Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes key findings for Chile.

Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used.

Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Chile’s skills performance

The Skills Strategy Dashboard provides a snapshot of Chile’s comparative skills performance. Chile has made good progress in improving education quality and skills.

Chile has the best performance for 15 year-olds in reading, science and mathematics in Latin America and the Caribbean among countries participating in PISA, and has
continued to improve student performance in reading. Despite these positive outcomes, significant skills challenges remain. Chile ranks in the bottom 20% of OECD countries for the skills development of youth and adults. The proficiency of 15-year-olds in literacy, mathematics and science in Chile is one of the lowest among the OECD countries, and Chile has a larger-than-average proportion of adults with low literacy and numeracy skills. Furthermore, around half of Chilean workers has only basic proficiency in problem solving skills in technology-rich environment.

The inclusiveness of skills development is also very weak, with Chile ranking in the bottom 20% among OECD countries. In Chile, there is a comparatively strong association between socio-economic status and student performance, and there is a large gender performance gap relative to other OECD countries.

There is also evidence of significant skills imbalances in the labour market. Qualification mismatch is very close to the OECD average; however, Chile has one of the highest prevalence of skills mismatch in OECD countries. Also, more could also be done to activate skills and improve the inclusiveness of the labour market, especially to increase the female employment rate.

Chile could also improve the intensity with which its workers use their skills. While the use of skills in workplaces has been increasing, it is still lower than in most OECD countries. This could partly be attributed to the limited adoption of high-performance workplace practices. Similarly, Chile performs in the bottom 20% in the strength of its innovation system, which is crucial to stimulate the use of skills.

Chile has taken important steps to respond to many of these challenges. For example, the government is piloting a National Qualifications Framework and is reviewing the national training and employment service (SENCE) to better target resources and to expand training opportunities in the light of increasing risks of automation. Also, the newly created Ministry of Science, Technology, Knowledge and Innovation aims to boost Chile’s skills performance in STEM subjects.

Still, Chile could benefit from a renewal of its strategic vision for the future. In the context of rapid economic and demographic change, boosting everyone’s skills will be critical for productivity, innovation and inclusive growth in Chile. A whole-of-government approach is needed to achieve this aim.

### Key recommendations for improving the performance of countries’ skills system

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<tr>
<th>Developing relevant skills over the life course: Making skills systems responsive</th>
<th>Using skills effectively in work and society: Making the most of everyone’s potential</th>
<th>Strengthening the governance of skills systems: Tackling increased complexity</th>
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<tr>
<td>• Making each stage of learning a foundation for success in the next</td>
<td>• Make full use of everyone’s skills</td>
<td>• Promoting co-ordination, co-operation and collaboration across the whole of government</td>
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<td>• Enabling policies to support learning in adulthood</td>
<td>• Making the most of migrants’ skills</td>
<td>• Engaging stakeholders throughout the policy cycle</td>
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<td>• Supporting teachers to become lifelong learners</td>
<td>• Activating skills to build more inclusive and cohesive societies</td>
<td>• Building integrated information systems</td>
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<td>• Financing adult learning</td>
<td>• Making intensive use of skills in work</td>
<td>• Aligning and co-ordinating financing arrangements</td>
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<td>• Harnessing the power of technology as a tool for learning</td>
<td>• Aligning skills with the needs of the economy and society</td>
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<td>• Aligning skills policies with industrial and innovation policies</td>
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### Further reading


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