

Intersectoral Workshop "Towards a Stronger Coordination between Education and Labor in the Americas"

THE EXPERIENCE OF THE NATIONAL QUALIFICATION FRAMEWORK IN CHILE

May 4 and 5, 2023, Buenos Aires



TECHNICAL TRAINING SYSTEM

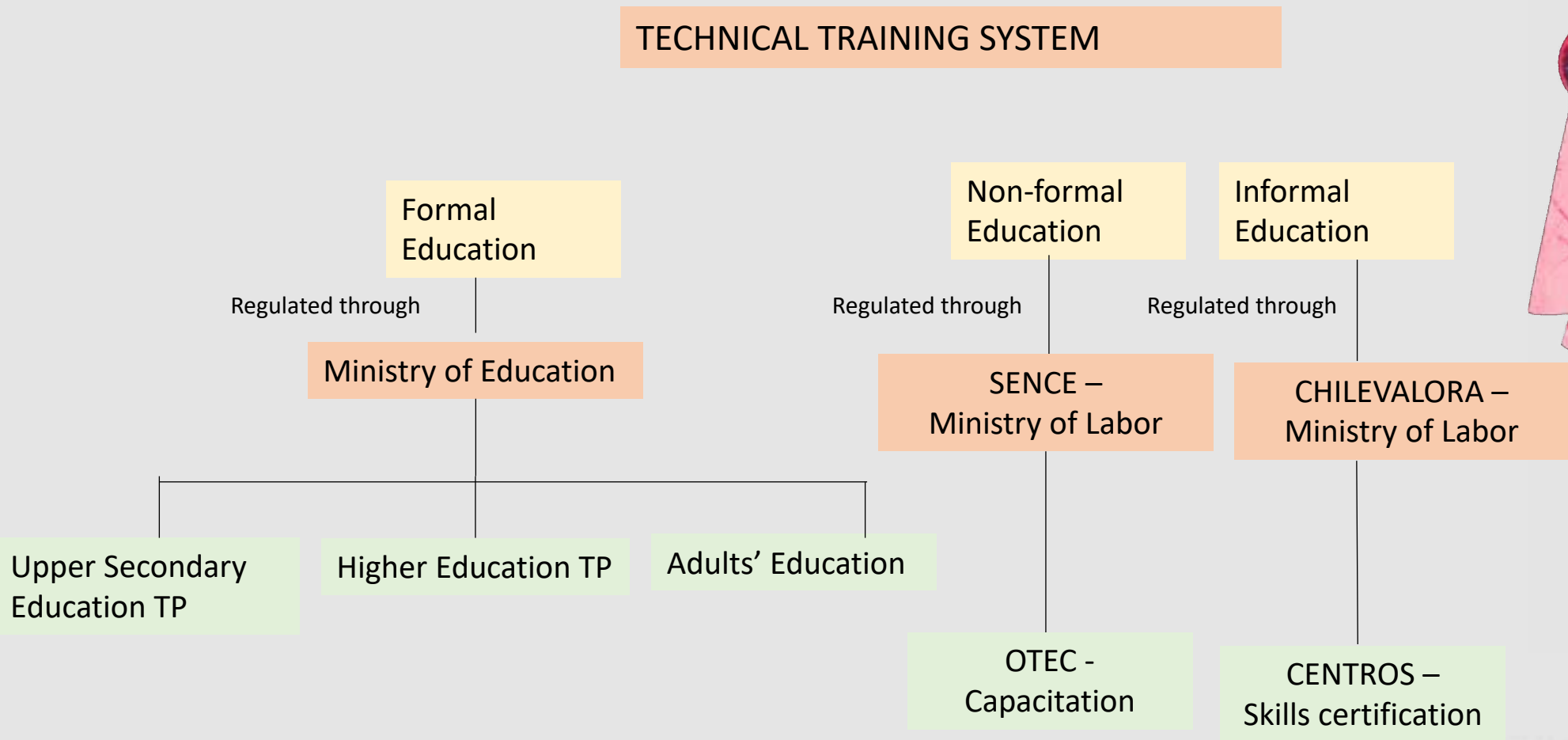
FORMAL OR REGULAR EDUCATION

NON-FORMAL EDUCATION

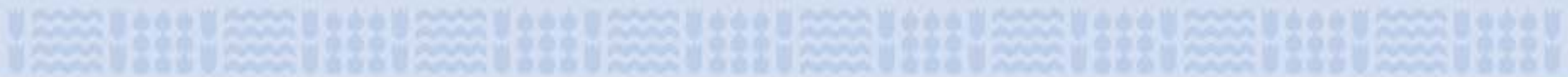
INFORMAL EDUCATION



TECHNICAL TRAINING SYSTEM



At what stage is the development of the qualifications framework in your country?



WHAT IS A NATIONAL QUALIFICATION FRAMEWORK?

A qualifications framework is "an instrument for the development and classification of qualifications according to a set of criteria associated with levels of learning achieved" (OECD, 2006 in Tuck, 2007, p.2), which can be implicit or explicit.

There are three types of qualifications frameworks:

Communication frameworks, which are based on the existing training system and seek to improve its transparency.

Reforming frameworks, which start from the existing system but aim to improve aspects of it in a targeted manner.

Transformative frameworks, which start from the desired situation of the system and therefore do not make explicit reference to existing qualifications



THE TECHNICAL-PROFESSIONAL EDUCATION QUALIFICATION FRAMEWORK OF CHILE / MARCO DE CUALIFICACIONES TÉCNICO PROFESIONAL (MCTP)

The MCTP is a guiding and referential instrument that allows organizing and recognizing learning, distributed in a gradual structure of levels that include knowledge, skills and competences.

This instrument seeks to contribute to:






- ✓ Promote learning throughout people's lives;
- ✓ The articulation between different educational levels, and between formal education with professional training (workforce development).
- ✓ Linking the demands of the world of work and society with the training and educational offer.



SECTORAL POPULATIONS

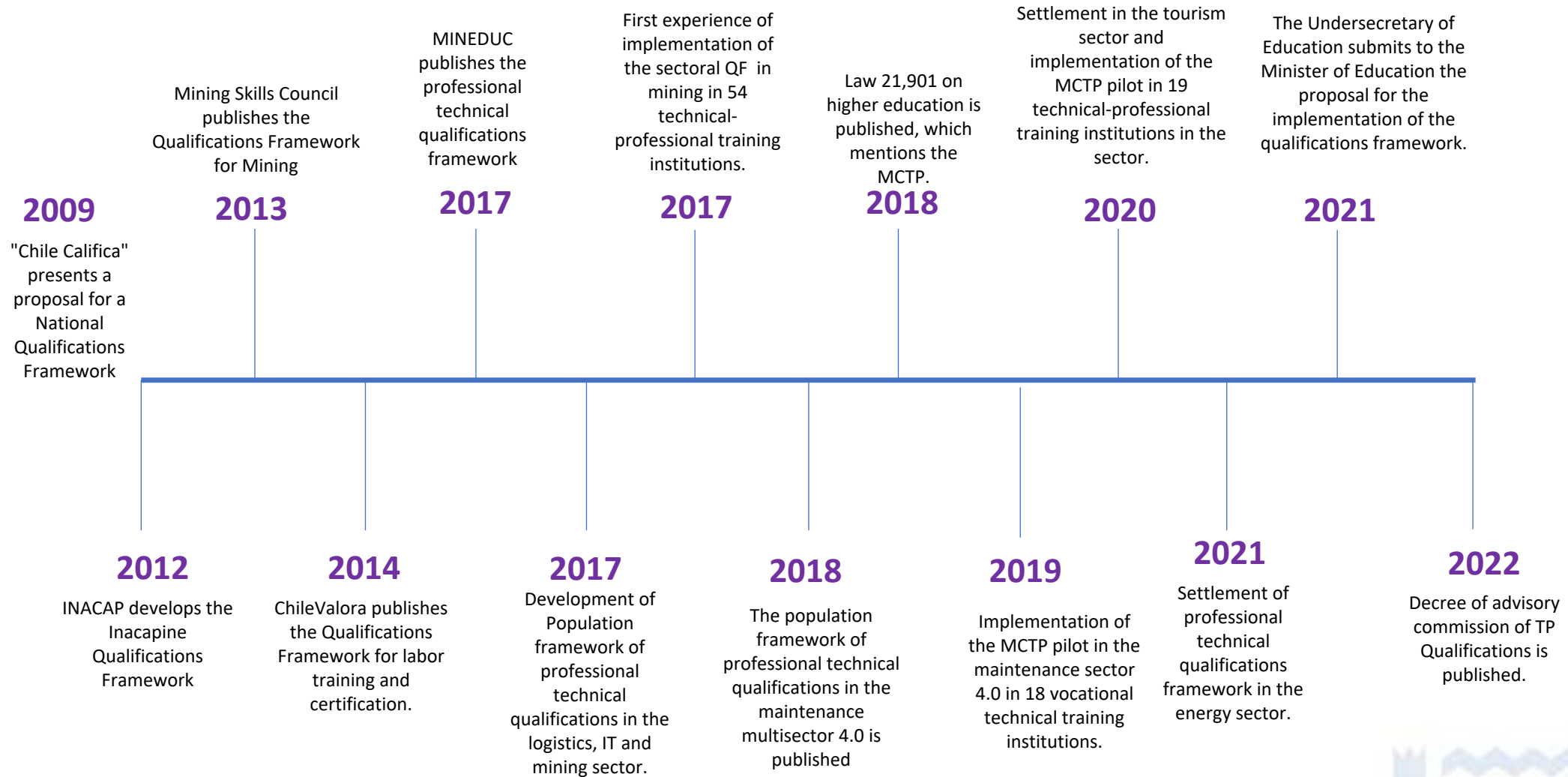
Sectoral settlement is a process that leads to the construction of sectoral qualifications, in response to the skills required by one or more economic sectors of the country.

It considers:

-  The **analysis of sectoral information** such as prospecting, the requirement of future skills, the state of the training offer and the existence of a map of processes, profiles and skills available in the ChileValora catalogue
-  The **positioning of profiles and competencies at the levels established by the MCTP**
-  The **grouping of profiles and competences in qualifications**
-  The **identification of training and employment routes** to guide the decision-making of people, institutions and companies.
-  The **development of sectoral qualifications** in accordance with previously established and agreed criteria.



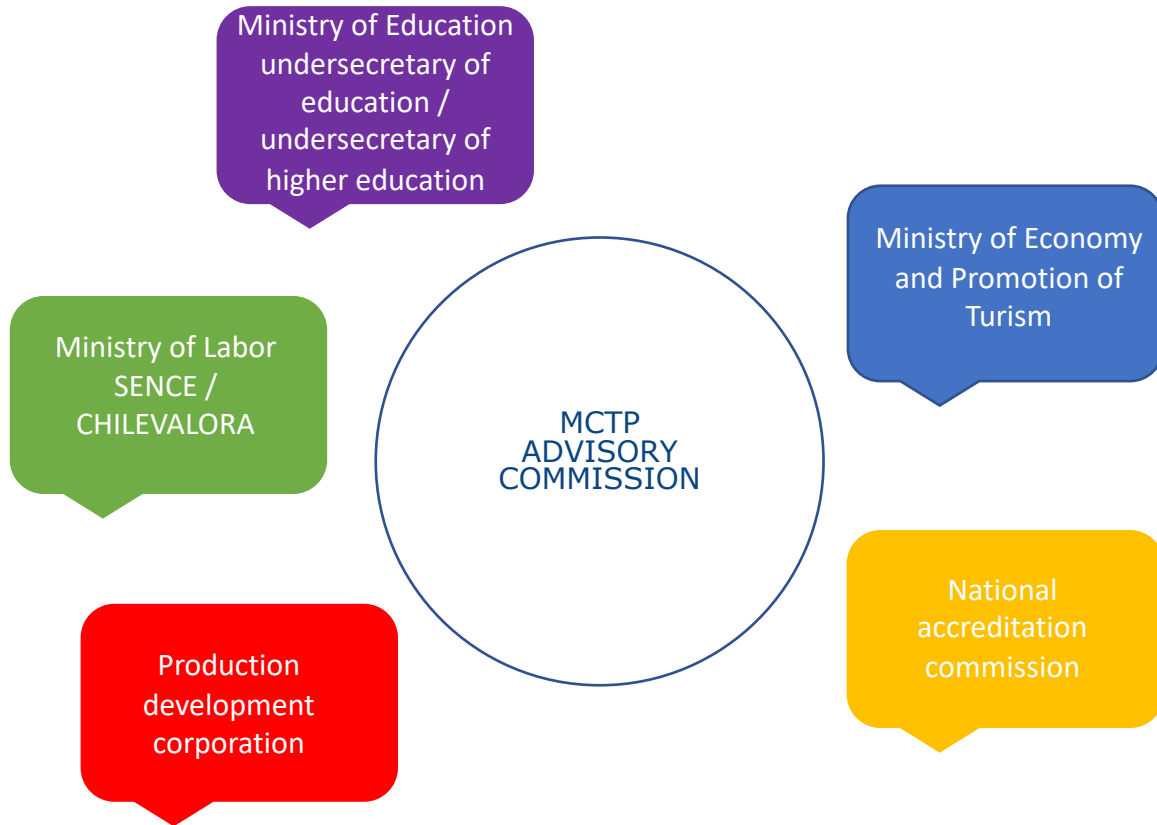
CHRONOLOGY



SECTORAL POPULATIONS



MCTP ADVISORY COMMISSION



It was formed in February 2022 and its main function is to advise the process of designing, preparing, reviewing, updating and advancing the implementation of the Professional Technical Qualifications Framework (MCTP).

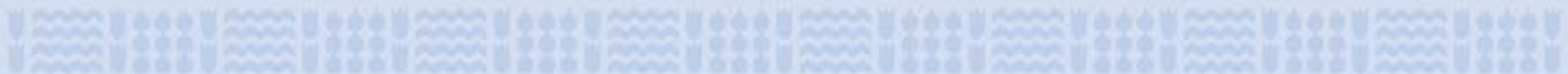
The current focus of his work is on:

- ✓ Institutional strengthening.
- ✓ The positioning and knowledge of the MCTP
- ✓ Monitoring the impact of the use of the MCTP
- ✓ The establishment of common criteria in the methodology currently used in the MCTP settlements

***Other instances of articulation between institutions of the educational and labor world:** TP Training Advisory Council, Ministerial Advisory Commission for Labor Prospecting and the Training Commission, both led by the Ministry of Labor, ChileValora Directory, OSCL.



What aspects favor and what aspects hinder the formulation of a national qualifications framework?





FAVOR

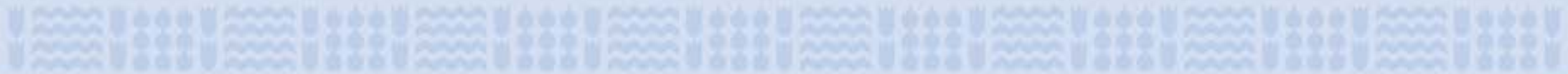
- Building trust between key actors to generate sustainable agreements over time.
- Institutionalization.
- Dialogue and binding participation.
- Concrete spaces for articulation between key actors (State-Industry-Training Institutions-Workers)



HINDER

- Lack of knowledge about the existence and purpose of QF
- Myths about the QF
- Differences Between Technical and Academic Education
- Difficulties for translation between spaces of formal, non-formal and informal education.
- Autonomy of higher education institutions in the construction of their study programs.
- Low social and cultural value of TP training
- Absence of standards in the construction of sectoral settlements

What lessons learned can be synthesized to further advance in national qualifications frameworks?



From the experience of Chile it is possible to identify a set of lessons that support the development of qualifications frameworks. These learnings do not necessarily imply problems already solved, but also the identification of elements that must be addressed and are usually outside the first approaches to the development and deployment of qualifications frameworks:



Generate and maintain trust between public and private actors involved in the qualifications framework.

Establish a clear and solid institutional framework and governance for the construction, updating and deployment of the qualifications framework.

Clearly communicate the scope of the qualifications framework, establishing its roles and central objectives (for example communicational, reforming or transforming).

Generate an open and broad dialogue between system stakeholders and users of the qualifications framework.

Maintain the spaces of the educational and work worlds, generating knowledge that allows us to understand their particular dynamics.

Establish clear pathways and bridges between the different training and work areas.

