TVET Country Profile
CHILE

November 2018
Compiled in collaboration with Duoc UC, Chile.
Contents

Statistics ........................................................................................................................................... 3
1. TVET systems .............................................................................................................................. 5
2. TVET strategy and key policy documents .................................................................................. 7
3. Governance and financing ......................................................................................................... 8
4. TVET teachers and trainers ........................................................................................................ 9
5. Qualification system and quality assurance ............................................................................. 9
6. Current reforms and policy discussion ...................................................................................... 10
7. References and further reading .................................................................................................. 11

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.

Acknowledgements

The following report has been compiled with the support of Duoc UC in Chile, a UNEVOC Centre. Another UNEVOC centre is the Ministry of Education, Executive Secretary of Technical Vocational Education (Se-ETP).

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic</td>
<td>Total population(^2)</td>
<td>17.9 million (2016)</td>
</tr>
<tr>
<td></td>
<td>Population growth(^2)</td>
<td>0.8% (2016)</td>
</tr>
<tr>
<td></td>
<td>Median age of population(^2)</td>
<td>33.7 (2015)</td>
</tr>
<tr>
<td></td>
<td>Population aged 15-24 years</td>
<td>2.7 million (2016)</td>
</tr>
<tr>
<td>Socio-economic</td>
<td>GDP growth (annual %)(^3)</td>
<td>1.6% (2016)</td>
</tr>
<tr>
<td></td>
<td>GDP per capita (current US$)(^3)</td>
<td>13,793 (2016)</td>
</tr>
<tr>
<td></td>
<td>Unemployment rate (%)(^4)</td>
<td>6.9% (2017)</td>
</tr>
<tr>
<td></td>
<td>Youth literacy rate, population 15-24 years, both sexes (%)</td>
<td>99% (2013)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Gross enrolment ration (%)</th>
<th>Percentage of students who are female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education (ISCED 1)</td>
<td>101.6%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Secondary education, all programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower secondary (ISCED 2)</td>
<td>100.6%</td>
<td>102.7%</td>
</tr>
<tr>
<td>Upper secondary (ISCED 3)</td>
<td>99.6%</td>
<td>99.6%</td>
</tr>
<tr>
<td>Tertiary education, all programmes (ISCED 5-8)</td>
<td>88.6%</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of students enrolled in vocational programmes, both sexes (%)</th>
<th>Percentage of students in vocational education who are female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary education, all programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower secondary (ISCED 2)</td>
<td>20.1%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Upper secondary (ISCED 3)</td>
<td>29.0%</td>
<td>46.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Both sexes (%)</th>
<th>Percentage of students who are female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students in tertiary education enrolled in short cycle (ISCED 5)</td>
<td>29.4%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>
### Education finance

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
<th>Statistics (2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
<td>Government expenditure on education as % of total government expenditure (%)</td>
<td>18.9%</td>
</tr>
<tr>
<td></td>
<td>Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

### Type of institutions

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Education level</th>
<th>Ministry responsible</th>
<th>Number of institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liceo (High School)</td>
<td>Upper secondary</td>
<td>Ministry of Education</td>
<td>946</td>
</tr>
<tr>
<td>CFT (Centre for Technical Training)</td>
<td>Tertiary</td>
<td>Ministry of Education</td>
<td>48</td>
</tr>
<tr>
<td>IP (Professional Institute)</td>
<td>Tertiary</td>
<td>Ministry of Education</td>
<td>43</td>
</tr>
</tbody>
</table>

---

1 Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). [http://uis.unesco.org/](http://uis.unesco.org/)
3 World Bank. World Development Indicators. [https://data.worldbank.org](https://data.worldbank.org)
5 Data provided by Duoc UC.
1. TVET systems

TVET in the Chilean education system

- **Primary (ISCED 1):**
  - Primary education
  - 6 years

- **Lower Secondary (ISCED 2):**
  - Lower secondary education
  - 2 years

- **Upper Secondary (ISCED 3):**
  - Upper secondary education
  - 4 years

- **Post-secondary non-tertiary (ISCED 4):**
  - Technical upper secondary education
  - 4 years

- **Tertiary (ISCED 5-8):**
  - Bachelor’s Degree
  - 1-2 years
  - Master’s and Doctorate
  - 2-5 years

- **Higher Technical Education:**
  - 2-3 years

- **Non-Academic degree-granting Professional Higher Education:**
  - 3-4 years

---

*Compiled by UNESCO-UNEVOC International Centre.*
**Formal TVET system**

The formal TVET system in Viet Nam is structured as follows:

<table>
<thead>
<tr>
<th>Technical Upper Secondary Education</th>
<th>courses are offered at the upper secondary level (ISCED 3).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 years</td>
</tr>
<tr>
<td><strong>Admission requirements:</strong></td>
<td>Lower Secondary Education Certificate</td>
</tr>
<tr>
<td><strong>Taught in:</strong></td>
<td>Technical professional high schools</td>
</tr>
</tbody>
</table>

The enseñanza media técnico-profesional 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 specializations 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 (Prueba de Selección Universitaria, PSU).

<table>
<thead>
<tr>
<th>Higher Technical Education</th>
<th>courses are offered at the tertiary level (ISCED 5-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>2,5 years</td>
</tr>
<tr>
<td><strong>Admission requirements:</strong></td>
<td>High School Diploma</td>
</tr>
<tr>
<td><strong>Taught in:</strong></td>
<td>Technical and Professional Institutes</td>
</tr>
</tbody>
</table>

Post-secondary TVET in Chile consists of two year programmes in technical training centres (Centros de Formación Técnica) and professional institutes (Institutos Profesionales). In Chile, these institutes are part of the higher education system. Both institutes offer vocational education programmes (Carreras Técnicas de Nivel Superior). 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.

All these institutions are private, and consist of both non-profit or for-profit organizations.

<table>
<thead>
<tr>
<th>Non-academic degree</th>
<th>courses are offered at the tertiary level (ISCED 5-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 years</td>
</tr>
<tr>
<td><strong>Admission requirements:</strong></td>
<td>High School Diploma and either a technical, professional or Bachelor of Arts degree</td>
</tr>
<tr>
<td><strong>Taught in:</strong></td>
<td>Technical and Professional Institutes</td>
</tr>
</tbody>
</table>
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 decentralized, 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:

<table>
<thead>
<tr>
<th>Name of document</th>
<th>National Policy for Professional Technical Education Exempt Decree N° 848/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date entered into force</td>
<td>2016</td>
</tr>
<tr>
<td>Website link</td>
<td><a href="http://t1p.de/az08">http://t1p.de/az08</a> (in Spanish)</td>
</tr>
</tbody>
</table>

Key points and objectives

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.

The policy follows three phases of implementation:
- Create the environment to strengthen TVET;
- Define TVET standards;
- Implement the policy in different territories.

<table>
<thead>
<tr>
<th>Name of document</th>
<th>General Education Law, Law 20.370</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date entered into force</td>
<td>12th September 2009</td>
</tr>
<tr>
<td>Website link</td>
<td><a href="http://t1p.de/dmkr">http://t1p.de/dmkr</a> (in Spanish)</td>
</tr>
</tbody>
</table>

Key points and objectives

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
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 which gave the 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, 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 ‘Gratuidad’ 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 US$ 200 – 350 per month (US$ 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 Professional, 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.”

More information can be found at [www.marcodecualificacionestp.cl/](http://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.

---

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

www.iolo.org/ilostat (Accessed 10 October 2018.)

Fundación Chile.  Vocational Qualification Framework.  


https://www.leychile.cl/Navegar?idNorma=1006043 (Accessed 10 October 2018.)

Ministry of Education Chile. 2015.  *Educación Técnico-Profesional*.  

https://www.oitcinterfor.org/sites/default/files/file_publicacion/Politica-de-Formacion-Tecnico-Profesional_chile.pdf

National Qualification Framework.  
www.marcodecualificacionestp.cl/ (Accessed 10 October 2018.)

OECD, 2017.  *Improving the Quality of Technical and Vocational Education in Chile*.  

UN Department of Economic and Social Affairs (UN DESA).  *World Population Prospects*.  


UNESCO Institute for Statistics (UIS).  
http://uis.unesco.org/ (Accessed 10 October 2018.)

World Bank.  *World Development Indicators*.  
Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities. This report is subject to revision as deemed necessary by UNESCO-UNEVOC to ensure consistency and accuracy of the details contained herein.

The designations employed and the presentations of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.