

TVETCHILE:
**Governing the educational and labour market
trajectories of secondary TVET graduates in Chile**

Funder: ESRC-CONICYT
Project dates: 1/2/2016 – 30/11/2018
Core team members: Leandro Sepúlveda (Co-PI), Oscar Valiente (Co-PI), María José Valdebenito (Co-I), Adrián Zancajo (Co-I) Carolina González (RA) and Daniel Leyton (RA).

Introduction

This document provides a general overview of the context, objectives, analytical framework and methodology of the TVETCHILE project. The focus of project is to investigate how education policies affect the post-school trajectories of secondary TVET graduates in different local and regional socioeconomic contexts in Chile. By expanding the research evidence on TVET policies and their effects on young populations, the project aims to contribute to current debates around the social and educational goals attributed to TVET, the role of local and regional actors in supporting youth transitions and the importance of understanding young people's experiences and life projects when designing education policy reforms. We also expect that the evidence produced for the case of Chile will contribute to wider international debates on TVET and international development, what is a priority for many international agencies today.

Context

Chile has experienced considerable educational expansion over the past few decades as a result of the growing demand for education from individuals and families and the positional competition for qualified jobs in the formal sector of the economy. While in the past TVET policies were designed to offer educational opportunities for disadvantaged youth seeking a quick insertion in the labour market, today the orientations and the objectives of these policies are less clear given the larger number of secondary TVET graduates that pursue tertiary education and combine education and work in their trajectories after schooling. In this context, TVET continues to be a strategic sector for improving the skills of most disadvantaged youth over their life course but the transitions of these students from secondary to tertiary education and from education to work are becoming more problematic due to the high stratification of tertiary education supply, the scarcity of qualified jobs in the economy and the poor coordination of local and regional actors in supporting these transitions.

TVET is a very important component of secondary education in Chile. The total number of students under this system exceeds 180,000 young people and represents the 43% of the total enrollment in the last years of secondary education. Most of the TVET student population comes from low-income sectors of society; in fact, 65% of the young population from the poorest quintile that is attending upper secondary education is enrolled in TVET (Sevilla, 2012; Ortiz, 2011). Although originally the TVET sector was developed to provide students an early entry into work, today a significant percentage of graduates continue their studies in higher education, particularly in technical courses at the tertiary level. In recent years, research has indicated that the educational and career trajectories of these young people are more complex and, in many cases, do not correspond to the economic sector of the training received in secondary education. (Larragaña et al, 2014; Sepúlveda et al, 2011). Also, TVET graduates that continue their studies in higher education show high desertion rates, although research is scarce on the factors that explain this situation. (Arias et al, 2015; Farías y Carrasco, 2012).

From the standpoint of public policy, current TVET system is the result of a large educational reform carried out in 1998 that aimed to integrate initial TVET provision within the secondary education system, that established a TVET curriculum based on competencies and regulated the involvement of the business sector in the definition of TVET programmes and graduate profiles (Miranda, 2005). Since then, government initiatives have been directed to support the implementation of educational centers that provide technical training, being observed weaknesses in the impact of this training model, the type of trajectories experienced by graduates of the system, and evident limitations on the articulation of the secondary TVET and higher levels of the educational system (Sevilla, Farías y Weintraub, 2014).

There is wide agreement that public policy debates have paid little attention to TVET in Chile (Ministry of Education, 2009). Although political discourses rhetorically emphasized the importance of TVET for better preparing young people for the demands of the economy and the labour market; TVET has played a marginal role within national educational initiatives for a long time (OECD, 2004; 2009; 2015). Nowadays, it seems that this landscape is changing and TVET is gaining momentum due to its relevance for the education and training of lower-income population (Ministry of Education, 2009). On the other hand, research on TVET in Chile remains weak, especially in the consideration of the expectations, aspirations and trajectories of TVET graduates and its policy implications (Bucarey y Urzúa, 2013; Sepúlveda y Valdebenito, 2014).

Research objectives

The project aims to critically analyse the orientations and objectives of TVET policies in Chile, their compatibility and contradictions with the aspirations of secondary TVET graduates, and their intended and unintended effects on the educational and labour market trajectories of these young people in different regional and local settings. Against this background, the project is structured around three main objectives:

1. To understand the orientations and objectives of national TVET policies, the wider economic and educational imaginaries where these policies are framed, and the agendas of the main actors involved in the definition of these policies. The analysis of TVET policy discourses should allow us to elucidate the educational, economic and social goals and functions attributed to TVET, to interpret the specific expectations put forward towards TVET students, and to explore potential intended and unintended effects of the policies on the post-school trajectories of TVET graduates.
2. To investigate the re-contextualization and enactment of TVET policies by regional and local actors; the interaction of these policies with regional economies, educational institutions and labour markets; and how these processes configure the structures of opportunity available to secondary TVET graduates. This implies mapping out regional and local policy networks and examining existing mechanisms of coordination, devices of support to transitions, as well as (mis)matches, absences and redundancies.
3. To enquire, from the perspective of secondary TVET graduates, into the compatibility of TVET policies with personal interests and aspirations, and the possibility for individuals to mobilize resources and create subjective meaning for building life projects. This requires understanding the aspirations and expectations of secondary TVET students in different moments of their trajectories, their perceptions of the opportunities available to them, and how these vary across the different socioeconomic profiles of young people (i.e. gender).

Analytical framework

Conceptually, the project is based on three major theoretical perspectives – Cultural Political Economy (Jessop, 2010; Sum & Jessop, 2013), Life Course Research (Walther,

2006; Heinz et al., 2009) and Governance Perspective (Bevir, 2013; Rhodes, 1997). The original idea of combining these three theoretical perspectives for analysing the relationship between national policies, local/regional networks and individual trajectories was first developed within the preparatory meetings of the Horizon 2020 Project YOUNG_ADULLLT ‘Policies Supporting Young People in Their Life Course’ (<http://www.young-adulllt.eu/>) and later adopted in the TVETCHILE project. The logic behind this decision was that the combination of the three theoretical approaches provides an interdisciplinary framework that brings together contributions and analytical tools from critical policy studies, political economy and sociology of youth transitions, which have proved to be very useful traditions in the analysis of the issues covered by this project. It is important to keep in mind that while each of the three theoretical perspectives may seem more relevant to one of the three research modules of the project (see Table 1 in section *Research design*), they should not be though isolated one from another. In other words, none of the theories should be confined to just one of the research modules. On the contrary, it is the combination of the three theoretical perspectives in the conceptualisation of research questions for each of the modules of the project that ensures the analytical coherence of the whole research and that makes possible the integration of research findings from the three modules within one body of evidence.

Cultural Political Economy (CPE) is a recent analytical approach in the social sciences and in policy studies to the “analysis of the articulation between the economic and the political and their embedding in broader sets of social relations.” (Jessop, 2010, p. 337; see also Jessop & Sum, 2013) It highlights the relevance of the cultural dimension in understanding and analysing the complexity of social formations such as policies. It points to the fact that education policies always reflect selective interpretations of problems, explanations of their cause, and preferred solutions. By emphasizing aspects of variation, selectivity and retention of policies’ focus and approach, their objectives and orientations as well as their definitions of target groups, CPE invites us to analyse policies as the articulation of semiotic (cultural) and extra-semiotic (structural) moments, thus focusing on aspects of semiosis, agency, technologies, and structuration and their interaction (Jessop, 2010, p. 339). Some of the research questions that CPE helps us address, amongst others, are:

- What are the different orientations and objectives of TVET policies in Chile and what educational and economic imaginaries drive them?
- What factors explain the policy changes in TVET policymaking and the selection and retention of new policy agendas?

- How the different policy discourses construct the needs of secondary TVET students, the societal expectations towards them and what policy technologies are adopted in order to ensure compliance from practitioners and beneficiaries?

A *Governance Perspective* calls attention to important shifts in perspective in the political field. These shifts in perspective refer to using the term to conceptualize the coordination of social activities for which traditionally terms such as ‘steering’, ‘governing’, ‘control’, ‘interdependence’ had been preferred hitherto (Rhodes, 1997). In this sense ‘governance’ is the result of different concurrent forms of collective regulation of social issues that include actors from different spheres of society (state, market, family, civil society) operating at different scales (global, national, local) and influencing the production and distribution of social goods (e.g. education) in different ways. This theoretic-analytical model is particularly useful to analyse the level of coordination in regional/local settings among the different agents within the state, the economy, the labour market, civil society, and not least young people in the field of TVET as what refers to the supply and demand for skills. Some of the research questions that the governance perspective helps us address, amongst others, are:

- Which are the main actors involved in national, regional and local TVET policy networks and how the governance activities are distributed among them?
- What is the level of coordination between the activities of educational and non-educational actors, and between national and local actors, in supporting the trajectories of TVET graduates?
- What are the main barriers and opportunities for developing arrangements between these actors and which regional/local good practices can be identified?

Life Course Research relates to the fact that policies, in particular education and training policies, represent public interventions that aim to bring about preferred visions of personal and social development. It highlights the need to consider how individual lives (the biography) are embedded in institutional macro-social framings (the life course) such as labour market, welfare and education/training programmes, but also in ephemeral framings like social inequality (Walther, 2006; Heinz et al., 2009; Furlong & Cartmel, 2007). Research in this field has highlighted overall social developments such as rapid demographic change and life course de-standardisation processes, showing that the course and sequence of the phases in the life courses can no longer be taken for granted but are becoming increasingly insecure and uncertain, especially for young people. LCR offers us an established research methodology to look into the individual and subjective dimensions, investigating the vastly diverse living conditions of young

adults in Chile, their plurality in terms of youth cultures, life styles, young people's life projects, professional choice and trajectories in the labour market, in particular with reference to gender, social class and other dynamics (Nilsen et al., 2012). Some of the research questions that LCR helps us address, amongst others, are:

- What are the career expectations and aspirations of TVET graduates in Chile and how are these shaped by their gender and family background?
- What is the value they attribute to education and work in their career choices?
- How they perceive the opportunities available to them and what cultural resources they mobilise in their educational and labour market trajectories?
- What are their perceptions of social expectations underlying TVET policies and initiatives and how they negotiate these expectations in order to create subjective meaning?

Research questions

Within the analytical framework of the project, the main research questions are:

1. What educational and economic imaginaries frame the orientations and objectives of TVET policies in Chile, what are the drivers and barriers to policy change in TVET and what are the potential intended and unintended effects of these policies on the post-school trajectories of secondary TVET students?
2. How regional and local institutions and networks of actors re-contextualize and enact TVET policies in different political economy contexts, what mechanisms of coordination exist between them and how this does affect their ability to support secondary TVET graduates in their educational and labour market transitions?
3. How secondary TVET graduates in different post-school trajectories and in different moments of their transitions perceive and make sense of the social expectations and the opportunities available to them, and what resources they mobilize to articulate long term life projects?

Research design and methodology

The project is designed as a multilevel qualitative research at national, local and individual levels that correspond to the three modules of the study (see table 1 below).

At the *national level* (Module 1), the project will map TVET policies and programs, will analyse the content of policy documents, regulations and media debates, and will interview relevant international and national policy actors in different areas of government and beyond government that have been involved in TVET policymaking. In this module, the team will carry out around 20 interviews with different profiles of informants that will include: national authorities and technocrats in the ministries of education and labour, representatives of public entities and private corporations responsible for vocational training, teachers' and students' unions, officials from international organisations with influence in TVET policymaking in Chile, employers' associations and chambers of commerce, tertiary education managers responsible for students' access and support. Topics covered in these interviews will include:

- participation in TVET policy developments;
- the social and economic roles attributed to TVET;
- level of achievement of the TVET policy goals;
- barriers and facilitators to the effectiveness of TVET policies;
- networks of collaboration and opposition;
- mechanisms of influence;
- expectations towards TVET graduates;
- proposals for innovation and improvement.

At the *local level* (Module 2), the project will conduct case studies in three regions/localities with a specific focus in one economic activity of special significance in each of the three localities (manufacture and IT in the Metropolitan Region of Santiago, transport and commerce in Valparaiso and mining in Antofagasta). Fieldwork in this module will involve ten interviews in each locality (a total of 30 interviews), among others, with: local implementers, school leaders, tutors, trainers, tertiary education providers, employers, unions and local chambers of commerce. It is expected that these interviews will allow to identify:

- development plans for the region/sector;
- contribution of TVET to skills formation;
- short and long term demand for skills;
- participation in the planning/coordination of the regional skills system;
- relationships between actors;
- their methods of coordination;
- their different logics of action;

- and potential best practice initiatives to support the trajectories of secondary TVET graduates.

Finally, at the *individual level* (Module 3), the project will carry out extensive fieldwork with a sample of TVET students and graduates from the three local case studies from module 2. On the one hand, three secondary TVET schools (ensuring diversity of type of ownership: public, private aided and managed by employers' association) in each locality (9 schools in total) will be selected. A survey will be administered in two moments, first among students in the last semester of their studies, and one year later with the same students once they had finalized their studies and are in different educational and labour market situations. We will organize focus groups in the three schools and in-depth interviews with a theoretical sample of secondary TVET graduates in different post-school trajectories and profiles. Selection of students will consider gender balance and other academic and socioeconomic characteristics of the students. Six types of trajectories have been identified in accordance to the relation of TVET graduates with education and the world of work (continuation of studies, combination of education and work, world of work) and the level of continuity with the area of study (continuity/discontinuity). For each type of trajectory, three in-depth interviews will be carried out (18 in-depth interviews in total), in order to ask students about:

- their transitions;
- their life projects;
- their level of satisfaction with the education and training they received;
- their perception of the labour market opportunities available to them;
- the level of support they received in their trajectories.

The analysis of the qualitative evidence from the study will follow standardized procedures of recording, transcription and analysis. The analysis of the information gathered through interviews and focus groups will follow the technique of content analysis in order to characterize predominant discourses from subjects in their respective contexts and facilitate later interpretation from the researchers.

Table 1. TVETCHILE Research modules

	Module 1	Module 2	Module 3
Title			

	TVET Policies in Chile: a critical analysis of dominant policy discourses	Local and regional dynamics of TVET in Chile: a governance perspective	Educational and labour market trajectories of secondary TVET graduates in Chile: antecedents and challenges for public policies
Objectives	To analyse the orientations and objectives of national TVET policies, the wider imaginaries where these are framed, the agendas of the actors involved, the expectations towards to secondary TVET students, and the potential intended and unintended effects on their post-school trajectories.	To examine how institutions and actors govern the trajectories and transitions of secondary TVET graduates in different sociocultural and economic local/regional contexts.	To understand the aspirations and expectations of secondary TVET students, how they are shaped by the perceptions of the available of opportunities to them and how they change in different moments of their education and labour market trajectories for different profiles of students (i.e. gender).
Theoretical framework	Main (CPE) Secondary (GOV + LCR)	Main (GOV) Secondary (CPE + LCR)	Main (LCR) Secondary (GOV + CPE)
Research questions	<ul style="list-style-type: none"> - What are the orientations and objectives of TVET policies? - What are the main policy imaginaries driving TVET policymaking? - What is the role the social and economic 	<ul style="list-style-type: none"> - Who are the main actors involved in TVET at local/regional level? - What are the main policy orientations of these actors? - What are the mechanisms of coordination between them? 	<ul style="list-style-type: none"> - What are the expectations and aspirations of TVET graduates? - What value they attribute to education and work in their life projects? - What differences do exist between the life

	<p>role assigned to TVET?</p> <ul style="list-style-type: none"> - Who are the main actors involved in the definition of national TVET policy agendas and to what extent do their interpretations differ and are in conflict? - How do different policy discourses construct secondary TVET students as a target group? - What are the expectations towards secondary TVET graduates? - What are the potential intended and unintended effects of these policies on the post-school trajectories of TVET graduates? 	<ul style="list-style-type: none"> - What are the barriers and facilitators to this coordination? - To what extent their activity shapes the structures of opportunity of TVET graduates in their localities/regions? 	<p>projects of TVET graduates?</p> <ul style="list-style-type: none"> - What factors (gender, studies, etc) account for these differences? - What are their perceptions of the opportunities available to them in education and the labour market and what resources they mobilize? - How TVET graduates evaluate their own educational experience and what aspects of this experience are more important for them? - How TVET graduates articulate long term plans and to what extent they (mis)match their initial expectations?
Methods	<p>Analysis of policy documents and semi structured interviews with policymakers (N=20)</p>	<p>Semi structured interviews with education and labour market stakeholders (N=30)</p>	<p>Secondary data analysis, longitudinal survey, focus groups and in depth interviews (TVET students pre and post graduation in 9 schools)</p>
Core team	<p>Valiente (lead), Leyton, Sepulveda and Zancajo.</p>	<p>Valdebenito (lead), Gonzalez, Valiente and Zancajo.</p>	<p>Sepulveda (lead), Gonzalez, Leyton and Valdebenito.</p>

Timeline

The development of the work plan is structured around three stages:

1. During the first stage (6 months), the project will make the necessary arrangements for the start of the study (formalizing the agreement with the two research councils and the internal paperwork in both institutions, recruiting research assistants, inviting a group of four relevant experts and stakeholders to become members of the advisory board of the study, and setting up the website of the project), the project will also carry out a literature review and a coordination meeting in Glasgow in order to develop the analytical framework and the research tools of the study, and it will make contact and negotiate arrangements with the relevant institutions in order to get access to the informants in modules 1 & 2 of the study.

2. During the second stage (21 months), the project will start by clearing ethical procedures and setting up confidentiality agreements. During this stage the project will gather and analyze firstly the empirical data for modules 1 & 2 and later for module 3. After completion of fieldwork for modules 1 & 2 the whole team will meet in Santiago de Chile in order to discuss the findings from these modules and present the initial results in a workshop with national and local TVET policymakers and stakeholders, and in an international seminar with experts from Chile and Latin America. After integrating the feedback from these events and from the advisory board of the study, two research articles and two policy briefs will be produced as the result of modules 1 & 2.

3. During the third and final stage of the project (7 months), the team will produce a research article based on the evidence from module 3, another policy brief and will prepare an integrated report systematizing the work from the whole study that will be the initial manuscript for the book. The whole team will participate in an international seminar in Santiago de Chile to present the final findings of the study to a high-level audience composed by international organizations, national policy-makers and stakeholders, and key local actors from the three case studies. After the realization of the event, the team will manage the demands to present our work in Chile and abroad according to researchers availability and the potential impact of the events.

Impact

In order to unpack and make an effective impact in the communities involved in policy making, beneficiaries and stakeholders related to TVET, the research project contemplates different activities organised according to the main research stages described in the case for support with the aim to improve the participation, voice and engagement of different actors involved in TVET by allowing them to contribute to the thinking and making of TVET policies, and influence the research process from its outset. In the first stage of the research, a process of mapping the field of the different actors involved will be developed in order to identify and incorporate new and misrecognised actors in the field and to engage them with the research process by opening formal spaces of work, reflexion and raising awareness of the issues at stake in the research process and policy making. For this purpose the research project will implement the following strategies:

Advisory Group

The project will establish an advisory group who will be sent updates on progress and emergent findings of the study and will provide feedback to the research team. The advisory group will receive the updates three times during the course of the project, just before the finalisation of the three stages of the research. The group, who will correspond through electronic means, will be composed by one national policymaker, one representative of the business sector, one international expert in TVET from Latin America, and one official from an international organization. Members of the advisory group will be recruited through our extensive network of professional contacts and will be selected in terms of their ability to feed information into the machinery of policy and practice in a timely manner and to influence agendas in Chile and in other middle-income and low-income countries.

Knowledge exchange seminars and workshops

A series of knowledge events will be organised with different actors interested and working on the development of VET policies such as policymakers and practitioners from different spheres: Ministry of Education; curriculum; Superintendencia de

Educación; National Board of Education; National Service of Training and Employment (SENCE); representatives of international organizations – BID; OIT, OCDE-, TVET students and workers organizations (e.g. unions). One workshop with national and local TVET policymakers, stakeholders and practitioners will be held in Santiago de Chile during the second stage of the research, and one international seminar with international experts and national policymakers will also be held in Santiago de Chile during the third a final stage of the project. The main aims of the knowledge exchange events are:

1. To socialize the research objectives and their relevance for the TVET policies and constitute working groups of potential users of the research findings.
2. To discuss and raise awareness on the ways policies and institutional arrangements shape TVET young-adults' trajectories and aspirations,
3. To generate deliberative discussions among actors regarding how actual policies orientations may take into account the educational and work trajectories featured by TVET young adults, and their aspirations,
4. To further engage actors to the research project by introducing their interests, questions, and their experiences in the production of analytic, methodological and ethical instruments of the research to be developed.

Each knowledge exchange event will address the 4 objectives proposed. In the meetings, the research team will present emerging findings from the research illustrating the main issues at stake in the policymaking of TVET in Chile with the purpose of stimulating the conversation between the working groups. The working groups will collaborate generating a series of documents containing specific tasks (e.g. questions, tasks, and dynamics of discussion) with their opinions, reflexions and interests.

Online presence and policy briefs

A project website will be in place from the start of the research and will be updated regularly throughout to provide access to project information, working papers and blog entries. This will be linked to our respective university sites such as the University of Glasgow Centre for International Development and the School of Education Centre Robert Owen for Educational Change. The site will include details of all publications linked to the project, planned dissemination events and details for those interested in contacting the research team. The research team will also maintain a dialogue through

the institutional Twitter accounts so as to maintain an engagement with interested parties, publicizing project progress and posting more substantial documents as well as seeking responses from those with an interest in the area youth, skills and international development.

Three policy briefs and corresponding blog entries will also be published on the project website with the objective of reaching policymakers and practitioners and a non-technical briefing paper will be printed and distributed to key individuals and government departments with an interest in issues around TVET and youth labour market. Two more blog entries will also be published in other websites: one in the Robert Owen Centre blog and another one in the NORRAG blog with the aim to rapidly disseminate information on the research findings internationally.

We will also produce press releases to place information in the public sphere at appropriately chosen times.

List of references

Arias, E. et al, (2015) Educación Técnica Profesional en Chile [Technical and Vocational Education and Training in Chile; BID [Inter-American Development Bank], Santiago
[https://publications.iadb.org/bitstream/handle/11319/6881/Educacion tecnico profesional Chile.PDF](https://publications.iadb.org/bitstream/handle/11319/6881/Educacion_tecnico_profesional_Chile.PDF)

Bevir, M. (Ed.) (2013). *The SAGE Handbook of Governance*. Los Angeles et al.: SAGE.

Bucarey, A. y Urzúa, S. (2013) El retorno económico de la educación media técnico profesional en Chile [Economic return to vocational secondary education in Chile] *Estudios Públicos* 129 pp.1-48

Farías, M. y Carrasco, R. (2012) Diferencias en resultados académicos entre educación técnico-profesional y humanista-científica en Chile [Differences in learning outcomes between technical-professional education and scientific-humanistic education in Chile]. *Calidad en la educación* n.36 pp. 87-121

Furlong, A. and Cartmel, F. (2007) *Young People and Social Change: New Perspectives*, (fully revised 2nd Edition) Open University Press, Buckingham

Heinz, W. (2009) "Youth transitions in age of uncertainty" en Furlong, A. (ed.) *"Handbook of youth and young adulthood; new perspectives and agendas"* London: Routledge.

Heinz, Walter R., Huikink, J., Swader, C. S., Weymann, A. (Eds.) (2009). General Introduction. In Heinz, W. R., *The life course reader: individuals and societies across time*. Frankfurt/Main: Campus. pp. 15-30.

Jessop, B. (2010). Cultural Political Economy and Critical Policy Studies. *Critical Policy Studies*, Vol. 3, Nos. 3-4: 336-356.

Larrañaga, O. Cabezas, G.; Dusillant, F. (2014) Trayectorias educacionales e inserción laboral en la enseñanza media técnico profesional [Educational path and labor market insertion in secondary vocational schools] *Estudios Públicos* 124 pp.7-58

Ministerio de Educación de Chile, (2009) Bases para una política de formación técnico-profesional en Chile [foundations for a policy of vocational training in Chile]; Santiago

Ministerio de Educación de Chile, (2014) Una nueva educación para Chile; documento base para los diálogos temáticos [A new education for Chile; base document for the thematic dialogues]; Santiago

Miranda, M. "Transformaciones de la Educación Media Técnico Profesional" [Transformation of Secondary TVET in Chile] en Cox, C. ed. (2005) "Políticas educacionales en el cambio de siglo: La reforma del sistema escolar en Chile"; Ed. Universitaria, Santiago

Nilsen, A., Brannen, J. & Lewis, S. (Eds.) (2012). *Transitions to parenthood in Europe. A comparative life course perspective*. Bristol: Policy Press.

OECD (2014) Skills Beyond School; Synthesis Report <http://www.oecd.org/edu/skills-beyond-school/Skills-Beyond-School-Synthesis-Report.pdf>

OECD (2014), Chile, in Education at a Glance 2014: OECD Indicators, OECD Publishing, Paris. <http://dx.doi.org/10.1787/eag-2014-46-en>

OECD (2015) Better Policies Series - Chile: Policy Priorities for Stronger and more Equitable Growth <http://www.oecd.org/chile/chile-policy-priorities-for-stronger-and-more-equitable-growth.pdf>

OECD & World Bank (2009) Reviews of National Policies for Education: Tertiary Education in Chile; Ministerio de Educación de Chile

Ortiz, I. (2011) Situación ocupacional de los jóvenes egresados de la educación media: comparación entre los egresados de la formación técnico-profesional y la

humanista-científica 196 [Employment situation of young graduates of secondary education: a comparison between the graduates of technical-professional training and humanistic-scientific training] *Estudios pedagógicos* [online]. 2011, vol.37, n.2 pp. 181-196

Rhodes, R.A.W. (1997). *Understanding Governance. Policy Networks, Governance, Reflexivity and Accountability*. Buckingham: Open University press.

Sepúlveda, L. y Valdebenito, M.J. (2014) Aspiraciones y proyectos de futuro de estudiantes de enseñanza técnica-profesional ¿Es pertinente un sistema diferenciado en la enseñanza media? [*Aspirations and projects for the future of high school students of professional technical studies: Is it relevant a diverse high school education system?*] *POLIS* vol. 13, n° 38 pp. 597-620

Sepúlveda, L.; Ugalde P. & Campos, F. (2011) La Enseñanza Técnico Profesional en Chile: orientaciones actuales desde la perspectiva de sus actores [TVET in Chile: Present orientations from its actor's perspectives]; Centro de Estudios MINEDUC: Evidencias para Políticas Públicas en Educación: selección de Investigaciones Tercer Concurso FONIDE, Santiago.

Sevilla, P. (2012) Educación Técnica Profesional en Chile: Antecedentes y Claves de Diagnóstico [Technical and Vocational Education and Training in Chile: Background and Key Diagnostics]; Centro de Estudios Ministerio de Educación.

Sevilla, P. Farías, M y Weintraub, M. (2014) Articulación de la educación técnico profesional: una contribución para su comprensión y consideración desde la política pública [Articulation of vocational technical education: a contribution for its comprehension and consideration in public policy] *Calidad en la Educación* n.41, pp. 83-117

Sum, N.-L., & Jessop, B. (2013). *Towards a Cultural Political Economy. Putting Culture in its Place in Political Economy*. Cheltenham, UK/Northampton, MA, USA: Edward Elgar.

UNESCO (2012) Transforming Technical and Vocational Education and Training Building skills for work and life; Main working document; <http://unesdoc.unesco.org/images/0021/002160/216065e.pdf>

Walther, A. (2006). Regimes of youth transitions: Choice, flexibility and security in young people's experiences across different European contexts. *Young*, 14(2), 119-139.

