

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 km².

.1.6 million inhabitants (2008), 10.6% of the nation's population, and with a density of 103 inhabitants per km².

.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.

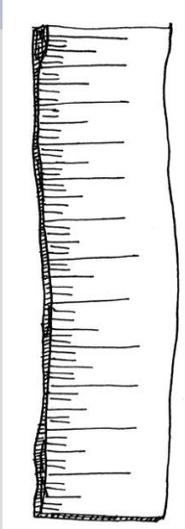


THE VET STRATEGY OF UNIVERSITY OF PLAYA ANCHA, VALPARAISO, CHILE

- **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