

# **Chile**

## **National Higher Education Equity Policy**

### **Governance**

The Ministry of Education is responsible for defining national policies in higher education; it is supported by the Secretary of Higher Education. It prepares, coordinates, implements, and evaluates policies and programs for higher education that promote access, inclusion and the timely graduation of students. Other agencies that support the design and implementation of higher education policies in Chile are:

- National Council of Education: promotes the quality of higher education in the country.
- National Accreditation Commission: verifies and promotes the quality of higher education.
- The Higher Education Superintendent is an autonomous public entity with its own budget, working with the President of the Republic through the Ministry of Education. Its responsibility is to monitor whether higher education institutions comply with legal and regulatory provisions.
- The above public bodies are part of the Quality Assurance System and they are responsible for the development of policies that promote quality, relevance, articulation, inclusion, and equity in the development of HEI functions.
- The Council of Rectors (CRUCH) is a legal entity formed by both public and private universities that advises and proposes higher education public policy to the Ministry of Education. It promotes collaboration between universities.
- Professional Technical Training Advisory Council was created by a new law.

### **Higher Education Policy Documents**

- Higher Education Law 21091 May 29 of 2018 Law 21091
- Government Program 2018-2022 PG2018-2022
- National Education Plan PNE2020

- Transform our world: the 2030 Agenda for Sustainable Development (UN2030)
- Law no. 21,094 on Public Universities regulations(June 2018)
- Law no. 21.105 Creates the Ministry of Science, Technology, Knowledge and Innovation (August 2018)
- Law of 15 State Technical Training Centers (March 2016)
- World Bank project: Strengthening of State Universities in Chile Project September 19, 2017
- National Strategy of Professional Technical Training (January 2018).

### **Equity Policy Documents**

What broad and specific equity objectives do the policy documents identify?

The admission processes used by higher education institutions should protect the principles of non-discrimination, transparency, objectivity, and universal accessibility.

Create a Solidarity System for Access to Higher Education that prevents economic reasons from impeding study, ends discrimination, ensures equal treatment and protects the sustainability and autonomy of educational institutions. This system will consider the following elements:

- Free tuition for student in the first to five deciles of income as well as scholarships for students in the sixth and seventh deciles who study at accredited institutions.
- A new student loan system for students from accredited institutions. This loan will substitute the actual system and create the University Loan Solidarity Fund as a system administered by the State, without the intervention of banks and with an annual real interest rate of no more than 2%.

Create an integrated admission system for higher education. Review and decrease the weighting of the national test in the admission process. Recognition of previous experience and establish flexible pathways.

Guarantee an inclusive, equitable and quality education and promote lifelong learning opportunities for all.

Ensure equal access for all men and women to quality technical, vocational and higher education.

Eliminate gender disparities in education and ensure equal access for vulnerable people, including persons with disabilities, indigenous peoples and students in situations of vulnerability.

**The following equity target groups are identified in the policy documents**

- Low income students
- Gender groups
- Minority groups: indigenous
- Young people at risk

**Does the country have concrete targets for the participation of specific equity groups?**

- No tuition for students of the first five deciles in quality institutions.

**Is there a standalone policy document dedicated to equity promotion in higher education?**

- Chile does not have a standalone higher education equity policy document.

**Does the country have specific anti-discrimination provisions?**

- Law NO. 20.609. Law against discrimination.

**The Government of Chile uses a series of financial and non-monetary instruments to promote equity.**

***Financial Policy Instruments***

- *No tuition fees* for students belonging to families in the 60% lowest income group. To qualify for this financing, HEIs must: a) have institutional accreditation or excellence; b) qualify as non-profit private institutions; c) follow the admissions system of higher education institutions; d) have support programs for vulnerable students that promote their retention and ensure that at least 20% of the total enrollment of the institution is by students from households in the four lowest income deciles. Students who are within 60% of the lowest income group will also receive a food grant.
- *Scholarships* for students with a disability, for academic excellence, and teacher training.

- *Student Loans*: There is the University Loan Solidarity fund, which is a loan with state guarantee. A new student loan system for accredited Higher Education institutions is being put in place. It will replace the current System with State Guarantee (CAE) and the University Loan Solidarity Fund.

### ***Non-Monetary Policy Instruments***

- The Reformed Admission System must include the principle of inclusion.
- Affirmative Action Programs: Program of Support and effective Access to Higher Education (PACE).
- Strengthening public universities to implement strategies that guarantee inclusion and the social integration of students from vulnerable social sectors.
- CRUCH Strengthening Fund provides resources to universities for them to improve the quality of the academic services offered to undergraduate students in the first and second quintile.

### **Financial Resources**

What financial resources does the country devote to equity promotion measures?

- Information not available

### **Quality Assurance**

The Higher Education Quality Assurance System considers very few equity elements in the current criteria for accreditation. Some of them are:

- Retention programs
- Tutorial and career orientation
- Leveling courses
- Inclusive perspective in the curriculums

### **Monitoring and Evaluation**

Who is responsible for monitoring the impact of equity promotion measures?

- The Ministry of Education and the newly created Higher Education Supervisory Body are directly responsible for the various equity promotion programs are responsible for the monitoring and evaluation of these

programs. The Higher Education Supervisory Body will have the task of verifying that the requirements established by the new higher education law are met by institutions.

What instruments, methods and data are in place to carry out the monitoring and evaluation activities?

- In general, monitoring is done by registering data and the use of resources. In some cases, studies are carried out. But there is no systematic monitoring and evaluation.

### Dedicated Equity Promotion Agency

Chile does not have a specific agency dedicated to promoting equity policies. It is a function of the Ministry of Education.

### Key Equity Indicators

#### Net Enrollment Rate By Gender, Income Quintiles and Area

Year	Total	Gender		Quintiles of Income					Area	
		Female	Male	1	2	3	4	5	Rural	Urban
2006	32.0	33.9	31.6	16.1	20.5	27.1	38.1	62.1	14.0	35.1
2009	33.8	36.0	31.7	21.5	24.7	29.6	35.5	65.1	19.2	35.7
2011	38.5	40.4	36.7	27.5	29.2	31.5	42.1	69.4	22.1	40.6
2013	43.8	46.8	40.7	34.3	35.0	40.7	47.9	68.2	26.9	46.0
2015	45.5	48.4	42.7	36.5	40.9	41.1	49.2	69.3	33.7	47.0

Source: SEDLAC (CEDLAS and World Bank), May 2018

### Sources

[Ministerio de Educación](#)

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[http://www.educacion2020.cl/sites/default/files/plan\\_nacional\\_capitulo\\_1.pdf](http://www.educacion2020.cl/sites/default/files/plan_nacional_capitulo_1.pdf)

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