

# Sharing Information on Progress

## Report 2020-2021

**PRME** Principles for Responsible  
Management Education  
*an initiative of the United Nations Global Compact*



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*Universidad ORT Uruguay*

# Our first Sharing Information on Progress report

Since December 2017, the School of Management and Social Sciences (SMSS) at Universidad ORT Uruguay (ORT) is a signatory of the Principles for Responsible Management Education (PRME), and as such, we are committed to support the PRME initiative as well as the UN Sustainable Development Goals (SDGs).

Being a PRME signatory is a great opportunity to put together all the activities the School does in relation to corporate social responsibility, sustainability and responsible management education, and moreover, to align them with the PRME principles.

During the last two years as signatory, we have made a great progress in our journey to incorporate sustainability and responsible leadership within the School academic activities. We have created the Chair of Management and Accounting for Sustainable Development together with Deloitte Uruguay, where the research team has created the “Sustainable Development Monitor”, a tool to measure the involvement of the private sector in the 2030 Agenda. Another achievement in 2021 was that Universidad ORT Uruguay was ranked in the Top 30% in THE Impact Rankings 2021, a significant result considering this was the first year the University participated in the ranking.

On behalf of the School of Management and Social Sciences I am proud to present our second Sharing Information on Progress report, showing our strong commitment to PRME and the SDGs. We know we have new challenges ahead to continue embedding the PRME principles across programs, research and extension activities in the School, and we are prepared to face them to show further progress in responsible management education.

**Prof. Gaston J Labadie, PhD**  
**Dean**  
**School of Management and Social Sciences**  
**Universidad ORT Uruguay**



# Universidad ORT Uruguay - Institutional presentation

## Mission

The purpose of our university is to contribute to the development of the country through the training of professionals who work with solvency in the knowledge society, the link with the productive sector and applied research.

Our educational philosophy promotes the search for quality, innovation and respect for ethical standards in professional performance.

## Professional titles

Graduates have tools that allow them to adapt to changes with flexibility, a proactive attitude and a critical spirit, they value teamwork, they understand the challenges posed by technological advances in their disciplines and they handle themselves with skill in the international framework.

ORT grants more than 70 professional postgraduate, undergraduate and technical degrees in Architecture, Engineering, Biotechnology, Management, Economic Sciences, International Relations, Design, Animation, Communication and Education.

More than 12,000 students study annually at five faculties and institutes .

The university has been a pioneer in the introduction of new careers and educational technologies in Uruguay and each year allocates resources to the continuous improvement of teaching and research methods, educational infrastructure and teacher training.

## Authorities



## Academic body

The academic body includes more than 1,500 teachers and researchers, selected for their professional excellence and commitment to teaching, more than a third of whom work on a high-dedication basis.

## **Students and graduates**

Graduates and students are distinguished by their competent and creative contribution in their fields of action, obtaining awards and recognitions and reaching high levels of labor insertion.

More than 18,000 graduates work successfully in our country or abroad, in many cases in business or social enterprises created by themselves.

The employment rate for our college graduates is 97%.

## **Infrastructure**

The university has an academic infrastructure that includes laboratories for practice and experimentation in computing, electronics, biotechnology and audiovisual production for online courses, design, construction, technology and 3D prototyping workshops, a professional television studio, videoconference rooms and three auditoriums.

Students and teachers have two libraries with specialized collections and access to electronic databases.

## **Entrepreneurship and academic cooperation**

The Center for Innovation and Entrepreneurship (CIE) has an innovation laboratory in which all areas of knowledge and development of the university converge. The CIE encourages the entrepreneurial attitude of students and graduates, and consolidates the community of entrepreneurs in a dynamic space where they can work, collaborate and co-create.

The university maintains academic cooperation agreements with more than 200 universities and international organizations around the world to facilitate student exchanges and collaborative research and teaching projects, and is a member of the main international academic associations, including the International Association of Universities (AIU) and the Union of Universities of Latin America (UDUAL).

## **Values training**

The teaching methods of the ORT Uruguay University allow students to internalize values such as:

- Cooperative work.
- Compliance with deadlines.
- The pursuit of quality.
- Respect for ethical standards in professional performance.

All races demand a high level of dedication and performance.

The hours dedicated to class work are complemented with laboratory practices, personal study, bibliographic research and field work.

## The beginning

ORT began its activities in Uruguay in 1942 as a technical school and was recognized as a university by the Ministry of Education and Culture in 1996.

He is a member of World ORT, an international educational network founded in 1880 by the Jewish community of Saint Petersburg, Russia.

<b>1880</b>	World ORT founded
<b>1942</b>	ORT Uruguay founded
<b>1950</b>	Expansion of the educational offering into technological areas
<b>1970</b>	Creation of computer centres at ORT Argentina, Brazil, Chile and Uruguay
<b>1980</b>	Academic cooperation activities developed with other countries
<b>1985</b>	Application for official recognition of university degrees
<b>1988</b>	First tertiary degrees approved by the Uruguayan State
<b>1989</b>	ORT consolidates its status as Uruguay's largest technical education NGO
<b>1991</b>	Visit by the World ORT Executive Committee
<b>1995</b>	First legal framework for the operation of private universities in Uruguay
<b>1996</b>	First organisation authorised to operate as a private university
<b>2001</b>	Launch of Uruguay's first business incubator
<b>2003</b>	Creation of the Department of Judaic Studies
<b>2004</b>	Creation of the Student Exchange Coordination Office
<b>2005</b>	First Mercosur accreditation obtained
<b>2008</b>	Agreement signed with California Institute of the Arts
<b>2009</b>	Creation of the Innovation and Entrepreneurship Centre
<b>2012</b>	Introduction of the country's first PhD in Education
<b>2013</b>	Launch of the first MOOC on programming for teenagers
<b>2014</b>	Recognition of the PhD in Education by the MEC

<b>2015</b>	Visit by Nobel Laureate in Chemistry Dr. Dan Shechtman
<b>2016</b>	Establishment of the Technology Centre
<b>2017</b>	Inauguration of the Biotechnology Laboratory
<b>2018</b>	Scopus Prize awarded to Prof. Charlotte de Grünberg
<b>2019</b>	Membership of the United Nations Academic Impact network
<b>2020</b>	Inclusion in the Times Higher Education's Latin America University Rankings
<b>2021</b>	Participation in the Expo Prado with the Embassy of Israel

## AWARDS AND RECOGNITION



**ORT University was located in the first place in Uruguay:** according to QS ORT Uruguay University was ranked in the top 500 world universities in the



QS World University ranking Rankings 2021, published in June by the British consultancy QS Quacquarelli Symonds. In this edition, only two Uruguayan universities were included among the best 500 globally, and the best positioned was the University ORT Uruguay. In the first place of the ranking is the Massachusetts Institute of Technology (MIT) of the United States, followed by Stanford University and Harvard University.



**A Uruguayan university entered the ranking for the first time Latin America University Rankings by Times Higher Education:** In July, Uruguay entered the list of universities in America Latina ranked in the



Latin America University Rankings from Times Higher Education through ORT University Uruguay. It is the first time that a Uruguayan university has entered in this ranking. ORT is at position 103 and is between top 15 universities in the region when it comes to International Perspective. This time, the ranking is led by the Pontifical Catholic University of Chile.



**ORT was chosen as a model organization by Proyecto Mercurio, funded by United Nations:** Universidad ORT Uruguay received the recommendations for part of the Mercurio URU / 13 / G32 Project, of the United Nations Development Fund and the Environment Fund World Environment, in relation to its environmental management and

of waste. From the point of view of the Mercury Project “Gestión environmentally sound product life cycle containing mercury and its waste”, it is stated that in the Universidad ORT Uruguay “follow the steps for a management environmentally sound and committed, and that the institution intends to go even further, inviting members of his educational community to be replicators of good practices environmental”.



**The ORT Uruguay University was located as the university of highest reputation in our country:** ORT Uruguay University ranks 28th in the Merco ranking Empresas Uruguay 2020, presented on December 17 by Merco (Business Monitor of Corporate Reputation). ORT leads the ranking in the category universities. Merco is an instrument that assesses the reputation of companies and leaders, based on a multistakeholder methodology composed of six evaluations and 25 sources of information.



**Once again, the ORT MBA is among the best 25 in the region for America Economy:** The Master in Business Administration - University MBA ORT Uruguay continues to be among the 25 best in the region, according to 2020 Latin America MBA Ranking of América Economía magazine. In turn, the ORT MBA is still the only one in Uruguay in this ranking for more than 25 years. The ranking is made by based on the evaluation of five pillars of MBA programs and their respective business schools: the Academic Fortress (30%), Return on Investment (20%), Internationalization and Diversity (16%), Knowledge Production (14%) and Power Network (20%). This year, the first three places in the ranking

occupy the School of Business Administration of São Paulo - Fundação Getulio Vargas, the Adolfo Ibáñez University and the Pontifical Catholic University of Chile.



### **ORT stood out in the sustainability ranking THE Impact Rankings**

ORT Uruguay University was highlighted by THE Impact Rankings 2021 for its work related to the areas "Quality education", "Responsible production and consumption", "Peace, justice and solid institutions" and "Alliances to achieve the objectives". The ranking seeks to measure the progress of the world's universities specifically around the Sustainable Development Goals (SDGs) of the 2030 Agenda of the United Nations (UN).



For the third consecutive year, the Times Higher Education (THE) publication presented the results of the Impact Rankings, which measures the work of universities around the world in terms of their

performance in areas covered by the 17 SDGs adopted by the member states of the UN.

This third edition is the first that has the participation of the ORT Uruguay University, which, among 1,155 universities, was located between positions 401-600 of the global ranking and had an outstanding performance, at a disaggregated level, in each of the four SDGs in which it participated: "Quality education", "Responsible consumption and production", "Peace, justice and strong institutions" and "Alliances to achieve the objectives".

In SDG number 4, "Quality education", ORT was positioned in the top 30% of universities in the world, between positions 201-300 out of 966. This is due, not only to the contribution made by ORT in terms of educational research, but also to the organization of events and the incorporation of topics related to sustainable development in the study plans of the subjects.

In the case of SDG number 12, "Responsible Consumption and Production", ORT was ranked among the 101-200 out of a total of 503 universities that submitted information on this area. The weight of the #ORTrecicla campaign was fundamental, since it has not only led to the reduction and recycling of the amounts of paper and plastic used in the university, it also works in its value chain to encourage the incorporation of sustainable practices.

Both in the case of SDG number 16, "Peace, justice and strong institutions", and 17, "Alliances to achieve the objectives", ORT was placed in the first third of universities in the world. This shows the collaboration and dialogue that the university maintains with the different actors in society (public and private sectors, and NGOs), and the incorporation of sustainability into its governance.



## OUR COMMITMENT WITH THE ENVIRONMENT:

### OUR RECYCLING PROJECT

#### ORT recycles



Universidad ORT Uruguay is carrying out actions to reduce the amount of waste generated. These actions are immersed in a bigger project of environmental awareness in the university community.

Among the waste that the university produces the most are plastic bottles and paper and cardboard.

600 kilograms of paper and cardboard can be generated in 15 days, so starting to recycle is a priority for the institution, as is the need to create environmental awareness in students, teachers and officials.

Before starting this activity, Lic. Inés Tiscornia, deputy coordinator of the Biotechnology Laboratory and in charge of the special waste management of the Laboratory, participated as a representative of the university in the Technical Advisory Commission of the Environment, advisory commission of the Directorate National Environment Agency (DINAMA).

Tiscornia also collaborated as a delegate at the Uruguayan Institute of Technical Standards (UNIT) in the development of a technical standard to improve waste classification. This standard was approved and its official launch will take place in the coming months.

In order to carry out this campaign, the university bought bins made with recycled material from Tetra Pack (containers made of cardboard, aluminum and plastic) and wrappers for cookies, alfajores, potato chips and cereal bars.



Both materials are very difficult to recycle due to their composition, but they can be transformed into a kind of waterproof wood that does not degrade and used in the manufacture of different objects, such as the bins that will be present in all the university facilities.

Also, an interdisciplinary group of professionals, communication graduates and graphic and industrial designers met to launch a campaign of expectation. The objective is to motivate and promote the use of the new bins, and to educate about recycling in Uruguay through curious data and different interventions in different parts of the university.

For the selection of colors for the campaign, the university was governed by the UNIT technical standard:

Blue color, to identify the bins for the recycling of paper and cardboard.

Yellow color, for those destined to the recycling of plastic bottles.

Waste should be disposed of as follows:

- The plastic bottles should be thrown into the containers with yellow bags once they are empty, drained and compressed, in order to optimize space.
- On the other hand, the paper and cardboard should be disposed of clean and without wrinkles in the containers with blue bags.

The paper and cardboard is donated to REPAPEL, a nonprofit institution that use the recycled paper to make products tha then donates to public schools.

“We want the waste that we are separating later to become a raw material for something, that there be a use for that material. That is why we decided to start with these two fractions (plastic and paper and cardboard) because we can ensure the destination of that material ”, he concludes.

### **Campus Engagement: Operations**

Building Energy Consumption: We use electric energy from UTE that is 98% from renewable sources. Our LED lights turns off automatically in shared areas as restrooms.

Electronics Purchasing: We have efficiency requirements for LED lights and for Air Conditioners.

Brochures: We avoid laminated papers that are not recycable.

Water Use: All restrooms have automatic cut-off faucet in order to avoid water spillage.

Waste: We have an special program for waste minimization strategies known as ORT recycles, but it also include elimination and reduction of single use plastics.

We have an Hazardous Waste Management plan according to international and national regulations.

## OUR COMMITMENT WITH THE COMMUNITY

### Scholarships to study at the university

ORT has different scholarship funds available to support students finance their studies.

#### *Woman 2021*



careers.

Various studies indicate that rigid organizational training structures, the lack of female mentors and stereotypes could discourage the entry of women into the university environment linked to technology

According to a note published in the newspaper *El Observador*, on January 14, 2020, women who enter to study careers in the area of Science, Technology, Engineering and Mathematics (STEM, for its acronym in English) represent only 23%.

That is why the ORT Uruguay University has been granting **an 80% scholarship for** three years, which will be assigned to the woman who obtains the highest score in the Academic Aptitude Test (PAA) and begins to take the careers of Electrical Engineering, Engineering in Electronics or Telecommunications Engineering as of March 15, 2021.

#### *Terms and conditions*

Women interested in pursuing one of the following courses at ORT Uruguay University that begin on March 15, 2021, may participate in the Competitive Scholarship Fund:

Woman 2021:

- Electric engineering
- Electronics Engineering
- Telecommunications engineering

This scholarship fund is open only to female students who are entering university life for the first time, not being able to participate students from other university careers at the ORT Uruguay University or from another university who are interested in changing and / or starting a second career in Electrical Engineering, Electronics Engineering or Telecommunications Engineering.

There will be a winning person, who will obtain 80% of the scholarship of the total value of the career of their choice between: Electrical Engineering, Electronics Engineering or Telecommunications Engineering.

## *Scholarships for Academic Excellence*



ORT Uruguay encourages students to make a sustained effort during the last two years of high school, considering that it is one of the elements that will allow them to have the best chance of success in their university studies.

Only those who meet the following requirements can participate in the Scholarship Fund for Academic Excellence (FEXA):

- Pass the International Baccalaureate (IB) or pass with 8 or more 5th year and with 9 or more 6th year of high school or pass with 9 or more 5th year of high school.
- Be in or have completed the 6th year of secondary school in the school year immediately prior to the start of the degree.
- Obtain a score equal to or greater than 1,900 on the Academic Aptitude Test (the maximum possible score is 2,400).

This scholarship fund is only allocated for the beginning of March and has two variants:

1. Students who, meeting all the requirements, do not require financial assistance to study.

This fund is exclusively meritocratic, so it is not necessary to present an Income Affidavit.

The only thing that is taken into account for the award of these scholarships is the score obtained in the PAA.

In this fund, the maximum scholarship is 35% and covers the total duration of the degree, not being necessary to renew it.

Scholars must maintain acceptable conditions of academic performance.

2. Students who, meeting all the requirements, also require financial assistance to pursue their studies

Applicants for this fund must submit a Sworn Statement of Income.

The scholarships from this fund are awarded taking into account the score obtained in the PAA test and the need for assistance that arises from the evaluation of the Affidavit of Income.

The maximum scholarship is 60% and covers the total duration of the degree, not being necessary to renew it.

Scholars must maintain acceptable conditions of academic performance.

In this particular background, students who come from the interior have an interview with a social worker to analyze their specific situation.

In order to apply for this fund, the student must have a personal interview with an academic advisor of the career to which he is applying. These funds do not apply to those students who wish to revalidate their studies and continue their career at the ORT Uruguay University.

### ***Special scholarships***

ORT Uruguay University grants special scholarships of 80% exceptionally to those who meet the following two requirements:

1. Obtain a score of 2205 points or higher on the PAA exam.
2. The total income of the family nucleus must be equal to or less than \$ 15,130 (fifteen thousand one hundred thirty Uruguayan pesos) for each member of the same. For this calculation, nominal income (without discounts) must be considered.

### ***Competitive Scholarships***



The Competitive Scholarship Fund is open to all students who start a university career from the first semester.

It takes into account both the result of the Academic Aptitude Test and the need for financial assistance arising from the Affidavit of Income that the applicant must complete as part of the application for the scholarship.

The Competitive Scholarship Fund is open to all applicants without special requirements for high school academic performance.

It takes into account both the result of the Academic Aptitude Test and the need for financial assistance arising from the Affidavit of Income that the applicant must submit as part of the scholarship management process.

This test is taken for two starts annually:

- Beginning of March: the test is taken in October and December (the year prior to the start of the race), and in February and March of the year in which the race begins.
- Beginning of August: the test is taken in July and in August of the year the race begins.

The maximum scholarship is 50%.

These scholarships cover the entire duration of the degree, not being necessary to renew them.

Scholars must maintain acceptable conditions of academic performance.

**IMPORTANT:** To apply for this fund, the student must have a personal interview with an academic advisor of the degree to which they are applying. This fund does not apply to those students who wish to revalidate their studies and continue their career at the ORT Uruguay University.

## **Health**



All exchange students are required to purchase medical insurance that covers medical assistance and ambulance service.

To register for courses, you are required to hold insurance covering at least € 30,000 (as established by the Schengen agreement) and valid during the entire stay in Uruguay, plus 15 additional days.

**On campus emergency cases are covered by institutional insurance, limited to emergency assistance and transportation to a hospital if needed.**

# SCHOOL OF MANAGEMENT AND SOCIAL SCIENCES

## TEACHING AND LEARNING

The *Facultad de Administración y Ciencias Sociales* (School of Management and Social Sciences, SMSS) and its *Escuela de Postgrados y Ejecutivos* (Graduate Business School, GBS) is one of the four Schools that comprise Universidad ORT Uruguay, together with the *Facultad de Ingeniería* (School of Engineering), the *Facultad de Comunicaciones y Diseño* (School of Communications and Design), and the *Facultad de Arquitectura* (School of Architecture).

Universidad ORT Uruguay (ORT) is a private, not-for-profit, degree granting institution, recognized by the Uruguayan Ministry of Education, the Uruguayan authority that regulates private universities, on September 17, 1996, while it actually started higher education activities in the early 80s. It complies with national regulations and it was the first private university to be recognized in accordance to the current regulatory framework, which granted to private universities the same powers than those of the traditional single and monopolistic public University. Its first tertiary level degree was recognized by the Ministry of Education in 1988. As of 2010, it grants over 20 undergraduate degrees, 10 Master Programs and a number of Diplomas at the graduate level, as well as a number of shorter associate degrees and executive and continuous education courses. Universidad ORT Uruguay has been ranked by the Times Higher Education among the top 500 Universities in the world.

The non-for-profit Asociación Uruguaya ORT was originally established in Uruguay on 1942 as a free of charge vocational school that

addressed the needs of Jewish immigrants. With time, it evolved into a technical education institution in the 60-70's and into a higher education institution in the 70's-80's. Universidad ORT Uruguay is the Uruguayan member of World ORT Union, one of the largest non-governmental educational organizations in the world. World ORT was originally founded in 1880 by the Jewish Community of San Petersburg, URSS.

The SMSS was founded in 1988, seeking the creation of the first "Business School" and the associated BBA (vs. a School of Accounting or Economics) of its type in Uruguay, with four year programs and a curriculum and content that followed international practices and knowledge. It started with a Bachelor in Business Administration, soon followed by undergraduate degrees in International Studies (1993); Economics (1996); Accounting (1998), as well as a series of associate degrees in Management, Tourism Management, International Trade and Marketing. From 1990 onwards all degrees and courses taught at the SMSS have been recognized and accredited by the Uruguayan Ministry of Education, the national accrediting body.

At the Postgraduate level the GBS's Management Development Program (Executive Education) started in 1988 and the first MBA program started on April 1990. Since then, both graduate and executive education programs have been taught continuously and further enriched to include different disciplinary areas. As part of this continuous development from October 2006 onwards the GBS has gain

considerable autonomy in terms of its governance.

Nowadays, the SMSS is the largest private School of its class in Uruguay, both in terms of students and faculty members. The MBA and other graduate programs have come a long way from its beginnings to become highly valued and recognized at the national level by the private and public sectors.

The SMSS was the first Uruguayan institution to be admitted as a regular

member of CLADEA (Latin-American Council of Business Schools) and as an international member of AACSB (Association for the Advancement of Collegiate Schools of Business), both associations that affiliate Business Schools with Masters in Administration. The GBS is a partner in learning of ACCA (Association of Chartered Certified Accountants, UK). The School and its MBA were accredited by AMBA in October 2012 for the first time.

### Programmes offered by the SMSS

Programme name	Year of creation	Programme Duration (months)
<b>Undergraduate</b>		
BA in Management	1988	48
BA in Economics	1996	48
BA in International Studies	1993	48
Public Accountant	1998	48
<b>Postgraduate</b>		
Diploma in Marketing Management	2009	14
Diploma in Human Resources / Master in Human Resources Management	1993 / 2008	12 / 20
Diploma in Finance / Master in Finance Management	1995 / 2008	12 / 20
Master in Management of Technology (IT)	2010	22
Diploma in Accounting	2009	18
Diploma in Taxes	2009	18
Master in Accounting and Taxes	2009	24
Master in Economics (by research)	2010	24
Master in Accounting and Finance	2014	20
Master in Business Administration (part-time)	1990	22
Executive Master in Business Administration (blended)	2020	22

## Executive education

Programme name	Year of Creation	Program Duration (Months)
<b>Annual Programme</b>		
Development of Management Skills	1998	8
Certificate in Management Development	1988	14
Program for Management Development – ESADE	2007	7
Commercial Management Programme	2004	4
Agribusiness Management Programme	2006	4
Financial Management Programme	1999	5
Financial Investments Advisors Programme	2010	8
Advanced Program in Quantitative Methods	2010	4
Supply Chain and Logistics Programme	2010	5
Technology Management Programme	2012	7
Human Resources Management Programme	2014	6
<b>Special Programme</b>		
Bio-business International Programme	2009	4
Communication Workshop	1998	1
Re-engineering Process and KPI	2010	2
Stock Exchange Advisors Program	2011	4
Finance Program	2011	4
Inter-American Relationships	2011	2
Customer Management	2014	1
Social Impact Evaluation Techniques	2013	2
Energetic resources – opportunities	2014	1

○ **Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



## SMSS - Mission of the School

The **Mission** of the SMSS is to educate and train professionals that develop successful careers in national and regional labour markets and that are capable, by their knowledge, skills and attitudes, to effectively deal with contemporary business, economic and social challenges. Through the consolidation of its prestige in the country and the region as a high quality and innovative institution, dedicated to teaching accounting, management, international affairs, law and social sciences, the School seeks to develop the full potential of its students and to contribute to the development and dissemination of best practices in business, markets and public policies.

In doing so, the School has always acted based on a set of **Values** that drive its strategic direction:

- High quality education and competitiveness through continuous improvement.
- Integration of Theory and Practice through a very active policy of recruitment of the highest quality professionals that are available in the country, together with the best teaching scholars that apply discipline-based theory and experience to the practice of business, management, economics, accounting and applied social sciences.
- Responsiveness as a distinctive competence, which implies a quick and flexible adaptation to the permanent changes of the needs of our students and the emerging

demands of our stakeholders and society at large.

- Innovative and pioneering programs in the country and the infusion of entrepreneurship in the development of these new programs of study.
- A global and international academic perspective, pursuing global alliances and quality agreements that provide critical opportunities for students and faculty.

## The Office of International Affairs

encompasses a range of proposals, activities, and academic strategies that reflect our strong commitment to:

- an education of excellence for our students, preparing them to live and work in a globalized world;
- the optimization of academic quality through faculty and the professional development of our management team;
- the broadening of scope and strengthening of skills for our researchers; and the sustained development of innovative and entrepreneurial culture.

Universidad ORT Uruguay maintains a cooperation network with academic institutions worldwide and is a member of major international university associations.

## Internationalization

We pursue internationalization as a means to enhance the quality of teaching, research and community outreach. Our international engagement includes over 190 international

agreements with academic institutions in 33 countries; collaborative teaching and research; participation in international networks, projects, and programs; promotion of student and staff mobility; visiting scholars programs; Spanish language programs; and international short programs in English. Universidad ORT Uruguay is a member of major international associations such as the International Association of Universities (IAU) and the Unión de Universidades de América Latina (UDUAL).

### **Student mobility**

Universidad ORT Uruguay promotes student internationalization through mobility programs (i.e. Erasmus+, Mercosur's MARCA and PMM), bilateral student exchange agreements with partner universities, and free mobility. It offers incoming students a Spanish language course and a variety of English-taught courses. The Student Exchange Office was established in 2004 to manage and support incoming and outgoing students. It maintains bilateral student exchange agreements with over 110 higher institutions worldwide and manages over 250 incoming and outgoing students each year.

### **Innovation & entrepreneurship**



ORT strives to integrate innovation and the entrepreneurial spirit throughout its academic activities. In 2001 it launched the first business incubator for technological start-ups in the country, Ingenio, in partnership with the National Technology Laboratory and initial support from the Inter-American Development Bank. The Centre for

Innovation & Entrepreneurship (CIE) trains and supports entrepreneurs to materialize their projects. Since its establishment in 2007, the CIE has supported the creation of 110 established start-ups, many of which have won awards and conquered international markets.

### **Buddy Program**

Setting off to live in another country with a different culture can be an overwhelming experience at first. The university offers extra help to international students through its "Programa Padrinos", or buddy program.

The program was created to help exchange students get settled by pairing them with local students who help with daily matters on arrival and during the first weeks in Montevideo.

Some of the buddies organize parties, excursions and cultural activities for all international and local students involved in the program.

🕒 **Principle 2 | Values:** We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



**Engaging faculty and researches to integrate corporate social responsibility, sustainability and SDGs into their programs**



The SMSS works with the Chair in Management and Accounting for Sustainable Development created in partnership with Deloitte Uruguay to embed corporate social responsibility, ethics and sustainability into the course outlines and research activities at undergraduate, postgraduate and executive education level. The Chair mission is to promote talent and knowledge in all areas related to management and accounting aspects of sustainable development, giving

educational development opportunities to young graduates and professionals who aspire to continue specializing on the subject. It aims to consolidate the academic capacities of the School in the area of sustainable development, the development of research materials in that academic area and the awareness of sustainability in the community.

It is committed to the values and principles of action of Universidad ORT Uruguay. Academic excellence, the promotion of the best talents and serving the business community are the objectives of the Chair. Students find in it a great opportunity to combine the acquisition of specialized knowledge with an international business experience.

**“ORT Recycles” Program**

Universidad ORT Uruguay is dedicated to the task of using non-plastic materials. This initiative goes



hand in hand with the decision taken in 2018 to avoid the consumption of glasses of that material, and is assembled with the EcoTips campaign of sustainable consumption.



In line with this objective, on July 1, 2019, the plastic cutlery provided in the cafeteria was removed. From that date, compostable cutlery was delivered free of charge for one month. After that period, the cafeteria has compostable cutlery for sale. ORT started this path with the recycling campaign and then took another step in trying to avoid generating more waste, following the 3 R rule (reduce, recycle, reuse).

The ORT Recycles team works with the objective of generating environmental awareness in order to achieve changes, educate about environmental problems and generate capacity for analysis of the current situation.

To achieve this, the team launched the EcoTips campaign for sustainable consumption, which are ideas to consume in a more responsible way: from carrying your own bottle, through double-sided printing or choosing products with less packaging.

Another activity developed by this team in order to stimulate environmental awareness is by creating games with the academic area. As an example, together with the Industrial Design department a game using out of use materials was made.



❶ **Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



The **School of Management and Social Sciences** fosters academic excellence, preparing professionals to responsibly and successfully face the challenges in a complex and global business context. Consequently, the School started incorporating into its activities and curricula the values of corporate social responsibility and ethics. We will continue doing this in the next 24 months.

#### **Entrepreneurship and society (Management – Undergraduate)**



The subject presents the relevance of

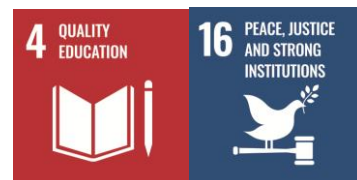
entrepreneurship and new ventures in the world of the 21st century, particularly in Uruguay. The participant incorporates the concepts of business model and Customer Development, and develops awareness of the role and responsibility of the entrepreneur and the company in contemporary society.

The participants will be able to make a personal assessment of the role of companies and entrepreneurs in modern society, conceptualize entrepreneurship as an activity linked to innovation, value business activity as capable of providing not only commercial goods and services but also its social contribution.

The methodology used includes presentations - which will sometimes be supported by videos - and dialogues

with entrepreneurs from various sectors of activity, the discussion of readings and the conduct of a survey to evaluate the activities of students against various relevant aspects of entrepreneurial spirit and entrepreneurship.

#### **Ethics and social responsibility (Accounting – Undergraduate)**

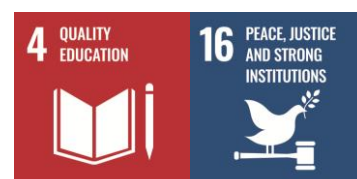


This subject provides students with the fundament

als to understand various issues from an innovative ethical perspective, seeking to bring them closer to an ethic linked to social development and the concept of social capital, analyzing the various possible approaches.

In particular, it deepens the role of social capital in the development of communities. The subject discusses the Code of Ethics of the profession at the local level, comparing it with the code of the International Federation of Accountants (IFAC). Finally, based on the concept of social capital in action, students are introduced in the application of ethical systems to specific problems in their community.

#### **Corporate social responsibility (Accounting – Undergraduate)**



The subject presents the concept and scope of Corporate Social Responsibility (CSR) as a management that crosses the life of the organization in all its manifestations.

It presents management tools for the implementation of strategic CSR plans in the company and appropriate measurement and evaluation systems. At the most specific level, the course exercises the skills and abilities of the participants to integrate the principles of CSR following the latest trends and apply them in the planning and management of the company's relations with its social environment.

The creation of value that CSR represents for stakeholders as a source of competitive advantage for the business is also discussed.

Main topics covered: Context and conceptual framework of corporate social responsibility and sustainability, groups of interest, integration of sustainability into the strategy, best practices in the value chain, People, Community and environment management, business-civil society link, ethics and corporate governance, CSR Communication: GRI sustainability reports and fourth financial statement, sustainability in financial decisions, B Companies: business redefinition.

#### **Organization focused on clients (Marketing – Postgraduate)**



The course objective is to understand the problems and challenges involved in the implementation of the marketing concept, especially in organizations that adopt a practice of relational or hybrid orientation.

The specific objectives are: understand the differences for management between marketing as a philosophy and marketing as a concept, understand what it means to implement the marketing concept in an organization, know the main marketing paradigms and practices identified in the literature, know the different dimensions involved in the implementation of the marketing concept in an organization, understand the organizational impact of adopting a customer-oriented marketing practice and the differences that it entails in relation to transactional practice, knowing the different ways of measuring the marketing phenomenon in organizations, particularly in those customer-oriented and learn to align a measurement system and a set of metrics in the case of customer-oriented marketing practices

#### **Social and environmental accounting (Accounting – Postgraduate)**



The subject addresses the impact of Global Reporting

Initiative on financial information and its link with the Social Balance and Corporate Social Responsibility. Analyzes the recognition, measurement and disclosure of the impacts caused by environmental issues.

The main topics discussed are the following: conceptual framework of environmental information; usefulness and characteristics of mandatory and voluntary environmental information; environmental costs: definition, measurement and control; standards

directly related to Environmental Accounting; aspects that impact on the measurement of financial reports; recognition and measurement of assets and liabilities; accounting techniques and sustainable development; accounting for sustainable development in other organizational settings; accounting and biophysical concerns and conceptual interpretations of accounting for sustainable development.

### **Organizations, society and ethics (Human Resources, Finance, Accounting – Postgraduate)**

The subject aims to start the reflection on the behavior of the person in the different frameworks of business competition, in the global-local context.



Also, it aims to:

- understand and analyze the context of increasing inequality, its relationship with social mobility, its effects on employment and polarization of Western societies, especially in the new digital environment;
- assume the existence of sustainable approaches in business as a competitive alternative to business as usual;
- distinguish new approaches to extended business: Corporate Social Responsibility, Shared Value Creation and Sustainability;
- evaluate business decisions incorporating the performance evaluation together with the limits of profit and alignment with the values of the organization;
- become aware of the values and attitudes of the individual and the community in which business ethics is lived;
- integrate elements of redesign of the business model (value proposition) from rethinking the corporate strategy.

### **Centers**

The SMSS participates in activities in collaboration with the following centers that are committed to the values of entrepreneurship and sustainability:

- The School is a member of the “Regional Center for Climate Change and Decision Making”, an initiative of Fundación Avina and UNESCO in Latin America.



- The Centre for Innovation and Entrepreneurship (CIE) within the University works on social and sustainable entrepreneurship following the ASHOKA methodology.



- The University hosts the Australian Studies Centre (ASC) and one of the Centre's key areas of study is on sustainable development related issues.



- The University is working closely with the Centre for Regional and Rural Futures (CeRRF) at Deakin University, Australia. Six students are currently enrolled in the Master for Regional and Sustainable Development, jointly supervised by Deakin's and ORT's academics.



🕒 **Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



## The CSR Research Competition



The Graduate Business School organizes annually a

research competition on Corporate Social Responsibility related topics. The call for papers aims to studies on sustainable development goals adoption in the Uruguayan companies in order to:

- Promote the link between the SDGs and the private sector
- Identify the activities carried out by companies linked to sustainability
- Generate inputs that make it easier for companies to align their sustainability policies and actions with the SDGs
- Show what is the contribution that Uruguayan companies can make to achieve the SDGs
- Show the value it generates for companies to have a sustainability policy aligned with the SDGs.

### Master's theses



The SMSS encourages students to do their Master's thesis on CSR and sustainability related topics. As an example, a thesis called "The impact of CSR activities on the affective organizational compromise" was done in the Master of Human Resources, a

thesis called "The environmental information in the financial statements: the case of the biodiesel industry in Uruguay" was done in the Master in Accounting and Taxation and a thesis called "Implementing a CSR index in Uruguay" was done in the Master in Accounting and Finance. The School with continue working in this direction in the next 24 months to increase the thesis done by students in this field.

### Master in Accounting and Finance

*Title: Determinants of investment in photovoltaic solar energy in Uruguay*

Year: 2020

Authors: Arroyo, Möller, Salles

Supervisor: Nicolás Gambetta

**Summary:** This research is motivated by the growing concern worldwide about climate change. The focus is on photovoltaic solar energy, and it is intended to explain the main determinants that motivate investment in Uruguay in projects of this type of renewable energy over other options. For this, in principle, the sustainable development objectives, developed by the United Nations, are analyzed and the study focuses on the development of renewable energy sources. Once the different ways that there are to obtain energy in a sustainable way have been understood, research is carried out on the regulations in Uruguay and seeks to contrast with developed and underdeveloped

countries. It is concluded that the main determinants that promote investments in photovoltaic solar energy in Uruguay are the tax benefits granted and the reduction in the costs of solar panels thanks to technological advances and the Investment Promotion Law.

## **Master in Finance**

*Title: Microcredit in Uruguay: opportunities and challenges in its contribution to sustainable development goals*

Year: 2020

Authors: Martinez, Albano

Supervisor: Gustavo Michelin

Summary: This work begins by analyzing the emergence and development that microcredits have had in the world, then in Latin America through the experience in some countries, and later studying the reality of companies that grant microcredit in Uruguay, conducting interviews with four companies to in this way, make a diagnosis of the current situation, what are the opportunities that should continue to develop, as well as those elements that today are a limitation and therefore must be improved. It is concluded that microcredit is an efficient tool for the fight against poverty and hunger, but the high operating costs that the offering institutions have, in addition to the cost of funding, they translate into high interest rates for borrowers and lower financial returns for microfinance institutions. The challenge is to achieve competitive markets and scale operations, in order to lower interest rate levels, two obstacles that are difficult to overcome given the small local market. Therefore, the focus has to point to the adaptation of programs to

our current reality, take advantage of technological advances as a tool to lower operating costs and use it as a means of financing, motivate the intervention of the state, encouraging programs of non-profit institutions. profit, enhancing the existing human resource and then achieve financial self-sufficiency and sustainability over time.

*Title: Financing mechanisms for agricultural activity in Uruguay: Restrictions on access to credit in the livestock and dairy sectors*

Year: 2020

Authors: García Lena, Gordon-Firing, Sosa

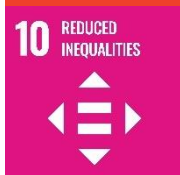
Supervisor: Matin Pereyra

Summary: The objective of this work is to determine the main causes that explain the difficulties that arise in the livestock and dairy production sectors at the time of obtaining financing. The different financing methods existing in the agricultural market at the local level are identified, and the main restrictions faced by dairy and livestock in particular when obtaining credit are analyzed. The research contribution is a contribution to the existing literature on the impact that these restrictions represent for these sectors of activity. It is concluded that it is not possible to eliminate the intrinsic risk of the sector, but to reduce it. Information asymmetries could be mitigated with institutional agreements between companies. Part of the informal financing of dairy and livestock could be transformed into formal financing if financial institutions became more professional in the sector and increased the dissemination of their products and services.



## Publications

The School has professors who are doing research in sustainability related topics. Some papers were published in high impact journals, for example:



**Amorelli, M. F., & García-Sánchez, I. M. (2020). Critical mass of female directors, human capital, and stakeholder engagement by corporate social reporting. *Corporate Social Responsibility and Environmental Management*, 27(1), 204-221.**

This paper aims to examine two closely related issues: first, the effect of the presence of female directors on boards on corporate social responsibility disclosure, focusing on the necessary critical mass of this minority group, and, second, the moderation of the human capital of board members—their background, skills, and experience—that could favor the intrinsic female directors' characteristics through the cognitive effect of equal board members.



**Esparza, D., Henon, S. A., & Gentry, H. D. (2020). Peacekeeping and civil–military relations in Uruguay. *Defense & Security Analysis*, 36(3), 314-334.**

There have been over 90,000 UN peacekeepers deployed around the world to 78 peacekeeping operations (PKOs) in over 125 countries since

1948. Some scholars have made the case that these missions have had a positive impact on the relationship between the military and the civilians they work for. However, other scholars have identified a negative impact on civil military relations (CMR). This paper contributes to this debate by investigating how peacekeeping has impacted civil-military relations in Latin America's most prolific contributor to peacekeeping: Uruguay. This paper finds that PKOs in Uruguay have facilitated post-transitions attempts by civilians to build first-generation control, but not second-generation control. Further, PKOs have marginally improved military effectiveness, but we find that they do not improve societal trust in the armed forces.

**Gandelman, N., & Munyo, I. (2020). Juvenile incarceration and crime after release: short-term evidence from a Harsher law. *Journal of Development Effectiveness*, 12(3), 240-254.**

We analyse the impact of longer incarceration terms in juvenile correctional facilities on short-term criminal recidivism. We exploit a legal modification in Uruguay that significantly increased the sentence length for violent crimes. We find that more time in custody, even under very harsh conditions, is associated with reductions in reoffending. Although in line with much of the related economic literature, our findings question recent empirical findings suggesting that juvenile incarceration increases criminal recidivism.

## Research projects



### **Program: “Agri-environment platform for the development of irrigated agriculture in Uruguay - DAIS”**

Participating institutions: Universidad de la República (Uruguay, School of Engineering, School of Sciences and School of Management and Business), Universidad ORT Uruguay (School of Management and Social Sciences), National Institute of Agricultural Research (Uruguay, INIA), University of Sydney, IRI-University of Columbia, Australian Studies Centre, Universidad ORT Uruguay.

Funded by: National Agency for Research and Innovation (Uruguay, ANII)

### **Program: The impact of B companies on the inclusion of women and young people**



The research project “The impact of B companies on the inclusion of women and young people”, led by Dr. Ricardo Kaufmann, associate professor of General Administration of the School of Management and Social Sciences, was

selected by the International Development Research Center (IDRC) of Canada for funding.

The study explores the inclusion of women and youth in sustainable companies in Uruguay, Argentina and Chile.

Mary-Ann Cooper, academic coordinator of Academia B Chile, mentioned the work of the research team and said that “their proposal has shown that as a team they have presented a clear, original and relevant project”.

## Affiliations



Prof. Gambetta is a member of CSEAR (Centre for Social and Environmental Accounting Research, UK).

# CSEAR

- **Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



### Chair of Management and Accounting for Sustainable Development - Deloitte



The purpose of the chair is to contribute to the realization of a series of activities that will seek to consolidate the academic capacities of the School of Management and Social Sciences of Universidad ORT Uruguay in the field of sustainable development, the production of research materials in that academic area, and the awareness and promotion in the community of a topic of relevance in the country and the world.

These actions are developed particularly within the framework of the Graduate Business School, but also in other programs that are conducive to the achievement of the objectives sought within the university.



### Chair of Internationalization of the Accounting Profession - PwC



The **Chair of Internationalization of the Accounting Profession - PwC** will develop its activities within the institutional framework of the Faculty of Administration and Social Sciences of the ORT Uruguay University.

Its objective is to contribute to the realization of activities that seek to consolidate the academic capacities of the faculty in:

- **Internationalization** of the accounting profession
- Formation of **specialized teams**
- **Dissemination** of **knowledge** at the society level
- Preparation of support material

- Awareness and promotion of the **new opportunities** and challenges that the accounting profession faces in a globalized context, characterized by the complexity and constant change of the environment

These actions will be developed within the framework of the Graduate School of Business of the faculty and in the Public Accountant career, as well as in other areas in which it contributes to the achievement of these objectives within ORT.

### **The Silk-Road Entrepreneurship Education Network (SREEN)**



The Silk-Road Entrepreneurship Education Network (SREEN), the Global Entrepreneurship Research Center of Zhejiang University (China) and the School of Management and Social Sciences of

Universidad ORT Uruguay signed a memorandum of understanding for the strategic alliance of the Belt initiative and the Silk Road.

It is a joint platform for carrying out various activities, among which are:

- Development of courses and digital modules on entrepreneurship and innovation, as well as the creation of collaborative case studies for the internationalization of courses and study programs.
- Joint research projects on social responsibility, entrepreneurship, CEO global leadership, sustainability and digital transformation.
- Workshops and participation in events such as the Global Business Entrepreneurship Challenge and Silk-Road Entrepreneurship 2050.
- Programs and certifications for different professional levels such as coaches, mentors, managers / CEO and development of guides for the accreditation of entrepreneurial education.

### **Sustainable Development Monitor (MDS)**



The **Sustainable Development Monitor (MDS)**, is an instrument co-created between the research team of the **Chair of Management and Accounting for Sustainable Development - Deloitte**, which works within the institutional framework of the **School of Management and Social Sciences of University ORT Uruguay and DERES- Network of companies for sustainable development**. It was built thanks to the participation of more than 50 companies from various activity sectors of the DERES Network that rigorously provided financial and non-financial information,

ensuring its absolute confidentiality by DERES.

The objective of the MDS is to periodically measure key indicators on the economic, social and environmental performance of companies and analyze their evolution over

time. It aspires to be a valuable tool for companies, by providing quantitative data that supports the value that Sustainability provides as a factor of competitiveness..

The monitor is made up of 17 indicators, which are distributed in 3 dimensions (Environmental, Social and Economic and Governance) which in turn are related to the United Nations Sustainable Development Goals. These indicators were selected as a result of an investigation and study of pre-existing tools in the global market such as the SDG Index, DJSI, FTSE4Good, Ethos Indicators, ISE -Business Sustainability Index (Getulio Vargas Foundation) and academic literature. Likewise, the indicators were discussed with technical personnel from the Planning and Budget Office (OPP) and the National Institute of Statistics (INE).

The MDS is interpreted as a percentage of progress. The difference between 100 and the score obtained by a company is then the distance in percentage that needs to be completed to achieve the company's ideal contribution to Sustainable Development. The MDS is a pioneering tool for Uruguay in terms of comparative and aggregate measurement of management and its impact on the three dimensions mentioned.

🕒 **Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



### **Conference: "Leadership in times of social isolation"**

This conference, which was given by Lic. Carolina Bellora, executive director of BizArt Group and visiting professor at the **Graduate School in Business** of the School of Administration and Social Sciences of ORT, addressed the challenges that are presented for the leaders of various organizations in a particular context, such as social isolation. This event was held within the framework of the Business and Management Talks Cycle.



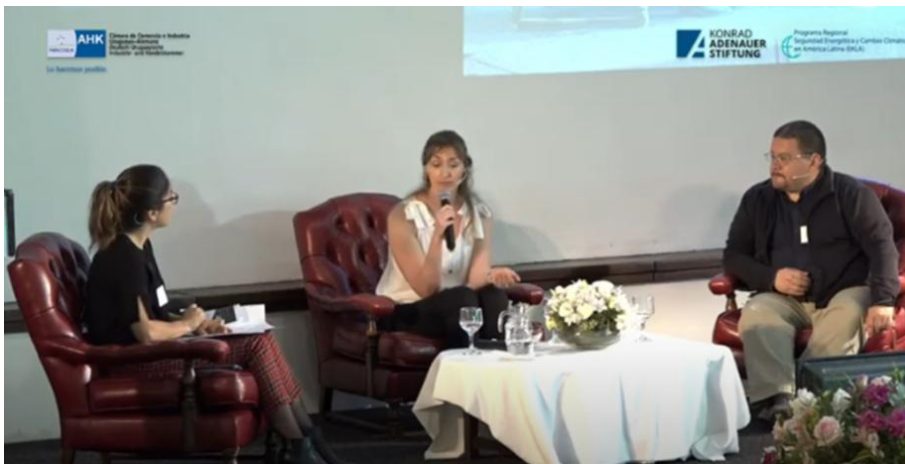
### **Conference: "The world after the coronavirus"**

Without a doubt, the arrival of the pandemic became a global event. As such, it brought transformations, changes and challenges. What will happen once we overcome this pandemic? Mag. Francisco de Santibañes - Secretary General of the Argentine Council for International Relations (CARI) - spoke about this.



## **X International Forum of Sustainable Cities**

This event was organized by the Uruguayan-German Chamber of Commerce and Industry in conjunction with the Konrad Adenauer Foundation, within the framework of the Regional Program for Energy Security and Climate Change in Latin America. On the occasion, Tiscornia exhibited in the panel "Circular economy and waste management". The objective of her participation was to contribute the vision of the academy on these issues and her experience as an entrepreneur.



## Exchanges. Practices with environmental value

The ORT Recicla team, an initiative of the ORT Uruguay University linked to recycling, the environment and sustainable measures, participated in the event “Exchanges. Practices with environmental value”, organized by the Mercury Project of the Ministry of Housing, Land Management and Environment (MVOTMA).



## Academic secretary was a member of the Unesco-Hamdan Prize jury

Dr. Denise Vaillant, academic secretary of the Institute of Education of the ORT Uruguay University, participated in the meetings of the sixth edition of The Unesco-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers, as panelist.

Unesco-Hamdan is an international award that recognizes initiatives that contribute to the improvement of educational practices. It is awarded every two years.

The jury meetings took place, online, during the months of April and May 2020. On June 3, the closing session and the announcement of the winners were held.



## Networks and Digital Inclusion

Networks and Digital Inclusion: Incidents and Characterizations for the Conformation of Communities that Promote Deep Learning in Public Teacher Training Centers in Uruguay and Chile is a project that aims to explore how Chilean and Uruguayan teacher training centers resort to digital inclusion to form communities and to promote deep learning. In the research process, an attempt is made to establish analytical generalizations from the comparison of a set of selected cases from teacher training centers.

## General objective

Identify and characterize educational institutions for teacher training in Uruguay and Chile. In particular, those who resort to digital inclusion as a means to form communities, develop innovations and promote deep learning.

## Specific objectives

- Identify and characterize teacher training centers in Chile and Uruguay, based on the way in which they develop digital inclusion as a means of shaping communities and promoting deep learning.
- Select three cases in each country, according to their level of incorporation and application of pedagogical practices and digital inclusion tools.
- Identify, characterize and represent the different types of interactions that occur in the context of teacher education communities.

## Challenges for inclusion in higher education

The most important findings of the ORACLE-ORT project were presented: a space that seeks to promote equity between levels and areas linked to Latin American and European university institutions.



“Inclusion is not a new topic; there are rivers of written ink, from different perspectives”, assured Mag. Andrea Tejera, coordinator of the ORACLE project by the ORT Uruguay University. Within the framework of the colloquium "Inclusion with equity in university education" - which took place on Wednesday, October 23, 2019, in the auditorium of the Central Campus of the ORT Uruguay University - he suggested rethinking the construction of the equity problem, from the academic point of view. At the event, the most important findings of the Regional Observatory for the Quality of Equity in Higher Education (ORACLE) were shared: a project financed by the European Union -through the Erasmus + program-, which seeks to promote equity between levels and areas linked to Latin American university institutions. It is a project that, from 2016 to date, involves 35 institutions from 15 Latin American and 5 European countries.

Inclusion, in Tejera's words, “is not just an infrastructure issue”: there are some aspects of representations, of those who work in the institutions, that must also be discussed and that do the job in terms of inclusion. He also stressed that it is important to know what is happening and what are the needs of the different levels: "We do not have to find out at the university what a student needs who, in reality, has been passing through the educational system." "There is a level of exchange and responsibility that goes on the part of the institutions themselves," he said.

He also alluded to the fragmentations that usually exist between different organizational sectors. He gave as an example that many educational centers usually have chairs and benches for left-handed people but, in the information that is collected at the time of registration, it is not usually asked about that aspect. "The necessary material is

available for that person to have an adequate learning space, but one information is not combined with the other," he explained.



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