

REPORT LUZ OF THE SITUATION OF EDUCATION IN CHILE TO 2019

FORUM FOR THE
RIGHT TO PUBLIC
EDUCATION

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INTRODUCTION

In 2015, at the World Education Forum meeting held in South Korea, Chile adhered to the Incheon Declaration, which builds on the Sustainable Development Goal 4 (ODS4) agenda. In November of the same year, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development, which includes in Goal 4 (ODS4) to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

The analysis of what has happened in Chile to date with respect to advancing the achievement of ODS4 evidence rather a regressive result, as a result of the implications and impact of the privatization and market-based approach implemented in the country more than 35 years ago. This trend was reaffirmed by the reforms of the last 4 years, which left public education at a disadvantage, while at the same time strengthening private sectors associated with the Chilean oligarchy.

These sectors have vested interests in the different levels of the education system: early childhood, elementary, secondary, and tertiary education. These interests materialize in multiple ways including the steady increase of enrollment in private schools and private universities, the financial and legal strengthening of private schools and universities owned by the elite, as well as in the growing precarity of state services, and the embeddedness of market management logics in each area of public education.

We take this opportunity to denounce that public education in Chile, at all levels, is in a profound crisis of meaning and management. The current institutionality of public education and the various governments of the country have not guaranteed inclusive and equitable quality education nor have they promoted opportunities for lifelong learning for all. Despite Chile declared its commitment to the Incheon Declaration (2015), the government has failed to establish a legal and political framework to promote accountability and transparency, while also promoting participatory leadership and coordinated associations at all levels of education.

The organizations of the Forum for the Right to Public Education will develop the arguments that demonstrate the abandonment of Chile to its obligation to ensure the right to lifelong education, a fundamental Human Right and the basis for guaranteeing the realization of other rights.

1. SOCIO-ECONOMIC AND POLITICAL CONTEXT OF THE COUNTRY

Allegedly, Chile is a country in development that joined the OECD a few years ago. However, inequality and poverty are realities that threaten the right to lifelong education for all.

A) The Chilean economy has maintained a slow growth of around 3% per year during the last decade. Nevertheless, citizens and social organizations have denounced that such economic growth continues to benefit the Chilean elite and oligarchy, reaffirming the worrying inequality and subjecting an important group of the population to permanent structural poverty[1]. Currently, 20 per cent of the Chilean population suffers from multifunctional poverty.

In 2017, 2.1 per cent of the country's wealth was shared by 50 per cent of the poorest households, while the richest 10 per cent of the population concentrated 66.5 per cent of the wealth[2]. This inequality is reproduced in education. Despite Chile has 13 years of compulsory schooling; the population aged 15 or over in the lowest income decile has an average of 8.5 years of schooling compared to 15.7 years in the highest income decile. In terms of learning [3], this inequality is evident and class-based. All the quality indicators of Chilean institutions show a correlation between the levels of achievement of school-age children's learning and the socioeconomic characteristics of the family. This situation has dragged on for decades in the country and have not been modified by the policies of successive governments.

B) The socioeconomic structure of the country assault the right to education and attempts against the expected advances around the ODS4. This has been repeatedly stated by the social movement for education. The different policies promoted, both in the government of Michelle Bachelet and those that have been implemented in the current government of Sebastian Piñera, aim to dismantle public education and increase inequality, as detailed in this report.

[1] FUNDACIÓN SOL "CONTRADICTIONS OF DEVELOPMENT IN CHILE". PRESENTATION FOR SIT STUDENTS, MARCH 29, 2019. AVAILABLE AT: [HTTP://WWW.FUNDACIONESOL.CL/DESCARGABLES/CONTRADICCIONES-DEL-DESARROLLO-EN-CHILE/](http://www.fundacionsol.cl/DESCARGABLES/CONTRADICCIONES-DEL-DESARROLLO-EN-CHILE/)

[2] ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN (ECLAC), SOCIAL PANORAMA OF LATIN AMERICA, 2018 LC/PUB.2019/3-P, SANTIAGO, 2019. AVAILABLE AT

[HTTPS://REPOSITORIO.CEPAL.ORG/BITSTREAM/HANDLE/11362/44395/11/S1900051_EN.PDF](https://repositorio.cepal.org/bitstream/handle/11362/44395/11/S1900051_EN.PDF)

[3] MINISTRY OF SOCIAL DEVELOPMENT, 2018. SYNTHESIS OF RESULTS, CASEN 2017 SURVEY. AVAILABLE AT

[HTTP://OBSERVATORIO.MINISTERIODESARROLLOSOCIAL.GOB.CL/CASEN-MULTIDIMENSIONAL/CASEN/DOCS/RESULTADOS_EDUCACION_CASEN_2017.PDF](http://observatorio.ministeriodesarrollosocial.gob.cl/casen-multidimensional/casen/docs/resultados_educacion_casen_2017.pdf)

C) It is relevant to consider different dimensions of Chile's current situation, including economic, institutional, and subjective aspects. A relevant point is the high rate of indebtedness of the population. According to the Central Bank, until 2018 indebtedness is in a sustained increase, reaching 73.3% of disposable income[4]. Even more, a large percentage of people (76%) debt is mainly due to education (e.g. Credit with a State Guarantee to finance higher education) and consumption (purchases in large stores or day-to-day expenditures)[5]. The privatization of tertiary education in Chile is excluding from the educational system all those young people who do not have the capacity to borrow loans. In consequence, 18% of young people between the ages of 15 and 29 neither study nor work, and 70% of them are not even looking for work[6].

D) Another relevant aspect is the high rate of social disapproval faced by Chilean institutions. For example, the population confidence in the Armed Forces and Carabineros (police force) is at 34% and 32%, respectively[7]. It is necessary to mention that for years there has been strong criticism of these institutions, including their high command of generals, for being involved in very serious cases of corruption, embezzlement, and participation in criminal acts. Carabineros in particular, have been the executors of a systematic repression of social movements, including set-ups to charge non-existent crimes to social leaders, assassinations and cover-ups with government support[8]. Political parties have also experienced an enormous drop in citizen confidence, to 5%. The current government has received a very bad evaluation by the population, only 25% (2019). Education has being one of the three area worst evaluated, with a score of 3.5 out of a maximum of 7[9]. On the contrary, public opinion studies place both school teachers and university students in the highest ranks of confidence evaluations by citizens.

[4] CENTRAL BANK OF CHILE, 2018. NATIONAL ACCOUNTS BY INSTITUTIONAL SECTOR. AVAILABLE AT: [HTTPS://WWW.BCENTRAL.CL/DOCUMENTOS/20143/935472/CNSI_2018T4.PDF/76EEE803-D37E-CAEF-E962-B3866910F7C5?T=1555545494853](https://www.bcentral.cl/documentos/20143/935472/CNSI_2018T4.PDF/76EEE803-D37E-CAEF-E962-B3866910F7C5?T=1555545494853)

[5] CADEM SURVEY, 2019. COMING CHILE, INDEBTEDNESS. APRIL 2019. AVAILABLE AT: [HTTPS://WWW.CADEM.CL/WP-CONTENT/UPLOADS/2019/05/CHILE-QUE-VIENE-ABRIL-2019-ENDEUDAMIENTO.PDF](https://www.cadem.cl/wp-content/uploads/2019/05/CHILE-QUE-VIENE-ABRIL-2019-ENDEUDAMIENTO.PDF)

[6] FRANCISCO CARRILLO, SEBASTIÁN ESPINOZA AND ANDREA VALENZUELA. LABOR MARKET AND EDUCATION IN CHILE. MAIN TRENDS AND RESULTS IN 2015. NATIONAL PRODUCTIVITY COMMISSION. AVAILABLE AT: [HTTP://WWW.COMISIONDEPRODUCTIVIDAD.CL/WP-CONTENT/UPLOADS/2018/04/NOTA_TECNICA_MERCADO_LABORAL.PDF](http://www.comisiondeproductividad.cl/wp-content/uploads/2018/04/NOTA_TECNICA_MERCADO_LABORAL.PDF)

[7] CERC-MORI, 2019. BAROMETER OF POLITICS, MAY 2019. AVAILABLE AT [HTTP://MORICHILE.CL/WP-CONTENT/UPLOADS/2019/05/INFORME_BAROMETRO_DE_LAPOLITICA_2019.PDF](http://morichile.cl/wp-content/uploads/2019/05/INFORME_BAROMETRO_DE_LAPOLITICA_2019.PDF)

[8] FOR MORE INFORMATION IT IS RECOMMENDED TO READ THE FOLLOWING ARTICLES:

[HTTPS://CIPERCHILE.CL/2019/03/08/OTRO-LUNAR-EN-LAS-PLATAS-DEL-EJERCITO-EL-TURNO-DE-LOS-MILLONARIOS-FONDOS-PARA-LA-VIVIENDA/](https://ciperchile.cl/2019/03/08/OTRO-LUNAR-EN-LAS-PLATAS-DEL-EJERCITO-EL-TURNO-DE-LOS-MILLONARIOS-FONDOS-PARA-LA-VIVIENDA/); [HTTPS://CIPERCHILE.CL/PDFS/2017/ABRIL/COMISION_INVESTIGADORA_CAMARA.PDF](https://ciperchile.cl/pdfs/2017/ABRIL/COMISION_INVESTIGADORA_CAMARA.PDF)

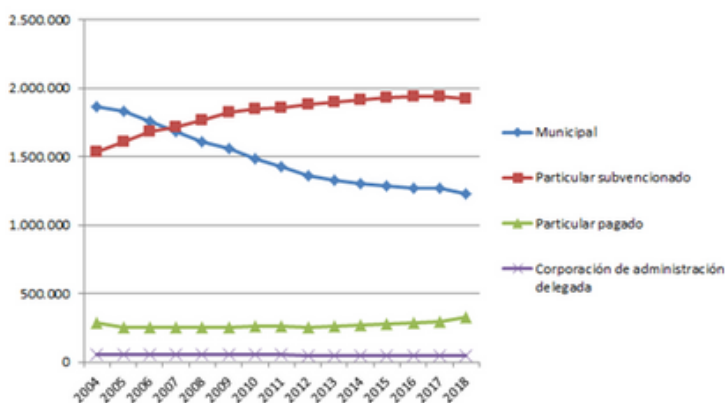
[HTTPS://RADIO.UCHILE.CL/2018/06/20/PACOGATE-2-EXPERTOS-ANALIZAN-LA-NUEVA-ARISTA-DEL-FRAUDE-AL-INTERIOR-DE-CARABINEROS/](https://radio.uchile.cl/2018/06/20/PACOGATE-2-EXPERTOS-ANALIZAN-LA-NUEVA-ARISTA-DEL-FRAUDE-AL-INTERIOR-DE-CARABINEROS/); [HTTPS://CIPERCHILE.CL/2019/02/01/MUERTE-DE-CATRILLANCA-ASI-SE-INVENTO-LA-VERSION-FALSA-DE-CARABINEROS/](https://ciperchile.cl/2019/02/01/MUERTE-DE-CATRILLANCA-ASI-SE-INVENTO-LA-VERSION-FALSA-DE-CARABINEROS/)

[9] CEP SURVEY "ESTUDIONACIONAL DE OPINIÓNPÚBLICA N° 83", MAY 2019. AVAILABLE AT: [HTTPS://WWW.ELMOSTRADOR.CL/MEDIA/2019/06/ENCUESTACEP_MAYO2019.PDF](https://www.elmostrador.cl/media/2019/06/ENCUESTACEP_MAYO2019.PDF)

2. DISARTICULATION OF PUBLIC EDUCATION

A) Chile faces an unfortunate panorama of public education: enrollment in municipal education is steadily declining while at the same time the private sector continues strengthening, especially private providers financed via voucher system, receiving contributions from the State and also from families. Public schools reach only 34.8% of enrollment in the Chilean school system.

Graph 1. Shows the evolution of enrolment in the Chilean school system according to school dependency.



Source: Own elaboration based on MINEDUC statistical data 2019.

B) In 2017, a new regulatory framework called The "New Public Education" (NPE) was approved by Chile's various legislative bodies. This reform attempted to legitimize the principles underpinning the subsidiary system of public education, the protection of private education and the concept of meritocracy, especially in access to higher education. However, less than a year after its implementation in both primary, secondary, and higher education, NPE has been widely criticized and do not have citizen support. The reform gives continuity to the neoliberal logic of financing education through voucher assistance or demand subsidy, maintaining the weak and subsidiary role of the State. In addition, it promotes endoprivatization phenomenon by making public schools and state institutions of higher education operate under managerial and economic logics, establishing indicators and parameters that consider education as a consumer good and not a human right, lacking pedagogical meaning.



C) In 2011, diverse actors mobilized in Chile proposed the slogan "public, free and quality education", in order to set a framework that would change the meaning of the right to education, from the prevailing market paradigm. The government of Michelle Bachelet, pressured by the student movement and citizens, in 2016 implemented the so-called "gratuitousness" for higher education. This benefit included in its initial period financing the fees and tuition of students belonging to the first five deciles of lower economic income who were enrolled in eligible universities (both public and private). However, the so-called "gratuitousness" was not an universal or permanent benefit as demanded by the citizenship, becoming a subsidy to the demand, which the student can lose if she/he does not meet the requirements established by law. Currently, nearly 27,000 university students have lost their benefit of free education, and since they come from social classes without the resources to get into debt, they are worried about their future. After the implementation of this policy, the 2016 national education budget decreased 51.6% in resources for college scholarships while also increasing 37% in resources for the questioned Crédito con Aval del Estado (CAE)[10].

- This situation has left students in a precarious situation and susceptible to indebtedness if they fail to comply with the requirements for a "free" college education[11]. The lack of control from the government over aspects such as increases in college fees or increments in enrollment by private entities, allow this institutions to obtain state resources through this policy. In practice, this policy operates in a manner similar to a voucher system, which in conjunction with the university entrance exam (PSU), generates the effect of further segregating higher education in Chile and strengthening the large private consortiums of higher education. The parliament is currently debating a law to extend the demand subsidy for early childhood education. This bill aiming at providing subsidies for the middle social class generated the opposition of associations of workers, researchers and academics of early childhood education: These stakeholders indicate the risks of reproducing the effects of the voucher system that has generated in the elementary, secondary and higher education[12].

[10]THE EXPANSION OF PRIVATE HIGHER EDUCATION FROM THE SAC INCREASED IN 2005 (BEFORE THE SAC BEGAN TO OPERATE), A TOTAL ENROLLMENT OF 663,679 STUDENTS WAS RECORDED, WHILE IN 2017 THERE WERE 1,247,746 ENROLLED. HOWEVER, 70% OF THIS INCREASE IS CONCENTRATED IN ONLY 20 INSTITUTIONS BELONGING TO THE FOLLOWING EDUCATIONAL GROUPS: I) LAUREATE INTERNATIONAL; II) SANTO TOMÁS; III) INACAP AND IV) PONTIFICIA UNIVERSIDAD CATÓLICA. ON THE OTHER HAND, IN THIS PERIOD, THE ENROLLMENT OF STATE SCHOOLS ONLY INCREASES 23,358 STUDENTS AND THEIR PARTICIPATION IN THE TOTAL IS REDUCED TO ONLY 15.6%, SOL FOUNDATION, 2018. DEBT TO GOVERN AND COMMODIFY: THE CASE OF CAE. AVAILABLE AT [HTTP://WWW.FUNDACIONESOL.CL/ESTUDIOS/CAE2018/](http://www.fundacionsol.cl/estudios/cae2018/)

[11]NODO XXI FOUNDATION, 2016. LA "LETRACHICA" DE LA GRATUIDAD 2016. NOTES FOR DISCUSSION. AVAILABLE AT [HTTP://WWW.NODOXXI.CL/DIRECTOR-DE-NODO-XXI-ANALIZA-LA-LETRA-CHICA-DE-LA-GRATUIDAD-2016/](http://www.nodoxxi.cl/director-de-nodo-xxi-analiza-la-letra-chica-de-la-gratuidad-2016/)

[12]AGAINST SUBSIDY PROJECT: "JUNJI ANNOUNCES NATIONAL STRIKE AS OF THIS TUESDAY". AVAILABLE AT: [HTTPS://RADIO.UCHILE.CL/2019/06/17/CONTRA-PROYECTO-DE-SUBVENCION-JUNJI-ANUNCIA-PARO-NACIONAL-DESDE-ESTE-MARTES/](https://radio.uchile.cl/2019/06/17/contra-proyecto-de-subvencion-junji-anuncia-paro-nacional-desde-este-martes/). AND "DECLARATION OF PUBLIC EDUCATION WORKERS TO PARLIAMENTARIANS BEFORE BILLS".DISPONIBLE: [HTTPS://APROJUNJI.CL/DECLARACION-A-PARLAMENTARIOS/](https://aprojunji.cl/declaracion-a-parlamentarios/)



D) In general, the policies implemented have considered the active participation of the actors involved in the education system. On the contrary, these policies reflect the lobbying of corporations behind the backs of social movements. For example, all curricular changes in Chile have been elaborated and executed by the Ministry of Education without consultation to teachers and social actors, imposing a decontextualized curriculum and without considering the different villages that inhabit the Chilean territory (e.g. Mapuche, Aymara, Rapanui). Currently, teachers have questioned the latest curricular modifications as unconstitutional, which were approved by a higher political body called the National Education Council. They have also questioned the government's "Fair Admission" project that seeks to increase the percentage of students who can be selected by schools, further promoting educational segregation and inequity, while protecting the interests of elite schools[13].

[13] FORUM FOR THE RIGHT TO PUBLIC EDUCATION, 2019. INCLUDE AND NOT SEGREGATE: THE MAIN CHALLENGE OF THE PUBLIC EDUCATION SYSTEM. AVAILABLE AT [HTTP://WWW.OPECH.CL/WP/WP-CONTENT/UPLOADS/2019/04/FODEP-2019-INCLUIR-Y-NO-SEGREGAR.-EL-DESAFIO-PRINCIPAL-DEL-SISTEMA-DE-EDUCACION-PUBLICA.PDF](http://www.opech.cl/wp/wp-content/uploads/2019/04/FODEP-2019-INCLUIR-Y-NO-SEGREGAR.-EL-DESAFIO-PRINCIPAL-DEL-SISTEMA-DE-EDUCACION-PUBLICA.PDF)

3. SENSE OF EDUCATION


A) The Article 26 of the Universal Declaration of Human Rights states that education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms, in line with goal 4.7 of ODS4 which establishes, among other things, education for sustainable development and human rights, while promoting a culture of peace and non-violence and the appreciation of cultural diversity. These are fundamental challenges of the educational Chilean system.

B) The analyses point out that the Chilean educational system has a long-standing sense crisis. The mobilizations of 2006 set a discussion about the type of individuals were shaped by society as a consequence of having as market-driven system that values consumerism, competitiveness and individualism[14], elements that permeate the curriculum and the educational system. These reflections continue to be totally valid until today, demonstrating the existence of structural aspects of the Chilean model. This is further evidence in the stagnation of learning outcomes, particularly in popular or low-income sectors[15].

C) The education system in Chile does not aim to achieve the maximum development of its students, given there is a high segregation in education directly link to families' socioeconomic status and ability to pay for schooling. The majority of children from working families can aspire to complete secondary education. However, only a minority percentage of this group enters to higher education. From that percentage, a very marginal group eventually graduate from with a professional degree. Coording to the principles of dominant classes in Chile, higher education is not considered a right but it is the result of the student's merit throughout schooling. This classist and elitist conception results in a strong economic and social inequality in the Chilean educational system, which later translates into the labor market and the socio-cultural sphere[16].


[14] COLEGIO DE PROFESORES DE CHILE A.G., 2006. THE CRISIS OF THE CHILEAN EDUCATION SYSTEM. DIAGNOSIS AND PROPOSALS. AVAILABLE AT [HTTP://WWW.OPECH.CL/BIBLIOGRAFICO/DOC_MOVEST/INFORMEWEB.PDF](http://www.opech.cl/bibliografico/doc_movest/informeweb.pdf)

[15] THIS IS POINTED OUT IN THE LATEST REPORT OF THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) ON EDUCATION IN CHILE. SEE: EDUCATION IN CHILE. EVALUATIONS OF NATIONAL EDUCATION POLICIES. 2017. OECD [16] . WORSE STILL, IN CHILE THE ELITE REPRODUCES ITSELF. NOTHING COULD BE FURTHER FROM ACADEMIC AND/OR LABOR MERIT. "YALE ECONOMIST SETH ZIMMERMAN SHOWED IN 2013 THAT 50% OF THE HIGHEST POSITIONS IN CHILEAN COMPANIES ARE HELD BY ALUMNI FROM JUST NINE ELITE SCHOOLS. FOR ECONOMIST RICARDO HAUSMANN, THE TENDENCY FOR THE BEST POSITIONS TO REMAIN IN THE HANDS OF PEOPLE OF THE SAME ORIGIN IS AN ACCOUNT OF A CLOSED BUSINESS CULTURE THAT DOES NOT GIVE OPPORTUNITIES TO TALENTED PEOPLE FROM OTHER CLASSES. SEE IN: "HOW THE ELITE MAKES US BELIEVE THAT IT TRIUMPHS BECAUSE IT IS INTELLIGENT AND HARDWORKING. AVAILABLE AT: [HTTPS://CIPERCHILE.CL/2018/07/17/COMO-LA-ELITE-NOS-HACE-CREER-QUE-TRIUNFA-PORQUE-ES-INTELIGENTE-Y-TRABAJADORA/](https://ciperchile.cl/2018/07/17/como-la-elite-nos-hace-creer-que-triunfa-porque-es-inteligente-y-trabajadora/)



D) Homogenizing logics are embedded in the Chilean education system, strongly via SIMCE (System for Measuring the Quality of Education) and PSU (University Selection Test) tests. In recent years the results in these tests evidence the stagnation of students' academic results and there have been heavily criticized by diverse educational actors. Even student organizations have carried out acts of resistance and denunciation of these tests, for example by not taking the SIMCE test. These evaluations have been widely criticized for various reasons including the fact that their results heavily depend on the socioeconomic conditions of the students' families. Further, this test does not reflect students learning processes in diverse areas of knowledge. Insunza and Campos (2016) states that SIMCE, "This census test has progressively broadened the levels and subjects tested, in consequence constricting the curriculum, encouraging logics of test preparation, de-professionalising teaching work, increasing burden and stress in the school community"[17]. Likewise, the very existence of the university selection test (PSU)

implicitly recognizes all deficiencies in the quality of secondary education expressed in students' poor performance, unless they are prepared for years by private providers of extracurricular prep exams that have with high material and emotional costs for students and their families. Once again, meritocracy is shown to be an illusory phenomenon; it simply hides with an attractive veil the classism and elitism of Chilean society.



[17] JORGE INZUNZA AND JAVIER CAMPOS, 2016. THE SIMCE IN CHILE: HISTORY, PROBLEMATIZATION AND RESISTANCE. AVAILABLE AT: [HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/315681870_EL_SIMCE_EN_CHILE_HISTORIA_PROBLEMATIZACION_Y_RESISTENCIA](https://www.researchgate.net/publication/315681870_EL_SIMCE_EN_CHILE_HISTORIA_PROBLEMATIZACION_Y_RESISTENCIA). A REVIEW OF THE REPORT BY MARÍA TERESA FLÓREZ, 2013, IS ALSO RECOMMENDED. ANÁLISIS CRÍTICO DE LA VALIDEZ DEL SISTEMA DE MEDICIÓN DE LA CALIDAD DE LA EDUCACIÓN (SIMCE). AVAILABLE AT: [HTTP://WWW.OPECH.CL/WP/WP-CONTENT/UPLOADS/2017/10/INFORME-SIMCE-OXFORD.PDF](http://www.opech.cl/wp/wp-content/uploads/2017/10/INFORME-SIMCE-OXFORD.PDF)

4. INCLUSIVE EDUCATION

A) Inclusion in the education system in Chile is one of the great challenges for the workers and citizens. The international report Right to Education Index of 2018 points out the lack of actions to attend the diversity of students present in the education system. To the contrary, the system strong standardization and normalization, prevents students from working families, such as indigenous people, migrants and other minorities marginalized by the oligarchy and the Chilean elite, from having adequate services for their needs.

B) In May 2015 happened one of the milestones on inclusion. That year Chile enacted the School Inclusion Law, a complex set of articles and modifications to pre-existing legal bodies. This law proposed as one of its founding principles, the strengthening of public education. In addition it defined as one of its pillars the end of for-profit in education by ensuring that economic resources are to be allocated only to educational purposes. Further it signaled the end to school family co-payment by increasing state resources while decreasing families school payments. Lastly it created a system to regulate school admission by creating a single and centralized admission system. This law, which encompassed multiple reforms, was strongly criticized by the social movement as failing to make structural changes to the education system while maintaining the legal preponderance of freedom of provision of educational services over the right to education.

Among the criticisms are the evident strengthening of private provision by increasing the school subsidy fee without changing the way in which resources are delivered, as private providers receive resources directly from the State, rather than receiving them through the co-payment of families. Currently, shared financing continues in schools until 2030, also criticizing the lack of certain mechanisms to ensure the end to profit and the diffusion of deadlines to achieve this goal[18]. In reality this normalized profit of private providers from state resources aimed at improving different aspect of education including food, school textbooks, evaluation, research and access, among other areas. According to González and Parra (2015) this reform "does not exclude anyone from the education system. It adds banks, business groups, various companies, to the management of a mixed provision system, with a strong private pillar that consolidates under the control of powerful groups and investors"[19]. This constitutes a strengthening of the policies promoted by the military dictatorship supporting privatization of education and the disarticulation of public education.

[18] CHILEAN FORUM FOR THE RIGHT TO EDUCATION, 2015. CRITICAL ANALYSIS OF THE LAW THAT REGULATES THE ADMISSION OF STUDENTS, ELIMINATES SHARED FINANCING AND PROHIBITS PROFIT IN EDUCATIONAL ESTABLISHMENTS THAT RECEIVE STATE CONTRIBUTIONS. AVAILABLE AT:

[HTTP://WWW.OPECH.CL/COMUNICACIONES/2015/05/INDEX_19_05_2015_ANALISIS_LEY_INCLUSION.PDF](http://www.opecch.cl/comunicaciones/2015/05/index_19_05_2015_analisis_ley_inclusion.pdf)

[19] JUAN GONZÁLEZ AND DIEGO PARRA, 2015. MERCANTILIZATION OF EDUCATION. COMMENTS ON EDUCATIONAL REFORM IN CHILE 2015. AVAILABLE AT [HTTPS://REVISTAS.UCHILE.CL/INDEX.PHP/REE/ARTICLE/VIEW/44633/46650](https://revistas.uchile.cl/index.php/ree/article/view/44633/46650)

One of the aspects of the law that attracted attention was the intended elimination of school selection mechanisms[20], which could potentially promote social inclusion in schools. However, selection percentages were maintained for some institutions. In addition, this aspect has been postponed, given some regulations have not been developed yet. In addition, the current government of Sebastian Piñera is questioning this aspect of the law by proposing the bill of "Fair Admission", which aim at increasing the percentages of selection of students in educational institutions.

C) Another event that has marked the educational agenda in Chile in recent months is the implementation of the Safe Classroom Law, based on the premise of "war against violence in schools". This law has severely impacted educational communities throughout the country and their internal democracy, seriously undermining ODS4, specifically affecting school inclusion and learning opportunities for all. This law, ignoring any analysis of the structural violence present in the educational system, grants schools' principals, before due process, the power to suspend or oust students who commit acts that threaten school wellbeing. Under this premise, authorities can easily use this law to repress student discontent. There are two serious problems. First, the right to education is not guaranteed for students who are affected by this law, proposing sanctions that are clearly punitive and criminalizing.

the criteria for determining which actions are punishable and their sanctions rest solely on the principal and on the internal regulations of the schools. In addition, these documents have been widely questioned both because they are not built inclusively or democratically by the educational communities, and because they are illegal in omitting or transgressing fundamental rights of students, according to UNICEF[21].

In consequence of this law, police forces burst daily into mobilized schools, beating and imprisoning students. A clear example can be seen in the current climax of the conflict being experienced at the National Institute, a school in Santiago. The Minister of Education and the municipal administrator of the school are focused on defeating the student movement even though their actions translate into physical and emotional costs for children and adolescents and the educational community[22]. At this point, we call to relevant international organizations to urge the Chilean government to abandon this policy of terror and repression against children, and to stop framing student leaders as "rotten apples"[23]. Authorities should follow the international civilized community that recognizes children and adolescents as living an important stage of their personal formation. The Forum for the Right to Public Education has constituted a network of organizations against the repression of students, with the purpose of urging the State to stop these actions of persistent criminalization of the student movement[24].

[20]THE SELECTION OF STUDENTS HAS HISTORICALLY BEEN DEFENDED BY THE CHURCH AND BROAD SECTORS OF THE BUSINESS RIGHT LINKED TO THE EDUCATIONAL FIELD. IT INCLUDES DISCRIMINATORY PRACTICES, SUCH AS CONDITIONING ENROLMENT IN A SCHOOL ON ELEMENTS SUCH AS THE CHILD'S ABILITIES, THE CHARACTERISTICS OF HIS OR HER FAMILY AND RELIGIOUS BELIEFS. THE FOLLOWING DOCUMENTS FROM THE OBSERVATORIO CHILENO DE POLÍTICAS EDUCATIVAS (CHILEAN OBSERVATORY OF EDUCATIONAL POLICIES) CAN DELVE DEEPER INTO THIS ISSUE: CUANDO LA SELECCIÓN DE ALUMNOS SE CONVIERTE EN DISCRIMINACIÓN (WHEN THE SELECTION OF STUDENTS BECOMES DISCRIMINATION). AVAILABLE AT: [HTTP://WWW.OPECH.CL/EDITORIALES/2007_03/SELECCION_ALUMNOS.PDF](http://www.opech.cl/editoriales/2007_03/SELECCION_ALUMNOS.PDF)

[21]REFORM AND EDUCATION? ON THE NEW LAW THAT REGULATES PROFIT, CO-PAYMENT AND SELECTION. AVAILABLE AT: [HTTP://WWW.OPECH.CL/WP/WP-CONTENT/UPLOADS/2015/08/REFORMA-Y-EDUCACIONAL-SOBRE-LA-NUEVA-LEY-QUE-REGULA-EL-LUCRO-COPAGO-Y-SELECCI%C3%B3N.PDF](http://www.opech.cl/wp/wp-content/uploads/2015/08/REFORMA-Y-EDUCACIONAL-SOBRE-LA-NUEVA-LEY-QUE-REGULA-EL-LUCRO-COPAGO-Y-SELECCI%C3%B3N.PDF)

THIS TOPIC CAN BE FURTHER EXPLORED IN THE FOLLOWING ARTICLE: VIOLENCE IN PUBLIC SCHOOLS AND THE "REGULATION" OF SCHOOL COEXISTENCE. AVAILABLE AT: [HTTPS://WWW.OPECH.CL/LA-VIOLENCIA-EN-LA-ESCUELA-PUBLICA-Y-LA-REGLAMENTARIZACION-DE-LA-CONVIVENCIA-ESCOLAR/](https://www.opech.cl/la-violencia-en-la-escuela-publica-y-la-reglamentarizacion-de-la-convivencia-escolar/)

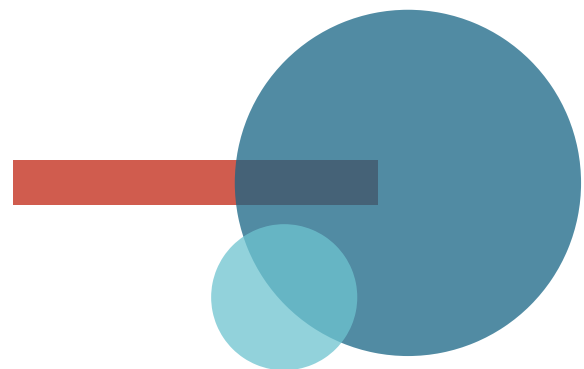
[22]FOR INFORMATION ON THIS CURRENT TOPIC THAT THE EDUCATIONAL COMMUNITIES OF THE COMMUNE OF SANTIAGO ARE LIVING, SEE THE FORUM WEBSITE: [HTTP://DERECHOEDUCACIONPUBLICA.CL/CATEGORY/NOTICIAS/NACIONALES/](http://derechoeducacionpublica.cl/category/noticias/nacionales/)

[23]SEE NEWS ABOUT THIS: [HTTPS://WWW.ELDINAMO.CL/ACTUALIDAD/2018/10/13/ALESSANDRI-PIDE-SACAR-LAS-MANZANAS-PODRIDAS-DE-LOS-LICEOS-Y-EX-ACTOR-DE-MEGA-LE-RESPONDE-SIN-FILTRO/](https://www.eldinamo.cl/actualidad/2018/10/13/alessandri-pide-sacar-las-manzanas-podridas-de-los-liceos-y-ex-actor-de-mega-le-responde-sin-filtro/)

[24]"SOCIAL ORGANIZATIONS PROTEST AGAINST STUDENT REPRESSION." AVAILABLE AT: [HTTPS://RADIO.UCHILE.CL/2019/06/03/ORGANIZACIONES-SOCIALES-PROTESTAN-EN-CONTRA-DE-LA-REPRESION-ESTUDIANTIL/](https://radio.uchile.cl/2019/06/03/organizaciones-sociales-protestan-en-contra-de-la-represion-estudiantil/)

D) Formally, the laws in Chile claim to promote the inclusion in the educational system of both pregnant students and those with a Special Educational Needs (SEN). In practice, however, these policies go hand in hand with a trend toward privatization and precariousness of education. For example, by providing a greater subsidy -that is two to three times the baseline subsidy- to schools that attend students with SEN, the system creates a "perverse incentive" that results in over diagnosis. Another aspect to consider is that, even though there has been a tendency to increase coverage in secondary education, a serious problem appears when analyzing it. There are still a large number of students who drop out or are excluded from the school system. This reality has been hidden from the public and only recently it began to be analyzed. There is an initial estimation that 360,000 young people who do not attend school, 2.6 times more than previous data available [25]. Many of these young people who drop out of school end up in delinquency, drug trafficking and hopelessness.

E) In recent years there has been no major progress in the recognition and inclusion of the country's indigenous people. Although their integration is formally promoted, the rigid structure of the education system prevents modifications to achieve a culturally relevant and diverse education. This inclusion is especially complex to address given the State continually represses the Mapuche people in a systematic way, violating the fundamental rights of children, direct victims of police violence[26]. A case of brutal repression that resulted in the death of Mapuche leader Camilo Catrillanca in 2018, as a result of an operation led directly by the Ministry of Interior under the presidency of Sebastian Piñera and the High Command of Carabineros. The police forces bursted into Catrillanca's community, instantly killing him with hundreds of gun shots, at the moment he was returning home in a tractor from his daily work. In 2011, Camilo Cantrillanca was a recognized student leader in his school; he fought and mobilized many times in his region to demand an equitable and quality education. The Chilean government ended up punishing him with his most



[25] THE MULTIPLE ASPECTS OF THIS SUBJECT CAN BE EXPLORED IN DEPTH IN THE FOLLOWING REPORT: "MINORS WHO DROP OUT OF SCHOOL: PUBLIC FUNDS FOR REINSERTION SCHOOLS FELL BY \$1.3 BILLION. AVAILABLE AT: [HTTPS://CIPERCHILE.CL/2019/03/19/MENORES-QUE-ABANDONAN-LA-ESCUELA-FONDOS-PUBLICOS-PARA-COLEGIOS-DE-REINSERCIÓN-CAYERON-EN-1-300-MILLONES/](https://ciperchile.cl/2019/03/19/menores-que-abandonan-la-escuela-fondos-publicos-para-colegios-de-reinsercion-cayeron-en-1-300-millones/)

[26]REPORT "LA NIÑEZ MARCADA: HISTORIAS DE VIOLENCIA POLICIAL CONTRA LA INFANCIA MAPUCHE". AVAILABLE AT: [HTTPS://WWW.ELDESCONCIERTO.CL/ESPECIALES/LA-NINEZ-MARCADA/](https://www.eldesconcierto.cl/especiales/la-ninez-marcada/)

precious gift, his life, even though his dignity will live on in the lands of his ancestors and descendants[27].

F) Although progress has been made culturally in reducing gender gaps in Chile, important challenges remain. Women have on average fewer years of schooling, experience more unemployment, and when she working receive less income than men for the same work, despite having similar educational background. This difference is more noticeable as more years of schooling they have. For example, with 18 or more years of schooling, the average income for women's main occupation by 2017 was \$1,259,195, while for men it was \$1,969,1372.

The Chilean institutionality still allows single-sex public and private schools, increasing the segregation by gender and by sex. Some school communities, pressured by young people who understand that education should be inclusive, have chosen to be mixed. Unfortunately, this is not a policy of the country's educational institutions, and to date most traditional schools continue to be single-sex.

G) Regarding the educational inclusion of the LGBTIQ+ community, our country is taking small steps. In 2017, at the institutional level, a Circular on Rights and "Guidelines for the Inclusion of Lesbian, Gay, Bisexual, Trans and Intersex People" was published by MINEDUC (Ministry of Education). This translates in that new generations of students are much more respectful of sexual diversity. However, there are still enormous challenges. 76.1% of the Trans population indicates they have experienced discrimination on the basis of their gender identity, 22.2% states their peers are responsible for committing abuses of fellow students, and 19.9% indicates teachers have comiited some type of abuse or discrimination. 15.4% states they do not express their gender for fear of being abused or discriminated in their schools[28]. Childhood and adolescence are the most common periods in which Trans people experience harm and pain, which is closely linked to the school environment. In consequence it is important to take effective steps to guarantee their rights and physical and emotional well-being. Enhancing research and collection of statistical information on the subject by the State is relevant as well as it is still very precarious.

[27]SEE VIDEO CAMILO CATRILLANCA STUDENT LEADER. MUNICIPALITY ERCILLA MAPUCHE STUDENTS. AVAILABLE AT: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=UFRQAQIFNNW&t=30s](https://www.youtube.com/watch?v=UFRQAQIFNNW&t=30s)

[28]MOVILH, 2018. SEVENTEENTH. INFORME ANUAL DE DERECHOS HUMANOS DE LA DIVERSIDAD SEXUAL Y DE GENERO EN CHILE. II. SURVEYS AND REPORTS ON SEXUAL DIVERSITY AND GENDER. AVAILABLE AT: [HTTP://MOVILH.CL/DOCUMENTACION/2019/ENCUESTAS-2018.PDF](http://movilh.cl/documentacion/2019/encuestas-2018.pdf)

5. EDUCATION THROUGHOUT LIFE

A) In Chile, early childhood education is the most deficient level in the system. It encompasses levels ranging from 0 to 6 years of age, from nursery to the second level of transition, before entering elementary education. By 2018, the total enrolment was 800,083 children (54.8%), leaving a large number of children without access to education. The enrollment concentrates between 4 and 5 years and reaches only 20.1% of children between 0 and 2 years. The provision of early childhood education includes the participation of public and private entities, marked by a strong presence of the latter with almost 60% of total enrolment[29]. It is relevant to reduce the enormous segregation that exists at this stage of schooling, while at the same time constructing an education that is relevant to the particular needs of children, considering their present needs and interests and not the interests of adults. There is a risk on narrowing of the curriculum by stressing emphasis on particular subjects (language and mathematics) that will be useful for later testing within a system that tends towards standardization and homogenization.

B) The current government is promoting changes in preschool education legislation. There are criticisms of the new proposals, mainly from the educators, since proposed legislation could make kindergarten education even more precarious and privatized, through the establishment of a system of subsidies without guaranteeing basal financing, and increasing family detachment due to the long hours that kindergarteners would spend in kindergartens[30]. Establishing financing for attendance to institutions that provide pre-school education is troublesome, considering the existent evidence of the differential attendance rate among the first and fifth quintiles, 45.3% and 57.8% respectively. Children of a better economic situation have greater attendance which will translate in more resources for a certain and privileged sector of the population, increasing segregation and exclusion in early education.

[29] SUBSECRETARÍA DE EDUCACIÓN PARVULARIA, 2019. INFORME DE CARACTERIZACIÓN DE LA EDUCACIÓN PARVULARIA. AVAILABLE AT: [HTTPS://PARVULARIA.MINEDUC.CL/WP-CONTENT/UPLOADS/SITES/34/2019/04/ESTUDIO-EDITADO.PDF](https://parvularia.mineduc.cl/wp-content/uploads/sites/34/2019/04/estudio-editado.pdf)

[30] ESPACIO VINCULANTE POR LA NUEVA EDUCACIÓN PÚBLICA (EVEP), 2019. THE PRIVATIZATION OF NURSERY EDUCATION. AVAILABLE AT: [HTTP://WWW.OPECH.CL/LA-PRIVATIZACION-DE-LA-EDUCACION-PARVULARIA/](http://www.opech.cl/la-privatizacion-de-la-educacion-parvularia/)

C) In regards to secondary education, no progress has been made with respect to the achievements of ODS4. The challenge of strengthening internal democracy in schools and in the education system as a whole is still pending. On the contrary, new policies are often developed without their participation and approved by Congress during student vacations, making it difficult for students and educational communities to respond. Likewise, teachers work is precarious and they are transformed into simple replicators of programs and activities developed from ministerial headquarters. Teachers in consequence have with very few opportunities to innovate. This trend on how educational policies are decided is reflected in the implementation of the new policies mentioned earlier in this report, which tend to grant greater power in management and punitive powers to school principals.

D) The constitutional reform of 2002 established that secondary education should be compulsory and free. The Youth and Adult Education (Y&AE) division at the Ministry of Education was created aiming at supporting students the complete of elementary or middle schooling. It implemented initiatives to achieve basic literacy and have educational alternatives in confinement contexts (prison or juvenile detention). However, the effectiveness of these programs is questionable. Most participants are students between 14 and 18 years of age, which indicates that older people are ceasing to participate.

Although schooling figures in Chile show an increase in years of schooling over time, the realities behind this statistics is complex. The latest data from the 2017 National Socio-Economic Characterization Survey (CASEN) shows that 5.2% of the population between 30 and 44 years of age has not completed elementary education, and 8.8% did not complete secondary education. This situation is worse in older age groups, such as 45 to 59 years, with 14.7% not completing elementary Education, and 13.2% have not completed Secondary Education. It is urgent to rethink the target population of these programs, and to ask why a considerable part of the adult population in Chile has still not completed its compulsory education, which should be guaranteed by the State. Lifelong education is a debt of the education system in Chile.

6. EDUCATION FINANCING

A) Public spending on education has increased in recent years. The funding allocated to the MINEDUC in 2019 represents an increase of 2.7 per cent over the previous year. However, spending on education as a percentage of GDP in 2016 was 5.35% (World Bank) and has not reached the 7% recommended by UNESCO.

B) In Chile, the educational system finances subsidies for public and private schools without preferences. This is done through a basic subsidy per student who attends classes, which generates competition among schools to attract enrollment[31].

C) As analyzed previously, Chile has been characterized by a sustained increase in the participation of private entities in the provision of educational services to the detriment of provision done by public entities. This translates into the emergence of various supporters who seek profit from the resources provided by from families and the State, including educational holdings organized for this purpose.

As consequence is this, as a majority of provision of services lies on the hand of private providers, any increase of resources will subsequently benefit these private sectors, further increasing their profits and the socio-educational segregation in the Chilean system.

D) This is possible because the policies implemented in recent years, namely the Free Higher Education Law, the Inclusion Law, and the New Public Education. These policies do not guarantee preferential treatment of public institutions by the State, leaving them in worse conditions and allowing and encouraging the proliferation of private entities, as the financing structure of education has not been altered. To the contrary, these policies have deepened the lack of baseline funding for public education and do not alter the possibility of profiting from state resources and those given by families, but rather allow profit through new mechanisms.

E) No relevant changes have been implemented to improve transparent and public monitoring of budgets. Despite recommendations the government has not created a public platform to oversight in democratic and participatory manner the allocation of funding and funding expenditure.

[31] RODRIGO CORNEJO, 2006. THE CHILEAN EDUCATIONAL EXPERIMENT 20 YEARS LATER: A CRITICAL LOOK AT THE ACHIEVEMENTS AND SHORTCOMINGS OF THE SCHOOL SYSTEM. AVAILABLE AT: [HTTP://WWW.OPECH.CL/BIBLIOGRAFICO/DOC_MOVEST/EL%20EXPERIMENTO%20EDUCATIVO%20CHILENO%20RODRIGO%20CORNEJO%202006.PDF](http://www.opech.cl/bibliografico/doc_movest/el%20experimento%20educativo%20chileno%20rodrigo%20cornejo%202006.pdf)

7. CIVIL SOCIETY PARTICIPATION

A) The participation of civil society in educational policies is scarce. This is mainly relegated to the creations of petitions to the authorities, and occasionally participating in specific working groups promoted by student mobilizations. This participation is merely symbolic since they are not really considered in the development of policies. Private organization might have a rather different opinion, given their proposals have a different reception from authorities [32], and especially those linked to private institutions, some of them with clear profit interests. In some cases, they achieve a dialogue with the authorities and lobby for the achievement of their interests.

B) The civil society has conducted analyses and created proposals regarding the education system even before the student mobilizations in 2006. These proposals have included political and economic aspects, many of them raised from social movements and organizations that have constantly expressed their desire to contribute to the construction of public education[33].

C) Nevertheless, the response of the different governments to their petitions and proposals has been clear. On the one hand, governments have not responded directly to citizen demands, and when they declare to do that their proposals always end up consolidating, expanding and perfecting the foundational pillars of the Chilean educational system implanted during the dictatorship of Augusto Pinochet. Further, recommendations made by the academia and by the technical roundtables convened by MINEDUC itself have been ignored[34]. On the other hand, the de facto response has consisted in the repression of social movements by criminalizing, and employing repressive measures and the indiscriminate use of police force. These situations have been repeatedly denounced by social movements to national and international organizations without meaningful results. To this day, these situations keep broad sectors of students and professors mobilized. We take this opportunity to denounce that these measures, directed by the governments, have increased during the last five years.

[32] EXAMPLES OF SUCH ORGANIZATIONS ARE: CORPORACIÓN EMPRENDEUR, DESAFÍO LEVANTEMOS CHILE, EDUCACIÓN 2020, EDUCA UC, UNIVERSIDAD DE LAS AMERICAS, ETC. CIVIL SOCIETY ORGANIZATIONS GENERATE PROPOSALS TO CONTRIBUTE TO IMPROVING THE QUALITY OF INITIAL EDUCATION, NOVEMBER 2018. AVAILABLE AT:

[HTTP://CENTROJUSTICIAEDUCACIONAL.CL/ORGANIZACIONES-DE-LA-SOCIEDAD-CIVIL-GENERAN-PROPUESTAS-PARA-CONTRIBUIR-A-MEJORAR-LA-CALIDAD-DE-LA-EDUCACION-INICIAL/](http://centrojusticiaeducacional.cl/organizaciones-de-la-sociedad-civil-generan-propuestas-para-contribuir-a-mejorar-la-calidad-de-la-educacion-inicial/)

[33] A PART OF THESE PROPOSALS CAN BE SEEN IN THE FOLLOWING COMPILATION BOOK: FORO CHILENO POR EL DERECHO A LA EDUCACIÓN, 2015. A DECADE OF STRUGGLES AND PROPOSALS FOR THE RIGHT TO EDUCATION. AVAILABLE AT:

[HTTP://WWW.OPECH.CL/WP/WP-CONTENT/UPLOADS/2015/08/D%C3%A9CADA-LUCHAS.PDF](http://www.opech.cl/wp/wp-content/uploads/2015/08/D%C3%A9cada-Luchas.pdf)

THE FOLLOWING ARTICLE IS ALSO RECOMMENDED HOW MUCH DOES THE SCHOOL WE WANT COST? PARTICIPATORY FINANCING PROPOSAL FOR PUBLIC EDUCATION IN CHILE. AVAILABLE AT


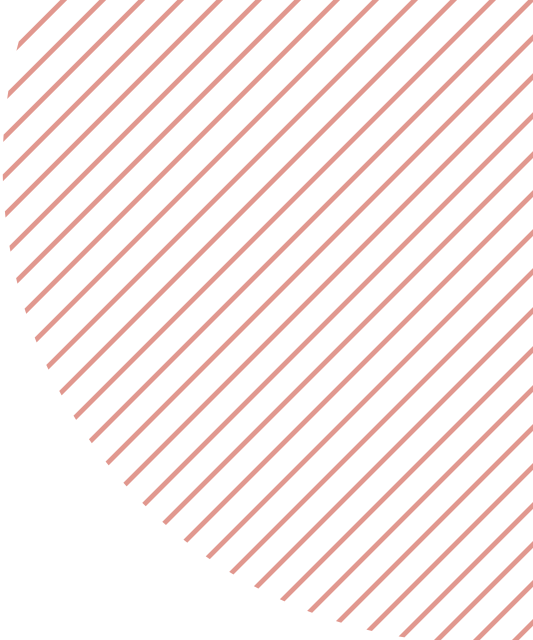
[HTTP://WWW.OPECH.CL/COMUNICACIONES/2014/10/CUADERNILLO_CUANTO_CUESTA_ESCUELA_QUEREMOS.PDF](http://www.opech.cl/comunicaciones/2014/10/cuadernillo_cuanto_cuesta_escuela_queremos.pdf)

[34] AS AN EXAMPLE OF THIS, SOME PROPOSALS MADE BY EXPERTS THAT AIM TO REDUCE CURRICULAR OVERLOAD, REPLACE THE SIMCE, STOP THE SCHOOLING OF SEN CHILDREN IN SPECIAL SCHOOLS AND RECONVERT THESE, RADICALLY TRANSFORM THE FINANCING SYSTEM, AMONG OTHERS. MESA TÉCNICA DE EDUCACIÓN ESPECIAL, 2015. PROPOSALS TO MOVE TOWARDS AN INCLUSIVE EDUCATION SYSTEM IN CHILE: A CONTRIBUTION FROM SPECIAL EDUCATION. AVAILABLE AT:

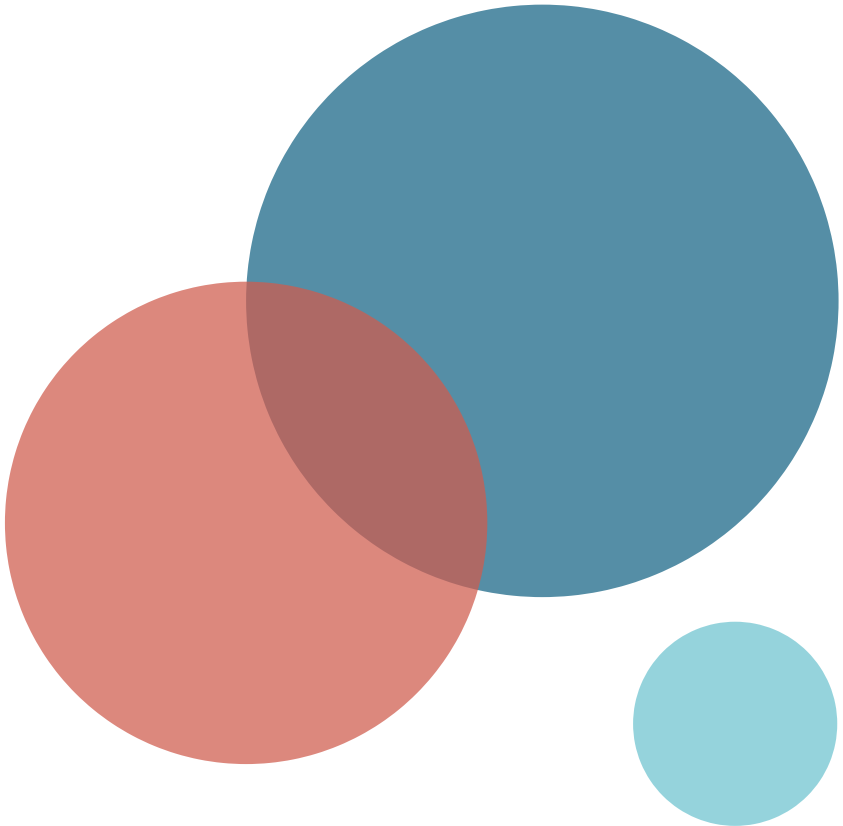
[HTTPS://ESPECIAL.MINEDUC.CL/WP-CONTENT/UPLOADS/SITES/31/2016/08/INFORMEFINALMESATECNICAEDSPECIAL.PDF](https://especial.mineduc.cl/wp-content/uploads/sites/31/2016/08/informefinalmesatecnicaedespecial.pdf)

[35] STUDENT REPRESSION NETWORK STATEMENT - STUDENTS ARE NOT ALONE, JUNE 2019. AVAILABLE AT:

[HTTP://WWW.OPECH.CL/WP/WP-CONTENT/UPLOADS/2019/06/DECLARACION-DE-REPRISION-ESTUDIANTIL-FINAL-03-06-19.PDF](http://www.opech.cl/wp/wp-content/uploads/2019/06/declaracion-de-represion-estudiantil-final-03-06-19.pdf)



D) In Chile, the "National Council for the Implementation of 2030 Agenda for Sustainable Development (ODS)" is in charge of organizing and promoting the necessary actions for the fulfillment of the ODS. Diagnostic studies have been carried out and a web page <http://www.chileagenda2030.gob.cl> has been published, where related information as well as partial monitoring of the country's progress appears. However, it is necessary to point out that the information formally presented by the Chilean government omits key aspects for the achievement of the ODS, particularly evidence from critical research on the policies implemented and information from civil society, some of which was outlined in previous pages.



CONCLUSIONS

Throughout this report, 7 key elements have been covered with regard to ODS4, presenting a information related to the challenges and obstacles existing in Chile. Achieving the implementation of the 2030 Agenda and the fulfillment of ODS4 requires important efforts. Especially important is the need to radically transform the current educational system that is governed by market parameters and considers education as a consumer good, and not as a human right throughout life. If this does not happen, it is not feasible for the State to guarantee inclusive, equitable, and quality education and to promote learning opportunities for all citizens.

The report demonstrates that the country, due to the policies and actions of its leaders in recent years, is not close to achieving ODS4. To the contrary, in several areas there have been significant setbacks. For example, it is urgent to stop as soon as possible the advance of the different forms of privatization that exist in the Chilean education system at all levels, one of the most segregated and with the greatest private participation in the world. This is a cornerstone for integration and educational inclusion and the equitable development of its children.

Throughout this document we reaffirm that public education urgently needs to be strengthened from its founding principles. As long as the current educational model is maintained or deepened, conflicts within schools and higher education institutions will continue and deepen. An education system that excludes its students is not fulfilling the purpose that society expects of it.

We ask the international organizations relevant to the defense of children to request information to the government of Sebastian Piñera to provide detailed explanation of why children from the so-called emblematic schools of Santiago are being violently persecuted and repressed inside the schools by the repressive forces of the state of Chile, known as the Special Forces of the Carabineros. Additionally, we hope that the reports produced by student organizations, teachers, and parents will also be considered by these international bodies so that they can have an image of the true crisis situation currently experienced in public education in Chile.

In addition, it is essential to strengthen critical and rigorous research on the Chilean education system. This is important in order to have greater knowledge and clarity on the effects of the most recent policies, the state of inclusion in the country, on innovative privatization mechanisms and on the scope and consequences of the forms established within other multiple aspects of the education system.

It is imperative to have open and broad participation of different social sectors in the 2030 Agenda 2030, allowing the social movements become part of this process. In addition it is relevant to advocate for an active role of the international organizations, rather than acting as mere receptors of the information provided by the government. This could allow including the voices of diverse minorities and to-date invisible social actors who currently support the fulfillment of the ODS4 and fight for the Right to Education on dialy basis.

