Chapter 9. Information, Transparency and Accountability

This chapter considers the amount and quality of information available to Chilean users of tertiary education as well as to policy makers. It begins by considering the extent to which the sources of information available to potential students support informed choices. It looks at the existing state of official sources of information that are inputs into both individual student choices and tertiary education policy decisions. The chapter discusses current government plans for expanding and consolidating information in higher education through the construction of a Higher Education Observatory. It considers the legal requirements for institutions to report detailed financial and other information, the state of compliance with these requirements, and the implications for transparency and accountability. The chapter concludes with recommendations for improvements to information and accountability requirements and practices, focusing particularly on the role of the Higher Education Observatory and the need for robust and comprehensive financial information from tertiary institutions.

Introduction

In Chile, over 6 000 programmes of study are offered by over 200 institutions in the tertiary education system. Individuals require information in order to decide whether to pursue tertiary-level education, and if so, which programmes are most suitable for their needs. They wish to understand the value of the skills, qualifications and credentials they might obtain. Some seek to estimate the private economic and financial return on their potential investment, the amount of time it will take to complete a chosen degree programme and the amount of income they will have to forego while studying. Some would like to understand other potential benefits, such as increased personal and job satisfaction, and how getting one type of degree now may open doors to still further education in the future. Many are interested in the quality, experience and pedagogical practices of instructors, plus the amount and quality of infrastructure and

library resources to which they will have access. Some want to know how well the "brand value" of a particular degree will hold up over time. Some focus exclusively on the affordability of a programme in the short-term, their and their family's ability to pay for it, and the availability of financial assistance. Others may approach their decisions more idiosyncratically, basing them on advice of friends, family, peer groups or other influential individuals. It is quite common, for example, to choose the institution parents, teachers or advisors believe most suitable in relation to the student's academic performance at school. Whatever the decision process, good decisions require access to timely and accurate information on a range of issues.

Governments also require information on the character, relevance and performance of national tertiary education systems. They need to judge their effectiveness in forming the skills needed by the national economy, and whether they provide equitable access to learning opportunities. Governments also want to know how capable tertiary institutions are at accessing, producing, and disseminating research and knowledge; how efficiently they use public funds; and whether the product they provide to students is of adequate quality. They seek to determine whether institutions should be allowed to make financial profits from their activities, and/or whether they deserve preferential tax treatment.

The two groups (individuals and governments) differ in the amount and quality of information required. Individuals generally care more about the cost and value of the degree than about the efficiency with which inputs are used to produce it. Governments care about how the allocation of inputs leads to results and whether these results are optimal. This chapter will consider the extent and quality of the information available to both consumers of tertiary education and to government policymakers.

Information for potential students

Chileans who are considering tertiary education have access to several sources of information to aid their decision processes. The casual observer in Santiago and other major cities is struck by the amount of billboard space devoted to advertisements for universities or other tertiary institutions or programmes. Television viewers also find numerous advertisements. As one might expect, these tend to provide information that is generally true, if partial and selective about the institutions in question. One hopes that they serve as a starting point for a more methodical search by potential students.

Advertisements for accredited institutions now almost invariably highlight the institution's "accredited" status. This testifies to the important

role the accreditation system has come to play in Chilean higher education. Most advertisements do not divulge what type of accreditation the institution has received (Institutional Management, Research, Staff Qualifications, Linkages). However, the essential information prospective students need is conveyed by the 'accredited' label, which centres on institutional management and undergraduate teaching. Other areas may be highlighted by individual institutions, but are less directly important to prospective students selecting a study option. Nevertheless, it may be worthwhile for the National Accreditation Commission (CNA) to be more active in educating consumers on the types of accreditation and their meaning in practice. Overall, the vigorous advertising market attests to a dynamic higher education sector where institutions vie to attract potential students.

Students seeking additional information have many options. Most of those interviewed by the review team were aware of "*Futurolaboral*" as the prime source of information on earning potential of graduates. Chapter 4 on Relevance discusses the content and use of *Futurolaboral* with respect to whether or not, from the perspective of labour market success, students should pursue tertiary education. The site provides a commendable amount of useful information, both in aggregate and broken down by courses of study: on overall enrolments in tertiary education by level, graduates, average income and rate of return. The site divulges earnings, employability data, and sectors of the economy where graduates of particular occupations are employed. It also highlights special national and international studies on labour market trends and demand for skilled labour.

Futurolaboral is an impressive instrument overall – comparable to some of the most advanced labour information portals in OECD countries – and an important resource for future students. But potential students must decide not only whether to study, but what and where to study. Here *Futurolaboral* also serves as a gateway to five important information resources on the specific study options available.

Factual information on study options comes from two types of sources. Government agencies, such as the MINEDUC, the *Consejo Superior de Educación* (CSE) and the CNA are responsible for collecting and publishing a wide variety of information. The *Directorio de Educación Superior* is maintained by the Higher Education Division (DIVESUP) of MINEDUC. It is a factual guide to available degree programmes. It is searchable by institution type (public or private university, IP or CFT), by degree type, and by region. Where available the database indicates whether the course is offered by the main campus or a satellite campus, whether it is a day or evening course, the duration of the programme, its costs, and recent

enrolment. In early 2008, the contents of the database related to the study offerings from academic year 2004. It is not clear how often the data is updated. Students whom the review team interviewed did not indicate this site as a main source of information.

More well known is the *INDICES* database maintained by the CSE. Here one finds information on the historic evolution of Chilean tertiary education, the tripartite classification of institutions, the different classes of degree, and the authority of the different institutions to grant these. The site explains the process through which the different institutions are granted initial permission to operate, are examined, supervised, and granted autonomy. It also explains the roles of the various regulatory and quality assurance bodies. The minimum legal requirements for university entry are explained, and sound general advice is offered to prospective students on what to consider when selecting a programme of study.

The *INDICES* website also explains the consumer protection laws that apply to higher education: first-year students have a 10-day grace period during which they may withdraw from an institution and be reimbursed 99% of any tuition fee paid. They may also register complaints that are contractual in nature with the *Servicio Nacional de Consumidor* (SERNAC), or with the CSE (as regards universities) or MINEDUC (as regards CFTs and IPs) if the complaint pertains to the quality of education. The CSE receives a wide range of complaints, which may range from minor administrative disputes to false advertising to provision of seriously deficient educational services. The CSE determines the appropriate course of action in each case, and informs the plaintiff of the actions taken.

A major service in consumer protection provided by the CSE is its list of closed tertiary education institutions. As part of the explanation of how permission to operate is granted, the CSE explains its authority to have the Ministry close institutions that have failed to receive their license to operate. The website provides the names of 36 institutions which failed to complete the licensing process satisfactorily in the period from 1996 to the present. The CSE recommended that MINEDUC revoke official recognition from these institutions, and they were obliged to cease operations. For institutions that are in the licensing process, *INDICES* makes available the date of their inscription and the expected date of the decision granting them autonomy. The institutions which have been granted autonomy are also listed along with the date autonomy was conferred.

Table 9.1 **Selected sources of information on tertiary education**

Institution	Information source	Main types of data available
Ministry of Education	Higher Education Directory DIVESUP	Searchable compendium of programmes of study database of student aid and scholarship opportunities
		Statistical compendium
Ministries of Education, Economy and Labour	Futurolaboral	Occupations database with information on numbers and salaries of graduates for over 100 occupations
CSE	INDICES	General information for prospective students
		Searchable database of programmes of study, numbers and distribution of tertiary education undergraduate students (total and first year), postgraduate students, teachers, institutions, accredited institutions, student origins etc
		Searchable database of tertiary education institutions
		Information on student aid and scholarships
		Comparison programme
Council of Rectors (CRUCH)	Council of Rectors Website	Information on the PSU
		Annual statistical compendium with enrolment data by type of degree programme
		Student aid information
National Accreditation Commission	CNA Website	Accreditation status of universities, IPs and CFTs.
		Institutional accreditation reports with detailed commentary
Unversia.cl	Dedicated Unversia.cl Website for Chile	Comprehensive information of interest to current and future students
Qué Pasa Magazine	Annual Survey of Universities	Rankings of most prestigious institutions, highest rated programmes of study
El Mercurio Newspaper	Academic Alternatives Website	Articles for prospective tertiary education students
		Database on programmes of study
El Mercurio Newspaper	Academic Alternatives Television Programme	Journalistic information on programmes of study and issues in tertiary education

Source: Review team

Most prospective students visit *INDICES*, however, for specific information on available programmes of study. Similar in scope to the *Directorio de Educación Superior* provided by the Ministry, the *INDICES* database of programmes of study provides more features and, perhaps most importantly, more current data. The database tool allows students to find information on a single programme or to compare a listing of all programmes in a given area of study, type of institution, type of degree programme or region. For each programme, the database includes information on entry requirements, tuition, enrolment, PSU score averages, how long the programme has been in existence, and, when available, the percentage of full-time faculty, and whether any specific financial assistance is available for the programme. The review team was informed that institutions are scrupulous about updating their data in INDICES, not least because this is a principal source of information on which the magazine *Qué Pasa* bases its annual rankings. Students interviewed by the review team seemed to be familiar with and satisfied by the INDICES database. However, the CSE itself acknowledges that it is not in a position to verify the accuracy of the data provided by the institutions. While INDICES is probably the most comprehensive source of data on specific programmes, its information cannot be considered completely authoritative.

The National Accreditation Commission (CNA) makes its decisions public and maintains a website providing comprehensive information on results of accreditation decisions. In addition to lists of which institutions and programmes have been accredited, the site makes available the *acuerdos,* or reports to the institutions, that summarise the accreditation decision and its supporting rationale. These reports contain frank synopses of the assessments of the strengths and weaknesses of the institution or programme as reported by peer evaluators. The assessment information they contain is clear and specific; any prospective student taking the time to consult these reports could hardly fail to come away with a clear picture of the attributes and relative value of the programme or institution. The Chilean quality assurance system deserves commendation for this level of transparency.

Nonetheless, a system with over 600 000 students and 6 000 programmes will increasingly rely on diverse, decentralised and, in many instances, commercial channels for providing information to prospective students. Apart from the advertising that institutions themselves undertake, a growing set of private information providers are taking an increasingly active role in satisfying the demand for information about tertiary education. Websites devoted to tertiary education, including advice for prospective students, are multiplying. One such site, *Universia*, provides comprehensive information on tertiary education-related themes from an Ibero-American

perspective, and has dedicated sites for most Latin American countries, including Chile. The information provided rivals Indices in its comprehensiveness, and the site has caught the attention of university leaders and administrators. Other sites run by major daily newspapers offer similar services, and there are even television programmes specifically aimed at the growing number of prospective tertiary students.

Clearly the most influential of the commercial information sources is the annual rankings published by *Qué Pasa* magazine. Since 2000, the magazine has published an annual survey of university quality. It ranks institutions in terms of overall prestige, student selectivity, top public and private universities; it also ranks their individual study programmes. A distinctive feature of the *Qué Pasa* rankings is that they do not rely only on published statistics such as PSU score and proportion of students receiving merit scholarships. Instead they seek the opinions of employers, and specifically seek out those involved in hiring decisions at a sample of top businesses. As a result, the *Qué Pasa* rankings tend to be an influential measure of the market value of degrees, and provide a counterbalance to more academically-focused measures of institutional performance.

The supply and demand for information is a product of the persistent and growing demand for tertiary education, and the competition among institutions to attract students. Ample information exists for the potential consumer who seeks to make an informed decision in a methodical way. Nevertheless, given that the tertiary age group generally consists of 18-24 year olds, a non-negligible percentage will be swayed by subjective factors. The review team was made aware of a particular case where a tertiary institution had enrolled significant numbers of students in programmes of study for a career whose employment prospects in Chile were almost non-existent. Complaints to MINEDUC and the CSE were accompanied by calls for government regulation to ensure that tertiary institutions demonstrate a reasonable labour market demand for graduates of their programmes. While labour market analysis is indeed important when decisions to open study programmes are taken, the government should respect the institutions' right to take these decisions internally, and then account for them through the accreditation system. It is not advisable to shift the risks of future labour market failure from prospective students to institutions. The dynamism of Chile's tertiary sector is, on the whole, a distinct virtue; its responsiveness should serve the national economy well over the long run. Legal regulation of the study programmes autonomous institutions can offer would be a much less effective means of encouraging the development of courses with good career prospects than continuing efforts to improve the quality of information available to prospective students, along with efforts to improve the quality and relevance of instruction.

Information for policy-making and evaluation

The information needs of policymakers differ significantly from those of prospective students. Policymakers need information on the system's resources and resource utilisation, as well as its efficiency, outcome and impact. A national information system for higher education should permit continuous judgments on the effectiveness of institutions, their discharge of their responsibilities, the appropriateness of their privileges and the value they are giving for their funding.

The data on tertiary education traditionally collected by MINEDUC provides a reasonable basis for analysis of general trends in the system. There are standard descriptive statistics encompassing figures such as enrolment and graduates. Data on government transfers to CRUCH institutions and on allocations and use of funds in government-supported student aid programmes has similarly been routinely published. Macroeconomic-related figures on the percentage of GDP spent on tertiary education are tracked, along with data on equity gathered from the three-yearly CASEN household surveys. CONICYT publishes data on the destination of competitively-awarded funds for its research programme. In addition, Chile has actively co-operated with international organisations such as the OECD, UNESCO, UNDP and the World Bank to carry out studies of education. The OECD's principal education statistics publication, *Education at a Glance*, reports several tertiary-level indicators for Chile.

However, as the system has expanded, matured, and diversified, the amount and quality of information available for policymaking has failed to keep pace. Descriptive statistics often do not reach the levels of precision needed to make more discriminating distinctions in institutional and system performance. Several examples of sub-optimal availability or precision of data became apparent to the review team:

- Figures on net enrolment of the tertiary age group are not readily available; institutions do not disaggregate their reported enrolment figures by student age. This is an important omission considering that a significant proportion of tertiary students are adults who are entering or returning to tertiary education after spending years in the labour force.
- The proportion of students studying fulltime versus part-time or day versus evening courses is not readily available. The most detailed figures on day versus evening studies come from a 2006 UNDP report on equity rather than from routine MINEDUC statistics.

- Drop out and survival rates, plus time taken to complete degrees, are measured by proxies or estimates.
- No information is available on the amount of non-sudsidised credit provided by private banks to tertiary students.
- No reliable information exists about international students in Chile, and Chilean students studying abroad.
- Information on academic faculty and staff characteristics is scarce. Institutions have not been obliged to report on faculty age, salaries, employment conditions (fulltime versus part-time), nor on faculty activities such as time dedicated to research versus teaching.

Public institutions are only required to report in detail on the use of public funds, not on their overall use of funds. Public institutions are also required to have their financial statements audited. The vast majority of institutions – public or private – claim to make their audit results public annually, but no standard financial classification, recording and reporting format exists.

Institutionally-reported enrolment figures consistently differ from figures gleaned from household surveys.

The last item points to a serious deficiency within the information system. Institutions face different incentives and consequences for reporting information to different sources. It is widely acknowledged in Chile that different figures will be reported, "depending on who is asking and why". A major instance of this is thought to occur with respect to the location of enrolment within an institution with more than one campus. Institutions have an interest in showing a greater proportion of enrolment at central or flagship campuses rather than in branch campuses.

Similarly, private universities report on academic staff in terms of fulltime equivalents (FTEs) rather than on a head count basis. Statistics are kept on FTEs by level of academic qualification, but these do not permit an accurate assessment of the true percentage of part-time versus fulltime staff in a given institution or programme.

However, other inconsistencies seem to arise mainly because there are no arrangements to chase up institutions which fail to report and capture their data, meaning that what may appear to be comprehensive national figures turn out, on closer inspection, to be incomplete. This is true, for example, of the CSE's otherwise very valuable *INDICES* database. The 2008 analysis of institutions makes clear that, while statistical reports were received from all but one of the universities, 11 of the 44 IPs and 16 of the 87 CFTs did not send in their reports. This lacuna is not routinely mentioned

in the other *INDICES* analyses. The review team found out from the CSE via MINEDUC that if institutions do not report voluntarily, the CSE neither requests their figures nor attempts to estimate and include the missing numbers. This suggests that household surveys are more likely to be right about the level of participation in tertiary education than the institutionally-reported figures relied on by MINEDUC, and that enrolment in IPs and CFTs is particularly likely to have been under-reported.

In addition, the government has little information about the use of funds within institutions. Private institutions are required to report on their activities to Chilean tax authorities. For-profit CFTs and IPs fall under the same tax regime as any other private business, except that they receive an exemption from property taxes on buildings used for educational purposes. Private universities, which by law cannot be for-profit, enjoy this advantage and do not pay tax on their revenues from educational activities (student fees). They are required to report income and activity to tax authorities, but have significant latitude on permissible investments and expenditures. It is readily acknowledged in Chile that this latitude allows private universities to conduct activities that are tantamount to profit-taking while still complying with the legal requirement to be non-profit institutions.

To the extent that Chile is allowing *de facto* for-profit higher education under a not-for-profit legal and regulatory structure, it is missing an important opportunity to leverage public policy to improve tertiary education quality. Many other OECD countries, especially those with large percentages of private financing of higher education, have tax systems that mandate different treatment of expenditure devoted to core educational activities versus other "business activities." The net result creates a significant tax and financial advantage for institutions whose spending supports their educational mission.

The accreditation system has made progress in halting the abuses of *de facto* profit-making in non-profit private institutions. Most institutions cannot exist without access to government-guaranteed loans for students. To access these, the institutions must have accreditation, and therefore must subject their finances to scrutiny. In cases where there is a serious divergence between educational mission and financial priorities, the institutions risk not being accredited. However, the accreditation system is not the most efficient way to oblige institutions to comply with the spirit of laws that seek to ensure the tertiary education resources are reinvested in improving the quality of education. More adequate legislation and regulation is needed to prevent non-profit institutions from making *de facto* profits, or to allow institutions to make profits but under appropriate tax regimes. Coupled with careful enforcement, these measures could eliminate the

ability of institutions to dedicate themselves to a hidden agenda of profit making at the expense of their educational missions.

This point is particularly important because, over the past decade, aggregate demand for tertiary education and individuals' willingness to pay for specific courses of study has consistently been higher than the cost of enrolling the marginal student and granting additional degrees. As a consequence, a major concern of public policy for tertiary education in Chile revolves around managing the resulting quality tensions. Tertiary education policy seeks to oblige providers to offer a quality product that satisfies individual users as well as the legitimate interests of the State in the creation of a qualified labour force. Within such a dynamic tertiary education landscape, room exists for more attention to how tax policy can leverage greater targeted investment in activities that lead directly to improved education quality, and how it can prevent tax-exempt institutions from extracting *de facto* profits.

Finally, the review team detected a deleterious tendency among tertiary education institutions towards a culture of "selective use" of information that discourages the release of accurate information. Competition for students creates incentives for any given institution to publicise data that may be methodologically weak but nevertheless paints the institution in the best possible light. If one institution releases such data, other institutions will put themselves at a disadvantage if they publish more methodologically rigorous and accurate data that shows them faring worse. In the absence of agreed data collection methodologies, "indicator inflation" and selective use of statistics have become unfortunately commonplace. In fact, the review team learned that some institutions maintain a set of accurate indicators – for internal use only – by which they judge institutional performance. These same institutions may maintain a second set of indicators that conform to the loose methodological standards in general use, which are made available to the public.

The Higher Education Information System (SIES)

Steps are being taken to address the information gaps identified above. Foremost among these is the creation of a Higher Education Information System within MINEDUC.

Law 20.129 of 2006, which creates the National System of Quality Assurance for Higher Education, addresses the need for comprehensive, high quality information. Articles 49-52 of the law mandate the Ministry to create and maintain a national Higher Education Information System,

mandate institutions to compile and provide the necessary contents, and provide the Ministry with the authority to sanction non-compliance.

The Higher Education Information System has set out to eliminate the information gaps with respect to universities by obliging institutions to report using a single methodology and standard definitions. The information system seeks to produce comparable data for the following indicators, disaggregated by programme of study, area of knowledge and institution:

- Student intake and enrolment;
- Drop out and survival rates for first year students and all matriculated students;
- Graduates.

The system also seeks to collect comprehensive and comparable data on academic staff, and on the financial and organisational aspects of institutions. To date it has developed and distributed standardised submission forms for reporting on all of the above areas, except the financial and organisational aspects of institutions.

Standardised methodology would also allow for comparative analysis of student characteristics such as gender, age, PSU performance, socio-economic background, prior educational achievement, family income and earnings.

Perhaps the most important feature of the Information System is the plan for the data to be validated by MINEDUC. It is being designed to permit cross-checking of data with other reliable sources of government information while maintaining appropriate privacy and confidentiality.

The progress to date on the Information System represents an important step towards eliminating the unreliability of key aspects of data on the Chilean tertiary education system. MINEDUC should continue efforts to assure compliance by institutions with this system. It should also promote dissemination and analysis so that policymakers can quickly take advantage of the improved, comparable data.

With respect to research and STI capacity building, in some key areas data is difficult to obtain or not up-to-date. The latest CONICYT and RICYT official statistics on R&D are mostly on 2004. A significant portion of data related to research is input focused, and data is dispersed among different sources. Over the past few years, an attempt has been made to create a STI Observatory based at CONICYT. This initiative received World Bank support under a science and innovation funding project. The observatory, known as KAWAX, has not yet fulfilled its potential. The

National Commission on Innovation for Competitiveness has managed to compile an impressive amount of data from a variety of sources, but these do not appear to be regularly collected, updated, and made easily available to the public.

Findings

Numerous sources of information exist to meet the needs of prospective students of tertiary education. While no source is comprehensive and complete, taken together they provide a reasonable degree of access to the information needed to make informed consumer decisions.

The significant weaknesses in the Information System are due in large part to the absence of standardised classification, recording and reporting formats and the lack of completeness, checking and verification of institutionally-reported data. They also stem from a failure to address the conflicting incentives that institutions face when reporting data. As a result, Chile lacks the high quality and precise data it requires for accurate assessment of the tertiary education system's performance in key areas.

Closing these information gaps is of critical importance to the overall health of the system. The report of the Presidential Advisory Council on Higher Education endorses the greater use of performance criteria for the allocation of public resources; the review team concurs with this recommendation. Increased use of performance-based funding intensifies the need for reliable and comparable information throughout the system. As Chile accedes to OECD membership, it should redouble efforts to produce, disseminate and use full, reliable and comparable data and information for policy-making and the protection of students' interests.

Recommendations

- MINEDUC should continue and expand efforts to collect, verify and disseminate reliable and comparable information through the Higher Education Information System.
- Particular attention should be paid to obtaining robust financial information and other data on the use of institutional resources – not only those that are publicly provided. The government should use tax policy to promote investment of institutional resources in activities that improve education quality and eliminate a concealed drive for profits that is at odds with institutions' educational mission.

- Efforts by tertiary education authorities to standardise data classification, recording and reporting requirements and enforce high reporting standards are likely to be more beneficial than efforts to require institutions to make detailed *ex-ante* demonstrations of labour market demand for graduates of their programmes of study.

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See also Ministry of Education of Chile (2007), *OECD Thematic Review of Tertiary Education: Country Background Report for Chile*, Santiago. http://dx.doi.org/10.1787/478236220760, also available at www.oecd.org/edu/tertiary/review

Acronyms and Abbreviations

	Spanish	English
AFD	Aporte Fiscal Directo	Direct public grant
AFI	Aporte Fiscal Indirecto	Indirect public grant
AGCI	Agencia de Cooperación Internacional	Agency for International Co-operation
AR	Arancel de Referencia	Reference fee
BB	Becas Bicentenario	Bicentenary scholarships
BEA	Beca de Excelencia Académica	Academic Excellence scholarships
BDP	Beca para estudiantes Destacados que ingresan a Pedagogía	Scholarships for outstanding students to study pedagogy
BJGM	Becas Juan Gómez Millas	Juan Gómez Millas scholarships
BNM	Beca Nuevo Milenio	New millennium scholarship
CAE	Crédito con Aval del Estado	State guaranteed loan system
CDD	Convenios De Desempeño	Performance agreements
CFU	Crédito Fiscal Universitario	University public credit
CNES	Comisión Nacional de Educación Superior	National higher education commission
CNA	Comisión Nacional de Acreditación	National accreditation commission
CNAP	Comisión Nacional de Acreditación de Programas de Pregrado	Commission for the evaluation of undergraduate programmes
CONAP	Comisión Nacional de Programas de Postgrado	Commission for the evaluation of postgraduate programmes
CSE	Consejo Superior de Educación	Higher council of education
CFT	Centro de Formación Técnica	Technical training centre
CONICYT	Comisión Nacional de Investigación Científica y Tecnológica	National commission for science and technology
CORFO	Corporación de Fomento de la Producción	Chilean economic development agency
CPR	Confederación de la Producción y del Comercio	Chilean confederation of production and business
CRUCH	Consejo de Rectores de las Universidades Chilenas	Council of rectors of Chilean universities
DIVESUP	División de Educación Superior del Ministerio de Educación	Higher education division of the Ministry of Education

DFL	Decreto con Fuerza de Ley	Decree with legal force
FC	Fondo Competitivo	Competitive fund
FDI	Fondo de Desarrollo Institucional	Institutional development fund
FIAC	Fondo de Innovación Académica	Academic innovation fund
FONDAP	Fondo de Áreas Prioritarias	Centres for excellence in priority areas
FONDECYT	Fondo Nacional de Desarrollo Científico y Tecnológico	National fund for scientific and technological development
FONDEF	Fondo de Fomento al Desarrollo Científico y Tecnológico	Fund for the promotion of scientific and technological development
FUAS	Formulario Único de Acreditación Socioeconómica	Single socio-economic accreditation form
FSCU	Fondo Solidario de Crédito Universitario	University credit solidarity fund
ICM	Iniciativa Científica Milenio	Millennium scientific initiative
INGRESA	Comisión Administradora del Sistema de Créditos para la Educación Superior	Commission for the administration of higher education credits
IP	Instituto Profesional	Professional institute
ISI		International science index
JCE	Jornada completa equivalente	Full time equivalent (FTE)
JUNAEB	Junta Nacional de Auxilio Escolar y Becas	National committee for student support and scholarships
KAWAX		STI observatory
LOCE	Ley Orgánica Constitucional de Enseñanza	Organic constitutional law on education
MECESUP	Programa de Mejoramiento de la Calidad y Equidad de la Educación Superior	Higher education improvement programme
MINEDUC	Ministerio de Educacion	Ministry of education
NEM	Notas de EnseñanzaMedia	Secondary education report
PAA	Prueba de Aptitud Académica	Academic aptitude test
PSU	Prueba de Selección Universitaria	University entry test
RICYT	Red de Indicadores de Ciencia Y Tecnología	Ibero-American network of science and technology indicators
SIES	Sistema de Información de la Educación Superior	Higher Education Information System
SNAC	Sistema Nacional de Aseguramiento de la Calidad de la Educación Superior	National quality assurance system for higher education
SOFOFA	Sociedad de Fomento Fabril	The Chilean federation of industry
STI		science, technology and industry
UAFI	Unidad de Aporte Fiscal Indirecto	Indirect public grant unit