Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Peru

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

No

Q5. Who have you consulted with before completing this survey?

This response was coordinated by the Directorate-General for Technical-Productive, Higher Technological and Artistic Education of the Ministry of Education.

About you

Q6. What is your name?

Q7. What organisation do you work for?

Q8. What is your job title?

Q9. What is your email address?

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

No

About your country

Q11. What is the name of your country?

Perú

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education	X			
Adults in work	X			
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants	X			
People in the criminal justice system		X		
Employers/businesses	X			

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

It should be noted that, although the services provided by the Peruvian State are freely accessible both in person and online, accessibility may be affected and limited for certain populations, given internet connectivity in some regions and, for in-person access, the population density of a given territory. Accessibility is also affected by the population's lack of awareness of these services.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.		X			
School leavers in my country are well			X		

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.		X			
prepared for successful transitions to work or further learning.					
There is a strong evidence base to support the provision of career development services in my country.			X		
AI is having a major impact on the education system in my country.		X			
AI is having a major impact on labour market in my country.		X			
AI is having a major impact on the provision of career development services in my country.			X		

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

In Peru, the career guidance system (orientación profesional, the term that best fits the Peruvian regulatory framework) is regulated by the National Policy on Higher and Technical-Productive Education, through specific vocational and employment guidance services that provide personalised guidance to young people aged 16 to 18 who are still in the process of development.
In addition, the Ministry of Labour runs the Mi Carrera platform, which provides information on academic programmes, employability and economic returns in the labour market.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

National Policy on Higher and Technical-Productive Education (Política Nacional de Educación Superior y Técnico-Productiva)
https://www.gob.pe/institucion/minedu/informes-publicaciones/1129291-politica-nacional-de-educacion-superior-y-tecnico-productiva
Regulatory instrument for higher and technical-vocational education. Its goal for 2030 is to expand equitable access and raise the quality of higher education and technical-productive training. Its key objectives are:
• Equitable access: ensure that more citizens enter the education system with equal opportunities.
• Relevance of training: ensure that curricula respond to labour market demands.
• Flexible pathways: create diverse and adaptable learning routes that facilitate learning throughout life.
• Strengthening teachers: enhance teachers' capacities and performance.
• Research and innovation: mobilise funding to encourage scientific and technological output.
• Quality of education: consolidate an efficient, transparent institutional system with high management standards.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Mi Carrera
https://micarrera.trabajo.gob.pe/carreras-profesionales/diccionario-carreras

Free digital platform of the Ministry of Labour and Employment Promotion that offers vocational guidance, information on the labour market and labour demand, salaries, and financing or scholarship options.

The tool is organised around four areas:
• Vocational support: includes a free career interest test and personalised guidance.
• Professional and technical careers: contains a list of occupations detailing average salaries, most in-demand jobs and future trends.
• Training providers: allows users to locate authorised institutes and universities.
• Scholarships: shows financial support and scholarship options for higher education.

National Qualifications Framework
National Qualifications Framework of Peru - Categories - Ministry of Education - Peruvian State Platform
The National Qualifications Framework of Peru (MNCP) is a technical and regulatory instrument that classifies, organises and recognises people's competencies across eight levels of increasing complexity, regardless of how they were acquired (in the classroom or through work experience). Its aim is to close human capital gaps by aligning training provision with labour market needs.

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

At national level, Peru has consolidated progress in modernising and digitalising its vocational guidance and employment services through the public platform 'Mi Carrera', run by the Ministry of Labour and Employment Promotion (MTPE), which is designed to connect users' profiles with the real demands of the labour market free of charge.
In addition, the Ministry of Education's (Minedu) National Policy on Higher and Technical-Productive Education (PNESTP) provides a structured guiding framework; looking ahead to 2030, it prioritises the relevance of training and quality assurance in higher and technical-productive education.
Despite these achievements, the country's main challenge lies in territorial governance and the operational decentralisation of services. The provision of career development services remains highly concentrated in urban areas with better connectivity, which creates access gaps in rural and peripheral regions.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.			X		
Career development services deliver a positive return on investment on public spending.		X			
Career development services support entrepreneurialism.		X			
Career development services help to address employers' skills and labour			X		

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
needs.					
Career development services can be accessed by small and medium sized businesses (SMEs).			X		
Career development services improve levels of job satisfaction.			X		
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).			X		
Career development services support equality of access to learning and work opportunities.			X		
Career development services contribute to the green transition.		X			

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Peru supports national productivity by linking human capital development with the real demands of the market through three interconnected regulatory and technological pillars:
1. Relevance of training and institutional quality (PNESTP):
Regulated by the Ministry of Education (Minedu), this policy prioritises holistic education, the development of teaching competencies, and research and innovation up to 2030 (Priority Objectives 2, 3 and 6). Its aim is to ensure that universities and technological institutes produce highly qualified technical professionals with innovation capabilities who directly drive the productive sectors.
2. Reducing the skills mismatch ('Mi Carrera'): This public platform of the Ministry of Labour and Employment Promotion (MTPE) aims to reduce information asymmetry in the labour market. By connecting users' profiles free of charge with real data on future trends, average salaries and the most in-demand jobs, the State strengthens vocational guidance. This seeks to reduce underemployment and to direct young talent towards the productive sectors with the highest demand.
3. Closing human capital gaps (MNCP): The National Qualifications Framework of Peru (MNCP) classifies and recognises people's competencies across eight levels of complexity, regardless of whether they were acquired in the classroom or through practical experience. This instrument aims to promote educational pathway progression (transitabilidad educativa) and the formalisation of the workforce, raising the overall efficiency of the business sector.
Together, these main instruments contribute to the transition towards a knowledge-based economy, promoting career development as a catalyst for productivity.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

Peru directs its career development services towards building an inclusive economy, through a regulatory and technological ecosystem that is currently in a process of consolidation and progressive coordination. The foundation of this effort is the Ministry of Education's (Minedu) National Policy on Higher and Technical-Productive Education (PNESTP), whose Priority Objective 1 advances the decentralisation of

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

training provision to adapt it to the cultural and social contexts of traditionally vulnerable regions. Complementing this foundation, the Ministry of Labour and Employment Promotion's (MTPE) free public platform 'Mi Carrera' has been expanding its reach to democratise labour market information. By centralising freely accessible data on scholarships and labour market demand, the State seeks to level the starting conditions of young people from lower-income backgrounds, supporting career decisions that drive social mobility.
Finally, in response to the structural challenge of informality, the National Qualifications Framework of Peru (MNCP) is being implemented to consolidate effective progression pathways [MNCP]. This technical instrument plays a critical role in formally recognising and certifying competencies acquired through experience, opening real avenues for self-employed and informal workers to validate their experience and access better career paths.
Recognising that territorial implementation still faces complex gaps, the maturing of this systemic strategy is key to ensuring that skills development functions as an effective mechanism for redistributing opportunities nationwide.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

For further detail on the technical and regulatory basis linking career development, productivity and the inclusive economy in Peru, the following official resources and reports by international organisations are recommended:

• National Policy on Higher and Technical-Productive Education (PNESTP): the Ministry of Education's (Minedu) core policy document, which sets out the strategic objectives to 2030 aimed at democratising access to education and increasing the regional relevance of training.
• National Qualifications Framework of Peru (MNCP): official legal basis established by Supreme Decree No. 012-2021-MINEDU, which provides the technical foundation for organising competencies into eight levels to close human capital gaps.
• MNCP Technical Portal: platform of the Higher Education Improvement Programme (PMESUT), which documents progress in implementing the sectoral committees and the catalogues of occupational profiles.
• Review of TVET Policy in Peru: external analysis prepared by UNESCO (2024), which assesses the impact of technical and vocational education and training in relation to the country's productive and labour inclusion challenges.
• 'Mi Carrera' guidance platform: interactive portal managed by the Ministry of Labour and Employment Promotion (MTPE), which serves as the State's operational tool for reducing the skills mismatch in the labour market.

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways			X		
Career development services support lifelong learning		X			

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

Parents do not see TVET pathways as attractive for their children
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices
Shortage of employers offering training placements
Poor alignment between TVET provision and employers' needs

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

The actual average age of technical students in Peru is around 20. This is due to transition factors between the labour market and the education system.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

There is a need to strengthen the positioning of TVET among the general population, and specifically among adolescents and young people, as a viable short-term option with opportunities for educational progression and rapid entry into the labour market.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

The main regulatory framework is the Ministry of Education's (Minedu) National Policy on Higher and Technical-Productive Education (PNESTP), whose Priority Objective 2 promotes relevant training that responds to the productive needs of the regions. This guideline is put into practice through the 'Provisions regulating educational pathway progression' (Disposiciones que regulan la transitabilidad educativa), originally approved by Vice-Ministerial Resolution No. 176-2021-MINEDU and improved through recent institutional amendments to streamline their implementation.
Under this framework, pathway progression (transitabilidad) is specifically designed to connect Basic Education and Technical-Productive Education with Higher Technological Education. The process focuses progressively on supporting the transition of students from secondary schools with a technical training model and from Technical-Productive Education Centres (CETPRO) directly to Higher Technological Education Institutes (IEST).
This regulation, which does not apply to the university system, allows for the validation of modules and the assessment of performance-based evidence, so that young people can progress along their learning pathways without repeating learning they have already acquired. In this way, the State seeks to optimise the efficiency of technical training while also enabling lifelong learning that responds to the requirements of the productive sector.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

Minedu awards qualifications and certificates to more than 2,200 secondary school students through educational pathway progression
Large-scale awards through pathway progression: Minedu reported awarding technical qualifications and certificates to more than 2,200 students from public technical secondary schools. Students obtained certifications in specialisations such as computer technical support, garment making, and baking and pastry
https://www.gob.pe/institucion/minedu/noticias/1364930-minedu-otorga-titulos-y-certificaciones-a-mas-de-2200-estudiantes-de-secundaria-mediante-la-transitabilidad-educativa

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.			X		
Vulnerable and disadvantaged groups can access career development services.			X		
Career development services support vulnerable groups to access decent work.		X			
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.			X		
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	
Women and girls	X	
Men and boys		
Ethnic minorities	X	
Religious minorities		
Lesbian, gay, bisexual and transgender people	X	

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	
People from low-socio-economic backgrounds		X
People with low skill levels	X	
Migrants	X	
People with disabilities	X	
People with health and mental health challenges		
Younger people	X	
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

In Peru, the operational intersection between inclusion, technical education and formal employment is implemented through specific budgetary programmes. Although these initiatives are in a phase of consolidation and territorial coordination, and their current coverage still faces the critical challenge of not meeting the full demand of the population, they constitute the State's institutional response:
1. Targeted subsidies and funding: Through Pronabec, the Ministry of Education (Minedu) manages inclusive scholarship competitions with high social impact. These include Beca Inclusión (for people with disabilities), Beca Productiva and Beca Técnico Productiva Repared (focused on victims of violence and vulnerable populations). In addition, through initiatives such as Beca Tec and the dedicated technical places within Beca 18, enrolment and tuition fees, laptops and living expenses at technological institutes are fully funded, enabling low-income young people to access TVET.
2. Job training for young people: The Ministry of Labour implements the National Employment Programme 'Jóvenes Productivos', offering free technical and job training to citizens over 15 years of age living in poverty. The model seeks to reduce access barriers by funding materials and transport costs to facilitate direct entry into formal employment.
3. Coordination and social inclusion: The Ministry of Development and Social Inclusion (Midis) works gradually with the education and labour sectors to refer users of social assistance programmes to these scholarship and training platforms.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

National Scholarship and Educational Loan Programme (Pronabec)
https://www.pronabec.gob.pe/concursos-becas-creditos/
The National Scholarship and Educational Loan Programme (Pronabec) is an executing unit of the Ministry of Education of Peru (Minedu). Its purpose is to guarantee access to, retention in and completion of quality higher education (university or technical-productive) for Peruvians with low economic resources and high academic performance.
National Employment Programme "Jóvenes Productivos"
https://www.gob.pe/jovenes-productivos
The National Employment Programme "Jóvenes Productivos" is an initiative under the Ministry of Labour and Employment Promotion (MTPE) of Peru [Jóvenes Productivos]. Its central objective is to improve employability and facilitate access to formal employment for young people living in poverty, extreme

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]
poverty or socio-labour vulnerability [Jóvenes Productivos].


ICCDPP
THE INTERNATIONAL CENTRE FOR
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