



## Linkage of Public Employment Services (SPEs) with vocational education systems and information systems: Continuing Education System

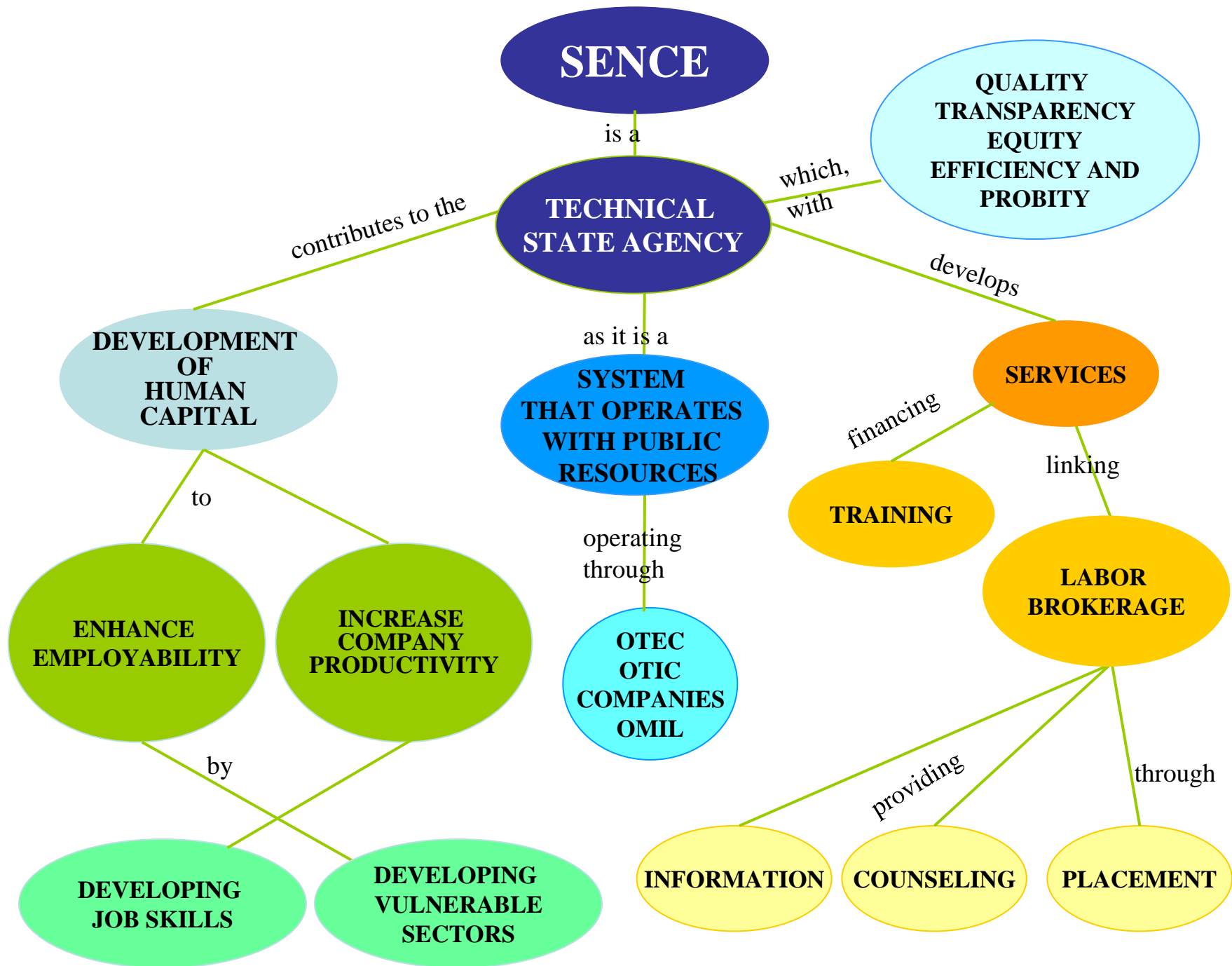
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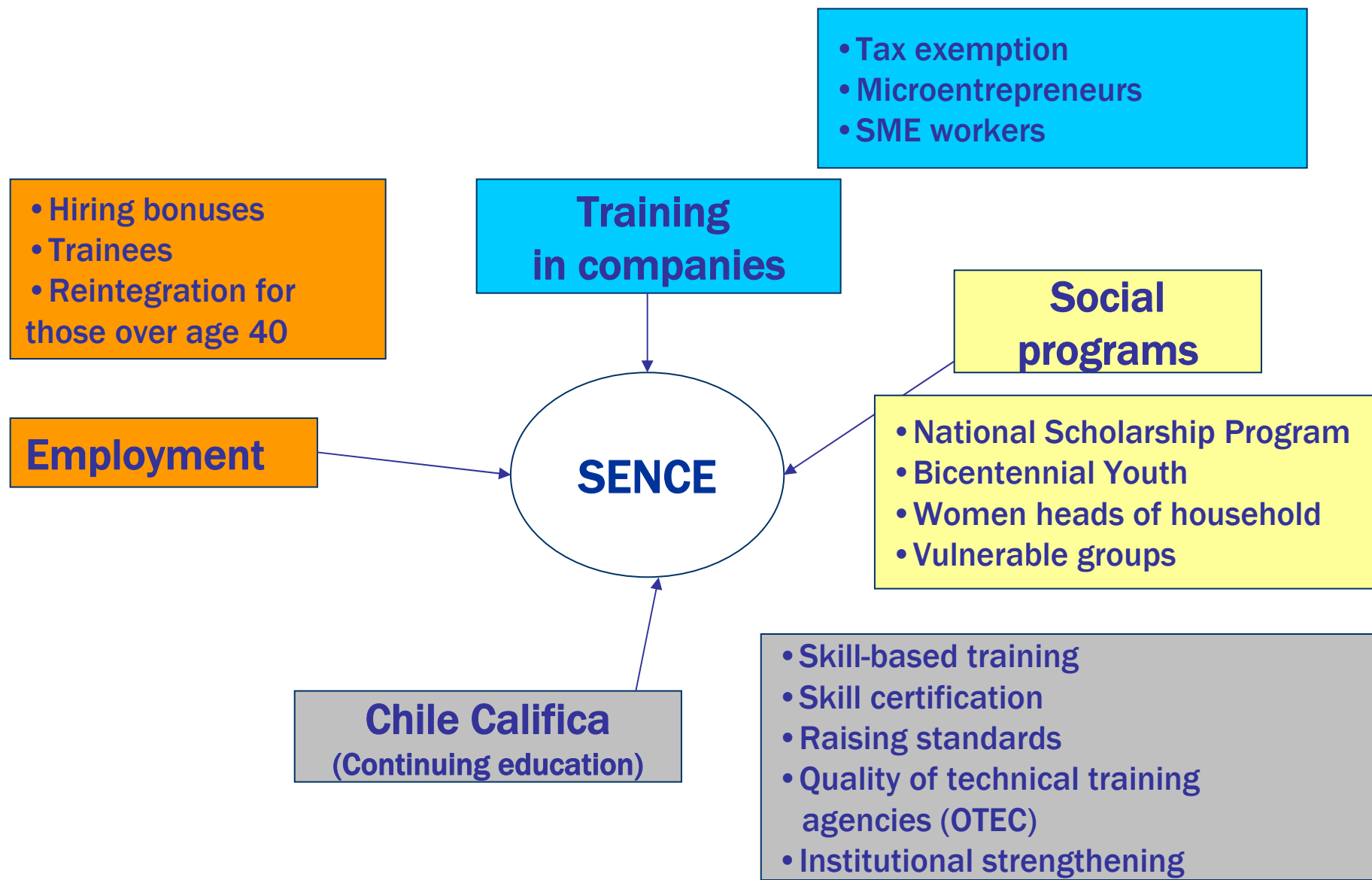
## SENCE

- The Chilean State agency which, in the area of non-formal education, implements public continuing education and employability support policies.
- It links demand for training and job placement with national education industry opportunities and the country's competitiveness and productivity needs.
- It enables better educational histories to be developed, facilitating the achievement of higher levels of qualifications.
- It helps reduce the time and cost of education relevant to productive sector demand and contributes to work history development.





## HOW WE DO IT



## WHAT WE ARE DOING NOW

- Changing the paradigm in Sence's institutional mission, wherein individuals and productive needs and interests focus on and link government and employment sector needs with the education industry
- Consolidating a process of institutional change enabling ongoing training to be established as a fundamental principle of the development of the country's human capital



- Change of approach: From purchasers of others' initiatives to seekers of services that people need



# ACTIONS BEGUN TO IMPLEMENT THE SKILL-BASED MODEL

## BASES OF IMPLEMENTATION

- Promotion and dissemination of the model to the public sector and OTECs (2,500 OTECs in Chile), technical training brokerage agencies (21 agencies nationwide), and productive sector and worker representatives.
- Raising job skill standards (12 sectors – 256 profiles – 900 UCL)
- Illustrative certification experiences (25,000)



## ACTIONS BEGUN ...

### REORGANIZATION OF INSTITUTIONAL OPPORTUNITIES

- Classification of skill-based training opportunities (450 courses)
- Modularization of complementary services (assessment, internships, placement ...)



- Development of an electronic catalogue (542 providers – 52,000 opportunities)

## ACTIONS BEGUN ...

### INSTITUTIONAL STRENGTHENING

- Formation of a planning and development team
- Internal training
- Integrated IT platform
- Operational decentralization





## WHAT ELSE WE ARE DOING

- Building institutional skills (technical guidance)
- Adapting products and instruments (Industry, SMEs, NTIC, Ministry of Education/Sence)



- Managing information (Databases – Promotion network)
- Making it possible to develop educational histories (Standardization authorities)

# WHAT DO WE WANT?

- To be an organizing principle of the Continuing Education System (S.F.P.), taking up the challenge of directing non-formal education processes to ensure that individuals can reduce educational divides.
- To encourage more workers to obtain skill certification, enabling them to achieve, at lower cost and in less time, higher levels of qualifications, thus raising their income, and increasing their opportunities to participate, exercise rights, and contribute to economic and productive development and to the country's competitiveness.



## **Recommendation 195 (ILO)**

### **The countries should implement human resources development policies that:**

- Facilitate employability;
- Form part of measures designed to create decent jobs;
- Attach priority to skill development, social inclusion, and poverty reduction;
- Provide a national qualification framework that facilitates continuing education;
- Promote equal opportunity for women and men.

## Objectives of Chilean job training policy

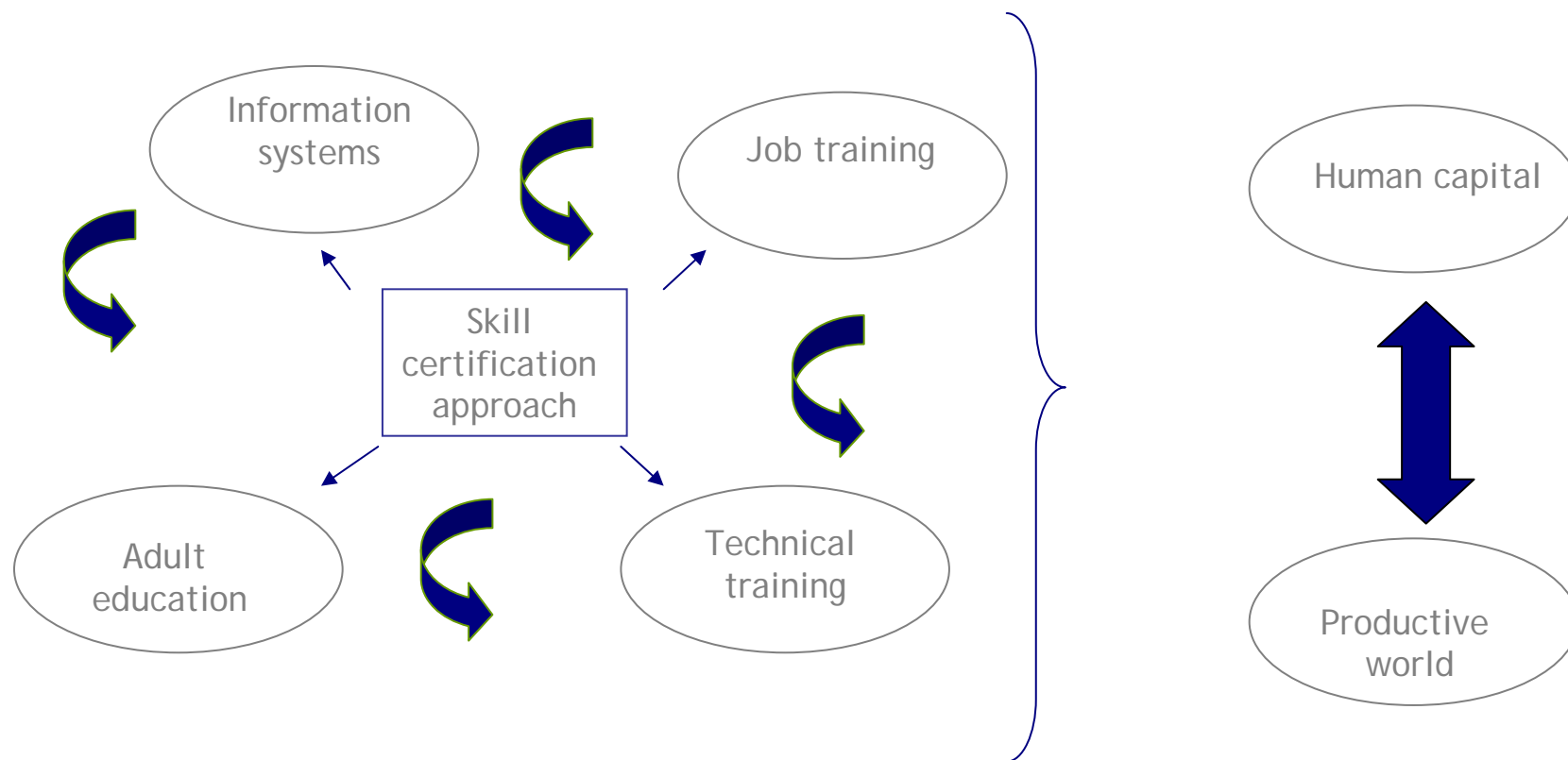
- To increase employability, contributing to the formation of human capital in the country and focusing on lowest-income sectors
- To be an instrument that helps reduce unemployment
- To incorporate job training in a continuing education system whose organizing principle is job skill certification
- To make individuals the focus of job training decisions, so that they themselves design their lifelong educational pathways
- To strengthen the pertinence and quality of the country's training opportunities. Respect for the needs of the productive sector and of human resources development

## **The country has lagged behind in the area of workforce qualification development**

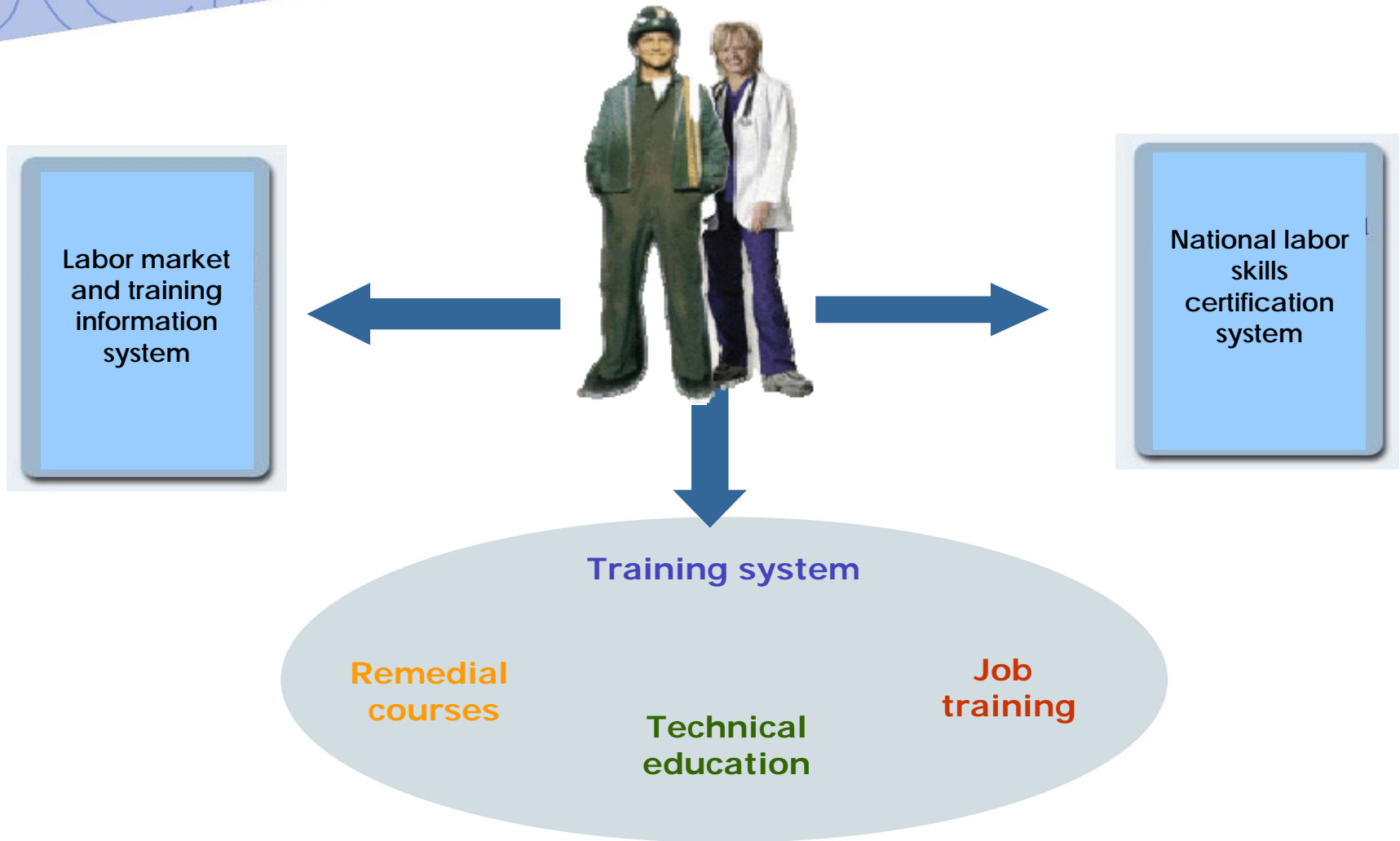
1. Shortage of basic skills in the workforce, manifested as low levels of schooling
2. Technical education at the secondary and tertiary levels of poor quality and little relevance
3. Training of poor quality and little relevance and focus
4. No linkage among formal, non-formal, and informal educational modalities
5. Lack of an integrated information system, useful to both those seeking and those providing training



**We need to implement new institutional practices for the Continuing Education System to function**

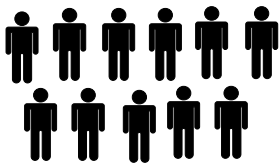


**ChileCalifica: Continuing Education System**

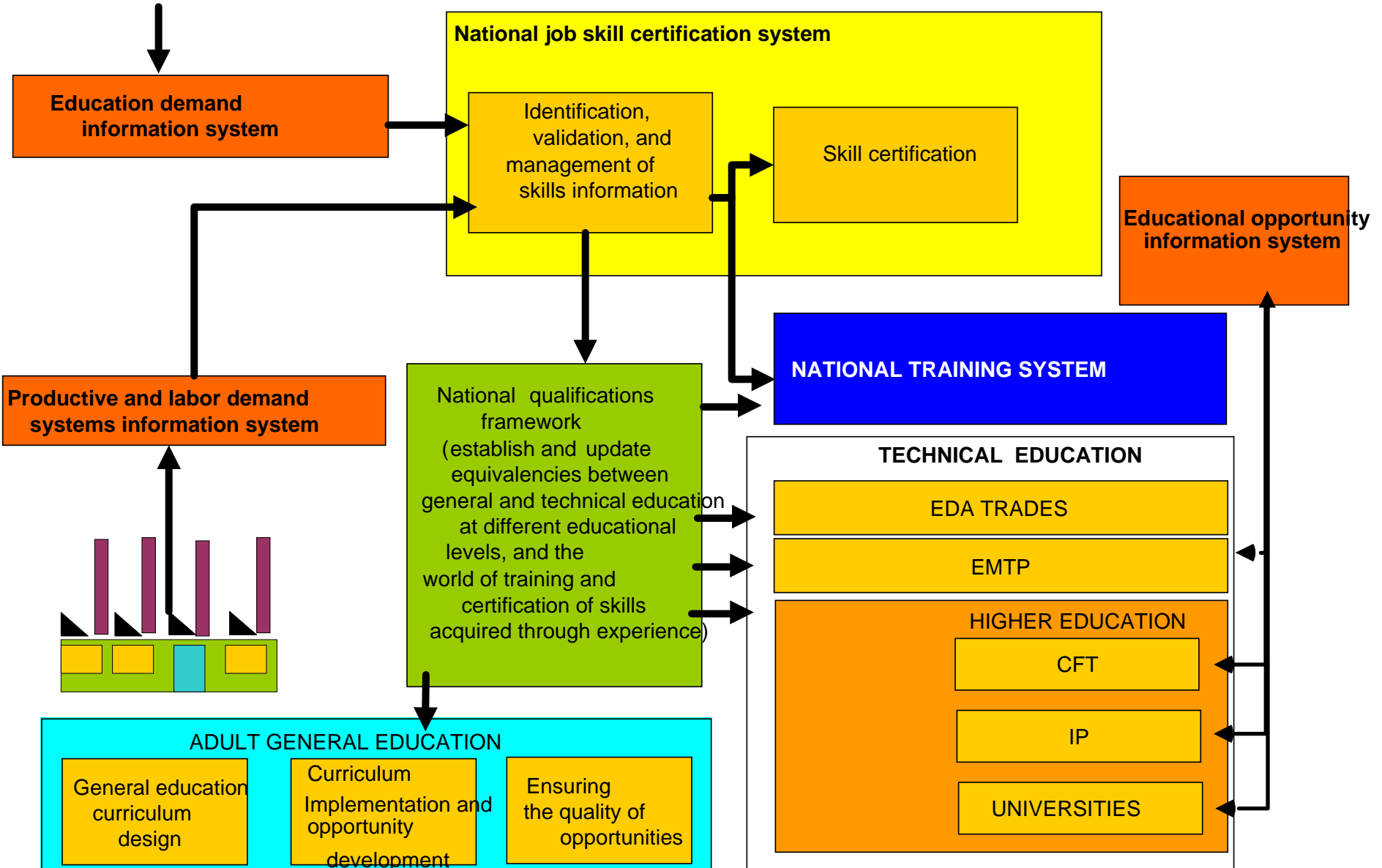


**ChileCalifica:** Continuing Education System





# CONTINUING EDUCATION DECISION-MAKING SYSTEM: ChileCalifica Program



**CONTIGO MEJOR PAÍS:** Más Capacitación, mejor Trabajo.

Recommended web pages:

<http://www.sence.cl>

<http://www.chilecalifica.cl>

<http://www.competenciaslaborales.cl>

<http://proempleo.sence.cl/>

<http://www.bolsadeempleo.cl/>

<http://aprendices.sence.cl/>

<http://solidario.sence.cl/>

<http://www.infoempleo.cl/>

<http://www.futurolaboral.cl>



 **Muchas gracias**

