

SISTEMATIZING THE IMPLEMENTATION OF THE EQUALITY IN EDUCATION ADMISSION SYSTEM (KNOWN BEFORE AS EQUITY VACANCY) IN PSYCHOLOGY CAREER IN UNIVERSIDAD DE CHILE 2010-2012

María Paulina Castro, Carolina Aranda, Carolina Castro, Horacio de Torres, Catalina Lizama, Juan Williams¹

ABSTRACT

This paper describes the implementation of the Equality in Education Admission System (SIPEE for the Spanish acronym) in Psychology at University of Chile (2010 and 2012). It describes and explains both the characteristics of the system and the strategy used by the institution to adapt to diversity. Results (access, achievement, retention) are analyzed according to the way the students are admitted. It observes a reversion of inequalities in access, but not in relation to academic achievement, that takes two years to equalize among the students. Even though young people value the supporting systems provided to teachers and students, they demand improvements in diverse aspects. Finally, it highlights the expansion of this pilot in 2013 to the whole University.

Keywords: affirmative action, equality, higher education

¹ Programa de Investigación en Equidad en Educación Superior (PIEES), Departamento de Psicología, Facultad de Ciencias Sociales, Universidad de Chile, Santiago, Chile. Contacto: paucastr@u.uchile.cl