



**Consejo Asesor de la
Estrategia de Desarrollo
para la Educación Superior**

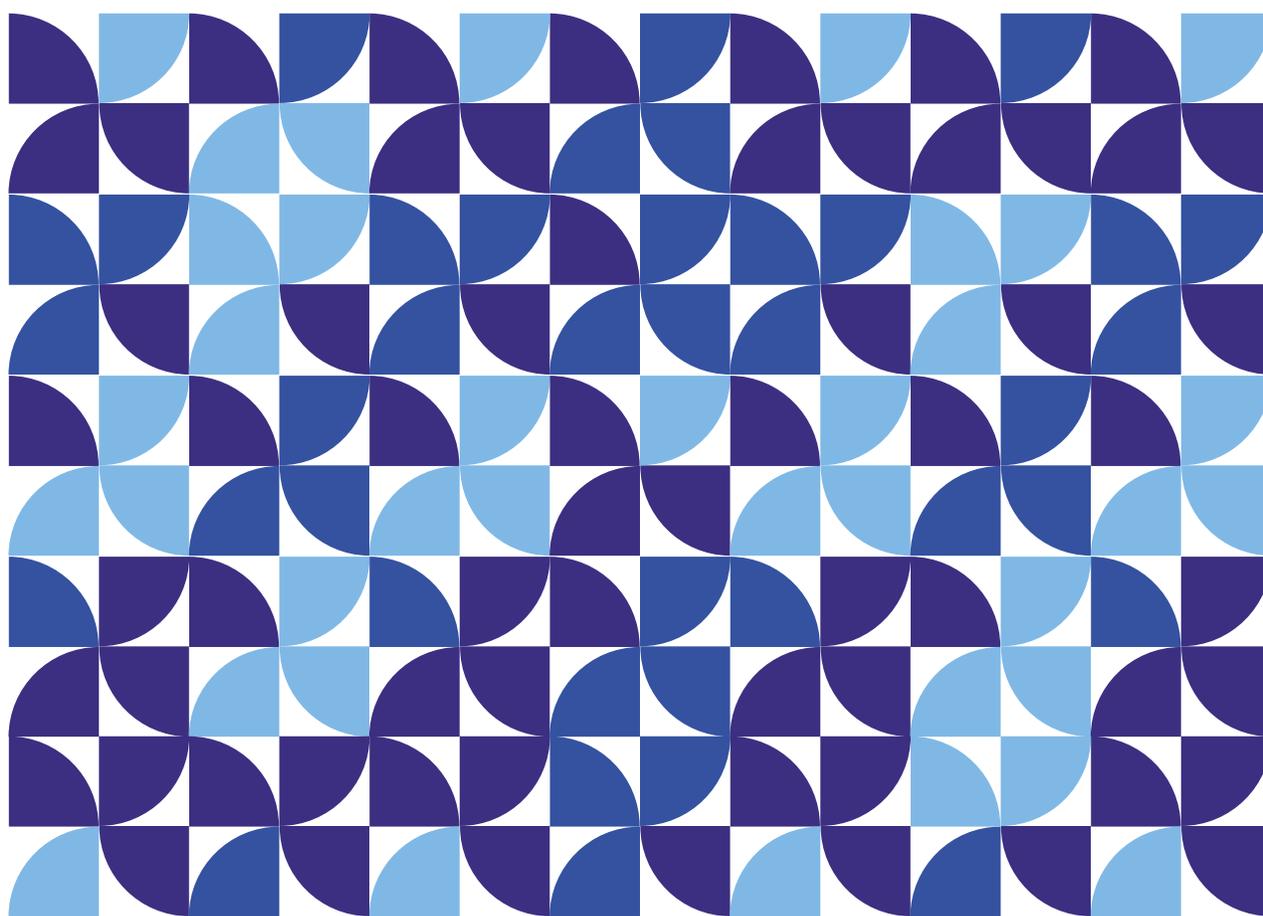
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR

Colabora



Development Strategy for Higher Education in Chile

(2026–2038)



November 2025

Development Strategy for Higher Education in Chile (2026-2038)

Advisory Council for the Development Strategy for Higher Education.

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Santiago of Chile, November 2025.

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Chair's Foreword

We are approaching the 60th anniversary of the 1967 University Reform in Chile. During Eduardo Frei Montalva's administration, secondary education began to massify. While at the beginning of the 1960s, one in five young people completed secondary education, today two in five complete higher education. It has taken us six decades to transition from an education system conceived for an elite to an "educated society."

In 1962, Jorge Millas, in *The Spiritual Challenge of the Mass Society*, told us: "An uneducated political community is not a bad community, but a non-existent community; and an education that is not for common life, or rather, for the intersubjective realization of man, is not education at all" (p. 179). As Maximiliano Figueroa (2025) recalls, for Millas the challenge lies in "finding for the new situation (the mass society) its corresponding spiritual form, through a system of values, norms of restraint and drive, a hierarchy of goods, and a critical choice of direction."

This strategy is the result of a society that has reflected and proposes a critical choice of direction: toward human development and the common good. Education is a fundamental enabling condition for human development and for the flourishing, and even survival, of our society in an increasingly interconnected world and a global economy based on knowledge. The possibility of seizing these new opportunities has enriched human life and strengthened individual and collective agency. And those of us who have increasingly had access to this right ought to understand that it is society that made it possible; that there is a privilege compared to those who have not had access; and that, therefore, we have an obligation to others to contribute to improving the society in which we live.

In these pages, we envision a possible future:

- A highly effective and efficient "lifelong" education system, structured in terms of capabilities and knowledge, whose certifications are widely recognized internationally, allowing for greater fluidity in the movement of students, technicians, and professionals, and between occupations, sectors, and countries.
- A productive system that has the necessary capacities to integrate Chile into a global world and ensure its adaptation to unforeseen circumstances.
- A higher education system of recognized international excellence, fully integrated with the productive system and society, which attracts students, technicians, and professionals from all over the world to its classrooms.

This requires a highly productive and impactful R&D&I system that drives productive, cultural, and social development, as well as a school and early childhood education system that takes a leap forward in quality, where no one is left behind. The higher education system has an important role to play in both challenges, but I would like to highlight, although it is not the only contribution it can make, its crucial role in the selection and initial education of future teachers and the continuing training opportunities it can offer to equip current teachers with the skills required to provide the best learning and development opportunities for every child and adolescent. In addition, higher education can support the task of improving the quality and equity of the school system through its research, where it plays a fundamental role in the adaptation and appropriation of new technologies, as well as in strengthening a system of continuous improvement aimed at producing public value—which, ultimately, will result in greater capacities for the higher education system itself. We envision a Chile that offers the best opportunities to all talents, without wasting a single one.

In this future, the private sector, regional governments, higher education institutions, and civil society will collaborate to advance regional development strategies, which are served by this Strategy. We envision a country where culture, economy, and society flourish in each of its fields, and where all its inhabitants recognize themselves as part of a democratic community that actively participates in building a common future. The challenges, both those arising from the external environment and those expressed in critical internal issues, are enormous, and the road ahead is long, but its directions and routes are outlined in these pages.

It is no coincidence that the word “country” is mentioned thirteen times in this document, whether in reference to the developments or the challenges we must face as a nation. When we talk about our possible future, education, as Jorge Millas says, plays a fundamental role. Nor is it coincidental that the leading countries, and those that have developed rapidly in recent decades, have robust educational systems that have become models for other societies. All these countries also had a national development strategy that garnered broad consensus, something that Chile still lacks and, at the same time, is the best way to align efforts and move away from the zero-sum games that abound when immediacy and discontent prevail. In short, we ought to build state policies, not just government policies.

A year ago, we began the process of developing a strategy, noting that higher education needed a turning point, a change in direction that would enable it to face current and future challenges in order to create the public value that the country needs. The sustainable and decentralized development to which we aspire required this commitment, a systemic, comprehensive vision that allows us to look beyond the current situation and build, on solid agreements, a system of excellence that is relevant and oriented toward human development.

It is up to all of us to ensure that the higher education system is up to the challenges.

Pablo González Soto

Chair of the Advisory Council for the Strategy

1 Introduction to the Strategy

1.1 Goals and Scope

This document contains the Development Strategy for Higher Education in Chile (2026–2038), prepared by the Advisory Council convened by the Undersecretary of Higher Education of the Ministry of Education, as established in Article 8 of Law No. 21,091 on Higher Education (2018). The Advisory Council was composed of individuals with distinguished professional and academic backgrounds in various fields of higher education and its social and productive environment, and it worked in plenary sessions and committees between November 2024 and October 2025 .

The Strategy presented to the Minister of Education, Mr. Nicolás Cataldo Astorga, aims to establish routes and guidelines for the development of the higher education system in the medium and long term. To this end, it defines a set of actions that public policies could undertake in the coming years, both for the university and technical-vocational subsystems, along with recommendations for updating and improving the mechanisms and processes carried out by the agencies of the National System for Quality Assurance in Higher Education. It also offers guidance for higher education institutions (HEIs) and their communities, with the aim of strengthening and consolidating the impact of their missions in the context of diverse educational and institutional projects.

As a roadmap for higher education understood as a system, this Strategy does not establish specific actions or concrete goals for its implementation in advance. Instead, the Advisory Council has opted for a comprehensive and holistic approach, with an emphasis on challenges, strategic objectives, and lines of action that provide decision-makers with sufficient freedom and flexibility to implement the Strategy.

It should also be noted that some of the issues addressed in the document call for coordination with other systems, such as the School Education System; the National System of Science, Technology, Knowledge, and Innovation; the Labor Training System; the National System for the Certification of Labor Competencies; and the National Support and Care System.

1 - For further information on the Advisory Council, its methodology and working committees, please refer to the Framework of the Advisory Council for the Development Strategy for Higher Education in Chile (December 2024, in Spanish), accompanying this Strategy.

Consequently, this Strategy must be dynamically coordinated with other public policies, including:

- **The Science, Technology, Knowledge, and Innovation National Policy and Strategy**, that provide long-term guidance for the coordination of public policies and instruments to support the education of highly qualified human resources; research and knowledge generation; technology development and transfer; and innovation and the development of a science, technology, knowledge, and innovation (STKI) culture, putting them at the service of the people and the country's development.
- **The National Public Education Strategy**, that establishes guidelines for advancing the quality and equity of the public education system in order to offer equal opportunities to all students.
- **The National Strategy for Technical and Vocational Education and Training**, that establishes a cohesive, coordinated, and permeable technical and vocational education system that ensures people are trained to adequately face the country's economic, technological, productive, and social challenges.
- **The National Labor Prospecting Strategy**, which aims to consolidate a robust and comprehensive system for monitoring and anticipating the features and imbalances between supply and demand for occupations.
- **The National Artificial Intelligence Policy**, that promotes artificial intelligence (AI) as a key tool for the sustainable and equitable development of our society, seeking to address the opportunities, challenges, and gaps generated by recent technological changes and to put this technology to the service of people, centered on the principles of ethics, inclusion, and responsibility.

Regarding the time frame for the Strategy, the Advisory Council has proposed its deployment, implementation, and evaluation over a twelve-year period (2026–2038). This proposal embraces the long-term approach established in the aforementioned article of the Law on Higher Education, through a flexible planning that enables the development of strategic objectives and lines of action covering management cycles across three government administrations. This timeframe is also aligned with other national policy instruments, such as the STKI National Policy and the National Strategy for Technical and Vocational Education and Training, and with recommendations from international organizations that encourage flexible planning, with reviews every three or four years.

At the same time, the Strategy provides for four-yearly reviews in 2030, 2034, and 2038, which will allow for updating priorities and adjusting lines of action in accordance with advances in the system and the global environment.

1.2 Organization

The Strategy consists of the following elements:

- **Vision:** It is a statement on the desired future state of higher education that motivates and guides the proposed Strategy. The vision declares the purpose of the Strategy and articulates its various components toward a common normative horizon.
- **Principles:** The Strategy's vision is based on cross-cutting principles or values that define the sector's functions. The principles that inspire the Strategy are those enshrined in Chile's higher education regulations.
- **Critical issues:** These issues correspond to statements that support a judgment, shared or agreed upon by the members of the Advisory Council, on a specific situation or state of higher education that is essential for advancing the development of the system. The issues may contain one or more specific problems that constitute a critical situation for the development of the system, and they manifest themselves in a defined and objectifiable context, supported by evidence.
- **Strategic challenges:** These are general statements about priority areas for transformation that will enable progress towards the desired future state of higher education, in line with the vision of the proposed Strategy. These challenges are identified on the basis of a prioritization of dimensions considered key to the development of the system and constitute a frame of reference for defining guidelines and lines of action.
- **Strategic objectives:** These are prescriptive statements that indicate the direction of the changes, reforms, and improvements required by the higher education system in order to respond to the strategic challenges. The strategic objectives organize the policies, decisions, and courses of action necessary to move from the current situation to the desired situation. Their implementation is carried out in a manner that respects the autonomy of higher education institutions, while also seeking to establish common frames of reference to guide government and collaborative actions within the system.
- **Lines of action:** Lines of action are specific, time-bound interventions with clear institutional assignments that materialize the strategic objectives. These actions contribute directly to closing gaps, solving problems identified at critical junctures, or consolidating advances in existing public policies².

² - For further details on the lines of action, their orientation and participating institutions, please refer to the *Annex of Lines of Action for the Development Strategy for Higher Education in Chile (December 2025, in Spanish)*, accompanying this Strategy.

Each of these elements is organized in a hierarchical scheme to provide structure and legibility to the Strategy (Figure 1). First, the Advisory Council developed an assessment of higher education in Chile through working committees organized around four areas: (i) educational pathways and academic processes; (ii) associativity for the development of knowledge, innovation, and internationalization; (iii) articulation with environments and dynamization of sustainable development; and (iv) architecture and governance of the higher education system. For each area, fields of analysis were defined with topics and subtopics that served to identify critical issues.

Figure 1. Outline of the Strategy



The critical issues identified in the Advisory Council's assessment are addressed through strategic challenges that express the major priorities defined by the Strategy. The first two challenges (strategic challenges 1 and 2) relate to the mission functions or value chains of higher education, while the third (strategic challenge 3) is aimed at strengthening the adaptation and anticipation capacities of the system as a whole. The fourth challenge (strategic challenge 4), meanwhile, refers to the need to consolidate systemic governance for the sector, which can be interpreted as an enabling and supporting factor for the previous challenges. Together, these challenges contribute to the achievement of the Strategy's vision, which establishes the guiding horizon for the cycle of transformations and adjustments that the Strategy projects for the higher education system.

Finally, the Strategy is complemented by a set of documents that provide support and expand on its content:

- Framework of the Advisory Council for the Development Strategy for Higher Education in Chile (December 2024), from the Executive Secretariat (in Spanish).
- Characterization of Higher Education Development Plans and Strategies (January 2026), from the Executive Secretariat (in Spanish).
- Evidence for the Higher Education Development Strategy in Chile (November 2025), from the Executive Secretariat (in Spanish).
- Assessment of Critical Issues in the Higher Education System in Chile (November 2025), from the Advisory Council (in Spanish).
- Annex of Lines of Action for the Development Strategy for Higher Education in Chile (December 2025), from the Advisory Council (in Spanish).

2 Development Strategy for Higher Education

2.1 Vision

A sustainable, dynamic, and strategically driven higher education system that, through the integration of its core functions of teaching, research, innovation, and community engagement, and through the synergy between its institutions and subsystems, produces effective capacities to respond to the challenges of the social and technological change in the knowledge society, establishing itself as an international benchmark and contributing, through the people it forms, to lead the transition towards sustainable development, social cohesion, and territorial equity.

2.2 Challenges, Strategic Objectives, and Lines of Action



Strategic challenge 1.

Move towards flexible and articulated educational pathways that recognize and value the diversity of educational needs and the holistic development of individuals, and that are pertinent to addressing the social, cultural, and productive challenges of the future.

Strategic objective 1.1. Generate institutional and educational changes that enable the development of articulated, diverse, efficient, and flexible educational pathways in a context of lifelong learning.

Line of action 1.1.1. Adapt the structure of academic and professional degrees in higher education in order to develop educational pathways that are more closely linked to lifelong learning contexts and offer greater flexibility, innovation, learning efficiency, and articulation between subsystems, teaching provision, and programs.

Line of action 1.1.2. Consolidate mechanisms for the recognition and validation of prior formal and non-formal learning, promoting its recognition through credentials and micro-credentials in higher education.

Line of action 1.1.3. Consolidate a national qualifications system that integrates the developments of the Technical-Professional Qualifications Framework with the university subsystem and the labor sector, in order to improve the relevance of competencies, the legibility of credentials, and their articulation in the higher education system.

Strategic objective 1.2. Strengthen mechanisms to support the transition from secondary education to higher education (at all levels) and coordination between higher education subsystems and their links to the labor market.

Line of action 1.2.1. Promote collaborative linkages between institutions and subsystems to facilitate transitions to higher education, enabling students to make clearer and fairer career decisions in a context of growing uncertainty and constant change.

Line of action 1.2.2. Promote the strengthening of skills in higher education institutions to collaborate with secondary education and vocational training institutions, promoting diverse learning pathways and innovative and pertinent research and outreach initiatives.

Line of action 1.2.3. Strengthen initial education and professional development programs for early childhood and school teachers, recognizing their role in developing the quality and sustainability of the entire national education system.

Strategic objective 1.3. Enhance the quality, pertinence and effectiveness of teaching in higher education through innovation and research in teaching and learning, thereby enriching student learning.

Line of action 1.3.1. Develop a national certification program for teachers in higher education, voluntary in nature and implemented locally, with the aim of enhancing the system's teaching capacities.

Line of action 1.3.2. Advance in quality standards and working conditions for those who teach in higher education but are not part of the regular or permanent staff of HEIs.

Line of action 1.3.3. Strengthen innovation and research in higher education teaching to anticipate changes in learning in the context of increasing diversity in the classroom and accelerated technologization.

Strategic objective 1.4. Develop public policy instruments that strengthen the capacity of higher education institutions to respond to the diversity of student profiles, trajectories, and educational needs, ensuring conditions for access, retention, timely graduation, and learning achievement.

Line of action 1.4.1. Expand, strengthen, and improve the coordination of student access and retention programs in order to consolidate a national policy that guarantees equitable access to higher education.

Line of action 1.4.2. Develop and promote the use of information systems and indicators that allow HEIs to characterize, recognize, and manage the diversity of age, gender, cultural origin, and socioeconomic status of their students, with special attention to professional and knowledge fields that still have significant gender participation gaps.

Line of action 1.4.3. Strengthen higher education quality measurement systems through indicators that adequately represent diversity among students, their life projects, employability conditions, and career orientations.

Line of action 1.4.4. Make general education models available to higher education institutions, complementary to technical, professional, and academic training, which contributes to the development of interpersonal, intrapersonal, and civic skills, important in the initial stages of an education that should be articulated and continuous throughout life.

Strategic objective 1.5. Support the development and implementation of policies and mechanisms for well-being in higher education institutions in accordance with the profiles, life experiences, and trajectories of learners.

Line of action 1.5.1. Encourage HEIs to develop policies and mechanisms for well-being and care, with the aim of contributing to the holistic development of all members of their communities.

Line of action 1.5.2. Facilitate the coordination of networks between HEIs and other relevant institutions and organizations in the environment to enhance student well-being.

Line of action 1.5.3. Promote processes that expand and enrich the student experience, positioning it as a central component in the comprehensive education of students.

Line of action 1.5.4. Promote the creation of monitoring and assessment systems that enable a better balance in academic workload, taking into account the risk factors that affect students.



Strategic challenge 2.

Strengthen knowledge generation, research, and innovation processes in higher education, establishing them as public assets that build capacities to address the challenges of the knowledge society and the country's sustainable development.

Strategic objective 2.1. Consolidate a robust and efficient institutional framework for knowledge generation and innovation, linked to the needs of the knowledge society and the country's future development.

Line of action 2.1.1. Promote public policy guidelines and instruments that foster coordination between the governing agencies for education and those for science, technology, and innovation, encouraging the articulation of their policies, strategies, and subsystems.

Line of action 2.1.2. Strengthen processes and incentives that promote the growth of collaborative research for the production of knowledge in higher education, encouraging collaboration in research and innovation, as well as their public impact.

Line of action 2.1.3. Strengthen public policy instruments for the promotion of innovation and applied research in higher technical and vocational education.

Strategic objective 2.2. Promote the regional and international projection of the higher education system through the development of a robust postgraduate ecosystem that produces capabilities to respond to the priority challenges of the country, Latin America, and the world.

Line of action 2.2.1. Articulate national doctoral programs with the development of science, technology, knowledge, and innovation for their regional and international projection in priority areas or where comparative advantages exist.

Line of action 2.2.2. Develop, in coordination with the Ministry of Science, Technology, Knowledge, and Innovation, lines of financing to strengthen doctoral and master's programs with regional and international projection, encouraging consortium and partnership models to attract and retain talent and generate cutting-edge knowledge and innovation.

Line of action 2.2.3. Promote doctoral programs defined jointly by HEIs and the socio-productive sector, incorporating co-supervision between universities and companies, public-private co-financing, and projects aimed at solving strategic challenges in the environment.

Line of action 2.2.4. Promote the expansion and diversification of educational objectives in master's programs, encouraging the development of applied, professional, industrial, and technological programs, as well as the approach to complex problems from interdisciplinary, multidisciplinary, and transdisciplinary perspectives.

Strategic objective 2.3. FStrengthen programs and mechanisms for developing capacities for productive value creation in HEIs, both through the creation of science and technology-based companies (STBCs) and by supporting the development of innovative capacities in companies.

Line of action 2.3.1. Promote the development and scaling up of STBCs from HEIs by diversifying mechanisms and incentives, including collaboration with regional innovation, research and development (R&D) centers, and the development of training and support programs for science-led start-ups, with a focus on intellectual property, technology-based business models, and scaling-up processes.

Line of action 2.3.2. Promote open innovation ecosystems between HEIs, companies, and public agencies through consortia, technology hubs, and collaborative platforms that facilitate co-creation, technology transfer, and scalability in strategic sectors, strengthening the role of technical and vocational institutions in applied innovation, the development of contextualized technological solutions, and coordination with regional production chains.

Line of action 2.3.3. Strengthen and develop mechanisms and incentives that increase private investment in R&D and promote collaboration between science and industry, including legislative adjustments and/or the creation of funds for the development of proof of concept in early stages.



Strategic challenge 3.

Strengthen the capacity of higher education to adapt, anticipate, and lead the way in addressing future challenges across all areas of its missions: teaching, research, innovation, creation, engagement, and institutional management.

Strategic objective 3.1. Enhance the capacity of the higher education system to anticipate and respond to future socio-productive and environmental transformations through mechanisms for intersectoral engagement, labor market prospecting agendas with an emphasis on boosting productivity and quality employment, and a culture of continuous learning.

Line of action 3.1.1. Develop permanent mechanisms for articulation between HEIs, public agencies and the social and productive sectors, aimed at improving the relevance of educational plans and facilitating transitions between higher education and the labor market.

Line of action 3.1.2. Strengthen the institutional framework for labor market prospecting in order to align education and training with employability, through transparent systems based on comparable metrics on labor market outcomes, economic value added, and graduates' satisfaction by program and institution.

Line of action 3.1.3. Promote, in collaboration with public and private actors, through incentives and regulations, a culture of continuous learning that enables people to acquire the knowledge and skills necessary to understand and tackle future challenges.

Strategic objective 3.2. Develop STKI agendas and programs for the generation of knowledge with public value, articulating local particularities as well as national and global challenges.

Line of action 3.2.1. Promote, through interministerial coordination, STKI programs and agendas that are prospectively aligned with future challenges at the regional, national, and global levels.

Line of action 3.2.2. Strengthen financing instruments for collaborative and bidirectional research and innovation (R&D&I) between HEIs and public, private, and civil society actors, aimed at identifying local, national, and global challenges.

Strategic objective 3.3. Promote bidirectional, intersectoral, and multilevel engagement between higher education and the environment to strengthen territorial equity and sustainable development.

Line of action 3.3.1. Steering higher education capacities (in teaching, research, innovation, and engagement with the environment) toward improvement and integration with secondary education and its schools in the territories.

Line of action 3.3.2. Establish incentives and actions that encourage the participation of HEIs in collaborative networks and regional and national intersectoral governance platforms, contributing to the development of policies, plans, and strategies relevant to sustainable development.

Line of action 3.3.3. Implement agendas and programs that strengthen the outreach and social role of HEIs in the development of the humanities, arts, and cultures, promoting territorial equity and sustainable development.

Line of action 3.3.4. Implement and promote information systems based on the interoperability of public data that expand and strengthen the Higher Education Information Service, adding strategic information that highlights the contribution of HEIs to regional and national sustainable development.



Strategic challenge 4.

Consolidate a strategically oriented systemic governance of higher education by updating its regulatory, quality assurance, and financing processes to strengthen its sustainability and capacity to create value and contribute to the country's development.



Strategic objective 4.1. Strengthen the governance and strategic orientation of the higher education system to more effectively articulate the various initiatives that are currently distributed among different agencies, thereby enhancing its capacity to contribute to the sustainable development of the country and its regions.

Line of action 4.1.1. Create a Council for the Strategic Development of Higher Education, which will be responsible for monitoring the progress of the system, updating its challenges and objectives, promoting collaboration among its institutions, promoting the internationalization of the system, and proposing guidelines for its financing and sustainable development.

Line of action 4.1.2. Strengthen the coordinating role of National System for Quality Assurance in Higher Education in relation to the functions and attributions of state agencies involved in the governance, financing, and regulation of higher education.

Strategic objective 4.2. Strengthen and modernize the administrative, financial, and strategic management of state higher education institutions so that they can fulfill their central role in the scientific, technological, cultural, and territorial development of the country, acting as a coordinated, innovative, and agile public network with the capacity for international outreach and contribution to the sustainable development of Chile and Latin America.

Line of action 4.2.1. Modernize the special legal regime for state universities, contained in Law No. 21,094, providing them with regulations that allow them to achieve more flexible and agile administrative, financial, and strategic management for the exercise of their institutional autonomy and the achievement of their purposes.

Line of action 4.2.2. Adapt the legal framework for state technical training centers, established by Law No. 20,910, in order to modernize their regulatory framework and strengthen their institutional management capacity to fulfill their territorial mission and links with productive sectors.

Line of action 4.2.3. Coordinate the planning of state HEIs to enhance their contribution to the sustainable development of the country and its regions, strengthening integration and coordination mechanisms that improve their functioning and increase their capacity to address the country's strategic challenges in a collaborative and networked manner.

Line of action 4.2.4. Generate plans and programs to promote an active role for state HEIs in the development of initiatives linked to the country's strategic challenges.

Strategic objective 4.3. Optimize the institutional architecture of the higher education system to strengthen cooperation between subsystems and institutions, ensure efficiency in the articulation of educational pathways, and consolidate the sustainability and capacity of HEIs to fulfill their missions.

Line of action 4.3.1. Strengthen mechanisms, incentives, and indicators that enable progress toward a cooperative architecture among HEIs, aimed at addressing the shared challenges of scientific, cultural, productive, economic, and social development in the country and its regions.

Line of action 4.3.2. Develop mechanisms for integration, merger, and/or reorganization among HEIs that consolidate their sustainability and strengthen their capacity to fulfill their institutional missions.

Strategic objective 4.4. Move towards a system of regulation and quality assurance in higher education that is outcome-oriented and recognizes the diversity of institutional missions within the system.

Line of action 4.4.1. Guide regulation and quality assurance mechanisms toward achieving substantive outcomes and impacts, beyond compliance with process indicators, which encourages innovative initiatives focused on the overall quality of institutions and their relevance to the country's development objectives.

Line of action 4.4.2. Move toward a mandatory institutional accreditation system that goes beyond the ranking model, differentiating its standards according to types of institutional missions and guiding each institution toward sustained quality improvement.

Line of action 4.4.3. Incorporate accreditation standards that enable the projection and maintenance of internationally recognized quality levels in HEIs with proven excellence.

Strategic objective 4.5. Move toward harmonizing higher education financing mechanisms so that they are aligned with the strategic development objectives of the system, ensure its sustainability, and distinguish student financing from other functions performed by higher education institutions.

Line of action 4.5.1. Differentiate lines of public financing according to institutional functions (teaching, research, innovation and creation, and engagement with the community), considering quality assurance, transparency, performance, and commitment to strategic goals of impact, development, and international positioning.

Line of action 4.5.2. Decouple institutional funding mechanisms from the ranking model by years or accreditation periods, advancing towards a new model of higher education funding based on compliance with quality standards differentiated according to types of institutional missions, considering their scope, complexity, and performance.

Line of action 4.5.3. Coordinate and integrate the different public funding instruments for research and innovation in HEIs based on the definition of strategic objectives and goals for the system, focusing on the quality and impact of scientific publications and other initiatives, rather than solely on their quantity.

Line of action 4.5.4. Incorporate specific weightings associated with educational outcomes into the regulated tuition fees, considering the efficiency of students' academic progress and the graduates' employment.

Line of action 4.5.5. Incorporate mechanisms that encourage the diversification of HEI revenue sources, with the aim of reducing their dependence on public funding and strengthening their capacity to finance institutional development initiatives.



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Colabora

