**Vulnerable groups' access, continuity and enrolment at universities in Latin America.**

**Intervene and change reality.**

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The book, which complements another previously published book (<http://accelera.uab.cat/documents_edo/biblio/Accedes_libro2012.pdf>), is one of the contributions resulting from the Accedes Project, part of the European Union ALFA programme, whose overall objective is to contribute to the development of Higher Education in Latin America through cooperation between the European Union and Latin American countries, as a means of contributing to the economic and social development of the region in general, and a more balanced and equitable development of Latin American society specifically. 24 universities - 13 Latin American and 4 European - participated in the *Vulnerable groups' access and academic success in risk environments in Latin America,* project.

The text outlines strategies, guidelines and resources to manage interventions in university centres in collaboration with the aforementioned groups. The publication comes in the form of booklets: The first, "Intervene and change reality" is a reflection on the need for educational change, its purpose and the impact of various factors on the processes of change. The following sections explain the strategic planning operations system, called the APRA (Access, Permanence and Academic Performance) methodology which provides guidelines for promoting and managing change. A very interesting contribution is one that mentions the 24 strategies for organisational development which is concisely but sufficiently included in an annex, and supported by the relevant literature.

The remaining topics address specific groups: 2 "Indigenous", 3 "Women", 4 "People with disabilities", 5 "Ethno-cultural minorities", 6 "Non-traditional students", 7 "Rural", 8 "Immigrants" and 9 "Poverty" (those who have a low HDI, Human Development Index). They were written by teams comprising of members from the various participating universities.

The structure of each part has two sections: *Approach* *and* *intervention strategies.* The first section addresses the groups' history and reasons for its existence and vulnerability, always accompanied by updated references.

The second describes the intervention strategies, highlighting the most suitable time to apply them: access, progress or abandonment and the cost, low, average or high, of its implementation; the part of the target group is described in detail and finally the specific strategy is explained. This description is accompanied by links to different websites and useful references.

The contents of this publication highlight the need in which higher education systems have to develop their ability to balance quality and fairness, excellence and inclusion, which make it particularly interesting especially because the current economic crisis is resulting in a growing gap between the privileged and the poorest. It is worth focusing on, as we have done, the structure of the publication as it is one of the contributions worth emphasising: it is agile and well-organised, and facilitates the implementation of these strategies in different groups.

The book is recommended, not only to highlight the need for inclusion of groups at risk of exclusion which is its primary purpose, but also for teacher training.

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