

## *Foreword*

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that promotes policies to improve the economic and social well-being of people around the world. It provides a forum in which governments can work together to share experiences and seek solutions to common challenges.

At the request of the government of Chile, the OECD has conducted this review to identify key changes in the Chilean education system mainly from 2004 to 2016, and to evaluate where education in Chile stands today. Specifically, the review looks at how the Chilean education system is promoting equity and quality in early childhood education, schools, vocational education and training (VET) and higher education. To carry out this study, the OECD reviewed national and international data and findings, and collected views and evidence through interviews with stakeholders across the Chilean education system.

Three review visits were carried out for the preparation of this report. They are as follows: one fact-finding “pre-visit” by two OECD officials (9-11 December 2015); one main visit by the OECD review team focusing on early childhood education, schools and higher education (30 March to 7 April 2016); and one separate main visit by an OECD official, focusing on the topic of vocational education and training (VET) (9-11 May 2016). During these visits, a wide array of actors provided the OECD review team with their views about the evolving strengths and challenges of the Chilean education system.

The OECD conducted this analysis also with the purpose of providing the Chilean government with a reference point against which the current educational reforms can be assessed in the future. As such, the report aimed to:

- **Analyse** the Chilean education system’s context and challenges by reviewing the progress and main changes experienced between 2004 and 2016.
- **Advise** on how the Chilean education system can improve by adopting a comparative perspective in the analysis of education policy in Chile. This was accomplished by integrating OECD and other international evidence from relevant education systems, as well as highlighting areas where further developments could add value to the Chilean government’s ongoing educational improvement efforts.

The report therefore highlights the main strengths of Chile’s education system, identifies the main challenges ahead and provides recommendations for improvement.

It is organised into four parts:

- Part 1, “Overview of the education system in Chile”, aims to provide an overview of the country, its education system and reforms in process at the moment of drafting this report (Chapter 1).



- Part 2, “Better foundations for student learning in Chile”, analyses how to provide better foundations for student learning in Chile (Chapter 2), as well as how to strengthen the quality of teaching and school leadership in Chile (Chapter 3).
- Part 3, “Building the skills that Chile needs: Vocational, technical and higher education”, discusses improving higher education and research in Chile (Chapter 4), and improving the quality of technical and vocational education in Chile (Chapter 5).
- Part 4, “Final reflections about working towards Chile’s future education system”, concludes with some final reflections on education policy implementation in the current Chilean context (Chapter 6).

I hope this report will support Chile in its reform efforts to enhance the quality and equity of its education system and strengthen the contribution of education and skills to economic and social growth of the country. The OECD is ready to help Chile in this effort.



Andreas Schleicher

Director for Education and Skills and Special Advisor  
on Education Policy to the Secretary-General  
OECD



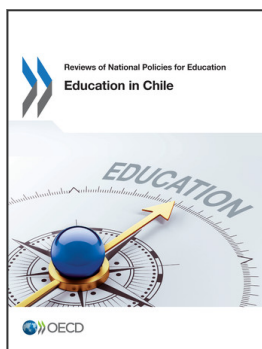
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The OECD review team would also like to convey our sincere appreciation to the many participants in the review visits who shared their views, experience and knowledge with us. These actors included stakeholders from educational institutions from early childhood education to higher education, including students, teaching and school leadership staff, parents, union representatives and university rectors. The OECD review team is also grateful for the insights it received during these visits from Chilean researchers, members of the Congress, representatives of the private sector and representatives from other organisations for international co-operation. For the preparation of this report in Spanish, we extend our gratitude as well to the OECD-Mexico Centre for Latin America (particularly to Roberto Martínez and Alejandro Camacho), and to the Fundación SM in Chile (Rafael Gómez and Guadalupe Álvarez).

An OECD review team comprised of OECD Secretariat officials and international experts collaborated in the preparation of this report. The members of the OECD review team are: Diana Toledo Figueroa (review team leader, OECD Secretariat), Lauritz B. Holm-Nielsen (Executive Director of the Sino-Danish Centre), Pauline Musset (OECD Secretariat), Santiago Rincón-Gallardo (Chief Research Officer at Michael Fullan Enterprises), Shelagh Whittleston (European Representative, QUT and Education Consultant), Jonathan Williams (external consultant), Richard Yelland (OECD Secretariat) and Juliana Zapata (OECD Secretariat). The biographies of the members of the review team are provided in Annex A. Additionally, the following colleagues from the OECD Secretariat provided useful comments and support during the preparation, revision and finalisation of this report: Andreas Schleicher, Montserrat Gomendio, Paulo Santiago, Cassandra Davis, Gillian Golden, Manon Giovinazzo, Michaela Horvathova, Rachel Linden, Tijana Prokic-Breuer and Marie Ullmann. Marissa Colón-Margolies edited this report and Célia Braga-Schich provided administrative support and contributed to the final steps of preparation for the publication.





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