

## Executive summary

The OECD conducted this review of national policies for education at the request of the Chilean government. This review aims to identify key changes in the Chilean education system from 2004 to 2016, analyse where education in Chile stands today and offer recommendations to the government regarding how it can provide better education opportunities for all Chileans. The review examines different areas of education policy in Chile, from early childhood education to higher education.

### *Better-quality education that is accessible to all needs to remain a national imperative*

Chile has been undertaking important efforts to improve the quality and equity of its education system, from early childhood education to higher education. Among OECD countries, Chile had the third lowest performance in science on the Programme for International Student Assessment (PISA) 2015. Furthermore, a higher share of students in Chile, compared to the OECD average, did not reach the baseline level of proficiency that is required to engage with science according to PISA test measures. Chile was also one of the countries participating in PISA 2015 where the socio-economic background of students most influenced performance. Socio-economic status explained 17% of the variance of Chilean students' science performance on PISA 2015, which was higher than the OECD average of 13%. At the same time, equity in science performance has increased significantly in Chile since PISA 2006.

Providing opportunities for Chileans of all socio-economic and cultural backgrounds to excel regardless of the school or early childhood education and care (ECEC) institution in which they are enrolled is paramount. As set out in the recommendations provided in this report, Chile could strengthen education quality and inclusiveness for all students from the earliest age by:

- Developing coherent and evolving strategies for learning for the future.
- Strengthening an environment of inclusiveness across the system, addressing processes and structures.
- Supporting successful outcomes for all girls and boys from all ethnic origins.
- Ensuring good education and care opportunities from the youngest age.
- Unifying and strengthening the public education system as a learning organisation.

In the same way, teachers are the most important factor influencing student achievement, while school leaders are critical actors to shape the teaching and learning environments. This report recommends that Chile could strengthen the quality of its teaching and school leadership in schools by:

- Promoting the role of the teacher and the profession of teaching and engaging teachers in the ongoing process of education reform.

- Completing the review of the Good Teaching Framework and developing aligned professional standards that take teachers' career structure into account.
- Reviewing how initial teacher education and in-service training is delivered.
- Promoting high-quality professional development opportunities for all teachers and school leaders.
- Developing a strong professional cadre of school leaders and principals.

### *Enabling Chileans to develop skills as they age is also key for the country's future prosperity*

This report also analyses how Chile can help its citizens to further develop the skills the country needs for sustained national prosperity. On the 2016 results of the Survey of Adult Skills (a product of the OECD Programme for the International Assessment of Adult Competencies, or PIAAC), Chilean adults obtained the lowest average literacy and numeracy results among participating OECD countries across all levels of educational attainment. Chile also had the strongest association between low performance in literacy or numeracy and low education levels compared to all other OECD countries participating in this survey.

Chile needs to provide the people in the country with education opportunities to develop the skills they will need to succeed in further education or the labour market. As recommended in this report by the OECD, efforts to achieve this could focus on:

- Developing a system-level vision and strategy for higher education.
- Establishing an effective steering infrastructure to support the accomplishment of the system vision.
- Strengthening equity in access to higher education of the best quality.
- Strengthening the quality and relevance of higher education.

This report also analyses vocational education and training (VET) in Chile, and makes recommendations regarding how to strengthen it. VET, or professional-technical education as is known in Chile, is crucial to the development of a highly skilled labour force. The OECD recommendations to help Chile improve the quality of its VET system focus on:

- Ensuring that the country's VET programmes meet both the needs of students and employers.
- Ensuring that all post-secondary VET programmes and institutions do not fall under a certain quality level.
- Implementing a national qualifications framework to better meet labour market needs and the aspirations of students.
- Developing good-quality career guidance and information, and making it available to students both before and during VET studies.

### *Chile has made great progress and can go even further*

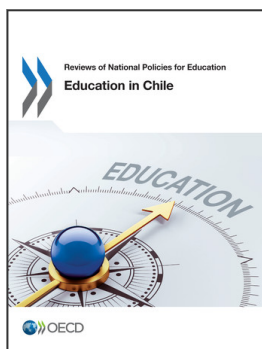
Chile has demonstrated a remarkable commitment to democratic and educational reform since the democratic government came to power in 1990. The education reforms being implemented during the drafting of this report cover: early childhood education and care (*educación parvularia*); general education, including initiatives to boost the quality and inclusiveness of general education, as well as the professional development of

teachers and the establishment of *new public education*; higher education; and professional-technical education (VET).

For the coming years, Chile can and must achieve a strategic vision of what it envisages its education system to look like. Such a vision should be constructed with the knowledge that considerable work remains to be done to attain excellence and equity throughout Chile's education system. The Chilean government should continue to challenge outdated practices and structures that circumscribe the potential of its people, and should continue its endeavour to foster life-changing learning opportunities for all.

This report ends by offering general policy principles that the Chilean government can consider as it continues to implement education policy reforms. These policy principles relate to:

- Ensuring that student learning is kept as the true centre of the education system.
- Supporting key actors across the education system to deliver the policies being promoted.
- Aligning policies for coherence while adapting them as needed to ensure that structures, resources and processes effectively converge into a national vision of education.



**From:**  
**Education in Chile**

**Access the complete publication at:**  
<https://doi.org/10.1787/9789264284425-en>

**Please cite this chapter as:**

OECD (2017), "Executive summary", in *Education in Chile*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264284425-3-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).