					
Students with different cultural skills does not have the same opportunities to stay in college					
College students with disabilities find no trouble staying in college					
Disability is not a factor related to the retention of students in college					
College students with disabilities find it difficult to stay in college					
The quality of education in schools of higher education does not determine the permanence of their students					
The quality of education in schools of higher education is not a factor related to the permanence of their students					
The quality of education in schools of higher education determines the permanence of their students					
The State encourages universities to prepare students to enter the labor market					
The state has nothing to do with the possibilities of college to enter the labor market					
The State does not encourage universities to prepare students to enter the labor market					
Current educational policy provides that university graduates enter the labor market					
Entering the labor market for college graduates is not dependent on educational policy					
Current educational policy does not facilitate entry into the labor market for college graduates					
Students of any socioeconomic group culminate the university prepared to enter the labor market					
The socioeconomic status of university graduates is not linked to their entry into the labor market					
Students of low socioeconomic status are less likely to enter the labor market					
Indigenous people have the same opportunities to enter the labor market as any college graduate					
Indigenous status is not related to the possibility that university graduates enter the labor market					
Indigenous do not have the same opportunities to enter the labor market as any college graduate					
University students (men and women) have the same opportunities to enter the labor market					
Gender is not related to the possibility that college graduates enter the labor market					
Men and women who graduate from college do not have the same opportunity to enter the labor market					
The high cognitive skills of university graduates are no obstacle for insertion in the labor market					
Cognitive skills have no influence on the possibility of labor market participation of university graduates					
College graduates with high cognitive skills have problems for insertion in the labor market					
Low cognitive skills of university graduates are no obstacle for insertion in the labor market					
Cognitive skills have no influence on the possibility of labor market participation of university graduates					
University graduates with low cognitive skills have problems for insertion in the labor market					
Diversity of cultural skills of university graduates do not represent an obstacle for insertion into the labor market					
Cultural skills of university graduates are not a factor related to their entry into the labor market					
College graduates with reduced cultural skills have problems for insertion in the labor market					
College graduates who suffer disabilities have the same opportunities to enter the labor market					
The disability of a college graduate is not associated with the possibility of entering the labor market					
College graduates who are disabled have problems to enter the labor market					
College graduates from universities with educational quality certificates have high chances of entering the labor market					
Educational quality of schools is not linked to the possibility that university graduates enter the labor market					
College graduates from low quality educational universities have trouble entering the labor market					