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National Strategy for Technical and Vocational Education and Training



2020

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Index of Acronyms

CAFTP: Technical and Vocational Education and Training Advisory Board

CFT: Technical Training Center

CNA: National Accreditation Commission

CNED: National Education Council

CORFO: Chilean Economic Development Agency

CCM: Mining Competency Council.

CPC: Confederation of Production and Commerce

EMTP: Secondary Technical and Vocational Education

ESTP: Higher Technical and Vocational Education

FTP: Technical and Vocational Education and Training

IP: Professional Institute

MCTP: Technical and Vocational Qualifications Framework

PNUD: United Nations Development Program

SNA: National Society of Agriculture

SENCE: National Training and Employment Service.

SOFOFA: Federation of Chilean Industry

UNESCO: United Nations Educational, Scientific and Cultural Organization

Technical and Vocational Education and Training (FTP) Advisory Board

The Technical and Vocational Education and Training Advisory Board, as established by the Law on Higher Education No. 21,091, is appointed by Supreme Decree No. 323/2018 and chaired by the Minister of Education.

In line with the provisions of these regulations, the Advisory Board prepared the following National Strategy for Technical and Vocational Education and Training (FTP), with the assistance of a group of experts, specialists, and the Technical Secretariat, in order to guide the development and implementation of public policies defined in this area. According to the aforementioned Law, the National FTP Strategy must be reviewed and updated every five years.

To achieve the result presented here, the FTP Advisory Board participated in ten sessions and fourteen working meetings, from December 2018 to December 2020.

Board Members

Raúl Figueroa Salas: Minister of Education

María José Zaldívar Larraín: Minister of Labor and Social Security

Ignacio Briones Rojas: Minister of Finance

Lucas Palacios Covarrubias: Minister of Economy, Trade and Tourism

Jorge Poblete Aedo: Undersecretary of Education

Juan Eduardo Vargas Duhart: Undersecretary of Higher Education

Arsenio Fernández Calatayud: General Manager, SNA Educa

Raúl Figueroa Salas: President of the United Workers' Central of Chile

Cristóbal Philippi Irrázaval: General Manager of the Training and Employment Corporation, SOFOFA

Francisco Silva Bafalluy: Executive Secretary of the Commission of the National Labor Competency Certification System.

Hernán Burdiles Allende: President of the National Accreditation Commission

Juan Manuel Santa Cruz Campaña: National Director of the National Training and Employment Service.

Juan Pablo Guzmán Aldunate: President of the Council of Accredited Professional Institutes and Technical Training Centers.

Juan Sutil Servoin: President of the Confederation of Production and Commerce

Marcelo Núñez Iribarren: President of the IES TP CRUCH Council of Rectors

María Elena Villagrán Paredes: Representative of the National Council of Rectors of State-owned CFTs.

Pablo Terrazas Lagos: Executive Vice President, Production Development Corporation

Paulina Araneda Díaz: Counselor of the Education Quality Agency

Pedro Montt Leiva: Chairman of the National Education Council

Expert Guests

Carlos Díaz Vergara: Rector del Instituto Profesional Duoc UC

Hernán Araneda Díaz: Gerente de Desarrollo Humano de Fundación Chile

Juan Esteban Dulcic: Gerente de Recursos Humanos de Nestlé

Joaquín Villarino Herrera: Presidente Ejecutivo del Consejo Minero de Chile

Luis Eduardo Prieto Fernández de Castro: Rector del CFT e IP INACAP

María Jesús Honorato Errázuriz: Coordinadora de la Unidad de Currículum y Evaluación, Ministerio de Educación

Representatives

Alejandro Espejo Silva : Comisionado del Consejo Nacional de Educación

Ana Bell Jara: Coordinadora del Programa Formación para el Trabajo, Central Unitaria de Trabajadores

Carolina García Larraín: Directora de Capital Humano, Confederación de la Producción y del Comercio

Felipe Vial Tagle: Jefe División Empresas de Menor Tamaño, Ministerio de Economía

Fernando Alvear Artaza: Gerente General de la Confederación de la Producción y el Comercio

Francisca Dussaillant Lehmann: Coordinadora de Política Laboral, Ministerio de Hacienda

Gastón Ramos Velasco: Director de Empleabilidad y Vinculación con el Medio, Duoc UC

María Olivia Costa Albertini: Asesora de la Dirección Nacional del Servicio Nacional de Capacitación y Empleo

Pabla Ávila Fernández: Jefa de Centros Evaluadores y Articulación Técnico Profesional, Comisión del Sistema Nacional de Certificación de Competencias Laborales

Pablo Kusnir Avendaño: Gerente de Educación, Corporación de Capacitación y Empleo SOFOFA

Verónica Fincheira Herrera: Gerente General del Consejo de Competencias Mineras

Viviana Pardo Muñoz: Coordinadora de Programas de Capital Humano, Corporación de Fomento de la Producción (Corfo)

Technical Secretariat

Mónica Brevis Saldaño: Head of the Division of Higher Technical and Vocational Education, Ministry of Education

María Ignacia Aybar Sommer: Advisor to the Undersecretary of Labor, Ministry of Labor and Social Security

Andrés Pérez Nicolás: Executive Secretary of Secondary Technical and Vocational Education, Ministry of Education.

Paola Ibáñez Cantillana: Head of the Technical Professional Strengthening Unit of the Division of Higher Technical and Vocational Education, Ministry of Education.

Hans Wolfgang Schlechter Stecher: Professional of the Studies Unit, Ministry of Labor and Social Security

Alejandra Villarzú Gallo: UNESCO Expert

Cristián Carrère Álvarez: UNDP Support

Introduction

Technical and Vocational Education and Training (FTP) is composed of the following levels: training, certification of labor competencies, secondary and higher vocational education, linked to the economic sectors, is an indispensable pillar in the development of the country, in the transformation of the economy towards sustainability and the recovery of employment after the current crisis that has hit Chile and the world. The existence of a coordinated and coherent system of Technical and Vocational Education and Training allows raising the standard of labor skills of people, providing not only greater productivity to society but also a better quality of life for people. This relevance is also accompanied by a high level of complexity, since FTP is understood from a lifelong learning perspective, which occurs at different times and places. This allows people to move between training and the constantly changing world of work, becoming a learning society.

In order to analyze and propose alternatives with a systemic approach, an Advisory Board was convened for the first time in August 2016, aimed at developing public policies for strengthening FTP and coordinating institutional actors in favor of a shared purpose. From that first instance, the Council worked on the definition of a national policy for FTP. In 2018, Law No. 21,091 on Higher Education was enacted, which establishes, in its Article 16, the requirement for a National FTP Strategy and a set of minimum elements that must be considered. It is from this milestone that the Ministry of Education convenes the Technical and Vocational Education and Training Advisory Board to resume the strategic work, not only to face this new task assigned by the law, but also to review the vision of FTP in light of all the challenges imposed by the new regulations and the dynamism of the Technical and Vocational subsystem.

The National FTP Strategy, presented here, is the response to these challenges developed by the Technical and Vocational Education and Training Advisory Board (CAFTP). This proposal emerges as the result of a long history, in which actors from the world of education, and from the labor and public agencies that are part of the system have participated. During this stage of work, the Technical and Vocational Training

Advisory Board, CAFTP, has met ten times, and the board members have participated, through committees, in fourteen task groups. Advisors, representatives, and guests from the main agencies, both from the public and private sectors, have worked generously with the Technical Secretariat to discuss the FTP that Chile deserves and needs.

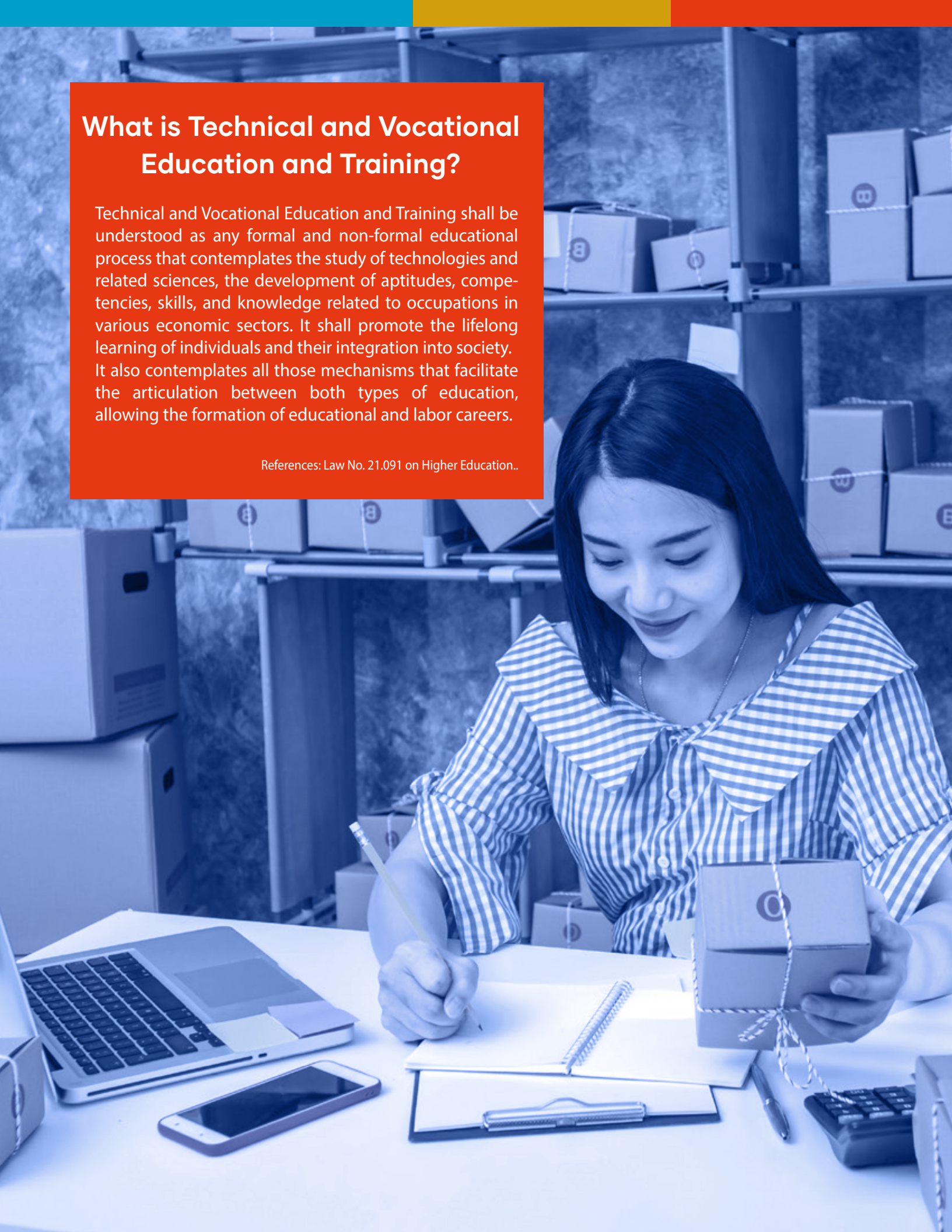
In this work, the Technical and Vocational Training Advisory Board, CAFTP, has not started from scratch: it has explicitly recognized the contribution made by the commissions that have preceded it and the progress achieved. Mention must be made of the contribution that institutions and companies have made in the development of the Technical and Vocational Qualifications Framework and the participation of workers and employers in the processes of evaluation and certification of labor competencies, and their articulation with the world of training. These experiences and the development of public policies in this area, which have been systematized in various key reports, have helped to strengthen the diagnosis of FTP gaps that must be addressed as a priority. Among these gaps are the current barriers that people encounter in the development of their educational and labor careers, and therefore in their life projects, and the still incipient linkage between the training sector and the world of work.

To address these and other critical issues, this Strategy considers a focus on coordinating the system and strengthening the elements and subsystems that comprise it, prioritizing actions that have an impact on the entire training system. An example of this is the focus on facilitating the construction of careers, considering the Technical and Vocational Qualifications Framework as the articulating axis of the system. Likewise, the coordinated participation of organizations from the world of work in the training system, as well as the articulation of initiatives aimed at improving quality and development at the territorial level, seek to promote a systemic development of the different elements that FTP requires at the different training levels.

What is Technical and Vocational Education and Training?

Technical and Vocational Education and Training shall be understood as any formal and non-formal educational process that contemplates the study of technologies and related sciences, the development of aptitudes, competencies, skills, and knowledge related to occupations in various economic sectors. It shall promote the lifelong learning of individuals and their integration into society. It also contemplates all those mechanisms that facilitate the articulation between both types of education, allowing the formation of educational and labor careers.

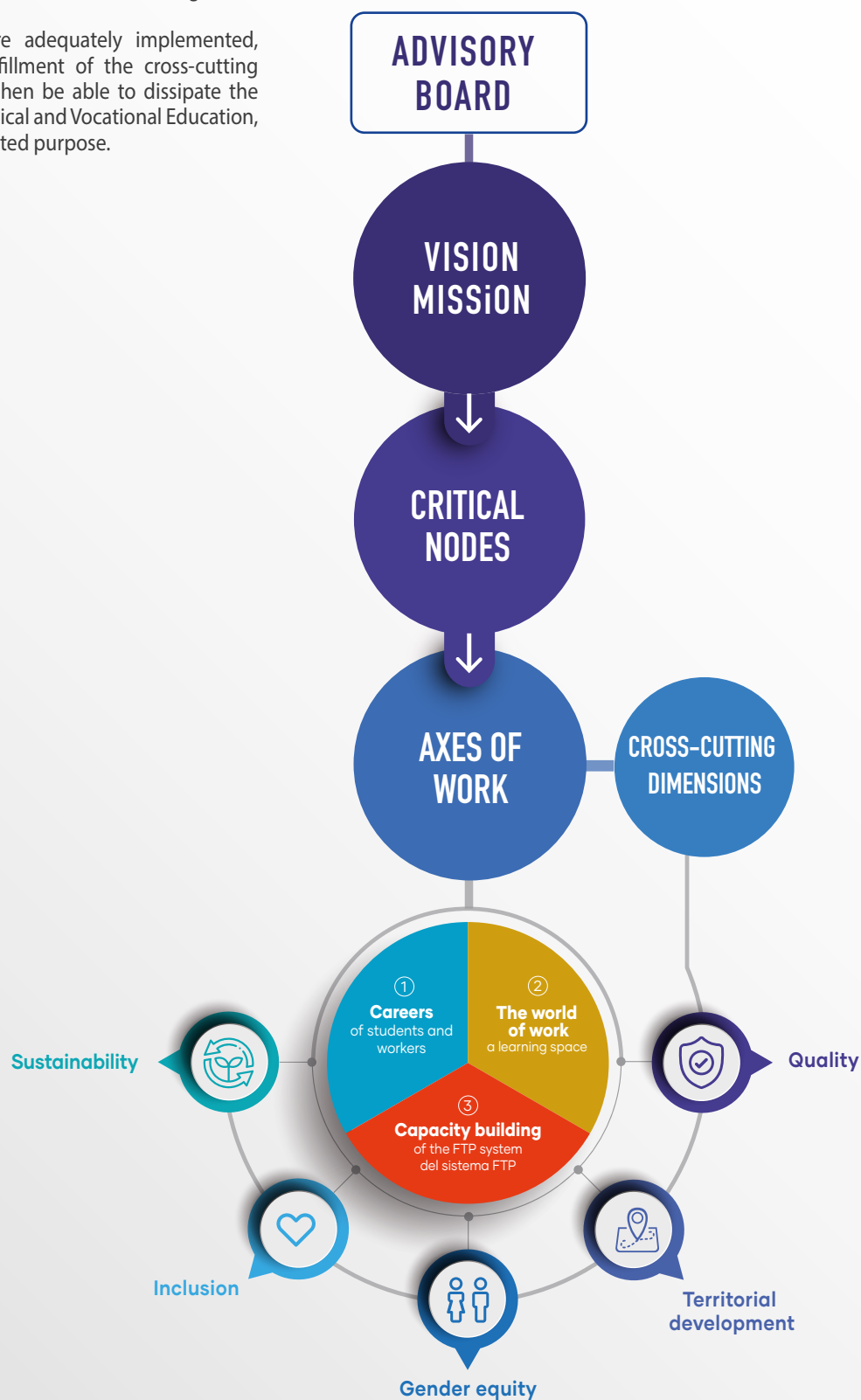
References: Law No. 21.091 on Higher Education..



Strategic Map

There are four elements that make up the National FTP Strategy. All of them coexist in a close causal relationship, which underlies the central argument of the document:

If the work axes are adequately implemented, safeguarding the fulfillment of the cross-cutting dimensions, we will then be able to dissipate the critical nodes of Technical and Vocational Education, thus achieving the stated purpose.





A **VISION** for FTP:

To contribute to the transformation of the country, training highly qualified technicians and professionals who will contribute to the sustainable development of Chile, raising the quality of life of people, the workforce and productivity.

The **MISSION** that unites us:

Ensuring the development of the diversity of talents and capabilities of people throughout their lives, in accordance with the economic, social and sustainability needs of the country, contributing to a more equitable Chile, with greater social mobility and decent work.

Critical Nodes

In order to achieve the mission and vision of the FTP, it will be necessary to face a series of challenges. At present, there are gaps between the real and ideal capacities of the training system, which must be addressed with care and determination, in honor of the fulfillment of the greater good that drives us. These critical nodes are:

1. Barriers to the development of educational and employment careers.
2. A fragmented governance.
3. Incipient linkage between the training sector and the labor market.
4. Limited information available for decision making.
5. Gaps in quality assurance.
6. Disconnect between the characteristics of FTP and its financing.

These challenges were identified from the review of five reports previously selected based on their relevance to the Technical and Vocational system:

Report No. 1: Bases for a Technical and Vocational Education and Training Policy in Chile, published by MINEDUC in 2009.

Report No. 2: Skills Training for Work in Chile, published by the National Productivity Commission (CNP) in 2018.

Report No. 3: National Strategy for Technical and Vocational Education and Training, developed by the Ministry of Education (MINEDUC) with support from the United Nations Educational, Scientific and Cultural Organization (UNESCO), published in 2018.

Report No. 4: Training, Competencies, and Productivity. Proposal to improve technical education in Chile, prepared by the Confederation of Productivity and Commerce (CPC), the Public Policy Center of the Pontificia Universidad Católica of Chile, INACAP and DuocUC, and published in 2019.

Report No. 5: Chilean Labor Market for the Fourth Industrial Revolution, developed by the Latin American Center for Economic and Social Policies (CLAPES-UC), of the Universidad Católica de Chile, and also published in 2019.

¹ In addition, complementary studies are considered to reinforce specific issues.

CRITICAL NODES



AXES OF WORK

The National FTP Strategy has three main lines of work and five cross-cutting dimensions to resolve the critical issues mentioned above.

Each axis has a specific focus to which its respective courses of action contribute. At the same time, each course of action has short-, medium- and long-term activities, which are presented in point 9 of this document. These activities are the most concrete elements of the National FTP Strategy, which will be implemented by a group of actors at a given time. For each course of action of the National FTP Strategy, a definition is presented, making clear the objective sought. It also mentions the institutions that will participate in its implementation. In this regard, it should be noted that in each course of action there is more than one actor, which shows the importance of coordination in the implementation of the National FTP Strategy. In each case, the critical nodes that each course of action seeks to resolve are also identified, as well as the cross-cutting dimensions involved.

The main axes and their respective courses of action are as follows:

1. Careers of students and workers

- Course of action 1: Institutional framework proposal for the Technical and Vocational Qualifications Framework, MCTP
- Course of action 2: Mechanism for identifying, assessing, and recording qualifications
- Course of action 3: Training and employment routes for formal, non-formal and informal education based on qualifications
- Course of action 4: Information system oriented to the needs of the FTP system
- Course of action 5: Vocational and career guidance system

2. The World of Work, a learning space

- Course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.
- Course of action 2: Alternance training for FTP.
- Course of Action 3: communication plan to improve the valuation of technical and vocational education and training in the world of work and in society

3. Capacity building of the FTP system

- Course of action 1: Articulation of FTP development bodies at the regional level
- Course of action 2: Strengthening innovation, entrepreneurship, and technology transfer
- Course of action 3: Articulation of initiatives aimed at improving the quality of FTP.
- Course of action 4: Technical capacity building program for key FTP's key players.

On the other hand, it is interesting to note that there are relationships of dependence or support between the courses of action, even between courses of action of different axes. For example, it is expected that the design of the institutional Technical and Vocational Qualifications Framework (course of action 1 of the axis "Students and Workers' Careers") will have a positive impact on the coordinated participation of organizations from the labor market in FTP (course of action 1 of the axis "World of Work, a Learning Space"). To show these relationships of dependence and support, it is mentioned, in each course of action, which other courses can be considered as supportive in the execution of the described course of action.

Cross-cutting dimensions

The cross-cutting dimensions correspond to fundamental principles that the National FTP Strategy should promote. These dimensions are incorporated into the activities of each course of action when relevant, either in their description, or in the short-, medium-, long-term actions, or both.

The following is a brief definition of the five cross-cutting dimensions of the National FTP Strategy:

5 Cross-cutting Dimensions



Quality: Quality in Technical and Vocational Education and Training corresponds to the attributes achieved by the educational process, according to pre-established standards, to achieve certain key objectives, including the employability of graduates and the relevance of competencies according to the requirements of the labor market.



Territorial development: According to Law No. 21,091 on Higher Education, territorial development is promoted through coordination initiatives in the territorial dimension with regional governments, municipalities, the economic sector, and other local actors.



Gender equity: Gender equity, according to Law No. 20,820 that creates the Ministry of Women and Gender Equity, and modifies the legal norms it indicates, includes identical or differentiated treatment between men and women those results in a total absence of any form of arbitrary discrimination against women because they are women, with respect to the enjoyment and exercise of all their human rights.



Sustainability: According to Law No. 19,300 on the general bases of the environment, sustainability is "the process of sustained and equitable improvement of the quality of life of people, based on appropriate measures for the conservation and protection of the environment, so as not to compromise the expectations of future generations".



Inclusion: Educational inclusion is a process aimed at guaranteeing the right to a quality education to all students under equal conditions, paying special attention to those who are most excluded or at risk of being marginalized. For its part, labor inclusion, according to Law No. 21.015, which encourages the inclusion of people with disabilities in the labor market, corresponds to the prohibition of "any act of arbitrary discrimination that results in exclusions or restrictions, such as those based on race or ethnicity, socioeconomic status, language, ideology or political opinion, disability, religion or belief, union membership or participation in trade organizations or lack thereof, sex, sexual orientation, gender identity, marital status, age, affiliation, personal appearance or disease, which are intended to nullify or alter the equality of opportunity or treatment in employment".

Axes of Work and Cross-cutting dimensions



1

Careers of students and workers

Axis No^a 1 focuses, as its name indicates, on educational and labor careers, a fundamental concept of the National FTP Strategy.

Careers correspond to the set of learning and work experiences of a person over time. Therefore, the purpose of this axis is to generate the necessary conditions in FTP to enable people to build their own careers according to their interests and capabilities, in order to improve their quality of life and in coherence with the country's development needs.

To this end, the axis has 5 courses of action, in which the Technical and Vocational Qualifications Framework (MCTP) emerged as a key instrument.





COURSES OF ACTION

1 Institutional framework proposal for the Technical and Vocational.

Description: Developing a proposal for the institutional design necessary for the implementation of the Technical and Vocational Qualifications Framework, MCTP, and for the development of the functions associated with the set of public-private institutions involved. This institutional design should contribute to the transformation of the FTP in order to fulfill its purpose.

Actors involved: Ministry of Education; Ministry of Labor and Social Security; Ministry of Finance; and Ministry of Economy, Development and Tourism.



Critical nodes that the line of action seeks to solve

N°1: Barriers to the development of educational and employment careers.

N°2: A fragmented governance.

N°3: Incipient linkage between the training sector and the labor market.



Current initiatives

- Qualifications Framework.
- ChileValora Sectorial Organizations.
- ChileValora's Catalog of Job Profiles.



Other courses of action that support

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Cross-cutting dimensions



Quality



Gender equity



Inclusion

1 Careers of students and workers

COURSES OF ACTION

2

Mechanism for identifying, assessing, and recording qualifications.

Description: Implementing a validated methodology for the identification and registration of qualifications for all levels and modalities of the FTP system and of national scope, as well as guidelines for the evaluation and recognition of qualifications, in order to support the legibility, quality and relevance of the training system. Additionally, a registry of qualifications should be designed and implemented. This initiative should be aligned with the institutional framework of the Technical and Vocational Qualifications Framework, MCTP.

Actors involved: Ministry of Education, ChileValora, Sence.



Critical nodes that the line of action seeks to solve

N°1: Barriers to the development of educational and employment careers.

N°3: Incipient linkage between the training sector and the labor market



Current initiatives

- Qualification's framework and their respective sectoral populations
- Chile Valora's Catalog of Job Profiles
- Eleva Program



Other courses of action that support

Axis 1, course of action 1: Institutional framework proposal for the Technical and Vocational Qualifications Framework, MCTP

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Axis 3, course of action 4: Technical capacity building program for key FTP's players.

Cross-cutting dimensions



Quality



COURSES OF ACTION

3

Training and employment routes for formal, non-formal and informal education based on qualifications.

Description: Designing, implementing, and promoting labor-training routes and articulation mechanisms that generate greater permeability in the FTP system and in the training sector in general, minimizing barriers in the development of people's educational and labor careers. This will require progress in the harmonization of training programs at different levels with the training and labor routes in relation to the Technical and Vocational Qualifications Framework, MCTP.

Specifically, training and employment routes are itineraries available in the qualifications system that function as options for people to build their individual careers.

Actors involved: Ministry of Education, National Training and Employment Agency, Sence, ChileValora, training institutions at all levels, evaluation and certification centers, continuous training teams of companies.



Critical nodes

that the line of action seeks to solve

N°1: Barriers to the development of educational and employment careers.



Current initiatives

- MINEDUC - ESTP Articulation Agreement
- Formative routes of settlement in the mining sector
- Training routes for 4.0 maintenance population
- Training routes for the logistics sector population
- Training routes for the information technology sector population
- Formative routes of tourism sector settlement



Other courses of action that support

Axis 1, course of action 1: Institutional framework proposal for the Technical and Vocational Qualifications Framework, MCTP

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Cross-cutting dimensions



Quality



Territorial development



Gender equity



Inclusion



Sustainability



COURSES OF ACTION

4

Information system oriented to the needs of the FTP system.

Description: Having a relevant information system for all actors involved in technical and vocational education and training: training institutions, public and private agencies, companies, students, and workers, which considers labor prospecting and the analysis of the existing training offer. The system will assist with the delivery of data for strategic decision making, highlighting its linkage with the Technical and Vocational Qualifications Framework, MCTP, and the incorporation of the five cross-cutting dimensions in the collection, analysis, and dissemination of information.

Actors involved: Ministry of Labor and Social Security, Ministry of Education, training institutions and organizations from the world of work and workers (ChileValora's Sectoral Labor Competency Bodies; Competency Councils, and related groups).



Critical nodes

that the line of action seeks to solve

N°4: Limited information available for decision making.



Current initiatives

- Labor Observatory, Sence.
- DestinoEmpleo, ChileValora.
- Workforce Studies, Mining Competency Council.
- Higher Education Access System, Ministry of Education.
- Higher Education Information System (SIES)
- Indexes, National Education Council



Other courses of action that support

- No dependence.

Cross-cutting dimensions



Quality



Territorial development



Gender equity



Inclusion



Sustainability



COURSES OF ACTION

5

Vocational and Career Guidance System.

Description: Having a vocational and labor guidance system that considers existing experiences and addresses the needs of people in the development of their educational and labor careers. Its linkage with the Technical and Vocational Qualifications Framework, MCTP, and the Higher Education Access System, as well as the incorporation of the five cross-cutting dimensions in its design and implementation, is worthy of mention.

Actors involved: Ministry of Education, Ministry of Labor and Social Security, training institutions and organizations from the world of work and workers (ChileValora's Sectoral Labor Competency Bodies; Competency Councils, and related groups).

**Critical nodes**

that the line of action seeks to solve

- N°3: Incipient linkage between the training sector and the labor market.
- N°4: Limited information available for decision making.

**Current initiatives**

- Higher Education Access System
- Municipal Labor Information and Intermediation Offices
- EligeCarrera
- Portal MiFuturo.cl

**Other courses of action that support**

Axis 1, course of action 4: An information system oriented to the needs of the FTP system.

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 3, course of action 1: Articulation of FTP development bodies at the regional level.

Cross-cutting dimensions**Quality****Territorial development****Gender equity****Inclusion****Sustainability**

②

The world of work a learning space

Axis N°2 focuses on the participation of the world of work in the FTP system in Chile. International experience has conclusively demonstrated that the greater the link between the technical-vocational training system and the labor sector, the better the results in the labor market, in the country's productivity and in people's living conditions.

Therefore, the objective of this axis is to strengthen and consolidate the participation of the economic sectors and workers in the training system.

Specifically, the axis is composed of three courses of action that contribute to the aforementioned focus.





COURSES OF ACTION

1 Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Description: Encouraging the organized participation of economic sectors and workers, e.g., ChileValora's Sectoral Labor Competency Bodies; Competency Councils, and related groups. Designing a plan that promotes the coordination of the diversity of organizations. In turn, this course of action considers making the necessary adjustments to allow the incorporation of these organizations into the FTP institutional framework.

Actors involved: Ministry of Labor and Social Security, Ministry of Education, National Economic Development Agency Corfo and labor and workers' organizations (ChileValora's Sectoral Labor Competency Bodies; Competency Councils, and related groups).



Critical nodes

that the course of action seeks to solve

- Nº2: A fragmented governance.
- Nº3: Incipient linkage between the training sector and the labor market.
- Nº6: Disconnect between the characteristics of FTP and its financing.



Current initiatives

- Sectorial Labor Competencies Organizations, ChileValora.
- Maintenance Competency Council.
- Mining Competency Council.
- Tourism Human Capital Board.
- Construction Human Capital Formation Council.
- Energy Human Capital Board.



Other courses of action that support

Axis 1, course of action 1: Proposal for the institutional framework of the Technical and Vocational Qualifications Framework, MCTP.

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Axis 3, course of action 4: Technical capacity building program for key FTP's players.

Cross-cutting dimensions



Territorial development

②

**The world
of work**
a learning
space

COURSES OF ACTION

2

Alternance
training for FTP.

Description: Generating the conditions for young people and adults to develop a relevant part of their training outside the main place of study, such as in companies, other technical and vocational education institutions, civil society organizations or other spaces. To this end, the design and implementation of a quality, sustainable and gender-sensitive alternance training strategy for the entire FTP system is considered.

Actors involved: Ministry of Education, National Training and Employment Agency Sence, quality assurance agencies, training institutions and company continuing education teams.



Critical nodes

that the course of action seeks to solve

N°3: Incipient linkage between the training sector and the labor market.

N°5: Gaps in quality assurance.



Current initiatives

- Alternance Training Strategy Manual for the Secondary Technical and Vocational Education, EMPT.



Other courses of action that support

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 3, course of action 1: Articulation of FTP development bodies at the regional level

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Axis 3, course of action 4: Technical capacity building program for key FTP's players.

Cross-cutting dimensions



Quality



Gender
equity



COURSES OF ACTION

3

Communication plan to improve the valuation of Technical and Vocational Education and Training in the world of work and in society.

Description: Creating a plan that communicates the strengths and characteristics of FTP, emphasizing training and labor careers, the participation of the world of work in the training system as a differentiating feature, the focus on work and its role as an engine of social and productive development. This plan will communicate the progress made in the implementation of the National FTP Strategy, reinforcing the current value of the FTP system, and demonstrating its progressive strengthening with a view to Chile's sustainable development and an increase in the quality of life of people, the labor force and productivity.

Actors involved: Ministry of Education; Ministry of Labor and Social Security; Ministry of Economy, Development and Tourism; National Economic Development Agency Corfo; training sector organizations, and labor and workers' organizations (ChileValora's Sectoral Labor Competency Bodies; Competency Councils; and related groups).



Critical nodes

that the course of action seeks to solve

N°1: Barriers to the development of educational and employment careers.



Current initiatives

- Campaña #EligeSerTP.



Other courses of action that support

Axis 1, course of action 1: Institutional framework proposal for the Technical and Vocational Qualifications Framework, MCTP

Axis 1, course of action 2: Mechanism for identifying, assessing, and recording qualifications

Axis 1, course of action 3: Training and employment routes for formal, non-formal and informal education based on qualifications

Axis 1, course of action 4: An information system oriented to the needs of the FTP system.

Axis 1, course of action 5: Vocational and Career Guidance System

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 2, course of action 2: Alternance training

Axis 3, course of action 1: Articulation of FTP development bodies at the regional level

Axis 3, course of action 2: Strengthening innovation, entrepreneurship, and technology transfer.

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Axis 3, course of action 4: Technical capacity building program for key FTP's players.

Cross-cutting dimensions



Quality



Territorial development



Gender equity



Inclusion



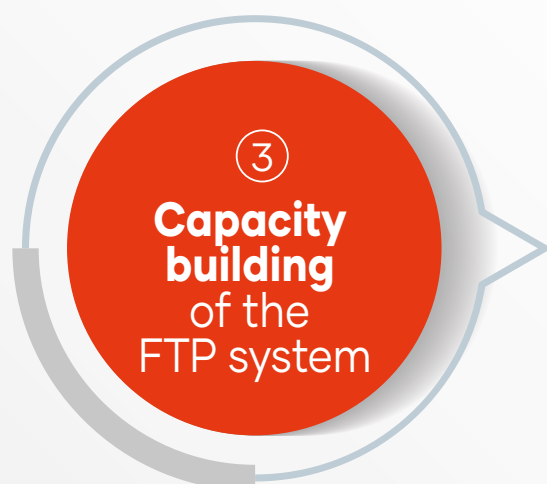
Sustainability

③ Capacity building of the FTP system

Axis N°3 focuses on the systemic nature of FTP. In this sense, the axis seeks to improve coordination among the entities linked to the quality of training, relevance, and territorial deployment of the FTP system. It also seeks strengthen the technical competencies of actors in key issues, such as the Technical and Vocational Qualifications Framework, MCTP, the cross-cutting dimensions of the National FTP Strategy, and innovation, entrepreneurship, and technology transfer, all of which are key components of FTP. The aim is to have quality processes that respond to the specificities of technical training, generating collaborative instances throughout the territory.

To meet this challenge, four courses of action were established.





COURSES OF ACTION

1 Articulation of FTP development bodies at the regional level.

Description: Facilitating the coordination of key actors and strengthening networks between training institutions, companies, public agencies, and other key actors dedicated to strengthening FTP at the territorial and sectoral levels. To this end, coordination and experience and knowledge sharing bodies will be created and a roadmap will be designed to strengthen FTP in the territories, including the articulation of these regional bodies with the institutional framework of the MCTP and with the organizations of the economic and workers' sectors. This course of action responds to the provisions of Law No. 21,091, specifically Article 16, letter J), regarding the "promotion of the sustainable development of the country and the regions".

Actors involved: Ministry of Education; Ministry of Labor and Social Security; Ministry of Economy, Development and Tourism, National Training and Employment Agency Sence, National Economic Development Agency Corfo, and territorial networks and their participants: training institutions, local public agencies, and organizations from the world of work and workers.



Critical nodes

that the course of action seeks to solve

Nº2: A fragmented governance.

Nº3: Incipient linkage between the training sector and the labor market.

Nº6: Disconnect between the characteristics of FTP and its financing.



Current initiatives

- Futuro Técnico Network of the Ministry of Education.



Other courses of action that support

Axis 1, course of action 4: Information system oriented to the needs of the different actors of the FTP system.

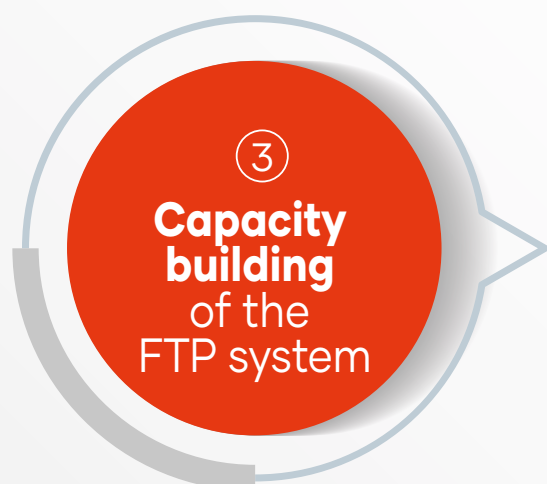
Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 2, course of action 2: Alternance training for FTP.

Cross-cutting dimensions



Territorial development



COURSES OF ACTION

2

Strengthening innovation, entrepreneurship, and technology transfer.

Description: Accelerating the incorporation of tools and knowledge of innovation, entrepreneurship, and technology transfer in the work of training centers to increase their impact on the productive and social environment and link it with the training of their students. To this end, it seeks to design and implement a public-private initiative on innovation, entrepreneurship and technology transfer that also responds to the cross-cutting dimensions of the National FTP Strategy.

Actors involved: Ministry of Education; Production Development Corporation; Ministry of Economy, Development and Tourism; National Economic Development Agency Corfo; Ministry of Labor and Social Security; training institutions and companies.



Critical nodes

that the course of action seeks to solve

Nº3: Incipient linkage between the training sector and the labor market.

Nº5: Gaps in quality assurance.

Nº6: Disconnect between the characteristics of FTP and its financing.



Current initiatives

- 2030 IP-CFT Program.



Other courses of action that support

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

Axis 3, course of action 1: Articulation of FTP development initiatives at the regional level

Axis 3, course of action 3: Articulation of initiatives aimed at improving the quality of FTP.

Axis 3, course of action 4: Technical capacity building program for key FTP's players.

Cross-cutting dimensions



Quality



Territorial development



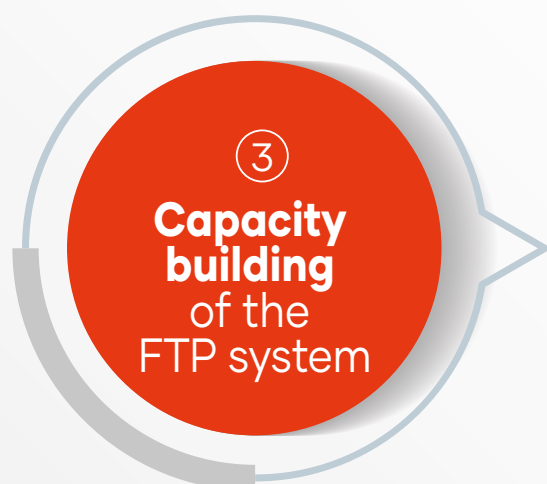
Gender equity



Inclusion



Sustainability



COURSES OF ACTION

3

Articulation of initiatives aimed at improving the quality of FTP.

Description: Promoting coordination initiatives among the various mechanisms, processes, and tools for quality assurance in formal, non-formal and informal education, in order to strengthen the technical and vocational education and training system. In particular, it seeks to promote initiatives that allow progress in the harmonization of the Technical and Vocational Qualifications Framework, MCTP, and the quality processes in force.

Actors involved: Ministry of Education, Ministry of Labor and Social Security, National Training and Employment Agency Sence, ChileValora, National Accreditation Commission, Education Quality Agency, National Education Council, Superintendence of Education and Superintendence of Higher Education.



Critical nodes

that the course of action seeks to solve

Nº1: Barriers to the development of educational and employment careers.

Nº2: A fragmented governance.

Nº5: Gaps in quality assurance.



Other courses of action that support

Axis 1, course of action 1: Institutional framework proposal for the Technical and Vocational Qualifications Framework, MCTP

Axis 1, course of action 2: Mechanism for identifying, assessing, and recording qualifications

Axis 2, course of action 1: Coordinated and active participation of the organizations of the economic and workers' sectors in the FTP system and its institutional framework.

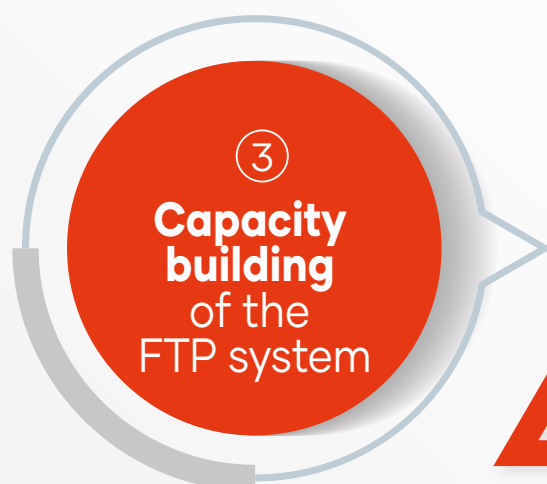
Axis 2, course of action 2: Alternance training for FTP.

Axis 3, course of action 4: Technical capacity building program for key FTP's players.

Cross-cutting dimensions



Quality



COURSES OF ACTION

4

Technical capacity building program for key FTP's players.

Description: Implementing a capacity building initiative whose objective will be to have professionals from the world of training and work, with the knowledge and skills to face the challenges of FTP and the correct implementation of the National FTP Strategy. In particular, the initiative will deal with the following topics: Technical and Vocational Qualifications Framework; innovation, entrepreneurship, and technology transfer; and the five cross-cutting dimensions of the National FTP Strategy: quality, gender equity, inclusion, territorial development, and sustainability.

Actors involved: Ministry of Education, Ministry of Labor and Social Security, National Economic Development Agency, Corfo, National Training and Employment Agency, Sence, ChileValora, training institutions and companies.



Critical nodes

that the course of action seeks to solve

Nº3: Incipient linkage between the training sector and the labor market.

Nº4: Limited information available for decision making.

Nº5: Gaps in quality assurance.



Other courses of action that support

Axis 1, course of action 1: Institutional framework proposal for the Technical and Vocational Qualifications Framework, MCTP

Cross-cutting dimensions



Quality



Territorial development



Gender equity



Inclusion



Sustainability



934

**TECHNICAL-VOCATIONAL
HIGH SCHOOLS, OF WHICH
112 ARE BICENTENNIAL
TECHNICAL-VOCATIONAL
HIGH SCHOOLS**

86

**INTEGRATED ADULT
EDUCATION CENTERS AND
THREE-SHIFT HIGH
SCHOOLS OFFERING
SECONDARY TECHNICAL
AND VOCATIONAL
EDUCATION FOR ADULTS**

42

**TECHNICAL TRAINING
CENTERS, OF WHICH 12 ARE
STATE-OWNED.**

39

**PROFESSIONAL
INSTITUTES**

3.239

**TECHNICAL
TRAINING
AGENCIES**

30

**EVALUATION AND
CERTIFICATION
CENTERS**

2020 DATA

Minimum contents of the National Technical and Vocational Education and Training (FTP) Strategy

Law No. 21,091 on Higher Education establishes, in Article 16, that the National Strategy must consider a set of elements that it details. These requirements are broken down into 11 letters and consider various issues, such as the "analysis of productive development trends", "intersectoral coordination mechanisms", "labor market insertion" and "promotion of employability", among other topics.

The National FTP Strategy responds to the provisions of Article 16 through courses of action and their respective short, medium and long-term actions. In order to better demonstrate this response, the following table shows the minimum content indicated in Law No. 21,091 and how this is addressed in the National FTP Strategy.

a) The analysis of productive, social, and cultural development trends in each of the country's regions.

The National FTP Strategy, in its course of action 4 of axis 1, establishes the creation of a relevant information system for all actors involved in technical and vocational training: training institutions, public and private agencies, companies, students and workers. This system will be in charge of elaborating studies on productive, social, and cultural development trends in each of the country's regions.

b) Analysis of the training offer and the demand for technicians and professionals by the productive sector, public administration, institutions linked to social and cultural development and other regional and national sectors.

The National FTP Strategy, in its course of action 4 of axis 1, establishes the creation of a relevant information system for all actors involved in technical and vocational training: training institutions, public and private agencies, companies, students and workers. This system will be in charge of analyzing the training offer and the demand for technicians and professionals.

c) Definition of strategic development areas for technical and vocational education and training

The National FTP Strategy, in its course of action 1 of axis 2, promotes the coordinated and active participation of the productive sector and workers' organizations in the FTP system, which should participate in the definition of strategic development areas.

d) Recommendations to educational institutions and the productive sectors regarding the articulation of the educational offer, with emphasis on those plans and programs that need to be prioritized.

The incipient linkage between the training sector and the world of work is one of the main critical nodes established by the National FTP Strategy, which in turn is the cause of the aforementioned disarticulation. In order to solve this problem, the Technical and Vocational Qualifications Framework and its respective populations are considered as the main tool. In the National Strategy, this is present in courses of action 1, 2 and 3 of axis 1. It is also expected to make progress with the articulation through courses of action 1 and 2 of axis 2, and courses of action 1, 2 and 4 of axis 3.

e) Recommendations to the Undersecretariat and to the committees mentioned in article 12, on the design of the processes and instruments of the Access System, in relation to the professional technical subsystem.

The National FTP Strategy establishes, in course of action 5 of axis 1, the creation of a vocational and labor orientation system to assist people in the design and development of their training-labor careers. This initiative should be linked to the Access System.

- f) Proposals on intersectoral coordination mechanisms between the Ministry of Education, the Ministry of Labor and Social Security and the Ministry of Economy, Development and Tourism, on issues related to Technical and Vocational Education and Training, and also to propose coordination initiatives in the territorial dimension with regional governments, municipalities, the productive sector, and other local actors.**

The National FTP Strategy refers to coordination at the territorial level, in course of action n°1 of axis 3. At the national level, the main coordination body is the Advisory Board for Technical and Vocational Education and Training, with the participation of the Ministry of Education, the Ministry of Labor and Social Security, and the Ministry of Economy, Development and Tourism.

- g) A strategy of labor insertion and employability promotion aimed at students and workers to enhance the development of their educational-labor careers.**

The National FTP Strategy establishes, in course of action 5 of axis 1, the creation of a vocational and labor orientation system to assist people in the design and development of their training-labor careers- This initiative should consider the design of labor market insertion strategies and the promotion of employability. The National FTP Strategy also establishes, in its course of action 2 of axis 2, important advances in the training in alternance training in Chile, which is expected to have a positive impact on people's employability.

- h) The establishment of priority lines of research, development, and innovation.**

With respect to research, course of action 4 of axis 1 establishes the creation of a relevant information system for all actors involved in technical and vocational education and training: training institutions, public and private agencies, companies, students, and workers. With respect to development and innovation, course of action 2 of axis 3 refers to the strengthening of innovation, entrepreneurship, and technology transfer.

- i) A linkage strategy between the levels of secondary technical and vocational education and higher technical and vocational education and university education, as well as with the adult education modality at the secondary technical and vocational education level.**

The difficulties related to the linkage between subsystems, levels and training modalities are addressed in the first critical node of the National FTP Strategy. To solve this problem, three courses of action were created, linked to the MCTP and quality assurance. Specifically, courses of action 1, 2 and 3 of axis 1.

- j) Proposals that promote technical and professional education relevant to the training of its students and the promotion of the sustainable development of the country and the regions, as appropriate.**

The National FTP Strategy postulates that the relevance of the training offer will be improved through a series of transformations to the FTP system. Specifically, the progressive installation of the Qualification Framework (courses of action 1, 2 and 3 of axis 1), the coordinated and active participation of the productive sector and workers' organizations in the FTP system (course of action 1 of axis 2), the creation of an information system (course of action 5 of axis 1), the scaling up of alternance training (course of action 2 of axis 2), the articulation of development bodies at the territorial level (course of action 1 of axis 3) and the articulation of initiatives aimed at improving quality (course of action 3 of axis 3).

- k) Proposals for continuing education starting in secondary education, including intermediate exits and connections that facilitate people's educational and labor career..**

The National FTP Strategy seeks to improve the permeability of the FTP system in general, especially through the progressive installation of the Technical and Vocational Qualifications Framework, MCTP. Specifically, through courses of action 1, 2 and 3 of axis 1.



NEXT STEPS

The National FTP Strategy seeks to strengthen Technical and Vocational Education and Training by improving coordination among all its participants, incorporating the world of work with more emphasis at each stage of the training process and focusing on people and their educational and labor careers. Now that these objectives have been established, as well as the critical issues that lie in the way and the courses of action to resolve them, it is essential to ensure the correct execution of the National FTP Strategy. In other words, although the Strategy points the way forward, it is now important to do it correctly, i.e., focusing on quality.

For the implementation of the National Strategy, a management mechanism will be developed that will establish how progress will be made in the development of the work axes and their respective courses of action. This management mechanism seeks to organize the participation of the actors that are part of the FTP system and to sustain over time the shared vision and established priorities beyond the respective government administrations. In this way, it is expected that the National FTP Strategy will become a State policy. The management mechanism also makes it possible to ensure the necessary coordination among the multiple actors for the implementation of the courses of action.

To this end, it is expected that the work of the National FTP Strategy will contain follow-up actions carried out by the Technical and Vocational Education and Training Advisory Board and its Technical Secretariat on a periodic basis, also developing work meetings in groups by the respective axes of the Strategy. Given that the National FTP Strategy is organized around three axes, work meetings will be required for each axis with members or representatives of the FTP Advisory Board. In each of these working meetings, members of the Technical and Vocational Training Advisory Board, CAFTP, will accompany the participating actors in the fulfillment of the annual work plan associated with the development of the courses of action and will assist in the achievement of the indicators of the respective axis. In turn, the outcome of these meetings will be reported to the Advisory Board, whose mission will be to safeguard the systemic vision of the National FTP Strategy, raising the pertinent alerts and proposing adjustments to the work plan for the fulfillment of the indicators of the National FTP Strategy. The work meetings by axis should be held at least once a year and the CAFTP at the beginning and end of the year.

The Technical Secretariat will have the functions of coordinating the participating actors, generating the contents, and systematizing the necessary information. The Secretariat will have a control panel for strategic management, where the axes, courses of action-, short-, medium- and long-term actions and indicators of the National Strategy will be made explicit. In this context, the Technical Secretariat will be responsible for generating the inputs for the proper functioning of the Technical and Vocational Training Advisory Board, CAFTP, and the implementation of this strategy.



ESTRATEGIA NACIONAL

FORMACIÓN

TÉCNICO

PROFESIONAL

