Country Report

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

Country name

Chile

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?

Yes

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

- Consejo Nacional de Educación (CNED) - Ministry of Education
- Servicio Nacional de Capacitación y Empleo (SENCE) - Ministry of Labour and Social Security
- Subsecretaría del Trabajo - Ministry of Labour and Social Security
- Mariana Bargsted - Deputy Director of the Millennium Nucleus on the Evolution of Work (MNEW).
- Natalia Orellana - ICCDPP board member and executive director at OCIDES Foundation (coordinator of the country response)

Note: This document constitutes Chile's response to the preparatory survey for the ICCDPP 2026 Symposium. It has been drawn up incorporating contributions from state, private and academic stakeholders involved in the career guidance and employment services provided throughout the country, with the aim of developing a comprehensive overview of the subject. Consequently, this text does not constitute an official government document, nor does it represent a single, binding institutional position of the Chilean State. Its contents should not be interpreted as a formal public policy statement, and do not imply that the organisations and individuals mentioned necessarily endorse each of the proposals or assessments presented.

About you

Q6. What is your name?

Natalia Orellana

Q7. What organisation do you work for?

Fundación OCIDES

Q8. What is your job title?

Executive director

Q9. What is your email address?

natalia.orellana@ocides.org

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?

Yes

About your country

Q11. What is the name of your country?

Chile

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?

Yes, people with disabilities can also access specialised career guidance services. There are 95 advanced Labour Intermediation Offices (OMIL) across the country, each staffed by a workplace inclusion specialist, which also provide support to users from other municipalities.
The main provider of such services in Chile is SENCE, an organisation that offers free access to all citizens, as services can be accessed via both in-person and digital channels; only the online career guidance portal requires a certain level of digital literacy for access and use, as well as an electronic device. Older people with limited digital skills, people with visual impairments, and those living in remote

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

areas with poor internet connectivity face greater difficulty in accessing these services; however, in-person channels are available to assist them.

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 prepared for successful transitions to work or further learning.				X	
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?

No

About your country

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

Chile does not have a national career guidance or development system or a lifelong guidance strategy. Furthermore, in the country, guidance tends to be equated with the provision of information to aid educational and career decisions.
1. Teachers. The only example of a robust and institutionalised system: the Teacher Professional Development System (Law 20.903), featuring career progression, salary bands, compulsory training and external evaluation every six years. The level of development is high, but limited to a single professional body and criticised for its competitive and individualistic approach.
2. The rest of the population. Provision is limited, fragmented and heavily dominated by the private sector.
• Education: Guidance is a compulsory subject in the MINEDUC curriculum (Year 1 to Year 12), organised around four socio-emotional focus areas; vocational guidance remains marginalised within the 'School Work' module. In practice, teachers consulted indicate that these lessons are used to cover other topics.
• Vocational: government information focused on choosing higher education – 'Mi Futuro' (SIES/MINEDUC) and 'Elige Carrera' (CNED).
• Employment: SENCE coordinates training, job placement and subsidies through OMIL, the National Job Centre, regional platforms and job fairs, organised by the PNIL and the CCIL, with support from the Network of Labour Observatories and the Job Centre Analysis System.
3. Assessments. From an international perspective (BIESTRA 2017; ICCDPP 2017 & 2019), the system is

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

classified as being at an emerging stage. The DIPRES 2025 evaluation identified 30 programmes across 9 ministries and 12 agencies, without a common assessment of needs; effectiveness rates of 60 per cent (employed), 36 per cent (unemployed) and 68 per cent (economically inactive), with indicators that measure programme completion rather than labour market integration. It recommends monitoring and decentralisation, a common needs assessment and national policy, and a framework law to consolidate SENCE as the governing body. SENCE, for its part, reports in the Special Register an increase in contributors from 17 per cent to 37 per cent and in actual revenue of 37 per cent.
4. Civil society. Fundación OCIDES – the focal point for Global Careers Month in Latin America and present at ICCDPP Seoul 2017, Tromsø 2019 and Auckland 2026 – is focused in a national policy for lifelong guidance; other NGOs contribute with career services such as: Emplea, Contrabajo and Avanzar Juntos among others.

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]

1. Estrategia Nacional de Prospección Laboral : https://www.bcn.cl/leychile/navegar?idNorma=1198246.
2. Sistema de Acceso a la Educación Superior, Ministerio de Educación: https://acceso.mineduc.cl
3. Mi Futuro – Servicio de Información de Educación Superior (SIES), Ministerio de Educación: https://www.mifuturo.cl
4. Elige Carrera, Consejo Nacional de Educación: https://www.eligecarrera.cl
5. Observatorio Laboral, Subsecretaría del Trabajo: https://www.subtrab.gob.cl/division-politicas-de-empleo/prospeccion-laboral/pol/
6. Fundación OCIDES: https://ocides.org
7. Consejo Minero: https://consejominero.cl
8. Estudio de Fuerza Laboral de la Gran Minería Chilena 2023-2032, Consejo de Competencias Mineras (Alianza CCM–Eleva): https://ccm-eleva.cl/estudios/estudio-fuerza-laboral/efl2023/
9. Empleabilidad e ingresos de las carreras, Servicio de Información de Educación Superior (SIES), Ministerio de Educación: https://educacionsuperior.mineduc.cl/empleabilidad-e-ingresos/
10. Estudio de Mercado sobre Educación Superior (EM09-2024), Fiscalía Nacional Económica (FNE): https://www.fne.gob.cl/wp-content/uploads/2025/10/00_-Resumen-Ejecutivo_2025_10_30_AM-vf.pdf
11. DIPRES. 2025 Política pública de Capacitación y formación laboral Evaluación Sectorial https://www.dipres.gob.cl/597/articles-383684_r_ejecutivo_institucional.pdf?ts=1757960592
12. BIESTRA 2017, https://uchile.cl/noticias/138039/desarrollo-de-carrera-para-el-dialogo-del-mundo-laboral-y-academico
13. Country report ICCDPP y 2019, https://cdn.sanity.io/files/dc7vqrwe/production/9d1e1b5e7d1f2d7c4a0f1d0e4033ec1931f7b73b.pdf?dl
14. Country report ICCDPP 2017. http://iccdpp2017.org/key-outcomes/country-paper/
14. Orientación Laboral en Línea, SENCE: https://sence.gob.cl/personas/orientacion-laboral
15. Oficinas Municipales de Información Laboral (OMIL), SENCE: https://sence.gob.cl/personas/omil
16. Plataformas Laborales, SENCE: https://sence.gob.cl/personas/plataformas-laborales
17. Encuestas de satisfacción y estudios de los programas SENCE: https://sence.gob.cl/sence/encuestas-de-satisfaccion-de-los-programas-sence

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]

In general, the various bodies and initiatives mentioned operate independently and without effective coordination amongst themselves, which limits an integrated view of the country's career development system.
One cause for concern is that career guidance and career education – which form the theoretical and methodological basis for such systems – lack specific training programmes; in other words, there are no explicit professional profiles to underpin a system of professional development support services, as is the case in other countries that offer career pathways, training and specialised certifications in career counselling or career guidance. There are, however, postgraduate diploma courses at some universities that focus on vocational guidance, adopting a pedagogical rather than andragogical perspective, which excludes young people, adults and older adults.
In the case of non-formal education, the Ministry of Labour and Social Security and SENCE have promoted labour intelligence systems which now guide the design of the vocational training programmes

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]

delivered across the various regions. Furthermore, the link between the job placement network and the provision of vocational training is being strengthened, with the aim of ensuring that people can receive appropriate guidance for the development of their career and training pathways. The aim is to achieve a comprehensive organisation and provision of employment and training services. Meanwhile, the Undersecretariat of Labour is developing a National Taxonomy of Occupations and Skills, which aims to serve as the common language of the training and employment system, in order to promote the development of coherent training and career pathways tailored to the needs of the labour market.

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 needs.		X			
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]

Chile does not have a national policy on career guidance or development. Government initiatives aimed at boosting productivity focus on improving information to ensure the relevance of human capital and reduce mismatches between training and labour demand.
ChileValora formally certifies skills acquired through practical experience, without requiring a formal

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]

qualification. Its contribution lies in providing a pathway to recognition for informal workers, people with low levels of education or self-taught individuals. Its limitations are clear: it is a voluntary process with low take-up by both employers and workers, meaning that many certifications do not lead to better jobs or higher wages.
The National Labour Market Forecasting Strategy (MINTRAB, 2023) aims to anticipate which occupations and skills will be required by region and sector. The Labour Observatory operates within this framework, comprising 16 regional observatories and tools such as ENADEL. SENCE, for its part, has developed SABE, which applies artificial intelligence to job advertisements published on the main job portals to identify the most in-demand occupations and skills. This information enables training to be targeted at areas where there is genuine demand; it is currently used by SENCE to tailor its training provision and by ChileValora to update occupational profiles, but the link with the formal education system remains weak and coverage varies between regions.
From a sectoral perspective, the Mining Skills Council (Consejo Minero), the country's first skills council, links the world of work with the training sector through labour force studies, occupational profiles and a Qualifications Framework for Mining – Chile's most robust sector-specific tool – which is integrated into ChileValora. It has extended its work to small and medium-sized mining enterprises and incorporated a gender perspective. Its limitation: it is funded by the sector itself, has not been replicated evenly across the economy, and gaps persist in validated profiles within supplier sectors such as construction.
In summary, these initiatives operate in a somewhat uncoordinated manner; their aggregate contribution to productivity is unclear – although SENCE's impact assessments (question 28) demonstrate positive causal effects on employability and income – and could be enhanced through greater systemic coordination.

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]

In Chile, the limitation is that career development policies and practices support an inclusive economy – primarily – through uncoordinated information and services that are not designed to reach all citizens. Consequently, the way in which they support an inclusive economy is difficult to visualise, quantify or evaluate using concrete data.
In the case of non-formal education, training provision is targeted at the most vulnerable sections of the population, with a focus on the lowest income quintiles: the 'Fórmate para el Trabajo' programme provides vocational training to people in the bottom 60 per cent of the population according to the Social Household Register who have not completed higher education; the Solidarity Unemployment Fund grants are aimed at unemployed people who are beneficiaries of that fund; and the Labour Intermediation programme, which is universally accessible, effectively concentrates its attention on the most vulnerable group, with 60.3 per cent of those served by OMIL in 2025 belonging to the 40 per cent with the lowest socio-economic status; amongst other programmes.
In short, Chile has made valuable and, in some cases, comparatively robust progress within the region (higher technical education, ChileValora, recent productivity gains), but there is still a lack of a comprehensive, coordinated system centred on adults and the most marginalised groups—women, informal workers, carers—that would transform its scattered advances into a genuine policy of economic inclusion through employment and career guidance.

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]

At both international and national levels, the following recognised sources provide evidence on the relationship between professional development (guidance and career services) and productivity and an inclusive economy:

1. OCDE (2021), Career Guidance for Adults in Latin America (incluye a Chile): https://www.oecd.org/en/publications/career-guidance-for-adults-in-latin-america_4eaf4996-en.html
2. OCDE (2025), Bridging the Skills Gap: Vocational Education and Training, en Social Mobility and Inequality in Latin America and the Caribbean: https://www.oecd.org/en/publications/2025/12/social-mobility-and-inequality-in-latin-america-and-the-caribbean_8f724a1b/full-report/bridging-the-skills-gap-enhancing-skills-through-vocational-education-and-training-vet-and-regional-collaboration_c8e80fa9.html
3. OCDE (2016), Chile: Better skills for inclusive growth: https://www.oecd.org/en/publications/chile-better-

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]

skills-for-inclusive-growth_5jm0xdwm456l-en.html?
4. OCDE (2018), Getting Skills Right: Chile: https://www.oecd.org/en/publications/getting-skills-right-chile_9789264293151-en/full-report.html.
5. Comisión Nacional de Evaluación y Productividad (2025), Informe anual de productividad 2025: Informe Anual de Productividad 2025 – cnep.cl.
6. ChileValora (2026), Estadísticas de certificación de competencias: https://certificacion.chilevalora.cl/ChileValora-estadisticas/home/homeEstadisticas.html.
7. Organización Internacional del Trabajo (2025), Chile: Economía del Cuidado y Trabajo Decente: escenarios y recomendaciones: https://www.ilo.org/es/publications/chile-economia-del-cuidado-y-trabajo-decente-escenarios-y-recomendaciones?.
8. SENCE, Reportes laborales de los programas (situación de cotizaciones y rentas de las personas egresadas): https://sence.gob.cl/sence/reportes-laborales-de-los-programas-sence.

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.]

School leavers do not see TVET pathways as attractive
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
Lack of career development services for learners considering TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices

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?

In higher education, based on the undergraduate enrolment statistics for technical degree programmes from the Higher Education Information Service (SIES) for the year 2025, it can be seen that the 20–24 age group accounts for 34.2 per cent, followed by the 30–34 age group with 15.9 per cent. Together, they account for 50.1 per cent of total enrolment in technical degree programmes. Students aged 40 or over stand out, accounting for 13.4 per cent.

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]

As we have pointed out in previous responses, the subject of ‘Careers Guidance’ does exist within the school curriculum, but Chile does not have a robust system of preparation for the world of work based on the theoretical and methodological principles of career development, as there is no equivalent policy in the country.
In Chile, for example, university continues to enjoy a high status, based on the idea of social mobility. Many families expect their sons and daughters to follow this path, due to a lower regard for short-cycle education, such as VET.
It should be noted that in Chile there is technical and vocational secondary education as well as tertiary-level VET, provided by university-level and technical-vocational higher education institutions (Technical Training Centres and Professional Institutes).
In 2025, there were 333,732 students in undergraduate higher education who had come from this type of school-leaving background, representing 27.6 per cent of the system. Of these, 112,288 were studying technical degree programmes, accounting for 41.2 per cent of the total. This opens up significant scope for coordination between the different levels of education and for students to achieve successful educational pathways.

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]

In Chile, career guidance services are still limited in scope and at an early stage of development, focusing more on labour market information than on structured career guidance. Consequently, higher education institutions themselves play a key role offering career services due to the current quality assessment model (CNA-CHILE) requires criteria that promote services supporting entry into the labour market.

In terms of certification, ChileValora recognises skills acquired through experience, thereby promoting lifelong learning for those without formal qualifications. The Technical and Vocational Qualifications Framework (MCTP), established under Law No. 21,091, organises learning into five progressive levels — ranging from trades and vocational certifications to secondary and higher technical education, with Level 5 equivalent to a professional qualification — linking Technical and Vocational Secondary Education (MCTP), higher technical education and vocational training within a single progression framework. Its potential impact is significant for vulnerable groups, as a large proportion of those receiving training through SENCE could have their learning validated within the formal system and embark on new career paths thanks to the MCTP; this benefit also extends to the migrant population by recognising their prior educational achievements.

In addition, the ‘Mi Futuro’ (SIES) and ‘Elige Carrera’ portals, as well as ‘Acceso a la Educación Superior’, provide information on degree programmes, higher education, employability and earnings, helping to promote TVET as a relevant option. At sectoral level, the Mining Skills Council develops occupational profiles that align training with industry needs. SENCE’s social programmes are backed by recent causal evidence (differences-in-differences with matching). On-the-Job Training – Apprentices (2022, 2018 cohort) increased the probability of making formal social security contributions by 15.5 percentage points and monthly income by 5.6 UF. Skills Training – Special Register (2022), aimed at the most vulnerable 60 per cent, increased the probability of formal social security contributions by 21.2 percentage points and income by 2.9 UF, with effects converging at 23–25 percentage points; both persist at 36 months. Digital Talent for Chile (DIPRES, 2024) increased the probability of a formal contract by 8 per cent and formal earnings by 113 per cent at six months, with positive effects on women and a favourable cost-benefit ratio.

In summary, progress has been made, but a unifying regulatory framework and centralised governance are needed to transform these initiatives into a genuine system of lifelong guidance.

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]

The following sources provide further information on how professional development services can enhance skills and support Technical and Vocational Education and Training (TVET):

1. Marco de Cualificaciones Técnico Profesional (MCTP), Ministerio de Educación: https://marcodecualificacionestp.mineduc.cl.
2. ChileValora – Comisión del Sistema Nacional de Certificación de Competencias Laborales: https://www.chilevalora.cl.
3. Observatorio Laboral, Subsecretaría del Trabajo: https://www.subtrab.gob.cl/division-politicas-de-empleo/prospeccion-laboral/pol/
4. Estudio de Fuerza Laboral de la Gran Minería Chilena 2023-2032, Consejo de Competencias Mineras (Alianza CCM–Eleva): https://ccm-eleva.cl/estudios/estudio-fuerza-laboral/efl2023/.
5. OCDE (2018), Getting Skills Right: Chile: https://www.oecd.org/en/publications/getting-skills-right-chile_9789264293151-en/full-report.html.
6. OCDE (2025), Bridging the Skills Gap: Vocational Education and Training (VET), en Social Mobility and Inequality in Latin America and the Caribbean: https://www.oecd.org/en/publications/2025/12/social-mobility-and-inequality-in-latin-america-and-the-caribbean_8f724a1b/full-report.html.

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	

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]

Men and boys		
Ethnic minorities		
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	X
People with low skill levels	X	X
Migrants		
People with disabilities	X	X
People with health and mental health challenges		
Younger people	X	X
Older people	X	
Other	X	

If Other, please specify:
Highly qualified individuals (PhD holders) have access to study grants and research funding, but there are no specialised professional development services (career guidance) available to them; furthermore, there is a major problem with the entry of PhD holders – the most highly qualified individuals – into the labour market. Academia used to be the traditional route into the labour market for this group, but this has not been the case for years; culturally, companies are not very open to understanding the contribution these professionals can make to productivity. Universities have made little progress in providing them with specific or targeted support for career development in academia and industry, and at national level, SENCE's services do not offer that level of specialisation. Nor do the municipal employment information offices (OMIL), whose provision of career guidance, preparation workshops and job placement services does not reach that level of specialisation.

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 Chile, policies covering career development services include specific mechanisms for vulnerable people: SENCE transfers funds to organisations such as the Prison Service, SENAME and INDAP to provide training for vulnerable groups, runs the +R Project—a psycho-occupational intervention programme for offenders—and administers targeted subsidies such as the Women's Work Bonus and the Youth Employment Subsidy; ChileValora, for its part, certifies skills acquired through experience — without requiring a formal qualification — thereby benefiting informal workers; it funds initiatives through the Solidarity Unemployment Fund; and it has promoted certifications such as that for 'Labour Inclusion Managers' to strengthen the integration of people with disabilities; whilst the TP Qualifications Framework has a potentially significant impact on those undergoing training via SENCE (primarily vulnerable groups) and on migrants, by enabling them to validate their prior learning and embark on new training pathways.

However, these tools face significant limitations: the DIPRES 2025 assessment warns that there is no robust system in place to verify whether benefits actually reach those who need them most; the OECD confirms that skills gaps disproportionately affect young people, women and low-skilled workers, a situation exacerbated by the country's high rate of temporary employment; and the ILO (2025) points out that over 85 per cent of childcare and long-term care staff in Chile are women, an area of economic vulnerability that professional development policies are only just beginning to address.
Consequently, Chile has concrete and well-intentioned instruments in place to support vulnerable populations, but their actual effectiveness is limited by a lack of monitoring and by persistent gaps, particularly in the care economy.

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]

However, challenges relating to inclusion remain, as the participation of indigenous peoples and neurodivergent individuals in the design of these services is still limited; the growing presence of migrant students has not been sufficiently taken into account; and digital and accessibility gaps persist, hindering access for older people and those with disabilities. Overcoming these challenges requires a more coordinated approach with an explicit focus on equity.

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]

1. Dirección de Presupuestos (DIPRES). (2025). Informe de evaluación de la política pública de capacitación y formación laboral, período 2018-2023. Resultados Evaluaciones 2025. Ministerio de Hacienda de Chile.https://www.dipres.gob.cl/597/articles-383684_r_ejecutivo_institucional.pdf?ts=1757960592
2. Organización para la Cooperación y el Desarrollo Económicos. (2016). Chile: Better skills for inclusive growth (Documento de trabajo del Departamento de Economía de la OCDE N.º 1290). OECD Publishing. https://doi.org/10.1787/5jm0xdwm456l-en
3. Organización para la Cooperación y el Desarrollo Económicos. (2018). Getting skills right: Chile. OECD Publishing. https://doi.org/10.1787/9789264293151-en
4. Organización para la Cooperación y el Desarrollo Económicos. (2021). Career guidance for adults in Latin America. Getting Skills Right. OECD Publishing. https://doi.org/10.1787/4eaf4996-en
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