

OECD- Chile. Policies, Entry Rates and Funding in Tertiary Education

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Table of Contents

1. Introduction	3
2. The OECD.....	4
2.1 The OECD. Overview.....	4
2.2 The OECD and the Tertiary Education.....	5
3. Chile.....	9
3.1 An Overview.....	9
3.2 Chile educational system and tertiary education.....	10
3.2.1 Chilean educational system.....	10
3.2.2 Tertiary education.....	11
4. Chilean tertiary system’s entry rates and funding in OECD comparison.....	12
5. Discussion.....	14
5.1 meeting the OECD suggestions.....	15
6. Conclusion.....	17
References.....	19

1- Introduction.

After being elected in October 2009 as Director-General of the UNESCO, Ms Irina Bokova emphasized that tertiary education is becoming a core topic for many countries in the world (UNESCO, 2009). From Norway to Spain, from Australia to Russia, from Canada to Chile, the Tertiary education is confronting the changes of the world in the globalization era. In times where supranational organizations with interest in education have much to say, some countries are seeing in those organizations guiding entities in the complex scenery. Chile is one of those countries.

By taking part of numerous international agreements and organizations, Chile is immersed in the so called “globalized world”. In this sense, a major bid for the country is to become part of the Organization for the Economic Co-operation and Development (OECD), in which Chile has been participating since 1997, as partner country, and since 2007 as a candidate to membership. In the coming years Chile expects, in words of the Chilean finance minister, “to receive and to provide to the OECD...” (OECD, 2009). Tertiary education is a core concern in the future membership of Chile to the OECD. As Chilean president, Michel Bachelet said “for us, Education is the first priority” (Conicyt, 2008).

The OECD defines itself as a forum, as an international panel where important concerns of its members are discussed (OECD 2009b). This paper will present a general review of the institution and its policies in later years. This paper will also make a concise review of the entry of a new member to the institution: Chile, reviewing the rationales, policies and facts relate both actors, the OECD and Chile. In this sense, this paper will make a brief review of the realities linked to the policies. OECD uses, as a key element for those discussions and policies guides publications, the comparison between countries. As several different indicators can be used to compare countries educational systems, and the nature of this paper doesn't allow the analysis of all those indicators, this paper will review issues on entry rates to tertiary education and the public/private funding in tertiary education, both important issues in the field of tertiary education of high importance for Chile and the OECD.

To address the topic of this paper, it will be important to have a general view of the current state and main concerns of the Chilean national tertiary education institutions and the tertiary education area of the OECD. For this, it will be necessary to make a surface review of the policies and general organization Chile and OECD in the tertiary education area. The OECD education directorate will be presented as the main holder of the politics of the entity, and a review of its major concerns will be presented. A deep report on Chilean tertiary education has been published in 2009 by an OECD and a World Bank joint commission, which worked in the country for several months. To highlight the areas of entry and funding where the report has made major observations, and where Chilean tertiary education system may have major obstacles in meeting suggestions, a general review of the Chilean tertiary education will be presented.

For analyze the entry and funding issues the tertiary education area were the OECD and Chile are working in, the main source of documentation are the organizations publications; the policies papers, the discourses, the internet sources. This paper also will take account of the critics on the role of the OECD in tertiary education, “as an institutionalizing mechanism of global ideologies, including market liberalism and new managerialism” (Lingard et al 1998, p. 267).

2. The OECD.

2.1 An Overview.

The Organization for economic co-operation and development (OECD) is an intergovernmental organization, bringing together 30 member countries from 4 continents. The OECD defines itself as an organization that “provides a forum where governments can compare and exchange policy experiences, identify good practices and promote decisions and recommendations” (OECD 2009b, P. 8), or as a “unique forum where the governments of 30 democracies work together to address the economic, social and environmental challenges of globalization” (OECD 2008a, p. 2).

The OECD was founded in 1961 as a successor of the Organization for European Economic Cooperation and has its roots in Marshall’s plan for Europe’s economic

restoration after the Second World War. The First members were eighteen countries from Europe, and The United States. By 1973, the organization had included five new countries from Asia and Oceania. In recent years, has included six new members from Europe and North America, to reach a 30 countries membership. As in the foundation of the organization, the common pattern for all members is a democratic political system and a free market economy. Nowadays, OECD countries account for 18% of the world population, 71,9% of the GNI (gross national income) , and 60,5 % of the world trade (OECD 2009b).

Due to the high economic power that shows the above figures, the OECD has been also named as a “rich-man’s club” (The economist 2009, p. 22). Certainly there are no members from developing countries from Africa, Asia or South America, but not all members countries in the OECD can be considered as developed economies. The OECD glossary for statistics itself doesn’t consider Mexico or Turkey as developed countries. (<http://stats.oecd.org>). For instance, not all OECD member countries have similar HDI (Human Development Index, which considers life expectancy, education and GDP), and Turkey, a founder country, or recent members as Poland or Mexico, are good examples of this (United Nations, 2009). The year 2007, Chile, Estonia, Israel, Russia and Slovenia where invited by the OECD to begin membership talks (OECD 2007b). Chile is likely to be the first South American country in the organization.

Since OECD members “... can compare and exchange policy experiences, identify good practices and promote decisions and recommendations” (OECD 2009b, p. 8), the organization can be considered as a high valuable instrument for policy makers. The OECD works in a wide area of interests: macroeconomic policies, education, employment, environment, science and technology, agriculture, public governance, entrepreneurship, tax policies and cooperation for development (OECD 2009b). Member countries are the main sources to define those areas of interest, but as Lingard et al. (1998) notes, in an interesting way, is the OECD itself the one that many times suggest, change and models those areas of interest, through the work of non-governmental research communities, publication of studies, statistics compilation and comparisons, conferences and meetings.

“Dialogue, consensus, peer review and *pressure* are at the very heart of OECD” (OECD, 2009b, p.8).

The OECD defines its mission as follows: “The Organization’s mission is essentially to work for a stronger, cleaner, fairer world economy” (OECD, 2009b, p.8). Even that, as it was mentioned, the OECD works in several areas of interest, being education one of those. Since the latest 70’s the OECD has been strongly committed to education policies and practices, always driven by the economic character of the organization, which subordinates all the other areas of work in the institution (Papadopoulos, 1995).

Directorates are the basic organizational entities in OECD. Education was part of Employment, labour and social directorate affairs until 2001. The capital importance of education for the OECD was stated in the creation of its own directorate since 2002 (OECD, 2003a).

2.2 The OECD and the Tertiary Education.

The principles of the economic views of the OECD in the field of education are clearly stated in the web page of the directorate. For the OECD “Education is key to economic growth and to people’s ability to earn a living. Education is important for societies, too, as they respond to increasing cultural and ethnic diversity, inequality and the needs of disadvantaged people” (www.OECD.org).

Before 2002, the OECD body which worked specifically in the tertiary education area was the Centre for Educational Research and Innovation (CERI). The CERI, created in 1968 by the council of OECD, had as main objectives to analyze and develop research in education and learning issues, explore education in the national and international contexts, and facilitate cooperation between member countries (OECD, 2001). The CERI was under the authority of the secretary-general, and was supervised by a governor’s board, composed of experts from each member countries. From 2002, the CERI became a major division of the Directorate of Education. Even that, the CERI still holds a relevant importance into the directorate, and besides of the work of experts of its member countries the CERI has “links with educational and other research associations and national and international multidisciplinary networks” (www.oecd.org).

Tertiary education is a major issue in OECD studies, publications, statistics and documents. Series of publications like “Education policy analysis”, “Education at a glance” and the “policy briefings” are key documents to grasp the OECD policies and concerns in tertiary education in later years. Some of these documents were published until 2001 by the Centre for Educational Research and Innovation (CERI), and since the year 2002 are published by the OECD education committee and the OECD directorate for Education. A review of the different topics and concerns in these documents can illustrate the general view of the organization towards tertiary education.

By the mid 90`s, *lifelong learning* is a concept, which is present in most of the organization`s publications in education. In “Education Policy Analysis” 1997, the organization deals with the issue of “effective investment in education” and states that a growing recognition of member counties of the importance of lifelong learning for everyone also must consider the measure of the acquired skills or knowledge, in order to “make informed decisions about effective human capital investment” (OECD 1997). In tertiary education, this view is reflected in two of the chapters of the document, which analyzes expenditures on education, and lifelong investment in human capital. It is interesting to note the use of the strongly economic related term of “human capital”.

In 1997, the OECD Labour ministers and the Social affairs Ministers approved the lifelong learning concept as an essential approach to face the challenges in their respective areas (OECD, 1998). The 1998 publications (education policy analysis, education at a glance) address the fact that even lifelong learning has been widely accepted, still needs to have an operational meaning. The lifelong learning as a policy guide is the main subject in 1998`s Policy Analysis publication. This Publication deals with the financing issue from the learner`s perspective. The document analyzes “who pays what?” in different member countries. One of the conclusions is that “...students are investing resources in their own education, and may well become more effective learners as a result of having this financial stake”. (OECD, 1998a, P.68)

“Redefining tertiary education”, published in 1998, is a key publication for understanding most of the directions The OECD has followed in later years. Among other important definitions, it states “a new meaning of tertiary education” (OECD,1998B, P.14)

In this document, the challenge of the need of educated population, the growing demand for education, the limited response of systems, and several related issues for policy makers are lined out.

The financial issue is an important subject in the 1999 and 2000 policies in the OECD. The needs of funding to financing lifelong learning are one of the side problems that members may face. The organization proposes that one of the ways to address the challenge is to reduce public funding and to increase the private funding (OECD, 1999A). In the 90's, enrolments in tertiary education rose by 40% in member countries (OECD, 1999B). This means that member countries are dealing with new groups of students and face new challenges not only in the financial area, but also in organizational and teaching-learning fields.

In 2001 and 2002, “lifelong learning for all” was again highlighted as the main policy framework for the OECD tertiary education policies. “Lifelong learning will be essential for everyone as we move into the 21st century...”(OECD, 2001a, p.5). The Lifelong learning concept takes a more pragmatic form in the policy documents. How countries are approaching the policies, how the national systems will have to deal with issues of access and equity, and how to use the limited economical resources they have (OECD 2001a, 2002). In this aspects, the OECD recommends the reduction of teacher costs, the use of ICT's and highlights the role of private sector in tertiary education (OECD, 2001a). The role of “Human Capital” in the new economies is the way OECD addresses tertiary education students and the function in societies (OECD, 2001b).

Tertiary Education institutions and how they can deal with changing patters of governance, the need for provisions in equity and diversity in tertiary education institutions and how they can receive “sustainable investment” (OECD 2003a) are important issues in 2003 and 2004 documents (OECD 2003b). In the general view of lifelong learning, it became important the relationship between tertiary education policy makers and other areas of the countries; in this sense is introduced the debate of incentives to lifelong learning through tax policies. In the OECD view, the non universities alternative institutions, presents new defies to the national systems. These institutions,

even they have economical benefits, may present dilemmas in funding and quality. (OECD 2004)

In 2006, the meeting of OECD Education Ministers was held in Greece. The theme was “quality, equity and efficiency in Tertiary Education”. In the opening remarks, Angel Gurria, secretary general of the OECD introduced the general topic for discussion. When referring to the challenges for the countries in the area of financing, he stated that “one model that surely doesn’t work is the one which quite a few countries are saddled with, particularly in Europe. In these countries, tertiary education is publicly financed for the most part...” (OECD 2006, p.6).

Besides financing and quality, one of the important issues discussed in the meeting was the phenomenon of internationalization of tertiary education, observed by the OECD in recent years. Even it is not something new for HE institutions, “between 1998 and 2004, the number of foreign students in the OECD area rose by 70% to reach 2,3 million students” (OECD 2006, P.69). In this scenario, OECD refers to the need of having an internationalization policy, concluding that the development of such policies must be made in coordination with other country’s bodies, to produce real effects. (OECD, 2006)

Summarizing, in the area of access to tertiary education and funding of the institutions it is possible to identify the following policy directions (OECD, 2008b): Lifelong learning is a macro framework for policies in tertiary education. Countries must develop a funding strategy that facilitates the contribution of the tertiary system to society and the economy. Countries must use cost-sharing between the State and students as the principle to shape the funding of tertiary education. Nations must publicly subsidise tertiary programmes in relation to the benefits they bring to society. Countries should back the overall funding approach with a comprehensive student support system. Members should strengthen the integration of planning between secondary and tertiary education systems and must consider positive discrimination policies for groups whose prior educational disadvantage is well identified. Countries must provide incentives to widen participation and provide extra support for students from disadvantaged backgrounds.

3. Chile.

3.1 An Overview

Chile is located in the southern South America. Has a long coast of the South Pacific Ocean to the west, bordering with Argentina, Bolivia and Peru. The population of Chile is 16,4 millions people, being the seventh largest population in Latin America. The population grow rate is 0,88 and a fertility rate of 1,96. The population between 0-14 years is 23,2 %, between 15-64 is 67,8%, and 65 or older is 9,1%. Life expectancy is 77.34 years. The official language is the Spanish, and most of the Chileans define themselves as Catholics. Over 96% of the population over 15 years can read and write. (OECD, 2009a).

According to the National Constitution, Chile is a democratic republic, divided into executive, legislative, judicial branches, where the President is the head of the state and the head of the government. The National congress is the representative of legislative power, and the Supreme court is the representative of the judicial power. Chile has a long democratic tradition, broken by terms of dictatorships. Between 1973 and 1989, a dictatorship ruled the county, introducing major economic and politic reforms. Since 1990, a coalition of centre-left political parties, called “concertación” is in the government. (Collier et al. 2004)

Chile has a market economy. According to the OECD “the Latin’s America most successful economy” (OECD 2009b). Since the economic reforms in the 70’s, the Chilean economy is characterized by a high level of economic opening, and is often said that is the country with more bilateral of regional trade agreements in the world. (CIA, 2009). Chile has trade agreements with the United States, European Union, Japan, China and 53 other countries or organizations. Greatest part of Chilean economy is based is natural resources exportation. Minerals, fruits, wine, woods and salmon account for the most of the export incomes (OECD, 2007b).

The GDP is 245.1 billions and the GDP per Capita (PPP) is 14,900. Even the GDP per capita (ppp) in Chile is one of the highest in Latin America; the distribution income is the second most unequal in the region after Brazil. (OECD, 2009a) Compared to the OECD countries, the GDP is closer to countries like Poland or Estonia. The economic

development of Chile is been consistently applauded by international organizations as The World Bank (world bank 2009) , the International Monetary Found (America economia, 2009) and the OECD (OECD 2003c).

3.2 Chilean educational system and Tertiary Education.

3.2.1 Chilean educational system.

In Chile, children start the compulsory education (which last 12 years) at 6 years old. The educational system is divided in primary education (8 years) and secondary education (4 years) In terms of the International Standards Classification of Education, the first 8 years of education comprises ISCED 1 and ISCED 2, and the 4 years that follows are ISCED 3, that can be either ISCED 3a or ISCED 3b. In Chile, students finish their compulsory education at 18 years old. After completing the 12 years of compulsory education, students obtain the “Certificate of secondary education”, (*licencia de educación media*) which allows them to access tertiary education (to universities entry it is necessary to take a national selection test).

Year/Grade				
21	S u p e r i o r	Higher Education ISCED5	Doctoral (ISCED6)	
19			2° diploma (ISCED 5A long)	2nd diploma (ISCED5A short)
17			Professional (ISCED5A, 1st diploma)	
14 13			Technician (ISCED5B)	
9	M e d i a	Upper Secondary Education (ISCED 3)	General (ISCED 3A)	Vocational (ISCED 3B)
7	B á s i c a	Secondary education – lower (ISCED 2)		
1		Primary Education (ISCED 1)		

OECD

Figure1. The structure of Chile educational System. (source: OECD tertiary education in Chile, 2009).

3.2.2 Tertiary education.

The tertiary education system has three kinds of institutions: The Universities (course length of 5 years of education), the professional institutes (course length of 4 years of formation) and the technical training centres (course length of 2 years of formation). Masters (2 years length) and Doctorates (4 years) are given just by the Universities, and students must have a university degree to access (Chilean ministry of education, 2007.)

It is well known that tertiary education is a priority in the Chilean society. From government to the people, the tertiary education plays an important role in the development of the country, as national surveys and international studies shows (OECD 2009b, CONICYT, 2009). As an evidence of the national involvement of the whole community, in 2006 massive demonstrations of secondary students and tertiary education students, supported by the workers unions provoke a national political discussion about education (El Mercurio, 2006). As a response, a national commission was created to propose a new general law of education, which was discussed in the national congress for two years. The new legal framework for education, the “General Law of Education” (Ley General de Educación) came into force in September 2009 (Diario legal, 2009.) The role of the state and the private role in education were the centre of the students and workers union’s protests and were also the main point of divergence between right and Left political parties. This discussion is still relevant to analyze the role of supranational organizations, as the OECD or the World Bank.

About the financial status of the tertiary education institutions, the Universities, which provides academic, professional or technical qualification can be public funding universities or private universities. Public funding universities are also called “traditional universities”, and were founded before 1980 (OECD 2007b). Traditional universities offers undergraduates and postgraduates degrees, and are the institutions where most of the research is made. Private universities started after 1980, and concentrate mostly in undergraduate teaching. Few of these institutions have postgraduate degrees or research programs. All universities are by law non profit institutions. The Professional institutes which can provide technical and professional degrees, but not academic

degrees, are all of them private institutions, and the law allows them to be for profit institutions. Technical training centres, which can provide technical degrees, but not academic degrees, are all of them private, and the law allows them to be can be for profit institutions (Chilean Ministry of Education 2007).

4. Chilean tertiary system's entry rates and Funding in OECD comparison.

Chilean tertiary education system has been just recently reviewed in deep for a commission of the OECD. "Reviews of national policies for education: Tertiary education in Chile" (OECD, 2009b) is a wide and well documented inform of the state of Chilean tertiary education. In this report, the commission (composed of World Bank representatives, OECD representatives and Chilean government representatives) reviews, evaluates and make recommendations in different aspects: the achievements and main issues in tertiary education, the access and equity problem, the relevance of the tertiary formation, the quality of the system, the research and development, the government and management, the financing issues and the transparency and accountability.

Most of the analysis in the "review of Chilean tertiary education" is based in the statistic data collected by Chilean national institutions, and then are compared to the figures of OECD countries, those indicators published in the annual publication "OECD education at a glance". As the purpose of this paper is to present a general overview of the OECD policies and how Chile can face their entry to the Organization, just some of the indicators are going to be presented. According to the "Education at a Glance policy briefing 2008" the following indicators may be relevant for international comparison:

Table 1. Selected indicators for comparing entry rates, and funding between Chile and The OECD countries.

	Chile	OECD
Graduation rate of upper secondary	73%	83%
Entry rate to tertiary tipe A	43%	56%
Entry rate to tertiary tipe B	34%	16%
Entry rate to advanced research programmes	0,3%	2,8%
Tertiary graduates ages 24-64	13%	26%
Tertiary graduates ages 18-24	18%	32%
Total spending in tertiary level education as proportion of GDP	1,8%	1,4%
Spending per student in USD (PPP)	2.694	7.527
Private expenditures in tertiary education	84,3%	27,0%

Sources: Education at a Glance 2008, Education at a Glance 2009.

It is possible to find comparisons to the OECD for these figures in some publications as “Education at a Glance” (OECD 2009c) and in the “Review of tertiary education in Chile” and “Education at a Glance, briefing note for Chile” (OECD, 2008c). Here is presented some of the relevant points in those comparisons, according with the aim of this paper.

In 2008, Chile had a graduation rate of secondary education of 73%, below the OECD average of 83%, but better than Spain, New Zealand and Mexico. This figure has increase importantly from 1995, when it was just 46%.

As the “Education at a Glance briefing note for Chile” notes even Chile has a cumulative expenditure per student of USD 20,254 for students aged 6 to 15, much lower than the OECD average of USD 67,895, “the percentage of the population aged 35-to-44-years who have attained at least upper secondary education in Chile is 52%, which is more than two-thirds of the OECD average of 71%. Chile has a similar percentage of population aged 35-to-44-years who have attained at least upper secondary education as countries

allocating a higher cumulative expenditure per student, like Italy (USD 70 126), Poland (USD 32 913) and Spain (USD 61 860)” (OECD 2008c, P. 9)

The entry rates to tertiary education in Chile are higher than expected, given the graduates rate. Stats shows high entry rates of 43% to tertiary education A (OECD average is 56%), and 34% to tertiary education B (OECD average is 16%). These figures are similar to Belgium, Greece and Japan.

In 2004, tertiary education graduates were the 13% of the cohort 24-64 years, half of the OECD average. By 2008, the rate of tertiary graduates had reached a 18% of the 24-34 cohort, still low compared to the 32% of the OECD. Even that, Chilean rate is higher than Italy, Czech Republic or Slovenian Republic.

The entry rate to advanced research programmes is 0,3% , slightly higher than Mexico (0,2%) and much lower than the OECD average of 2,8% (OECD 2009c).

As a portion of the GDP, the total expenditure in education is 6,4%, compared with a OECD average of 5,7%. In Tertiary level, Chilean expenditures are is 1,6% of their GDP in tertiary education A (OECD average is 1,2%) and 0,4% of the GDP in tertiary education B. In words of the Chilean review team, “this implies inefficiencies in the tertiary system” (OECD 2009b, P.23).

Chile has the lowest public share in education expenditures that any OECD country. Chile’s share of private funding of educational institutions is larger at the tertiary education level, where private sources in Chile reach up to 84,5%, whereas the OECD average is 27%. This figure is higher than other countries like Korea (60.5% private) and The United States (68.4%) (OECD, 2009b; OECD, 2008c). From that 84.5%, 83.7% comes from family income, and just 0,9% from other private institutions. In Korea, family income accounts for the 55,6 of the private expenditures, and in the United States, family income accounts for the 35,1 of the private expenditures.

4. Discussion.

There is agreement about the Chilean Economical development. As shown before, figures shown Chile has consistently increased its national product to be considered the most developed economy in South America. Nevertheless, it has been a constant concern

for people and national governments to transform those economic figures in more genuine social development (Collier et al. 2004). That is the discussion that frames funding and access to tertiary education in Chile. That discussion is also pertinent when the Chilean accession to OECD is discussed.

The OECD is in its very nature an organization committed to the economic development. As been said, all the areas of OECD are under the general view of economic development. Papadopoulos (1994, cited by Lingar 1998) noted that in the last 30 years (before 1994) there were tensions between the social and the economic in the OECD's educational policies. The documents reviewed for this paper, published in the last 12 years, shows small variations on a certain view of tertiary education closely linked to the view of economic development. The widespread use of the term "Human Capital" in the OECD publications seems to show the approach of the institution to the tertiary education.

As argued, not all OECD countries have similar economic or "human development" levels, but certainly most of the members are highly developed. This means that most of the members in the directorates and commissions are representing the interest, concerns and views of the developed countries. It seems reasonable to think that in the directorate of education, and specifically in the tertiary education field, the work is done taking account the most common problems and concerns that those countries deals with. Then, the question arises: How Chilean reality fits with the OECD reality? How adequate are the concerns, proposals, and suggestions made by the OECD expert's commission to the Chilean state of tertiary education?

4.1 Meting the OECD recommendations on access and funding.

Just few indicators of access and funding are discussed in this paper. A detailed, in deep discussion of access and funding exceeds the nature of this work, but as presented here, certainly helps to sketch how the OECD tertiary education policies relate to Chilean tertiary education.

As figures shows, secondary graduation rates are slightly lower than OECD countries, and better than some European OECD countries (even the cumulative expenditures are much lower in Chile that in Italy or Spain). When those students access to tertiary education is important to take account of the quality of education they received. In the “National review of Chilean tertiary education” (OECD 2009b), it is clearly stated that a low quantity of lower economic background students is entering to the tertiary education. The commission says that “most of this equity gaps has its roots in the different formation that secondary schools gives” (OECD 2009b, pag 285).

The review also notes that there are important efforts to improve the poorest student’s secondary education, and encourages Chilean government to strongly follow the implementation those initiatives. The commission proposes this under level young should have extra courses to reach certain level (OECD,2009b). Certainly, the educational level of student leaving the secondary education, whom must take the national selectivity tests (PSU), is one of the most important problems in order to access University tertiary education. But the proposal of having extra courses doesn’t take into account that in Chile “at age 15, students must follow 1 210 hours of compulsory instruction, which is at least 300 hours more than the OECD average” (OECD, 2008c). Then, the recommendation may not be effective and neither efficient.

The quality of secondary education seems to be the key when the possibilities to access and retaining in tertiary education are discussed. The PISA examination result shows the poor level of secondary education. With a score of 438 points, Chile is in broad-spectrum one of the lowest scores, certainly below the OECD average of 500 score points. Policies shouldn’t be in the direction of “more”, but “better”.

But even secondary students, after having a good score in the national selectivity test, achieve the possibility of entry to a University, must face a major obstacle, the economic cost. “Comparing tuition fees with per capita income clearly reveals that the cost of studies is significantly higher in Chile than OECD countries that charge tuition fees... Chile is almost twice as high as Korea and three times as high than Japan, US and Australia.” (OECD 2009b, p.113). The OECD review says that according to international standards “the cost f tertiary education in Chile is very high... and only 13,8% of all

students receive a scholarship of some kind, compared to 51% in the in the US". (OECD 2009b, p.287). Lower economic background students usually entries tertiary b, (Professional institutes and Technical training centres) where even lower scholarship or credits are granted. (OECD 2007c).

How can students face the problem of financing their studies? The answer seems to be clear: by their own. This means that state is not taking a protagonist role in the tertiary education in Chile. As reported, Chile has the lowest public share in tertiary education expenditures that any OECD country. In the tertiary system, private sources in Chile goes up to 84,5%, of the total expenditure, much more than countries like Korea (60.5% private) or The United States (68.4%) (OECD 2009b; OECD,2008c). In a developing country with an expensive tertiary education, and a relatively low familiar income, the fact that more than 70% of the funding of tertiary education is coming from families is at least, peculiar. The review of Chilean tertiary system commission suggested that "the government of Chile needs to give high priority to the further expansion of student aid opportunities to ensure that no qualified student is prevented from entering and continuing tertiary education of financial reasons" (OECD, 2009b, p.113).

That suggestion is expectable, and maybe obvious. But the fact that Chile already spends 1,8% of its GDP in tertiary education, more than OECD average of 1,6%, and the fact that more students are entering every year to tertiary education, makes a more complex scenario. Most of the discussions and solutions may depend more on political decisions than just simple "give money to the students". The role of the state in the tertiary education, the extent of it compromise with individuals and the society seems to be the core discussion.

OECD publications have been dealing with the problem of financing since several years, and general policies strongly recommend the increase of private spending. Angel Gurria, secretary general of the OECD said "one model that surely doesn't work is the one which quite a few countries are saddled with, particularly in Europe. In these countries, tertiary education is publicly financed for the most part..." (OECD 2006, p.5) In this sense, Chilean access and funding model is a model that "works" and definitely is a model that fits with the OECD expected model.

By 2008, the rate of graduates from tertiary education had reached 18% of the 24-34 cohort, lower than the 32% of the OECD, but higher than Italy or Czech Republic, and higher than any country in the region. Entry rates of 43% to tertiary education and 34% to tertiary education B were in the average of OECD. It is expected that for 2010, 40% of the 12-24 cohort will be enrolled in a tertiary education institution (OECD review, 2009). It is likely to expect, as in happened in the secondary education system, that the expansion of the tertiary education to a “mass system” may evidence new problems of quality. Further studies should address this issue.

6. Conclusions.

Chile will be part of OECD by 2010. The process of membership lasted more than 13 years, and important progress in several areas of the country were made. Since 20 years ago, Chilean government and the whole society have been consistently interested in enhance and develop the whole educational system, and tertiary education has been a priority in these efforts. Boosted by the economic development, initiatives for develop the tertiary system became a necessity. As in other areas of the country, international organizations were the reference for these needs. The OECD is one of those organizations.

In this paper has been argued that in its core nature, the OECD is economic organization. The OECD defines itself as a forum, as an international panel where important concerns of its members are discussed (OECD 2009a), and it uses comparison between countries to recommend and identify “good practices” between countries. Unquestionably those “good practices” are chosen according a given view of economy and society. It has been mentioned in this work that OECD views in tertiary education has been always connected with those economics and comparative guiding principles.

In this work we drawn the general structure of OECD and we gave a general view of it interest, concerns a main policy suggestions. A general view of Chile and it tertiary educational system was briefly reviewed. To relate the OECD interest and policy suggestions to the Chilean tertiary system, this paper worked in two indicators of two aspects of tertiary education studies: access (entry rates) and funding (public/ private).

The OECD has published a Chilean tertiary system review, (OECD 2009b) where this two aspects, were analysed in deep. In this paper some of the suggestions and analysis of the OECD publication made on those topics where related to the general policies of OECD, finding that the suggestions and criterion in the analysis fits with The OECD current policies.

It is clear that most of the Chile's general indicators in tertiary education are below the OECD averages. But, at the same time, the structure and shape o the tertiary educational system is closer to the "expected" model by the OECD, rather than a model that must be adjusted in great part to fit with the recommendations of the supranational organization.

In 2003 the OECD released a major report on trends and driving factors of income distribution, "*Growing Unequal?*" (OECD 2008d). The main finding is that income inequality has widened in more than three-quarters of OECD countries over the past two decades (OECD 2008d). As income inequality has been identified in this work as one the major barriers in access and funding in Tertiary education, is it proper to think about the further implications of the OECD and Chile relationship.

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