ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

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

Country name

Colombia

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?

Don't know yet

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

This survey was completed primarily using publicly available information from national government ministries and agencies, including official policy documents, reports, and websites. Additional input was obtained through consultations with organizations that deliver career development and employment-related services in partnership with the national government.

About you

Q6. What is your name?

Angélica María Londoño-Moreno

Q7. What organisation do you work for?

Universidad del Valle

Q8. What is your job title?

Professor

Q9. What is your email address?

londono.angelica@correounivalle.edu.co

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?

Colombia

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?

-Older Adults. Although historically not the primary focus, this demographic has gained significant relevance as many Colombians reach retirement age without successfully accessing a pension. For this population, the Ministry of Labor has implemented initiatives such as the "Older Adult-Friendly Seal" (Sello amigable de adulto mayor), an official distinction recognizing companies that hire and provide labor support to individuals in this age bracket. At the operational level, the SENA's Public Employment Agency (APE) has achieved a massive impact: in 2024 alone, it processed 60,980 registrations and provided 56,343 occupational guidance interventions, resulting in 9,527 formal labor placements for individuals over 60 years of age. This trend continued into the first half of 2025, with 6,434 new placements for this demographic group.
-Persons with Disabilities (PwD). The Public Employment Service (SPE) has redesigned its service provision for this group through the "Guide for Adjustments to the Employability Pathway with a Focus on Persons with Disabilities." This encompasses profound modifications aimed at eliminating organizational and environmental barriers, including biometric adjustments, the provision of sign language interpreters, Braille formats, or screen readers, alongside a support system that mandates the adaptation of the

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

workstation within the hiring entities.
-Victims of Armed Conflict and Forced Displacement. Given Colombia's historical context, this group requires priority attention for socioeconomic stabilization. The State maintains exclusive training and guidance targets for them. For instance, during 2024, SENA exceeded its own institutional objectives by providing access to comprehensive professional training programs for over 1,060,000 individuals certified as victims of forced displacement.
-LGBTIQ+ Community. This demographic receives services under an explicit differential approach to ensure that occupational guidance and labor intermediation processes occur in discrimination-free environments. The SPE Unit conducts continuous training sessions directed at both employment service providers and employers to prevent discrimination based on sexual orientation or gender identity, impacting thousands of individuals annually.
-Women (with a cross-cutting approach for closing gender gaps). Although women are implicitly included within the "adult" and "youth" categories, Colombia possesses specific professional development policies exclusively designed for them. This is evidenced by the implementation of the "Women's Equity Budgetary Tracker" (Trazador Presupuestal de Equidad de la Mujer), which monitors resources invested in their employability. Furthermore, it is reflected in the promotion of the "Equipares" Seal (applicable to both public and private sectors), which certifies organizations that foster career advancement and equal opportunities for women's professional development.
-Rural and Peasant Population. The barriers associated with geographical isolation are addressed through targeted programs such as SENA Emprende Rural (SENA Rural Entrepreneurship). This initiative delivers occupational guidance and technical training directly to rural areas to stimulate the development of agricultural, agro-industrial, and tourism-based productive units.
-Individuals in the Reincorporation Process under the EmpleaPaz Labor Inclusion Strategy. This initiative was established pursuant to Decree-Law 899 of 2017, which sets forth measures and instruments for the economic and social reincorporation—both collective and individual—of former FARC-EP members, in accordance with the Final Agreement signed between the National Government and the FARC-EP on November 24, 2016. The Pathway (La Ruta) comprises seven components: health, education, economic sustainability, family, community, psychosocial well-being, and habitability and housing. Furthermore, it contemplates the mainstreaming of the differential approach, ensuring tailored assistance based on ethnicity, sex, sexual orientation, gender identity, life course, and disability.
-Veterans / Retired Armed Forces Personnel. This framework facilitates assistance for Armed Forces veterans through the Employability Pathway, operating under the Labor Inclusion Model with a gap-closing approach and in compliance with Law 1979 of 2019. Within this context, the Pathway for the Promotion of Employment and Entrepreneurship is explicitly established for the veteran demographic.

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			

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			
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 Colombia, the professional development and career guidance system is a consolidating field, structured through a mixed network of public entities, higher education institutions, and the private sector. It is characterized by its decentralization and its integration across the education, labor, and economic development sectors. There is no single national career guidance policy; nevertheless, a set of laws, policies, and institutions comprise an ecosystem that supports individuals in their decision-making regarding education, training, employment, and lifelong career development.
The National Ministry of Education leads socio-occupational guidance policies at the basic, secondary, and higher education levels through strategies such as Rutas de Vida and Proyecta-T, which aim to facilitate educational and occupational transitions. Concurrently, the Ministry of Labor coordinates the Public Employment Service (Servicio Público de Empleo), which offers occupational guidance, labor intermediation, and employability enhancement services in coordination with a network of public and private providers. The National Learning Service (SENA) constitutes a strategic actor by integrating technical and technological training, competency certification, labor intermediation, and entrepreneurship support.
A significant advancement is the adoption of the Public Policy for Dignified and Decent Work (Decree 1527 of 2024), which establishes for the first time a national framework to promote decent employment, social protection, fundamental rights at work, social dialogue, and just transitions. The policy recognizes career guidance and vocational training as instruments to improve employment opportunities and strengthen the articulation among the educational, productive, and labor sectors. Furthermore, the National Qualifications System, the National Qualifications Framework, and the Recognition of Prior Learning promote lifelong learning, educational and occupational mobility, and skills upgrading. Similarly, various national policies foster the labor inclusion of vulnerable populations, decent work, labor retraining, the popular economy, and entrepreneurship.

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]

Ministerio de Educación Nacional - Orientación Socio Ocupacional:
https://www.mineducacion.gov.co/1621/article-342444.html

Ministerio de Trabajo - Servicio Público de Empleo:
https://www.mintrabajo.gov.co/atencion-al-ciudadano/tramites-y-servicios/servicio-publico-del-empleo

Ministerio de Trabajo - Política Pública de Trabajo Digno y Decente:
https://www.mintrabajo.gov.co/empleo-y-pensiones/empleo/programa-nacional-de-asistencia-tecnica-territorial/politica-publica-de-empleo-y-trabajo-decente

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]

Ministerio de Trabajo - Sistema Nacional de Cualificaciones: https://www.mintrabajo.gov.co/sistema-nacional-de-cualificaciones

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]

Colombia has made significant progress in consolidating a regulatory and institutional framework that recognizes career development as a strategic component for strengthening employability, facilitating educational and labor transitions, and promoting lifelong learning. In recent years, new laws, policies, and programs have been implemented to strengthen the articulation among the education, labor, and productive development sectors.
Nevertheless, the primary challenge no longer lies in the absence of initiatives, but rather in ensuring their coordinated implementation and nationwide coverage. Territorial disparities in access to career development services persist, particularly in rural and remote areas, alongside limitations in the availability of human and financial resources required to expand their scope and ensure continuous support throughout the lifespan.
In this context, it is necessary to strengthen career guidance services through personalized support processes that acknowledge the trajectories, capabilities, needs, and contexts of each individual. Beyond merely facilitating access to education or employment, these services must promote the construction of life projects and support decision-making across all life stages. To this end, it is imperative that individuals are provided with basic conditions that guarantee their well-being, social protection, and genuine opportunities for development. When these fundamental needs are unmet, decisions concerning education, training, and work are typically driven by survival rather than the prospect of building life trajectories characterized by autonomy, meaning, and social contribution.

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				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				
benefits).					
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]

In Colombia, career development policies and practices drive productivity through a strategic articulation among talent development, labor intermediation, and business capacity building. According to the provided documents, this support is operationalized through the following actions:
Efficient Labor Intermediation: The Public Employment Service (SPE, by its Spanish acronym) directly supports productivity through its management and job placement processes, transparently connecting workers with employers. This network facilitates individuals' transition into formal employment.
Alignment with the Productive Sector: The National Qualifications System (SNC) functions as an intersectoral initiative that aligns education and training with the country's actual productive and social needs. This ensures that human capital possesses market-relevant skills.
Certification of Practical Knowledge: Through the Recognition of Prior Learning (RAP) and the Assessment and Certification of Occupational Competencies, the empirical and practical experience of workers is validated. This fosters labor mobility and guarantees the level of competence required to perform productive functions.
Technological Adaptation: In response to the challenges of the Fourth Industrial Revolution, free programs from the Ministry of Information Technologies and Communications (MinTIC), such as "Talento Tech" and "Avanza Tec," train the workforce in advanced digital skills, thereby increasing their productive capacity in the face of emerging technologies.
Fostering Innovation and Competitiveness: Government agencies such as iNNpulsa Colombia promote competitiveness and business development through strategic avenues of productivity and innovation, strengthening the entrepreneurial ecosystem and providing direct support to MSMEs (Micro, Small, and Medium Enterprises).
Collectively, these active labor market policies seek to balance human capital development with national economic efficiency and competitiveness.

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 Colombia, support for an inclusive economy through career development services is structured around models designed to close historical gaps and overcome structural barriers. Policies have evolved to shift the focus away from exclusively individual characteristics, aiming instead to transform environments and organizations. The primary strategies and practices include:
Labor Inclusion Model with a Gap-Closing Approach: Implemented by the Public Employment Service (SPE), this model applies the concept of intersectionality through a "single employability pathway." It offers a basic level with adjustments to traditional services, as well as a specialized level providing intensive psychosocial support for complex cases.
Multisectoral Articulation: The Inclusive Employment Model of the National Business Association of Colombia (ANDI) consolidates an ecosystem uniting the government, businesses, and social organizations. Its goal is to integrate and retain vulnerable populations within the formal labor market through training, labor intermediation, and a psychosocial framework.

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]

Differentiated Population Approaches:
Youth and Women: The Renta Joven program promotes social mobility through financial maintenance support for higher education. For women, territorial barriers are mitigated through training in a gender perspective and the implementation of a "Budgetary Tracer."
Older Adults: The Colombia Mayor program is implemented for those facing extreme poverty without pension coverage, alongside the Sello Amigable Adulto Mayor (Older Adult-Friendly Seal), which incentivizes companies to hire individuals who have reached retirement age but lack access to a pension.
Disability and Diversity: Employment centers implement reasonable accommodations, such as sign language interpreters and Braille formats. Discrimination-free environments are promoted for the LGBTQ+ population, and efforts are directed toward eliminating racial biases in the hiring of ethnic communities.
Migrants and Victims: The registration of migrants using their National Identity Document (DNI) is facilitated to mitigate xenophobia. Simultaneously, exclusive targets for occupational retraining, socioeconomic stabilization, and peacebuilding are established for victims of the armed conflict and reintegrated individuals.
Collectively, these interventions ensure that career development actively fosters social equity, dignity, and decent work.

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]

Labor Intermediation – employment management and job placement process.
-Ley 1636 de 2013: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=53493
-Decreto 722 de 2013: https://www.funcionpublica.gov.co/eva/gestornormativo/norma_pdf.php?i=52634
-Decreto 1823 de 2020: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=154447
-Política Pública de Trabajo Digno y Decente (DECRETO 1527 DE 2024) https://www.funcionpublica.gov.co/eva/gestornormativo
-Plan de Acción "Con Dignidad, ¡Cumplimos!" https://www.mintrabajo.gov.co/documents/20147/87498949/Plan+de+Acci%C3%B
-CONPES 4189: https://www.cerlatam.com/wp-content//uploads/2026/05/4189.pdf
-Ley 2039 de 2020: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=137230
-Servicio público de empleo: https://www.serviciodeempleo.gov.co/
-Agencia Pública de Empleo: https://ape.sena.edu.co/Paginas/inicio.aspx

Unemployment Protection Mechanism in Colombia
-Ley 1636 de 2013: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=53493
-Decreto 2852 de 2013: https://www.funcionpublica.gov.co/eva/gestornormativo/norma_pdf.php?i=55854
-Ley 2225 de 2022: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=188807#:~:text=Ley%202225%20de%
%20mayo%20de%202024.

Policies, Services, and Entrepreneurship Networks in Colombia
-Política Nacional de Emprendimiento. Conpes 4011 /https://colaboracion.dnp.gov.co/CDT/Conpes/Económicos/4011.pdf
-Fondo emprender. https://www.sena.edu.co/es-co/trabajo/Paginas/fondo-emprender.aspx
-Innpulsa Colombia. https://www.innpulsacolombia.com/
-Apoyo para pequeños negocios y emprendimientos, profesionales independientes y artesanos. https://colombiasigueadelante.m
-Programa de Emprendimiento Digital del Ministerio TIC. 2025. https://www.mintic.gov.co/portal/inicio/Sala-de-prensa/Noticias/41
-MiPymes. https://www.mipymes.gov.co/innovacion-y-emprendimiento

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				

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

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.]

High rates of drop-out from TVET
Lack of career development services for learners considering TVET
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?

During upper secondary education: Youth may initiate this vocational training prior to completing secondary school through the "Double Degree" (Doble Titulación) strategy. This initiative enables them to graduate concurrently with a high school academic diploma and an occupational technical certification.

Between 16 and 27 years of age: There is no national indicator regarding the exact age of entry into higher education. Nevertheless, various studies conducted by Colombian universities have identified an average range for these enrollment ages.

From 18 years of age onward: Specific technical training offerings, such as the Avanza Tec program administered by the Ministry of Information Technologies and Communications (MinTIC), are expressly directed at training individuals over 18 years of age.

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]

It is imperative to rethink the paradigm that assumes "trajectory selection" as an event exclusive to upper secondary education or youth. From a critical perspective of the psychology of working and career construction, labor transitions are continuous and non-linear processes throughout the lifespan.

While Colombian policies such as Socio-Occupational Guidance (OSO) and tools like "Proyecta-T" are rightfully focused on supporting youth in their transition to the labor market and mitigating the fear of making early missteps, the system must expand its scope. The age of trajectory selection and adaptation occurs multiple times; adults are constantly compelled to reevaluate and re-choose their paths in the face of an unstable labor market.

In this regard, national regulations demonstrate progress toward a vision of lifelong learning. Mechanisms such as the Recognition of Prior Learning (RAP) and the System for the Assessment and Certification of Occupational Competencies validate the knowledge acquired empirically over the course of workers' life

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

experiences. Furthermore, the Standard Pathway for Occupational Retraining (Ruta Tipo de Reconversión Laboral) establishes a precedent for guiding and retraining workers affected by technological or environmental changes.

The major challenge lies in consolidating a career guidance system that encompasses these adult transitions to guarantee sustained access to decent and dignified work. This is indispensable for older adults, who frequently face precarization, informal survival strategies (rebusque), or the need for bridge employment. Recent initiatives such as the "Older Adult-Friendly Seal" (Sello amigable adulto mayor) and the Decent Work Policy demonstrate that occupational trajectories and the need for guidance extend well beyond youth, thus demanding inclusive policies across all age cohorts.

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 Colombia, career development policies are intertwined with technical training and lifelong learning through an institutional framework that seeks to articulate education with productive needs and the dignification of work. This complementarity is structured across three primary levels:

School-to-Work Transition (Youth): The technical training promoted by SENA and the "Double Degree" (Doble Titulación) strategy directly complement Law 2109 of 2021 regarding Socio-Occupational Guidance (OSO, by its Spanish acronym). State-provided tools, such as the Rutas de Vida manual and the Proyecta-T portal, support students in making informed technical training decisions, aligning their interests with the educational offerings to prevent early dropout.

Lifelong Learning (Adults): Through the National Qualifications System (SNC), the State promotes the Recognition of Prior Learning (RAP) and the certification of occupational competencies, validating the experiential knowledge that workers acquire throughout their lives. The Public Employment Service (SPE) complements this effort by utilizing these certifications to provide more precise occupational guidance and enhance labor intermediation within the formal market.

Occupational Retraining and Skills of the Future: In response to market transformations, the extensive provision of digital skills training (including free programs such as Talento Tech and Avanza Tec) is articulated with the Standard Pathway for Occupational Retraining (Ruta Tipo de Reconversión Laboral). This policy functions as a comprehensive career development service that guides, protects, and retrains workers affected by technological or environmental changes, facilitating their transition toward sustainable employment.

Collectively, these policies seek to ensure that skills training is not an isolated process, but is instead supported by continuous guidance that fosters dignified and adaptable occupational trajectories throughout the entire productive lifespan.

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]

Orientación Socio-Ocupacional (OSO)
-La Ley 2109 de 2021: https://www.cerlatam.com/normatividad/congreso-ley-2109-de-2021/
-Ley 2119 de 2021: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=168027
-Proyecta-T: https://proyectateherramienta.mineducacion.gov.co/MenVocOcup/Sistema/QuieresEstudiar.aspx
-Ruta de vida. Manual de acompañamiento en orientación socio Ocupacional: https://www.mineducacion.gov.co/1621/articles-342444_Manual_rutas_de_vida.pdf
-Guias de Orientación socio ocupacional https://www.mineducacion.gov.co/1621/article-342444.html

Vocational Education and Training (VET)
-Decreto 1649 de 2021: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=173957
-Decreto 946 de 2022: https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=187426
-Subsistema de formación para el trabajo: https://www.mintrabajo.gov.co/subsistema-de-formaci%C3%B3n-para-el-trabajo-y-su-aseguramiento-de-la-calidad
-Reconocimiento de aprendizajes previos https://www.mintrabajo.gov.co/prensa/comunicados/2022/julio/-

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]

reconocimiento-de-aprendizajes-previos-rap-certifica-los-saberes-adquiridos-con-la-experiencia-viceministro-andr%C3%A9s-felipe-uribe
-Marco Nacional de cualificaciones: https://especiales.colombiaaprende.edu.co/mnc/index.html
-Evaluación y Certificación por Competencias Laborales: https://www.sena.edu.co/es-co/formacion/Paginas/Evaluaci%C3%B3n-y-Certificaci%C3%B3n-por-competencias-laborales.aspx
-Marco Nacional de cualificaciones:. https://www.mineducacion.gov.co/1780/articles-363488_recurso_31.pdf

ICT Skills Training and Occupational Retraining in Colombia
-Resolución 2824 de 2025: https://www.mintrabajo.gov.co/documents/20147/81894008/2824.pdf/62cf288c-d8d7-39e3-4229-50fbb0e7cdc1?t=1750264597682
-Talento Tech" del MinTIC. https://talentotech.gov.co/portal/
-Avanza Tec. https://www.avanzatec.gov.co/portal/
-Plataforma Aprende. https://formacionapropiacion.mintic.gov.co/

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

If Other, please specify:
Victims of the internal armed conflict; Reintegrated and reincorporated populations; Rural populations

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 Colombia, support for vulnerable and disadvantaged populations is grounded in the "Labor Inclusion Model with a Gap-Closing Approach" (Modelo de Inclusión Laboral con Enfoque de Cierre de Brechas) of the Public Employment Service (SPE). This policy marks a paradigm shift by moving away from an exclusive focus on individual characteristics, aiming instead to intervene in the structural, organizational, and contextual barriers of exclusion.

The model operates under the principle of intersectionality through a "single employability pathway" divided into two tiers: a basic level, which implements adjustments to traditional services (such as registration and guidance), and a specialized level, which provides intensive support for the most complex cases. To ensure its execution, employment agencies finance these strategies through competitive funding from the Employment Opportunities Fund (FOE) and the FOSFEC (Solidarity Fund for the Promotion of Employment and Protection of the Unemployed).

These policies are operationalized through highly personalized services tailored to specific populations:

Persons with disabilities: Reasonable accommodations in infrastructure are implemented, sign language interpreters are provided, and Braille formats or screen-reading software are utilized to facilitate selection processes.

Migrants: Access and registration are permitted using the National Identity Document (DNI) regardless of regular or irregular immigration status, and interventions are conducted with employers to mitigate xenophobia in the workplace.

Ethnic communities: Occupational profiles are analyzed to eliminate racial discrimination biases in hiring practices.

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]

Women: System facilitators receive training in a gender perspective to overcome territorial and access barriers.

Older adults: Through the "Older Adult-Friendly Seal" (Sello amigable adulto mayor), recognition is granted to companies that hire and provide occupational support to individuals who have reached retirement age but have been unable to access pension benefits.

Victims and reincorporated populations: Exclusive targets for training and occupational retraining are established, focusing centrally on socioeconomic stabilization and peacebuilding.

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]

Art 6. Ley 2119 de 2021. https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=168027
Ley 2040 de 2020. Impulsar el trabajo de personas mayores en Colombia. https://www.funcionpublica.gov.co/eva/gestornormativ
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