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for Technical and Vocational
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TVET Country Profile Chile

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589

Statistics*

General information

Category	Indicator	Statistics
Demographic	Total population (in millions)	17.9 million (2016)**
	Population growth	0.8% (2016)**
	Median age of population	33.7 (2015)**
	Population aged 15-24 years (in millions)	2.7 million (2016)

Socio-economic	GDP growth (annual %)	1.6% (2016)***
	GDP per capita (current US\$)	13,793 (2016)***
	Unemployment rate (%)	6.9% (2017)****
	Youth literacy rate, population 15-24 years, both sexes (%)	99% (2013)

Participation in education by level and by programme orientation (2016)

Category		Gross enrolment ration (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		101.6%		48.3%	
Secondary education, all programmes	Lower secondary (ISCED 2)	100.6%	102.7%	49.3%	48.6%
	Upper secondary (ISCED 3)		99.6%		49.6%
Tertiary education, all programmes (ISCED 5-8)		88.6%		51.9%	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	20.1%	2.4%	46.3%	42.7%
	Upper secondary (ISCED 3)		29.0%		46.5%

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	29.4%	51.8%

Education finance

Category	Indicator	Statistics (2015)
Expenditure	Government expenditure on education as % of total government expenditure (%)	18.9%
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	1.2%

Type of institutions[#]

Type of institution	Education level	Ministry responsible	Number of institutions
Liceo (High School)	Upper secondary	Ministry of Education	946
CFT (Centre for Technical Training)	Tertiary	Ministry of Education	48
IP (Professional Institute)	Tertiary	Ministry of Education	43

* UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

** UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

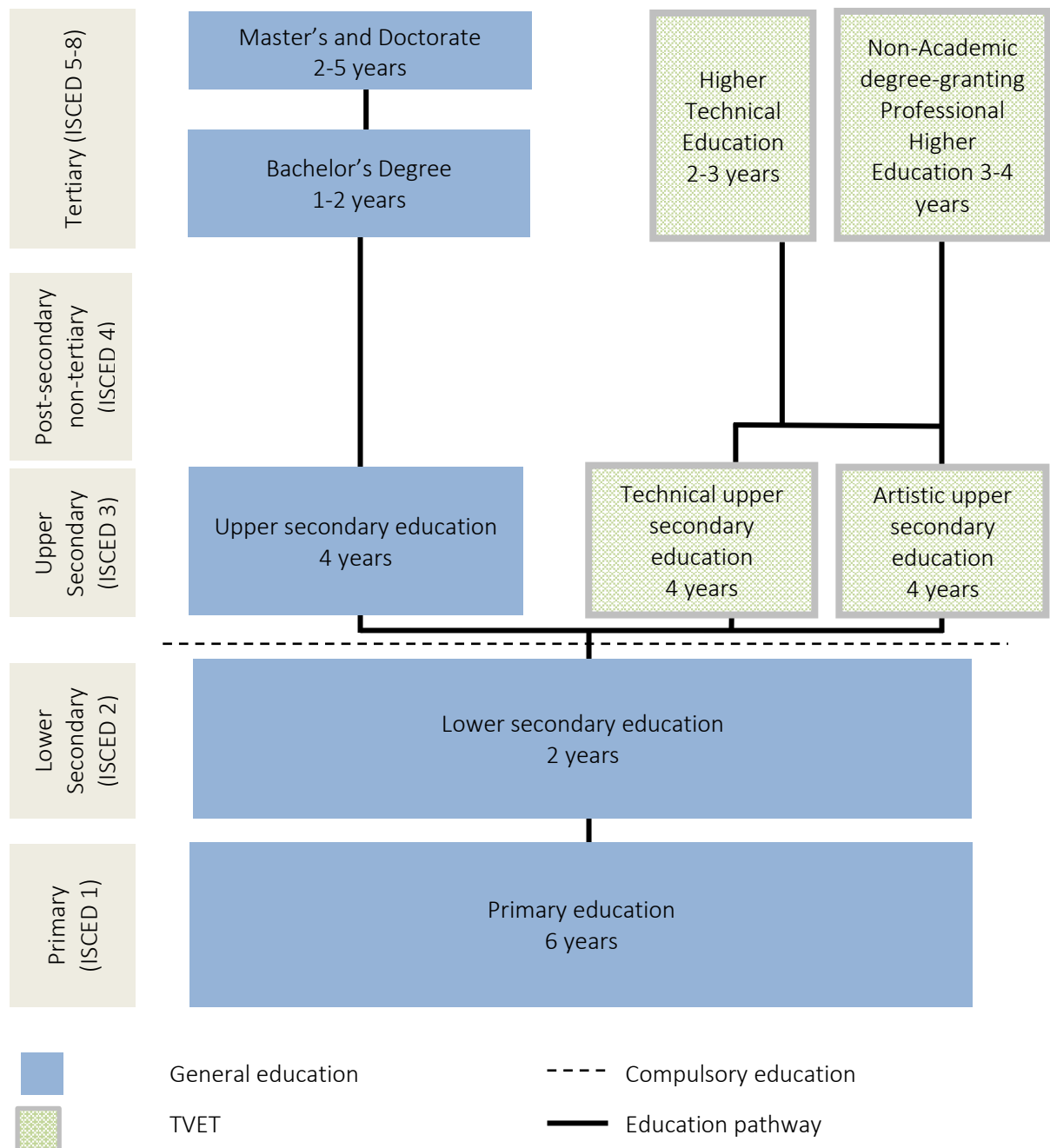
*** World Bank National Accounts Data, and OECD National Accounts data files

**** International Labour Organization. [ILOSTAT - ILO database of labour statistics](http://ilostat.ilo.org/)

Data provided by Duoc UC

1. TVET Systems

TVET in the Chilean education system



¹Compiled by UNESCO-UNEVOC International Centre

Formal TVET system

Technical Upper Secondary Education courses are offered at the upper secondary level (ISCED 3).	
Duration:	4 years
Admission requirements:	Lower Secondary Education Certificate
Taught in:	Technical professional high schools
<p>The <i>enseñanza média técnico-profesional</i> has a study load of either 38 or 42 hours per week, divided over 12 hours of general education and 26 hours of education in the chosen field of specialization. These specialisations include agriculture, technology, industry, commerce, and shipping. Upon completion of the secondary education programme, pupils receive a Licencia de Educación, Media or Licencia de Enseñanza Media certificate. This certificate provides access to the Chilean higher education system. Access to university education is generally also subject to a compulsory entrance examination (<i>Prueba de Selección Universitaria</i>, PSU).</p>	

Higher Technical Education courses are offered at the tertiary level (ISCED 5-8)	
Duration:	2,5 years
Admission requirements:	High School Diploma
Taught in:	Technical and Professional Institutes
<p>Post-secondary TVET in Chile consists of two year programmes in technical training centres (<i>Centros de Formación Técnica</i>) and professional institutes (<i>Institutos Profesionales</i>). In Chile, these institutes are part of the higher education system. Both institutes offer vocational education programmes (<i>Carreras Técnicas de Nivel Superior</i>). As per the Ministry of Education, 40% of the students are enrolled in TVET programmes at the upper secondary level, of whom 8% follow a dual track that includes both school-based and work-based learning.</p> <p>All these institutions are private, and consist of both non-profit or for-profit organizations.</p>	

Non-academic degree courses are offered at the tertiary level (ISCED 5-8)	
Duration:	4 years
Admission requirements:	High School Diploma and either a technical, professional or Bachelor of Arts degree
Taught in:	Technical and Professional Institutes

Non-formal and informal TVET systems

The Technical Training Institution (OTEC) offers non-formal TVET programmes. Some examples include:

Programme:	National Service of Training and Employment (SENCE)
Ministry/organization responsible:	Ministry of Labour
Target audience:	First job applicants and people wishing to acquire further skills at their current job
Admission requirements:	Depending on the programme
Qualifications received:	N/A

Currently, Higher Education TVET Centres have adopted recognition of prior learning mechanisms. However, as these systems are decentralised, the regulations vary greatly from institution to institution.

2. TVET strategy and key policy documents

Technical and Vocational Education and Training (TVET), or *Educación Técnico Profesional* (Technical and Professional Education) in Chile aims to support the country's economic growth by encouraging the development of competencies and skills according to the changing needs and demands of the job industry.

The following key documents help guide the development of TVET in Chile.

Name of document	National Policy for Professional Technical Education Exempt Decree N° 848/2016
Date entered into force	2016
Website link	http://t1p.de/az08 (in Spanish)
Key points and objectives	<p>The National Policy for Professional Technical Education aims at ensuring that TVET programmes in Chile align with the country's development needs and are tailored to students' individual expectations and capabilities.</p> <p>The policy follows three phases of implementation:</p> <ol style="list-style-type: none"> (1) Create the environment to strengthen TVET; (2) Define TVET standards; (3) Implement the policy in different territories.

Name of document	General Education Law, Law 20.370
Date entered into force	12 th September 2009
Website link	http://t1p.de/dmkr (in Spanish)
Key points and objectives	<p>The General Education Law regulates the rights and duties of different stakeholders in the education sector. Having defined education as a lifelong and permanent process, it sets guidelines for the distinction between formal and informal education and furthermore established criteria for the recognition of educational institutions by the Chilean Government.</p>

3. Governance and financing

Governance

The **Ministry of Education**, the **Ministry of Economy** and the **Ministry of Labour** are responsible for developing TVET policies in Chile. Until 2016, TVET secondary education curricula were prepared by the Ministry of Education and gave schools the autonomy to implement these systems by themselves. However, since 2016, public schools have to follow the new system for public education.

Other institutions responsible for the administration of formal and non-formal TVET systems include regional councils, ChileValora, the National Service of Training and Employment (SENCE), Higher TVET Institutions and the Production Development Corporation (CORFO).

As there is currently no national Qualification Framework in place, the governance of Higher TVET Institutions continues to be decentralized and each state has its own laws.

Most of the TVET institutions in Chile are private organizations, either for-profit or non-profit. According to the Organisation for Economic Co-operation and Development (OECD), some of these TVET institutions (particularly CFTs) have strong links with the industry and chambers of commerce and provide high quality and industry responsive skills development to their students. They are also well-connected to universities and facilitate the mobility of the students to higher education. In addition, these institutions appoint representatives from the industry to their boards of directors, and involve them in the design of the programmes.

In 2016, an Advisory Council on Technical and Professional Training (Consejo Asesor de Formacion Tecnico Profesional) was established. It comprises of representatives from public and private sector and aims to develop the National Technical-Professional Training Strategy (Estrategia Nacional de Formacion Tecnico Profesional) for upper secondary and tertiary education. This Council will also be responsible for the development of the National Qualifications Framework.

Financing

A number of ministries are responsible for the financing of the formal and non-formal TVET sector. These include the Ministry of Education, the Ministry of Labour and the Ministry of Economy. Resources for the policy development and implementation are predominantly sourced through public financing.

As the majority of the TVET institutions are private (for-profit and non-profit), their sources of finance are student enrolment fees and/or grants (in the case of non-profit organizations). However, given the prioritization of TVET in the higher education reform in 2016, the exclusion of post-secondary TVET programmes from free tuition under the national 'Gratiuidad' programme has seen some reversal. Owing to this, 2017 was the first year that TVET students attending institutions with a minimum of 4 out of 7 years of accreditation, could access free tertiary TVET education if eligible. In institutions below the stated amount of accredited years, the tuition ranges from USD 200 – 350 per month (USD 2,000 – 3,500 a year) which is paid by the students in the form of enrolment fees.

4. TVET teachers and trainers

The requirements for teachers in TVET are not regulated and vary across institutions. Similarly, higher TVET institutions are responsible for their own teacher training as there is no universal training in place yet.

In 2016, the Ministry of Education in Chile launched a national system for teacher development, which includes postgraduate programmes for current teachers in secondary TVET institutions wishing to improve their teaching skills.

5. Qualification system and quality assurance

National Vocational Qualifications Framework (*MCTP – Marco de Cualificaciones Técnico Profesional*)

“The Vocational Qualifications Framework (*Marco de Cualificaciones Técnico Profesional, MCTP*) is a tool for the development, classification, and recognition of skills, knowledge, and competencies. The MCTP aims to improve and strengthen Vocational Training (*Formación Técnico Profesional, FTP*), optimize the mechanisms for recognizing learning and training processes, encourage the participation of the productive sectors and the workers themselves in the development of Vocational Training programs, and to advance in the construction of significant educational and occupational trajectories, among others.

The MCTP oversees the development of qualifications of the Transportation and Logistics, Metal Mining, Information Technologies and Communications productive sectors. The MCTP promotes itineraries of continuous educational and career development to improve qualification, encourage mobility between productive sectors, territories, and institutions, boost the employability of students and workers and promote the recognition of capabilities acquired in each productive sector.”²

More information can be found at www.marcodecualificacionestp.cl/.

Quality assurance

The National Accreditation System aims to ensure the quality and relevance of learning outcomes related to TVET in Chile. The mechanism is monitored and evaluated by the National Accreditation Commission, which assesses the quality of TVET based on norms and protocols that are guided by a number of criteria.

TVET curriculum

Being a decentralised system, each institution in Chile has the independence to develop and follow their own programmes and curriculums.

²<https://fch.cl/en/proyecto/innovum-en/marco-de-cualificaciones-tp/> (Accessed 05/10/2018)

6. Current reforms and policy discussions

Current reforms in Chile focus on a number of areas.

The main objective of reforms in Chile is to include TVET accredited institutions into the free education system along with traditional universities. As for now, this reform allowed over 91,201 TVET students in 2016 to enrol in training free from tuition.

Furthermore, the Chilean Government aims to increase the accessibility of TVET, having launched 15 state-created TVET centres all around the country.

Challenges

According to DUOC UC, Chile faces the following challenges to its TVET system:

Lifelong learning in TVET	Currently, there are very few professional development options for TVET graduates as the Chilean law does not allow TVET institutions to award BA degrees. This makes it harder for them to access MA degrees and proceed into the local job market.
Qualifications Framework	A Qualifications Framework is needed to control the programmes offered and assess their alignment with Chile's industrial needs.
Cross-cutting teacher training and required qualifications	Cross-sector teacher training and requirements for teachers in TVET need to be established. This will ensure that TVET teachers have the required skills and knowledge to teach their students.
Basic competencies in Secondary TVET	Students coming from secondary TVET institutions usually lack the basic competencies in Mathematics and languages, making their access to tertiary education at Higher Education Institutions more difficult.
Cross-cutting recognition of prior learning	As there is no universal recognition system between institutions, establishing a cross-cutting recognition system would facilitate the work of Higher Education institutions.

7. References and further reading

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Compiled by

**UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training**
UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

Contact

Tel: +49 228 815 0100
Fax: +49 228 815 0199
www.unevoc.unesco.org
unevoc.tvetprofiles@unesco.org



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