

Charlotte de Grünberg Scholarship 2025 award ceremony.

10 REDUCED INEQUALITIES

SUSTAINABLE DEVELOPMENT GOAL 10

# Reduced Inequalities

ORT is widening who reaches and succeeds at university: more students from public schools and from the interior, scholarships that consider socioeconomic context, and projects for migrants and people with disabilities.

**31.9%**

of new undergraduates from public high schools (27.9% in 2024)

**28.4%**

from outside Montevideo (25.6% in 2024)

**6**

student projects tackling barriers faced by migrants

## TEACHING & LEARNING

### Broader access

Of 1,562 new undergraduates in 2025, 498 came from public high schools (31.9%) and 443 from the interior of the country (28.4%), both higher than in 2024.

### Migration as a learning challenge

In the course Contemporary Migration Processes, International Studies students designed projects with the Ministry of Education and Culture, Municipio B, the International Organization for Migration (IOM), the NGO Manos Veneguayas and BuscoJobs: faster degree revalidation and an employability platform for Cuban migrants, an app with an AI assistant to digitize document legalization, alerts against fraudulent job offers targeting Dominican women to prevent trafficking, housing support for newly arrived migrants and academic levelling for Venezuelan children. facs.ort.edu.uy/novedades/estudiantes-disenian-soluciones-a-los-des...

### Non-discrimination in lifelong learning

ORT's Inclusive Access to Lifelong Learning Policy (Document No. 1462), in place since 2025, guarantees access to its open lectures, seminars, workshops and courses regardless of ethnicity, religion, disability, immigration status or gender, and promotes physical accessibility. ort.edu.uy/reglamentos/1462.pdf

### Inclusion in the curriculum

International Human Rights, Human Rights and Armed Conflicts, Contemporary Migration Processes, Global Civil Society, and inclusive design in Interfaces and Ergonomics.

## RESEARCH & INNOVATION

### Accessible learning with AI

ELdeS, an AI app to learn Uruguayan Sign Language (LSU) developed by Architecture graduate Martín Curzio, won the Innovation category of the Global EdTech Startup Awards among 8,000+ startups from 135 countries.

### Urban inclusion

After Montevideo's Departmental Board banned hostile architecture on 27 March 2025, prohibiting sharp elements on fences and façades that endanger people, the School of Architecture analysed the decree and the alternatives for inclusive urban design, noting that such elements can aggravate the situation of people without a home. fa.ort.edu.uy/novedades/arquitectura-hostil-en-montevideo-es-prohib...

## COMMUNITY & PARTNERSHIPS

### Integration of young migrants

International Studies graduate Agostina Colla received USD 10,000 from Projects for Peace 2025, one of 125 projects selected worldwide, for "Otra Orilla: Empezar de 0", a visual-novel video game in which players guide a young migrant through a school year in Uruguay to build empathy and integration. ort.edu.uy/novedades/graduada-de-la-universidad-ort-uruguay-gana-be...

### Opportunities for young people

Young people from the Salir Adelante project took part in a cybersecurity masterclass at the Faculty of Engineering. fi.ort.edu.uy/novedades/jovenes-del-proyecto-salir-adelante-partici...

### Accessibility and LSU

Interior Design graduate Darío Fernández shared his experience of accessibility and LSU at graduation; author Nausicaa Palomeque was recognized for her commitment to accessible literature. fa.ort.edu.uy/novedades/entrevista-al-lic-dis-int-dario-fernandez-l...

**28 course offerings linked to SDG 10 in 2025**

- Procesos Migratorios Contemporáneos (Management)
- Planificación de eventos, patrocinio y mecenazgo (Communication)
- Fundamentos, destinatarios y metodología de la formación (Education)
- La Sociedad Civil Global en la Era de las Redes (Management)
- Human Rights and Armed Conflicts (Management)
- Diseño de persuasión 1 (4106) Diseño de persuasión 2 (4102) (Design)
- Diseño de Interfaces (Design)
- Interfaces digitales (7397) (Design)
- Recursos Humanos (Management)

# Designing solutions with and for migrants




Arena Emprendedora, 22nd edition: an entrepreneurship programme for local and migrant women, with INEFOP.

Uruguay has received growing numbers of migrants from Venezuela, Cuba and the Dominican Republic. In the course Contemporary Migration Processes, taught by Andrés Rosales, International Studies students worked with the Ministry of Education and Culture, Municipio B of Montevideo, the International Organization for Migration (IOM), the NGO Manos Veneguayas and the platform BuscoJobs. The projects, presented at a fair in June, proposed faster revalidation of degrees and an employability platform for Cuban migrants; an app with an AI assistant to digitize the legalization of documents; alerts against fraudulent job offers targeting Dominican women to prevent trafficking; housing support for newly arrived migrants; and an academic levelling programme for Venezuelan children.

International Studies graduate Agostina Colla received USD 10,000 from Projects for Peace, one of 125 projects selected worldwide, to develop “Otra Orilla: Empezar de 0”, a visual-novel video game in which players guide a young migrant through a school year in Uruguay, tutored by Sabrina Bianchi.

Inclusion also means accessibility. ELdeS, an AI app to learn Uruguayan Sign Language developed by Architecture graduate Martín Curzio, won the Innovation category of the Global EdTech Startup Awards among more than 8,000 startups from 135 countries. And in a year in which new undergraduates from public high schools rose to 31.9%, research by Santiago Acerenza and Néstor Gandelman measured how neighbourhoods affect the human capital of young people in Montevideo.

## SELECTED 2025 PUBLICATIONS AND PRESENTATIONS BY ORT FACULTY

1. Acerenza, S., Gandelman, N., & Misail, D. (2025). Neighborhood impacts on human capital accumulation of adolescents and young adults in Montevideo. Regional Science and Urban Economics, 111, 14 p.
2. Questa Torterolo, M., Cabrera, C., & Fajardo Puentes, C. (2025). A case of teaching in multigrade classrooms in Uruguay: challenges and opportunities for learning and teaching in inclusive environments. International Journal of Educational Research, 131, 11 p.
3. Questa Torterolo, M., & Tejera, A. (2025, 3-4 de julio). Autopercepción de competencias digitales docentes y prácticas pedagógicas inclusivas en la formación inicial en Uruguay. [Presentación de artículo]. IV Congreso Internacional de la Red Age “Educación y Gestión de Calidad para el Desarrollo Sostenible”, Carapeguá, Paraguay.
4. Aboal, D., Lanzilotta, B., Pereyra, M., & Queraltó, M. P. (2025). Regional development and convergence clubs in Uruguay. Economía Aplicada, 27(3), 351-381.