

## CLOSING THE GAPS IN HIGHER EDUCATION AND THE VET STRATEGY OF UNIVERSITY OF PLAYA ANCHA, VALPARAISO, CHILE



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Higher Education in Cities and Regions  
- For Stronger, Cleaner and Fairer Regions

## Education, VET and Innovation

“The challenges of Education are the challenges for Tertiary VET and Innovation is the key to better quality in instruction and in co-ordination. New arrangements in the way we ( universities, schools, citizens and local authorities) do things, will build the right environment to improve Valparaiso's education”

( Patricio Sanhueza, Rector University of Playa Ancha)



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“Chile's success in moving from an elite to a mass tertiary education system, while maintaining education quality, is due in large measure to its willingness to implement new policy approaches”.

( Tertiary education in chile – OECD and IBRD / The World Bank 2009)



## CLOSING THE GAPS IN HIGHER EDUCATION IN CHILE : Remarkable improvements in the last two decades



- Education and training is placed in the core of the the nation's strategy
- Fast-increasing participation in post-compulsory education.
- Upper secondary graduation rates, up from 46% in 1995 to 71% in 2007 (OECD, 2009)
- Improving schooling quality (first in LATAM, PISA 2009 ; from "poor" to "fair", Mackinsey Report 2010)

## VET in Chile

- Compulsory education includes eight years of basic education (educación básica) and four years of secondary education (educación media).
- During the first two years of secondary education students follow a general curriculum. During the last two years they choose between the general track (EMCH) (2/3) and the vocational track (EMTP) (1/3).

Source: OECD Learning for Jobs, OECD Reviews of Vocational, Education and Training (Chile: A First Report by Viktória Kis and Simon Field)

# VET Challenges in Chile



- Elements of the VET system are weakly connected to each other, both in institutional and curricular terms..
- The literacy and numeracy skills of 15 year olds in Chile are not as strong as they should be
- Workplace training, as part of VET programmes, is weakly developed.
- Many VET teachers and trainers have the same qualification as the one they teach towards and do not have any other qualifications.
- Arrangements to link the mix of VET provision to labour market needs are weak.
- There are no systematic mechanisms for the assessment of learning outcomes in upper secondary VET.
- Careers guidance for VET students is relatively weak.

SOURCE: Learning for Jobs: OECD reviews of vocational education and training – Chile: A first report © oecd 2009

## VALPARAISO REGION



- One of the 15 Chilean regions, located in the center of Chile with an area of 16,396.1 km<sup>2</sup>.
- 1.6 million inhabitants (2008), 10.6% of the nation's population, and with a density of 103 inhabitants per km<sup>2</sup>.
- Valparaiso is the second most competitive region in Chile, with 9% of the Chilean 2008 GDP (€ 7,346 Million)
- Cluster strategy for **Knowledge**, Food, Tourism and Logistics industries (29,3 % and 42,4 % of regional GDP and Labour)
- SMEs account for more than 99 % of companies

## CLOSING THE GAPS IN HIGHER EDUCATION IN VALPARAISO, CHILE



The HE industry ( all Universities and VET institutions) of Region of Valparaiso, the second larger in HE, engaged in 2009 into an ambitious program, **Estudia en Valparaiso** ( formerly KONOSUR), using a cluster-based approach, to gain HE industry regional competitiveness via job market, employability and services to students.

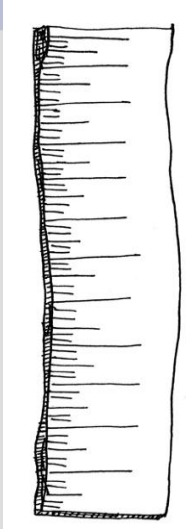


## THE VET STRATEGY OF UNIVERSITY OF PLAYA ANCHA, VALPARAISO, CHILE

- **Initiated in 90's decade by present Rector**
- **Playa Ancha Siglo XXI Program launched Nov. 2009: A territorial approach (Valparaiso's Playa Ancha stakeholders & neighbors ) for local development**
- **Reshape ( and revalue) University of Playa Ancha's Instituto Tecnológico and Training OTEC, the leading orgs in VET with a win-win approach with university's scholars and employees, local employers, local VET schools and other stakeholders.**
- **A university-employers advisory council to understand and accomplish labour market needs**
- **A systematic effort to certify quality standards**



## NEXT STEPS



- A new pact, a new central organisation for change and new leadership for a new phase (under the “fourth way” strategy?):

### A NEW POLICY FRAMEWORK

- Reinforce public education relevance for a more equity-driven approach
- Keep focused on less-wealthy student

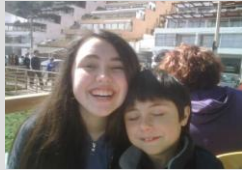
## NOT TO FORGET

***“It is a system thing, not a single thing”***

***“The quality of an education system cannot exceed the quality of its teachers”***

***“The only way to improve outcomes is to improve instruction”***

***“High performance requires every child to succeed”***



GRACIAS  
THANK YOU