

What's Spanish for Development? Chilean Higher Education at an impasse

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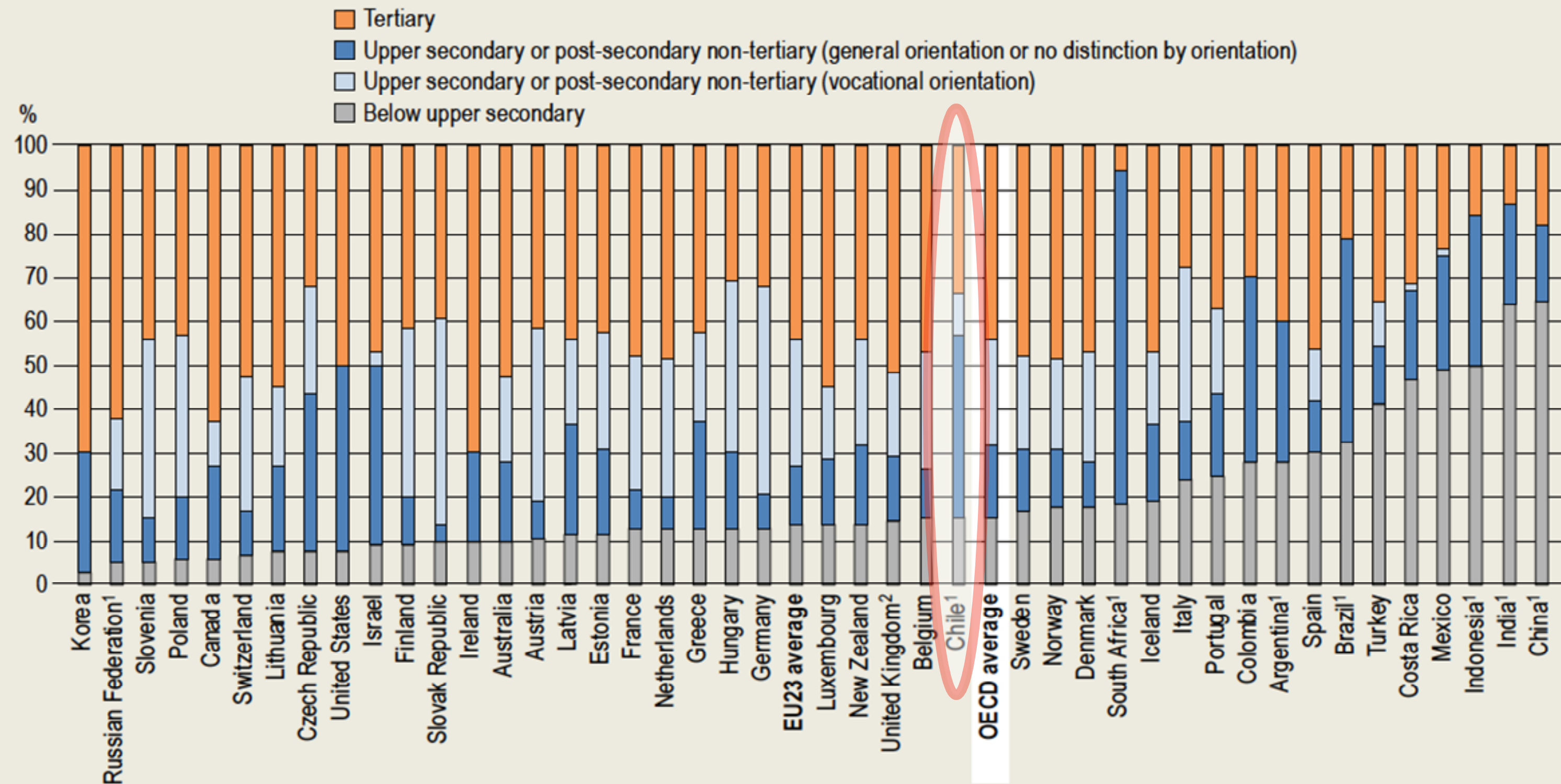
current context

key trajectories

policy evolution

Participation in HE

Figure A1.1. Educational attainment of 25-34 year-olds (2019)



1. Year of reference differs from 2019. Refer to the source table for more details.

2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (12% of adults aged 25-64 are in this group).

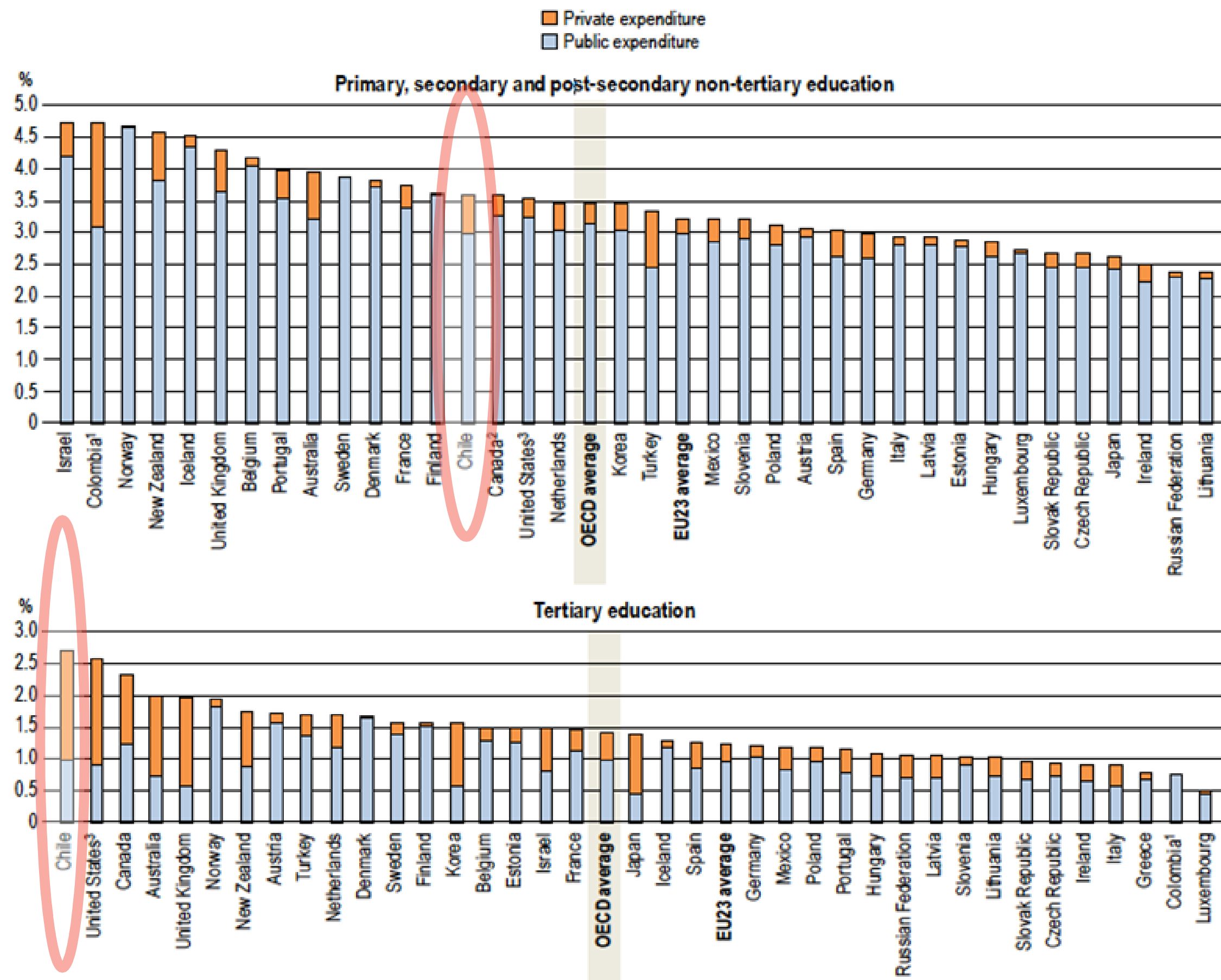
Countries are ranked in ascending order of the share of 25-34 year-olds who attained below upper secondary education.

Source: OECD (2020), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Strategy for HE funding

Figure C2.2. Total expenditure on educational institutions as a percentage of GDP, by source of funds (2017)

After transfers; from public, private and international sources



Note: International expenditure is aggregated with public expenditure for display purposes.

1. Year of reference 2018.

2. Primary, secondary and post-secondary non-tertiary education includes pre-primary programmes.

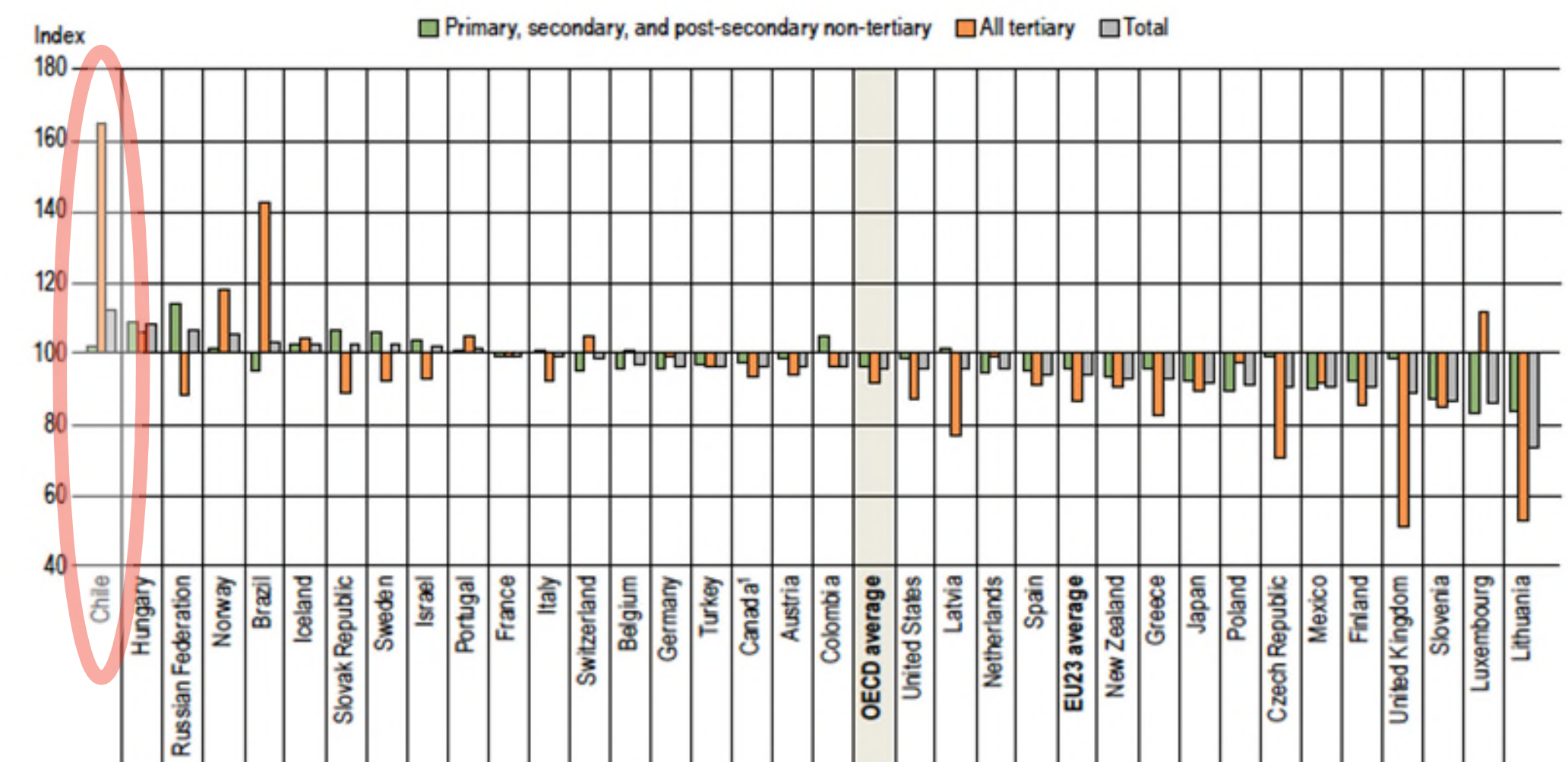
3. Figures are for net student loans rather than gross, thereby underestimating public transfers.

Countries are ranked in descending order of total expenditure on educational institutions as a percentage of GDP.

Source: OECD/UIS/Eurostat (2020), Table C2.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Figure C2.3. Index of change in public expenditure on educational institutions as a percentage of GDP (2012 and 2017)

Final source of funds, by level of education, (reference year 2012 = 100)



1. Primary, secondary and post-secondary non-tertiary education includes pre-primary programmes.

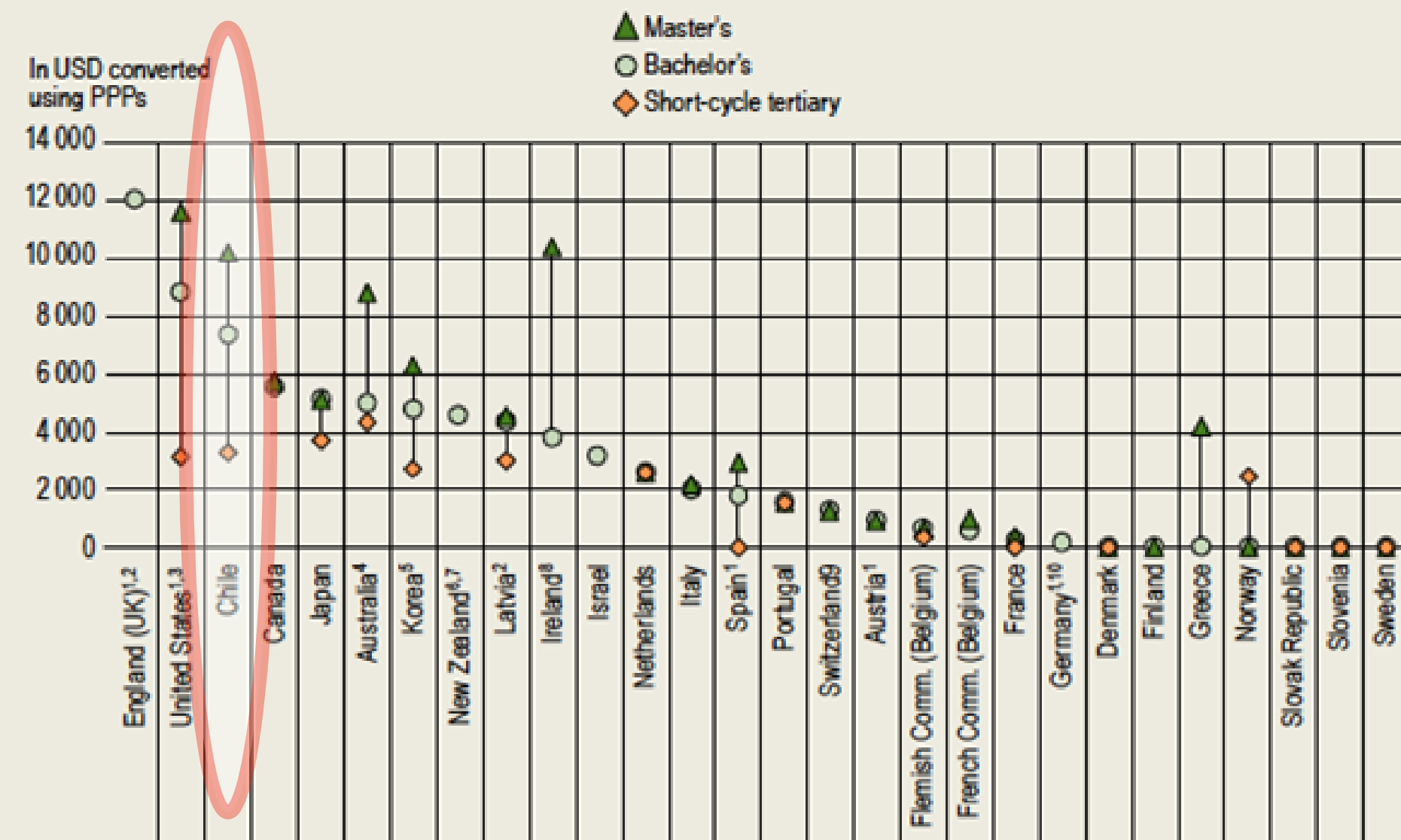
Countries are ranked in descending order of the index of change in public expenditure on educational institutions as a percentage of GDP.

Source: OECD/UIS/Eurostat (2020), Table C2.4, available on line. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

StatLink <https://doi.org/10.1787/888934164560>

Higher tuition fees

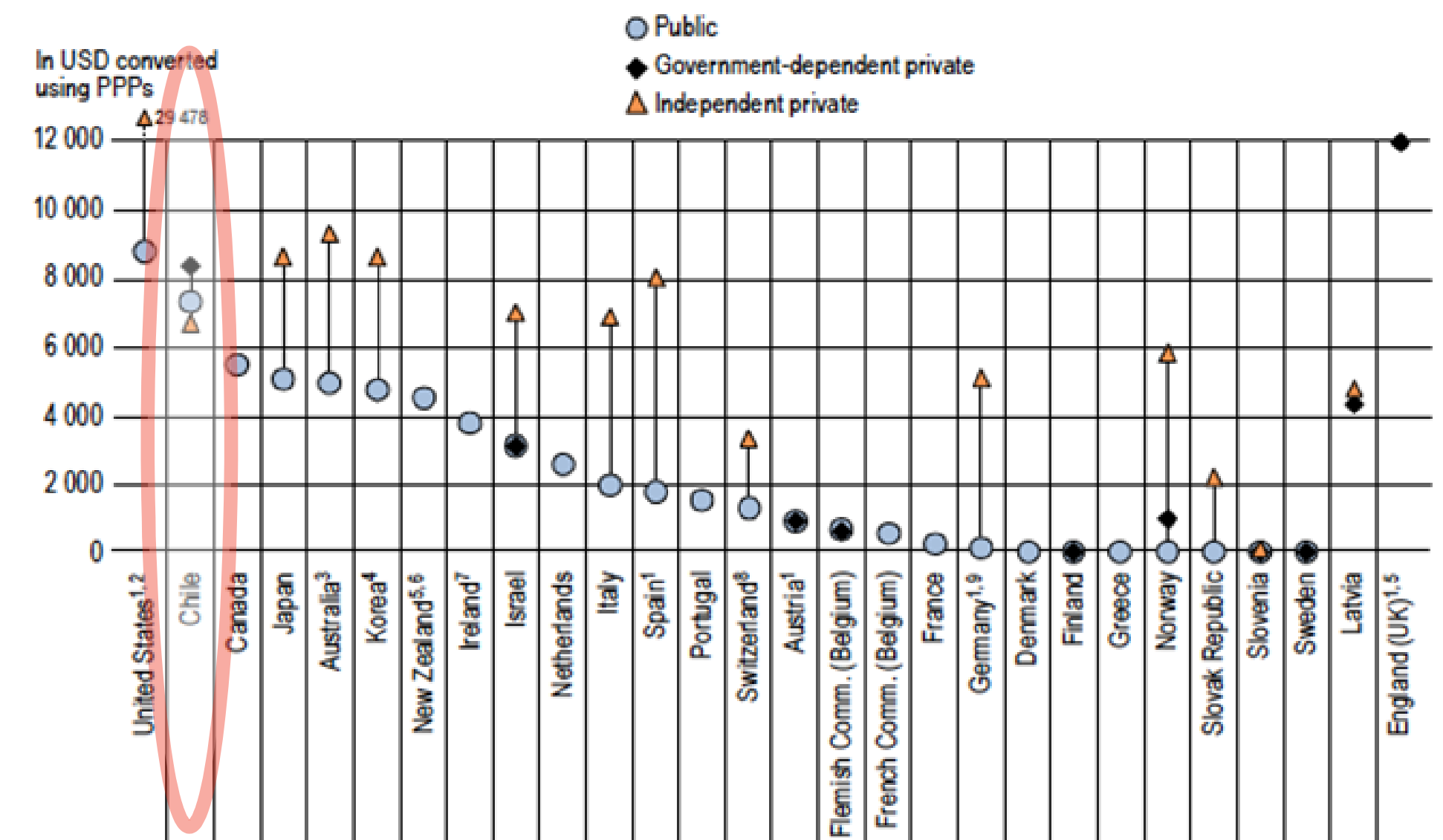
Figure C5.1. Annual average (or most common) tuition fees charged by tertiary public educational institutions to national students, by level of education (2017/18)



1. Year of reference 2016/17.
 2. Government-dependent private instead of public institutions.
 3. Figures for master's and doctoral programmes combined.
 4. Year of reference 2017.
 5. Year of reference 2018.
 6. Bachelor's programmes refer to both short-cycle tertiary and bachelor's programmes combined.
 7. Estimates include universities only and exclude postgraduate certificates and diplomas.
 8. Tuition fees paid by students instead of fees charged by institutions. Figures cover universities only.
 9. Figures refer to both public and government-dependent private institutions combined.
 10. Bachelor's programmes refer to bachelor's, master's and doctoral academic programmes combined.
- Countries and economies are ranked in descending order of the annual tuition fees charged by public institutions for bachelor's or equivalent programmes.
 Source: OECD (2020), Table C5.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Figure C5.2. Tuition fees charged by tertiary educational institutions to national students for bachelor's or equivalent programmes, by type of institution (2017/18)

Annual average (or most common) tuition fees charged to full-time national students

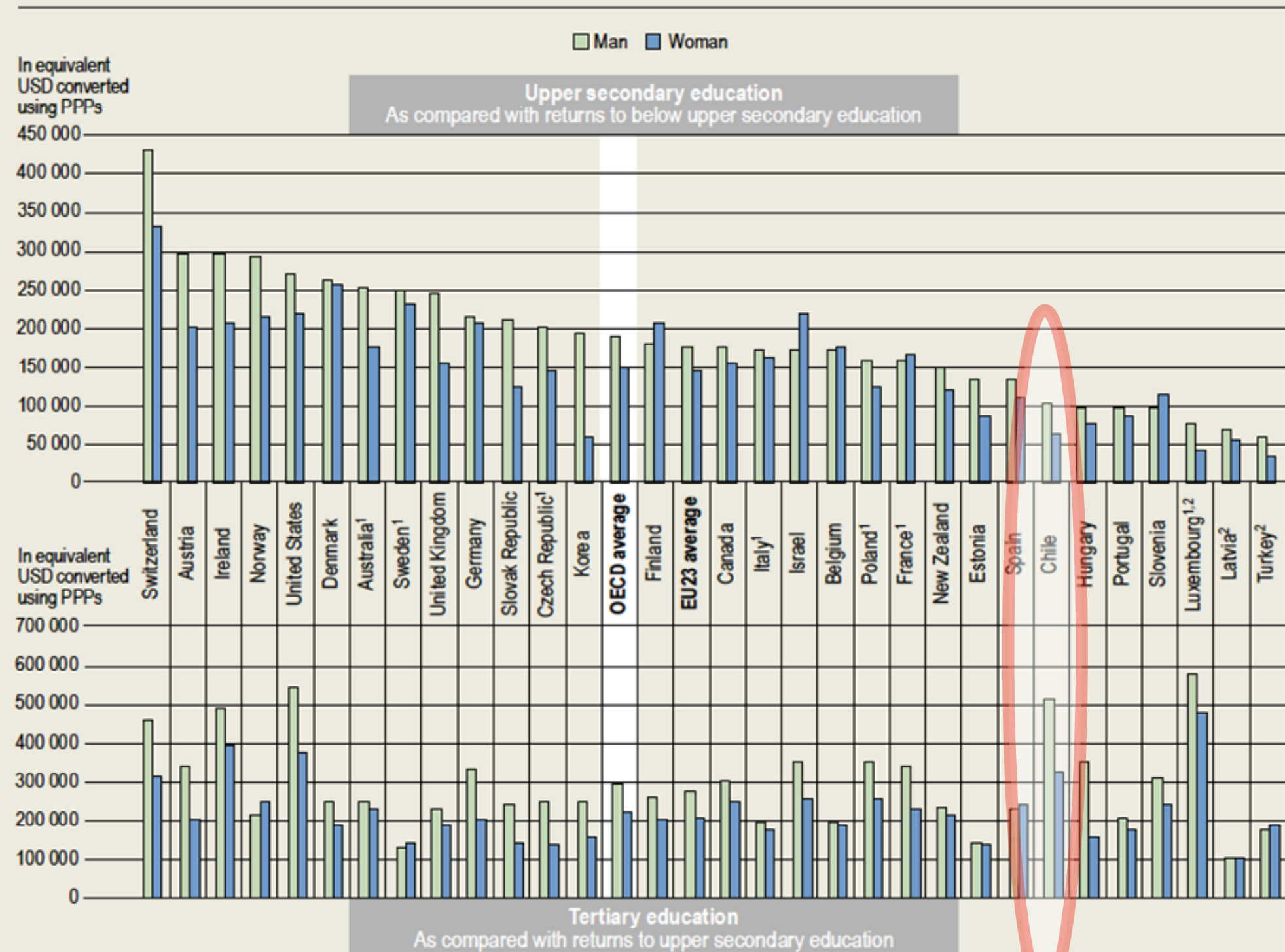


1. Year of reference 2016/17.
 2. Figures typically refer to tuition fees for out-of-state national students. However, in a minority of institutions, tuition fees can be lower for out-of-state national students.
 3. Year of reference 2017.
 4. Year of reference 2018.
 5. Figures refer to short-cycle tertiary and bachelor's programmes combined.
 6. Estimates include universities only and exclude postgraduate certificates and diplomas.
 7. Tuition fees paid by students instead of fees charged by institutions. Figures cover universities only.
 8. Figures for public institutions refer to both public and government-dependent private institutions combined.
 9. Figures refer to bachelor's, master's and doctoral academic programmes combined.
- Countries and economies are ranked in descending order of the annual tuition fees charged by public institutions for bachelor's or equivalent programmes.
 Source: OECD (2020), Table C5.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

What is the value of HE in Chile?

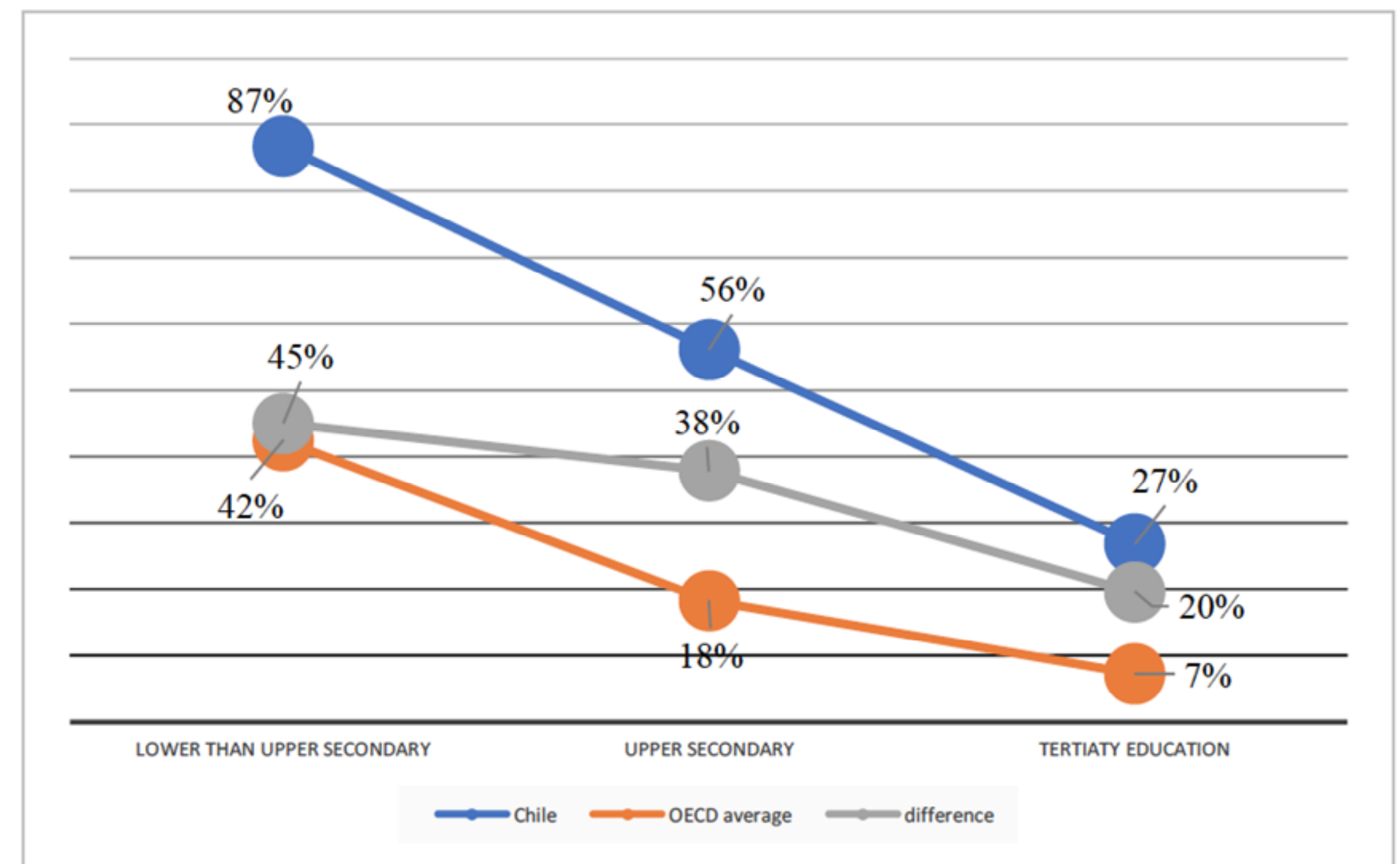
Figure A5.1. Private net financial returns to education for a man or a woman, by educational attainment (2017)

In equivalent USD converted using PPPs for GDP; future costs and benefits are discounted at a rate of 2%



1. Year of reference differs from 2017. Refer to the source tables for details.
 2. Only net earnings are available and the calculations are using these values as if they were gross earnings.
 Countries are ranked in descending order of the private net financial returns of upper secondary education for a man.
 Source: OECD (2020), Tables A5.1 and A5.2, and Tables A5.5 and A5.6, available on line. See Source section for more information and Annex 3 for note (<https://doi.org/10.1787/69096873-en>).

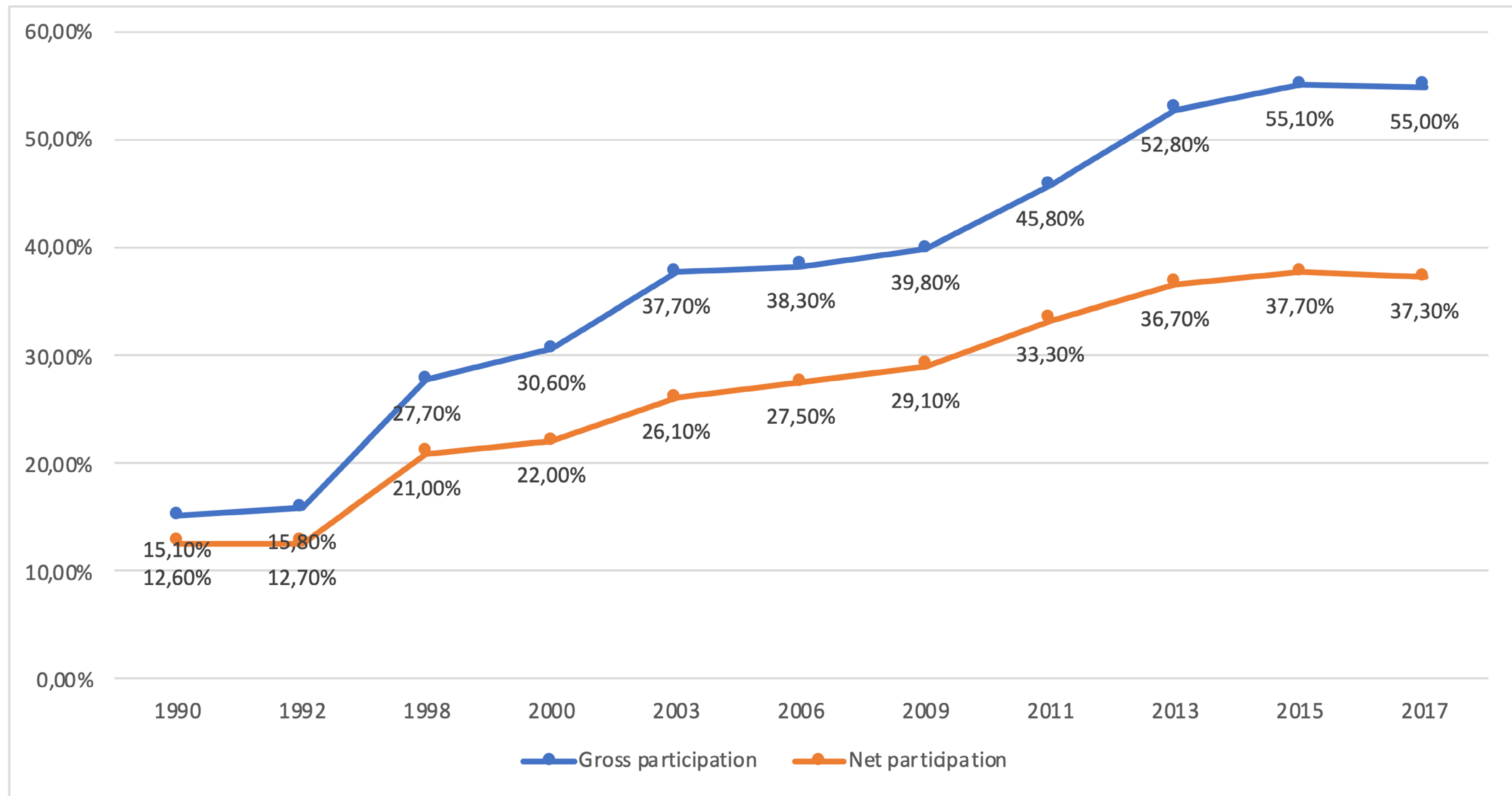
Percentage of adults (ages 25-65) under PIACC Level 2 in reading and writing by educational attainment.



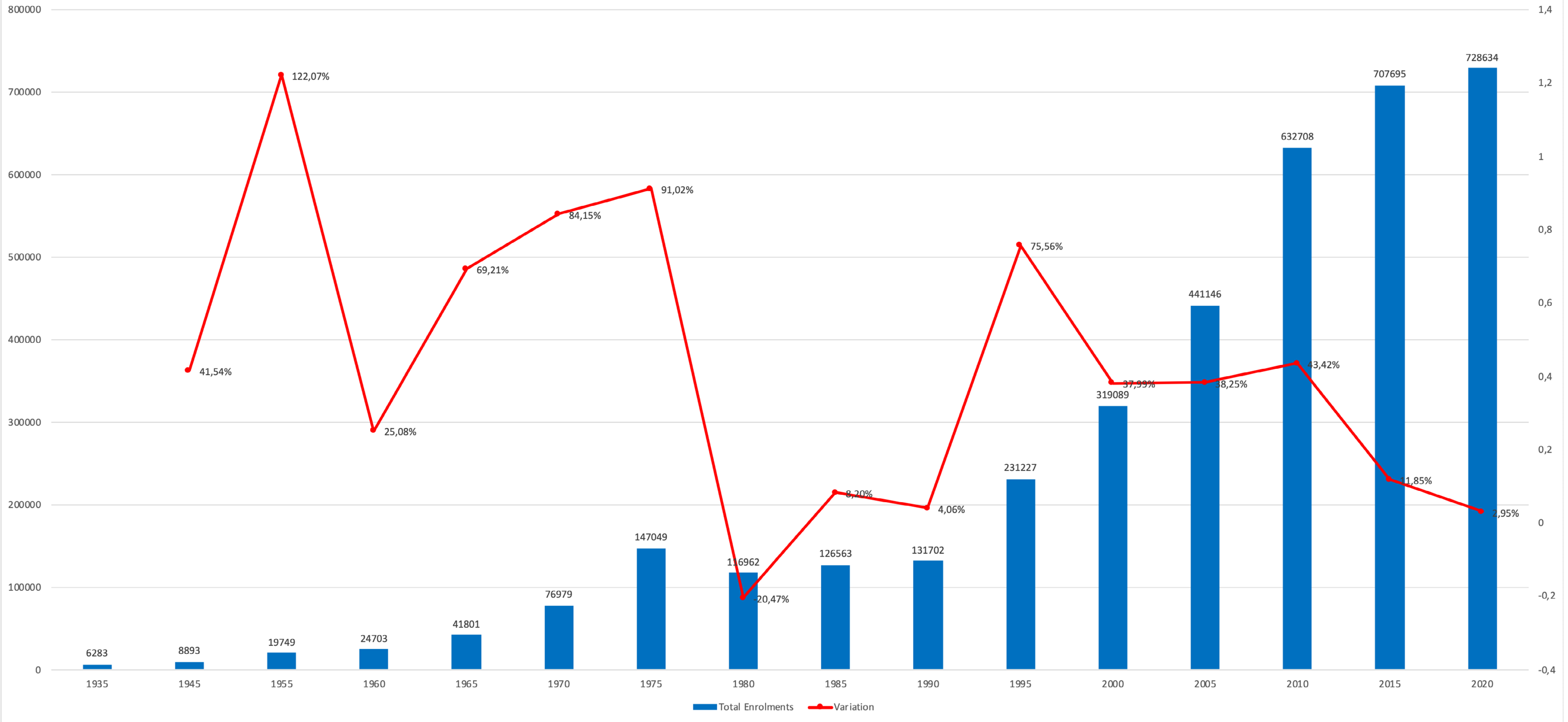
Gonzalez (2019) based on 2015's PIACC results

current context
key trajectories
policy evolution

HE participation growth (1990-2017): Driven by working adults?

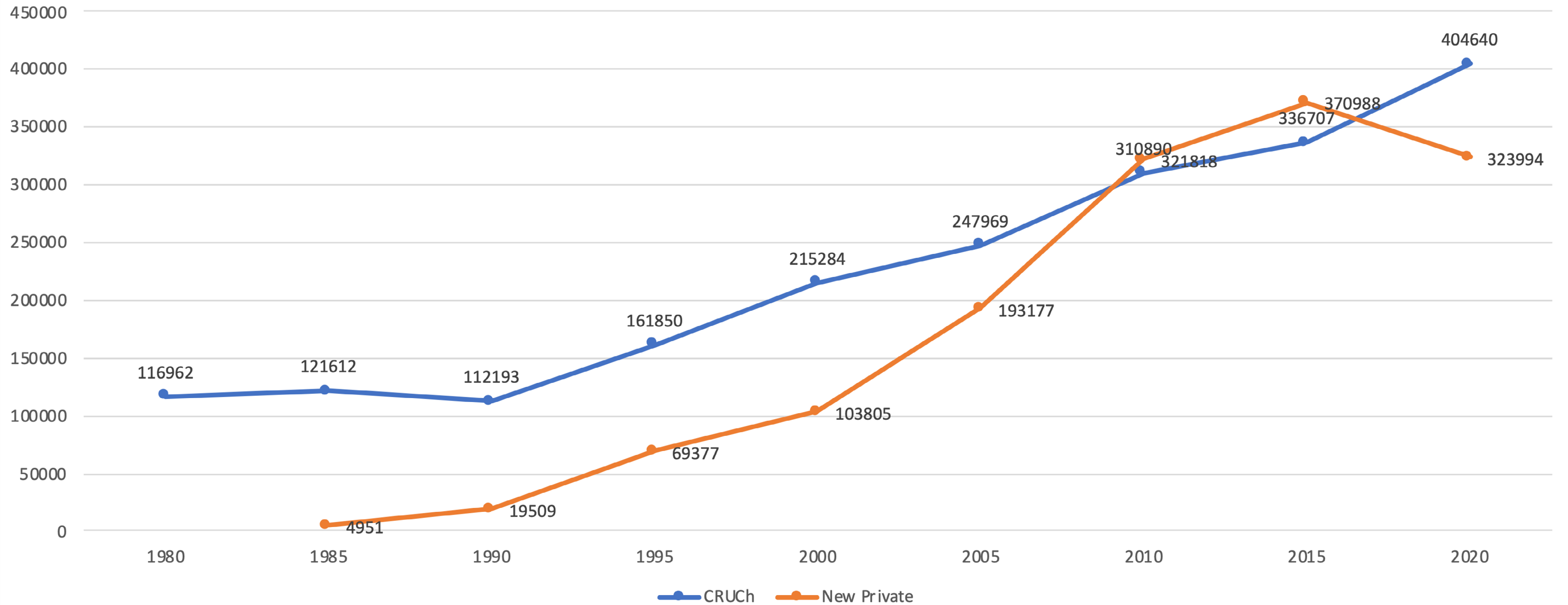


University enrolments: 1935-2020



Sources: Levy (1986), SIES statistical series

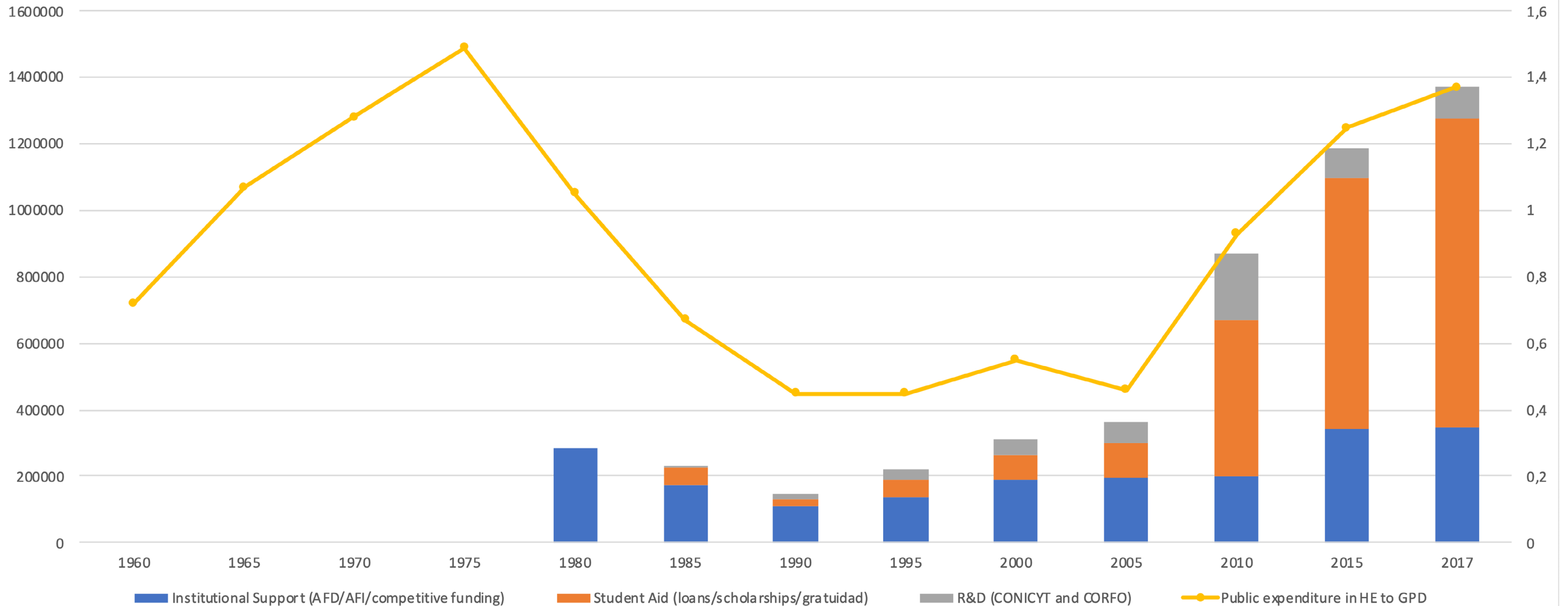
Total enrolment by university type: 1980-2020



Sources: Silva et al. (2012), SIES statistical series

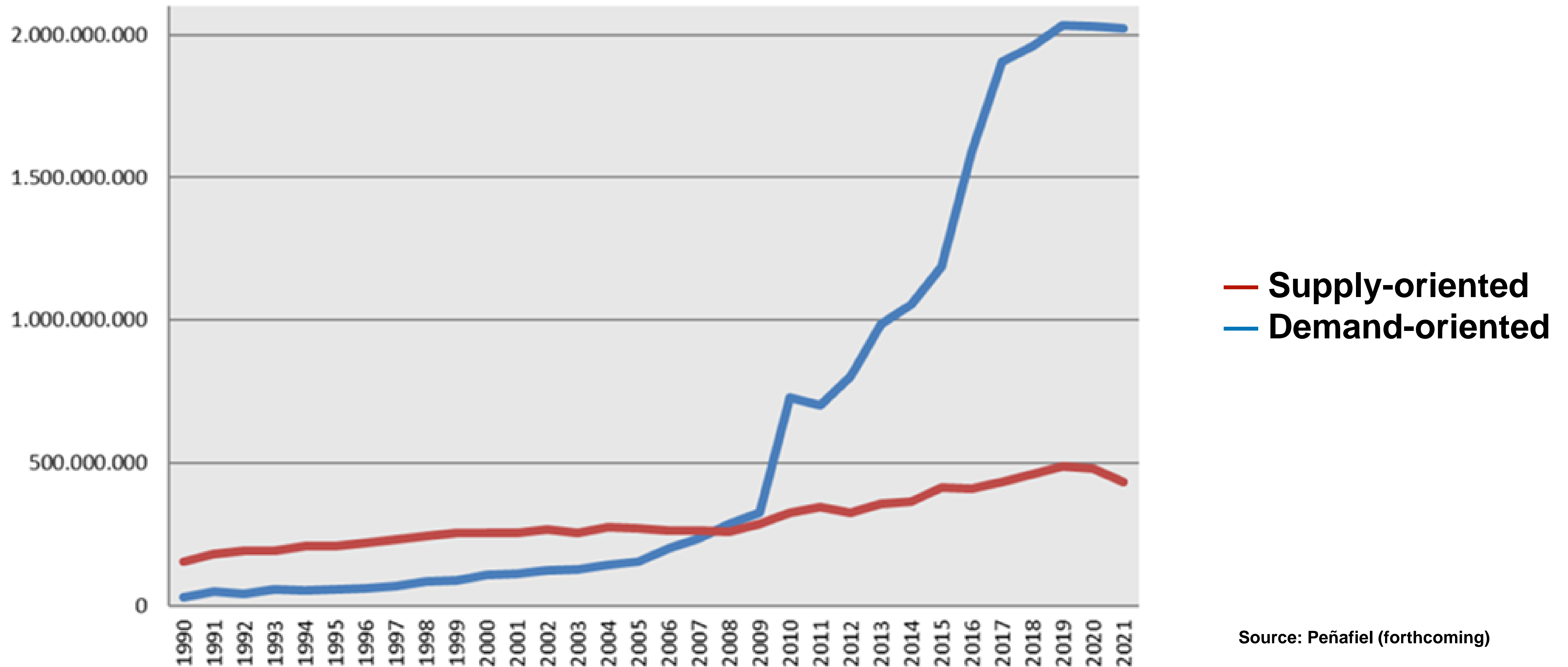
Public Contribution to HE: 1960-2017

(in constant millions of Chilean pesos)



Sources: Arriagada (1989), Desomeaux & Koljatic (1990), Silva et al. (2012), CGR (2016, 2018), UNESCO statistics

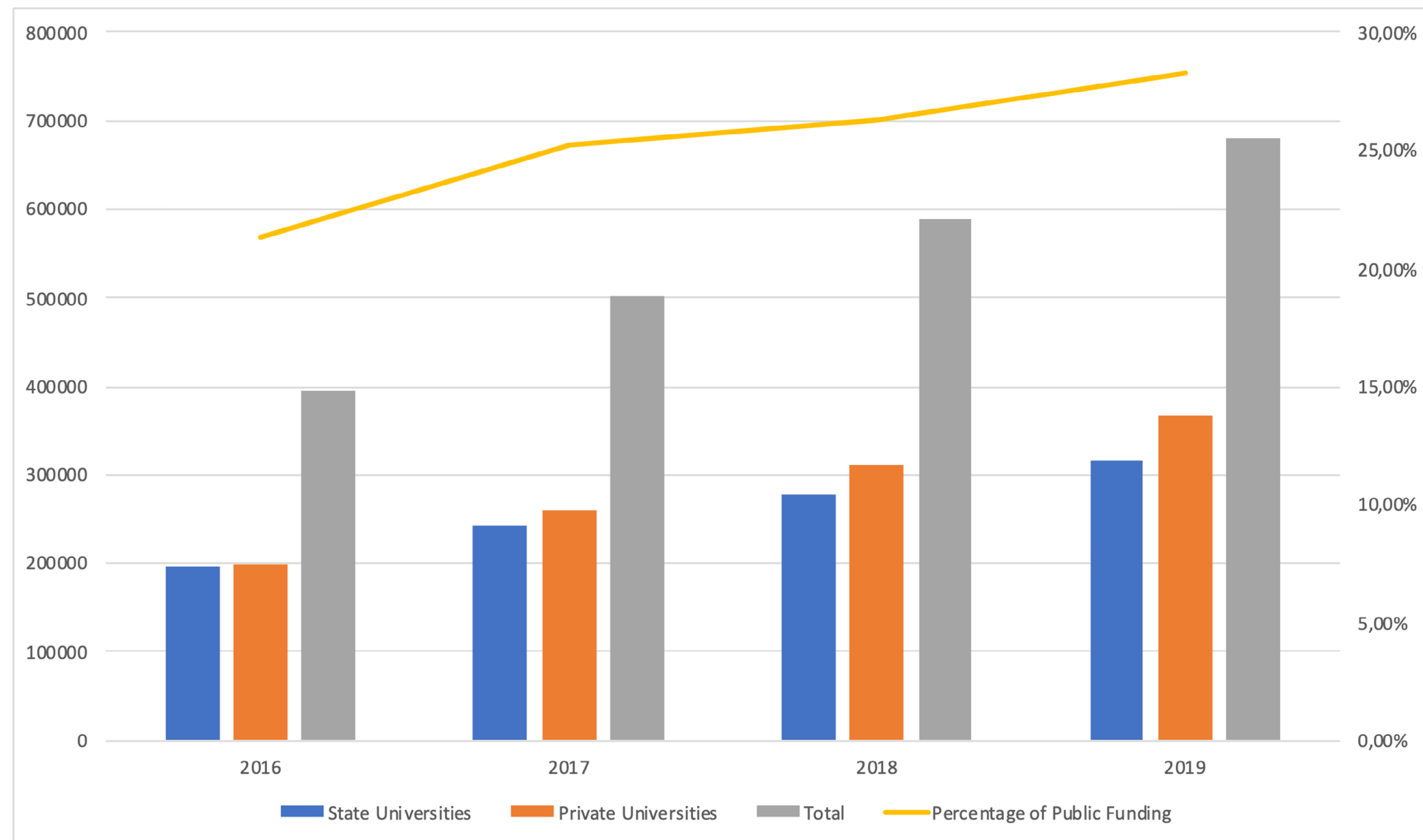
Public funding to HE (1990-2021): Demand- or supply-oriented? (M\$2021)



Source: Peñafiel (forthcoming)

The free tuition regime: Gratuidad (2016-2018)

- Is it fiscally sustainable?
- Is it mere substitution of private funding?
- Deficits in few universities
- Is it targeting the right students?
- ... Though really good for students & families (and some universities, too)

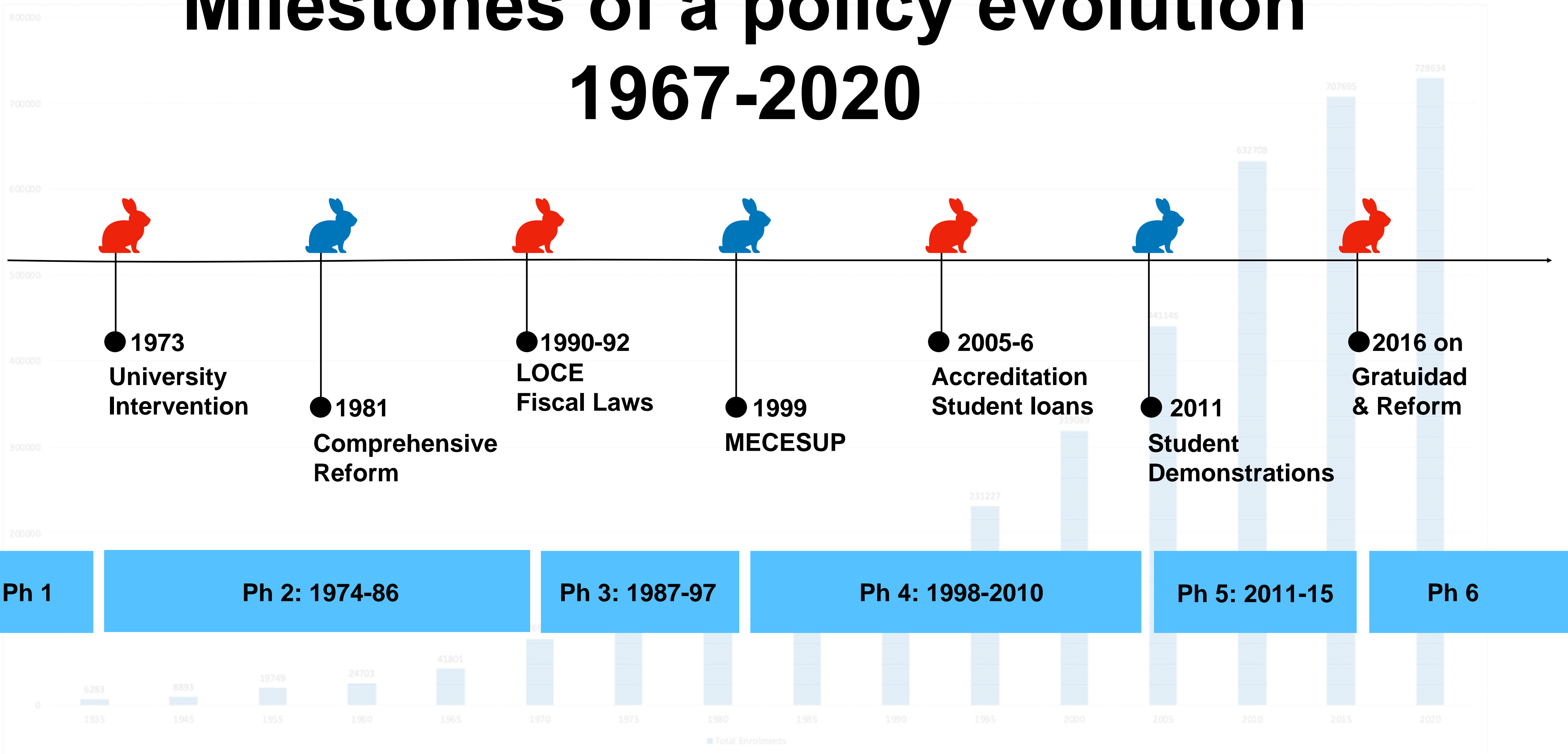


MM\$ 2019

Sources: CGR (2017, 2018, 2019, 2020)

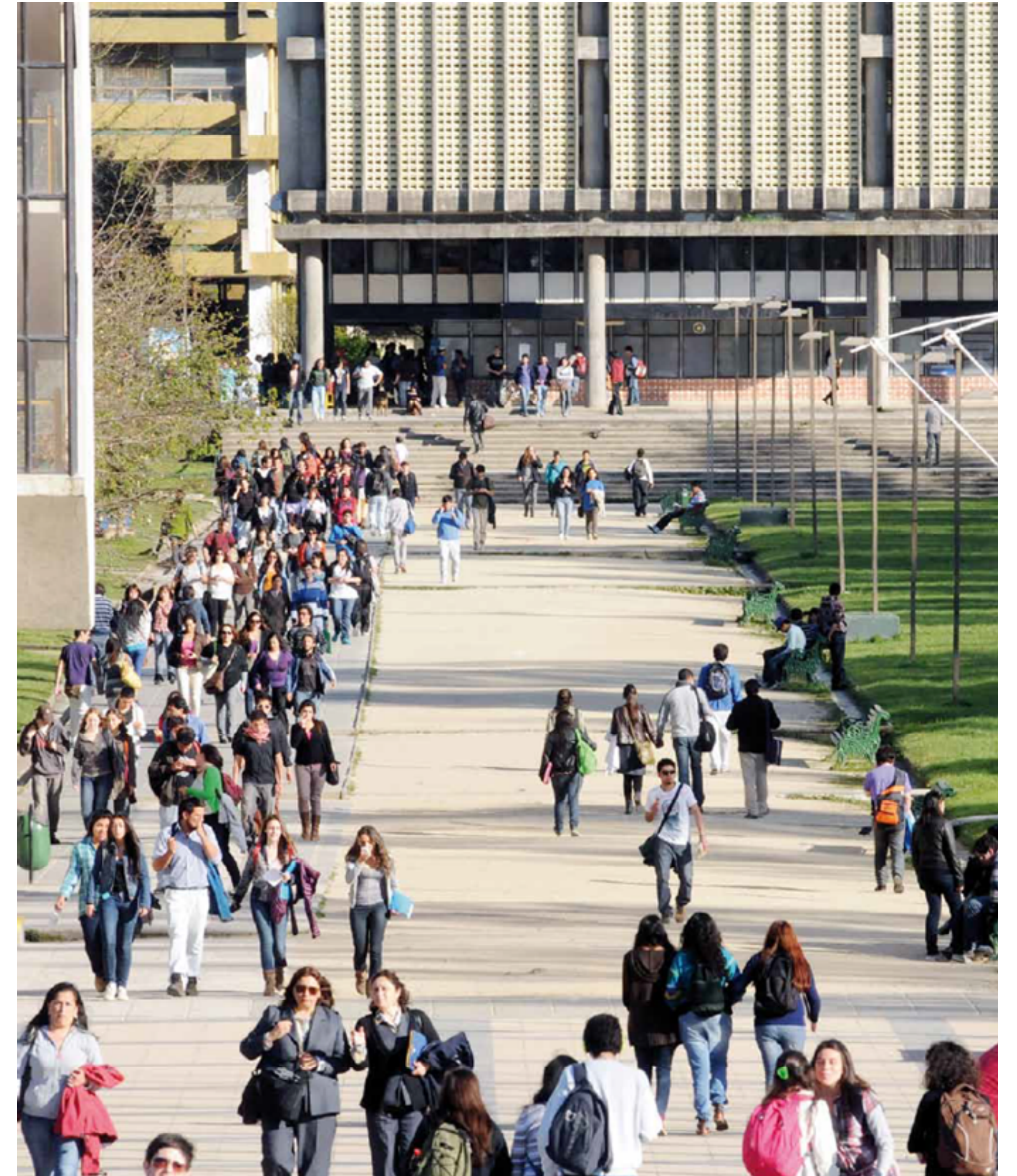
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Milestones of a policy evolution 1967-2020



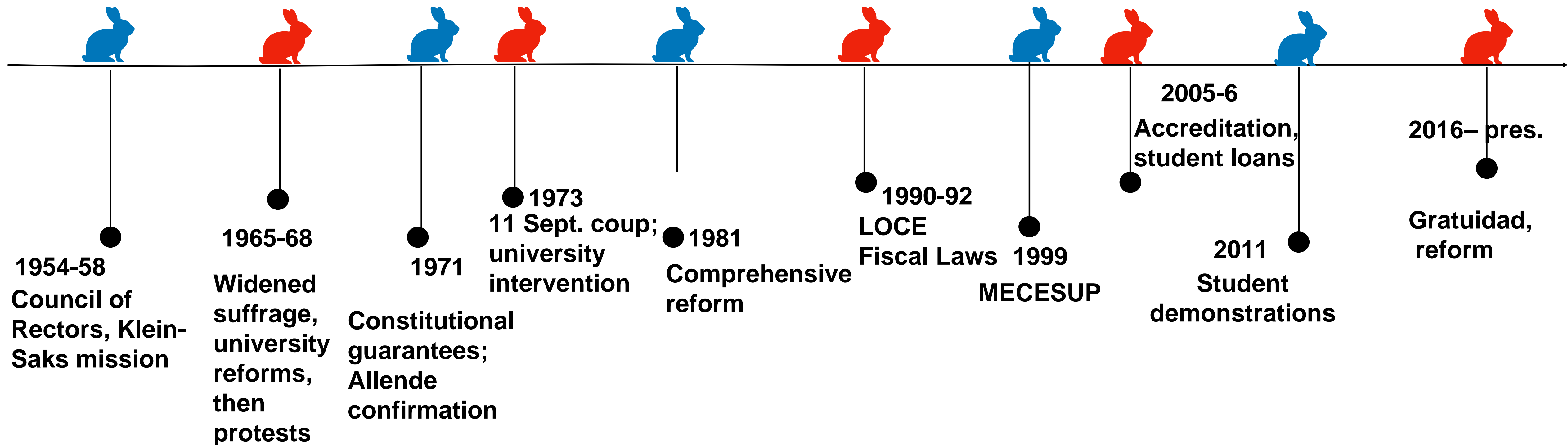
A linear policy trajectory?

- Non-incremental; Mostly pendular
 - Economic development v/s democratisation
 - Noteworthy continuities and discontinuities
- Policy sedimentation; unexpected policy effects: an incoherent framework
- Where to go? Lack of a clear sense of direction

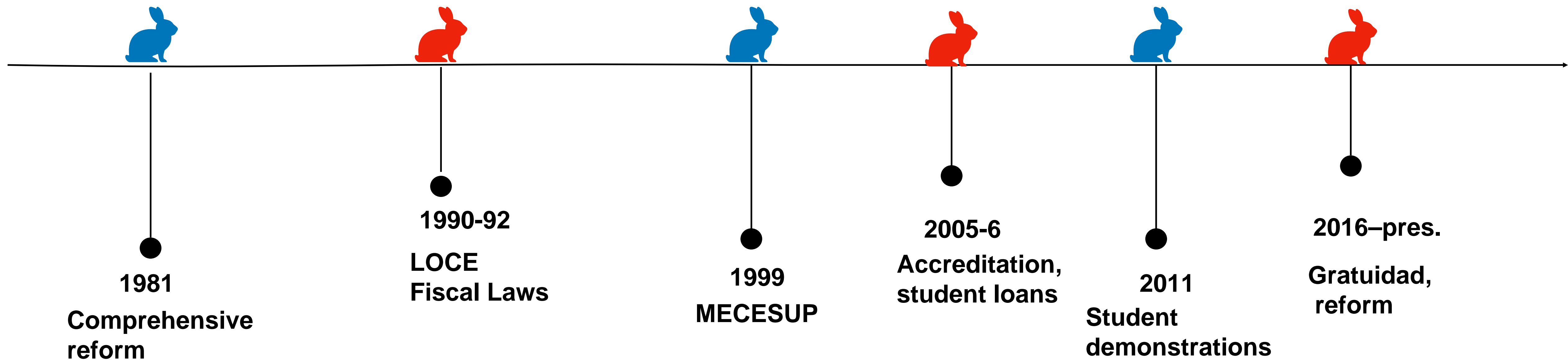


What's Spanish for development?
Chilean higher education at an
impasse

Policy milestones 1954-2021

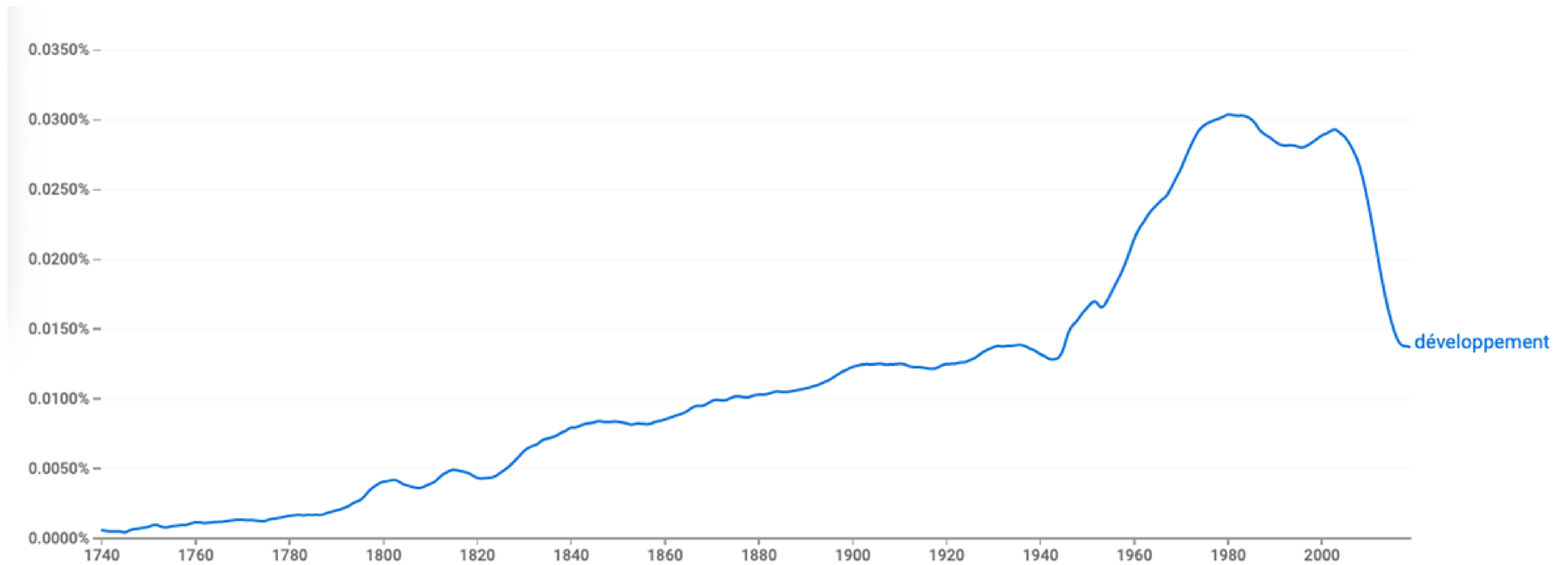


Policy milestones, 1981-2021

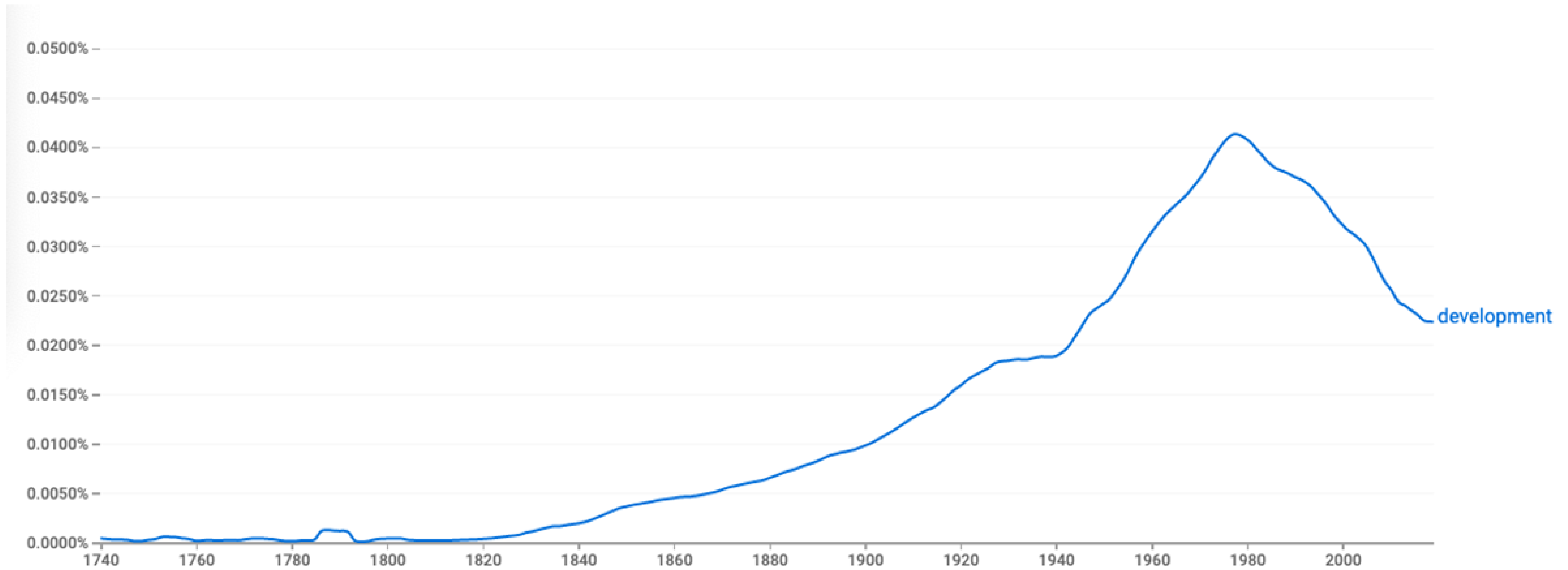


Development as meme

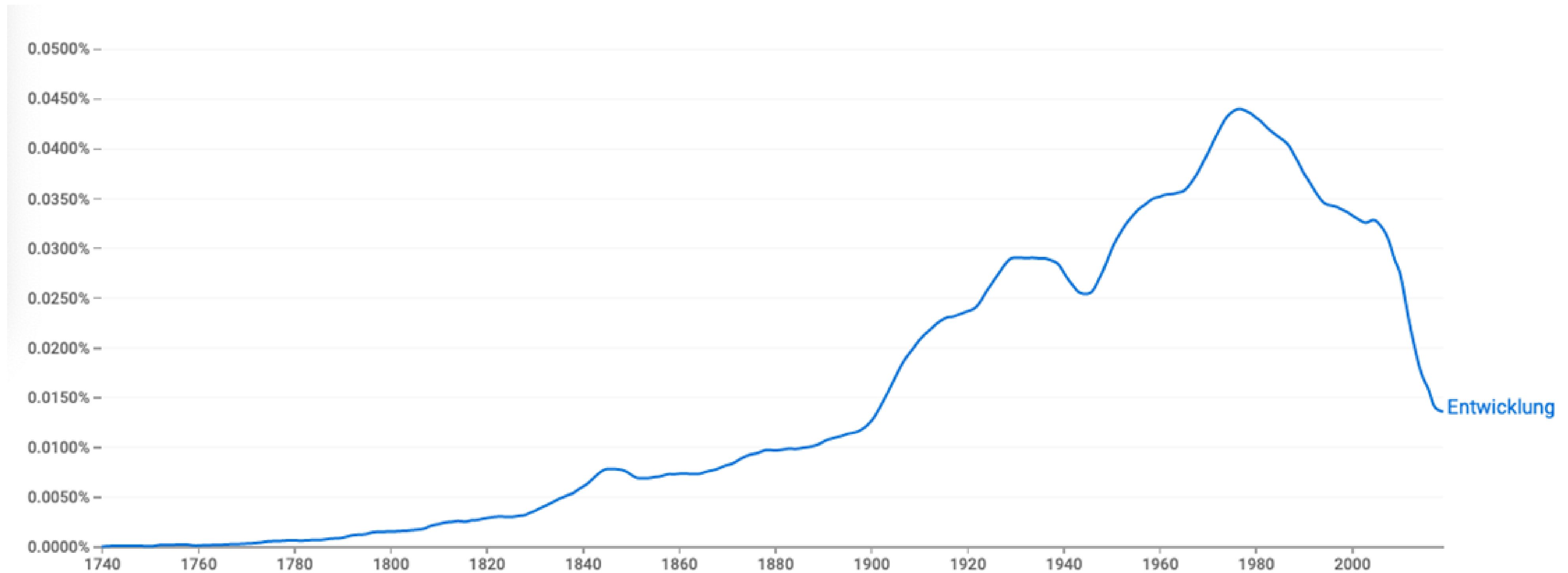
Frequency of *développement* in French-language books



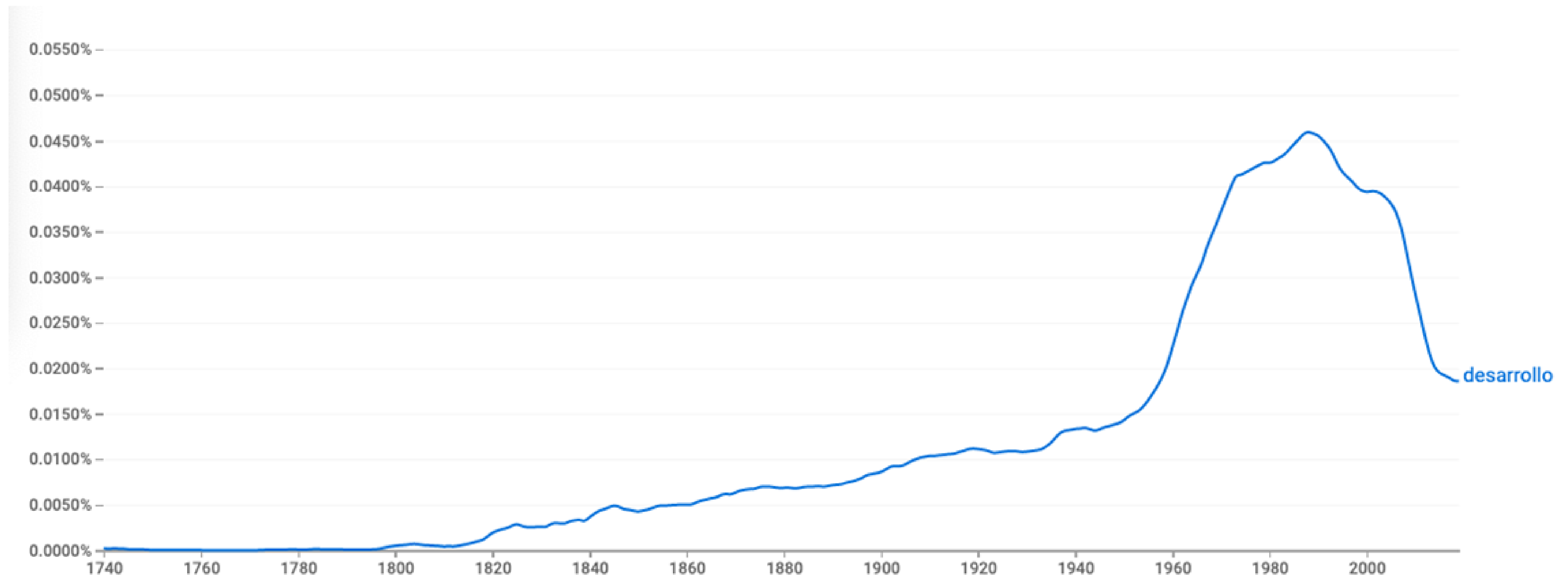
Frequency of *development* in English-language books



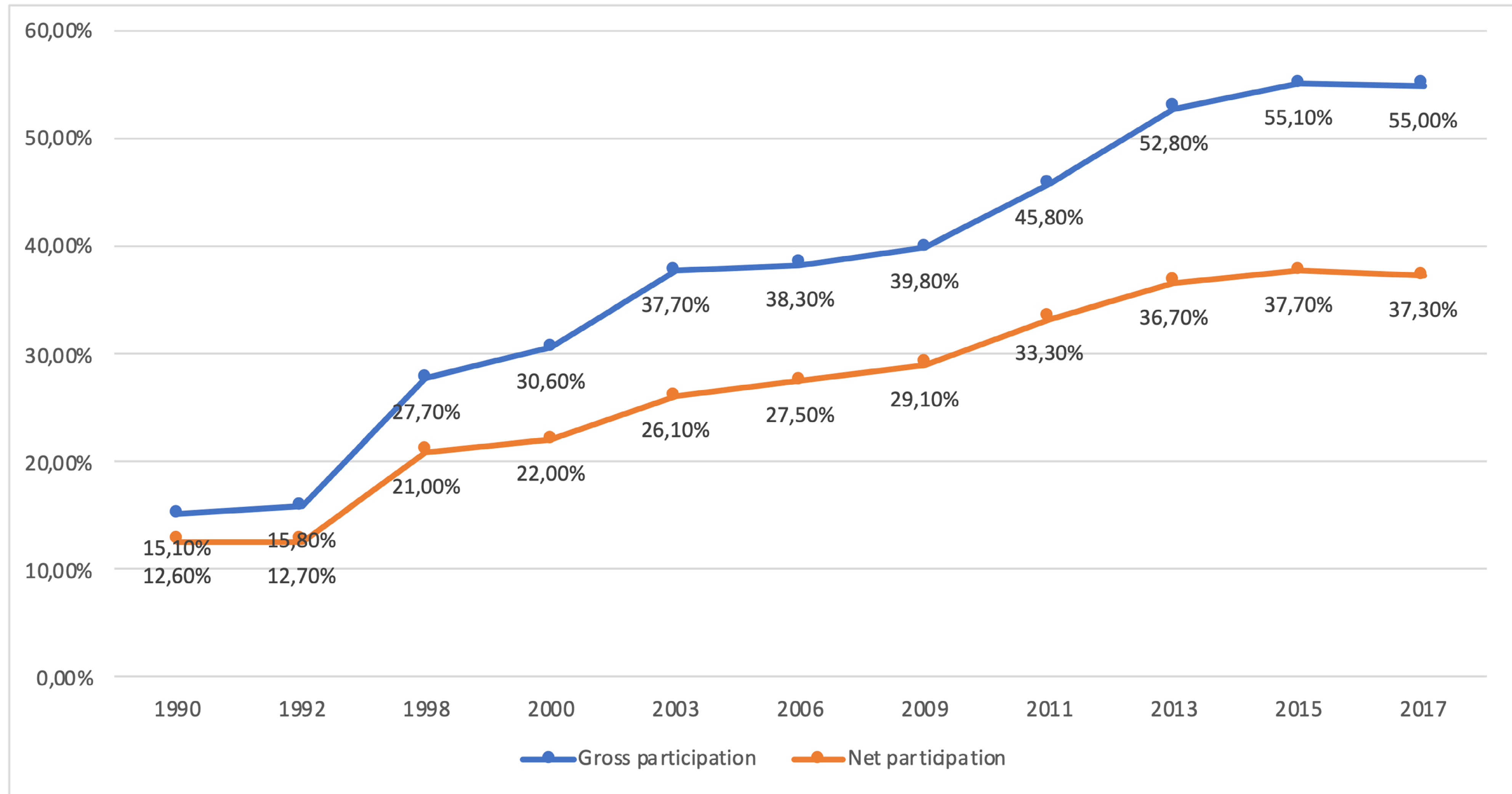
Frequency of *Entwicklung* in German-language books



Frequency of *desarrollo* in Spanish-language books

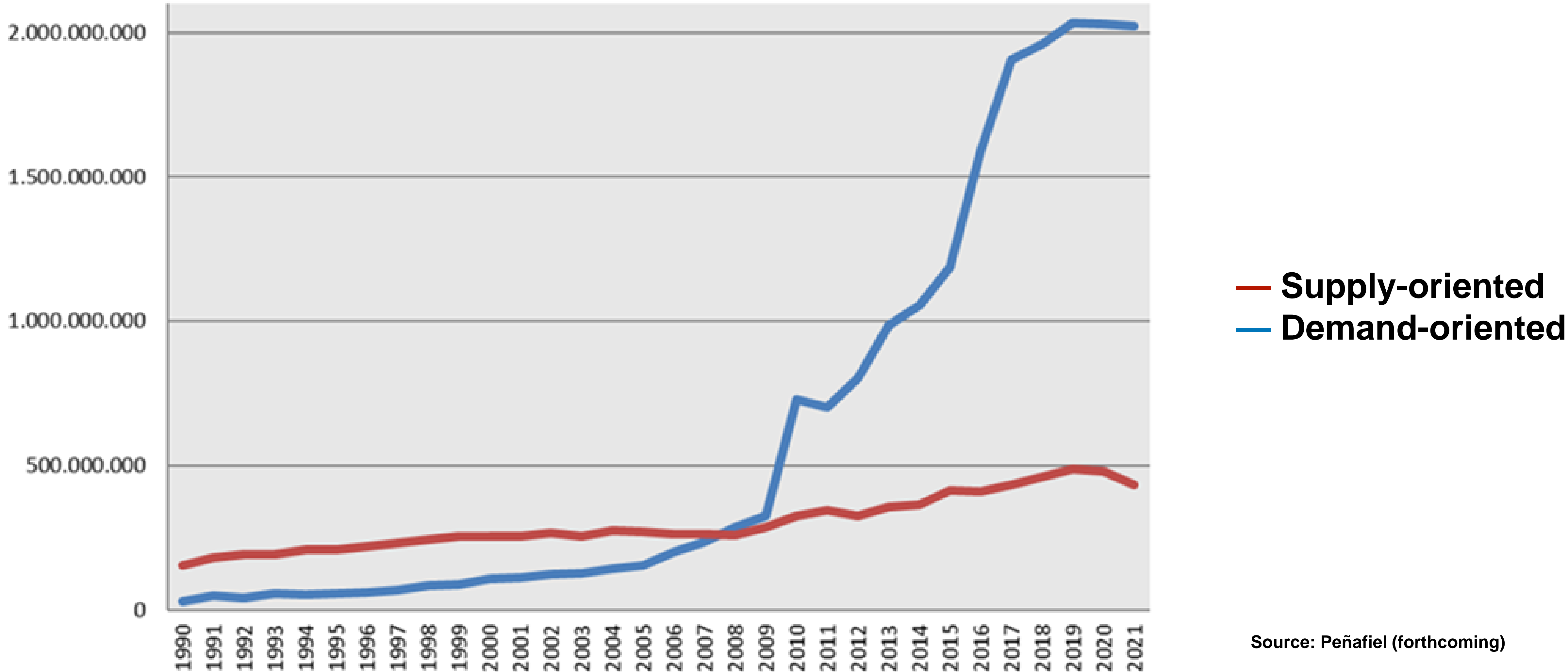


Demographic impasse



Chile's National Socioeconomic Characterization Survey, CASEN

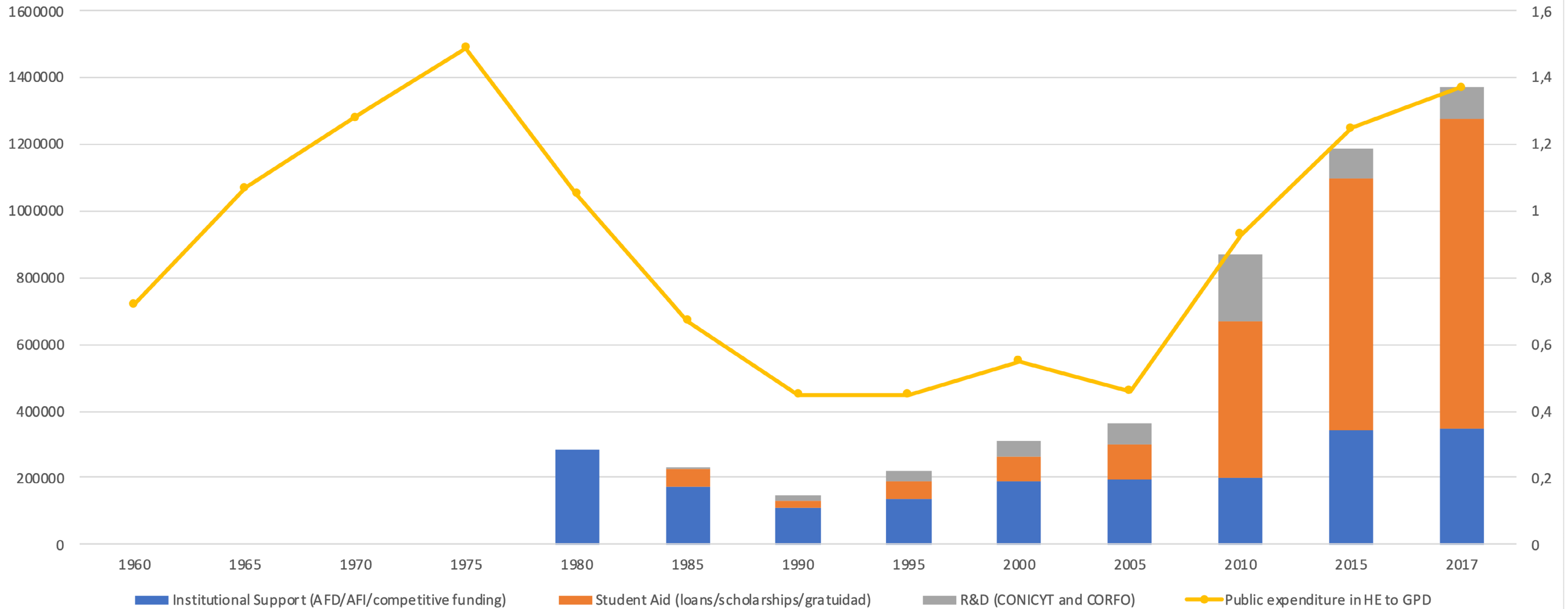
Public funding to HE: *human inflation*



Source: Peñafiel (forthcoming)

Public Contribution to HE: 1960-2017

(in constant millions of Chilean pesos)



Sources: Arriagada (1989), Desomeaux & Koljatic (1990), Silva et al. (2012), CGR (2016, 2018), UNESCO statistics

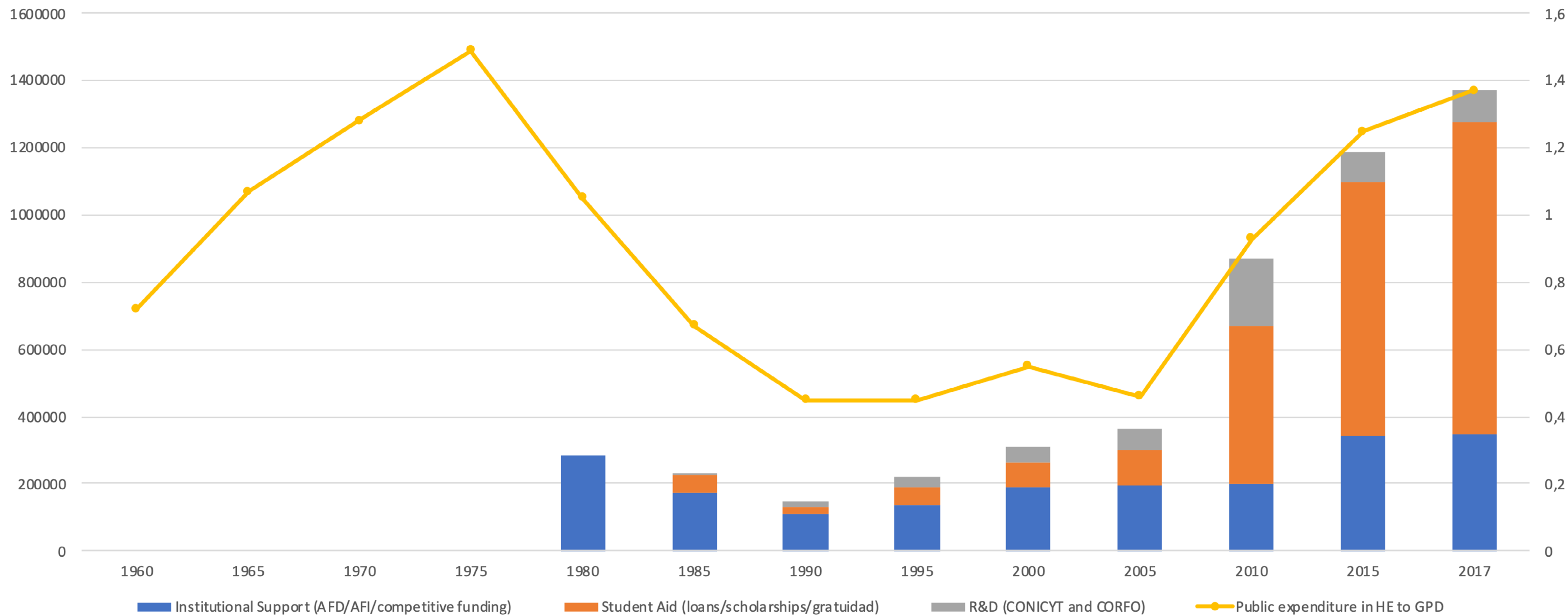
The Chilean sociability



Endowing the new state cult

Public Contribution to HE: 1960-2017

(in constant millions of Chilean pesos)



Sources: Arriagada (1989), Desomeaux & Koljatic (1990), Silva et al. (2012), CGR (2016, 2018), UNESCO statistics

Reading the memes

Percentage of adults (ages 25-65) under PIACC Level 2 in reading and writing by educational attainment.

