

The Country Paper should not exceed 25 pages, including the cover page.
The finalized Country Paper should be submitted via email at ICCDPP2017@krivnet.re.kr in Word (.doc file).

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Chile

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Introduction

We are now at a crucial crossroads where decisions must be made.

The structures of work opportunities are undergoing massive changes in most countries. Information and communications technology have significantly changed the ways how organisations and businesses function. The local and national economies are affected by the global economy in ways which could not have been envisaged 30 years ago. Many people struggle to make a living. Incomes have stagnated for many years while the cost of living is steadily increasing. Wealth and income inequality is growing with the former increasingly concentrated among a small percentage of the population. Youth unemployment and underemployment rates are universally high. Career pathways are very unclear. There remains a disconnection between education & training and the world of work. The role of between career development practitioners in all sectors and employers is rather vague. The era of the 4th Industrial Revolution and Artificial Intelligence (AI) has arrived. Automation is increasingly encroaching and reshaping skills and jobs in many economic sectors. The future of work is uncertain and unclear.

To deal with these issues above, there is high need to seek approaches and methods that meet individual career needs and produce measurable results that are practical and socially relevant for individuals and societies.

The career development sector addresses the challenges to bridging the supply and demand of the labour market towards enhancing the prospects of the national economy and society. It equips individuals on the one hand with skills for taking decisions on educational, training and work choices that will guide them in finding decent work and future career opportunities and on the other hand, it helps employers to access qualified and productive workers.

How is the career development sector in your country facing the challenge of being relevant and current in the context of such massive change? How have the personal, social and economic impacts of its programs and services been demonstrated and/or transformed in response to changes in the labour market? What can funders and policy makers realistically expect from programs and services provided within the sector? What can the public and employers realistically expect? What are the implications for policy and practice going forward?

The 2017 Symposium invites countries to examine the crossroads at which the relevance and impact of career development interact with the significant changes occurring in their labour markets and to explore constructive and impactful career development responses. Countries are expected to develop a Country Paper in which the following four themes will be addressed:



Theme 1

Understanding how work opportunities are changing



Theme 2

Ensuring that content and delivery of career development programs and services are relevant



Theme 3

Improving career practitioner training and practice



Theme 4

Reforming career services in education and labour to focus on career competencies and successful transitions

In reference to these themes, countries are encouraged to pay specific attention wherever possible to:

- Key elements in your country that are guiding policy development and implementation
- Examples of specific outcomes that are resulting from policy implementation and how these outcomes are measured
- Examples of promising implementation strategies.

General question

1. Please indicate the theme that you are the most interested in discussing (Please note that country teams will participate in all sub-themes discussions during the symposium.)
 - Understanding how work opportunities are changing
 - Ensuring that content and delivery of career development programs and services are relevant
 - Improving career practitioner training and practice
 - **Reforming career services in education and labour market sectors to focus on career competencies and successful transitions**

2. Please indicate your reasons for participating for this symposium.

Funded by graduates of the International Centre for Higher Education Research (INCHER-Kassel) of the University of Kassel, Germany, the organization of higher education professionals named OCIDES (www.ocides.org) is focused on the capacity building approach for the promotion of inter-institutional collaboration and development in higher education. OCIDES is the responsible organisation for the Biennial Encounter of Higher Education and the World of Work (BIESTRA) designed as a non-profit and collaborative international initiative aimed to foster innovative higher education strategies in relation to the integral development of students and graduates.

Accordingly, the rationales behind the participation to the symposium are the following: to increase the visibility of the relevance of career education and guidance in the Chilean context at multiple level in the policy, practice and research spheres, to gain knowledge and experience from other countries towards promotion of a national policies and system of career education and guidance.

3. To what degree are the established career content, programs and services in your country in meeting the career needs of the population?
(2)/5
4. On a scale of 1(Lowest) – 5(Highest), how does career development provided in schools, produce ‘career ready school leavers’ in your country?
(2)/5
5. On a scale of 1(Lowest) – 5(Highest), what is the strength of the public policy evidence base for career development in your country?
(2)/5

Thematic questions

Questions to help you to organise your country responses to the four specific themes are outlined below:



Understanding how work opportunities are changing

6. What are the major changes that are taking place in access to, or maintenance of, or progression in employment and/or livelihood possibilities for youth and adults in your country?

Currently in Chile the workforce is composed of more than 8 million people. Our labour market is characterized by a low level of unemployment (below 6.5%), a high level of unemployment among young people, low participation of women, precariousness and informal labour and unbalanced wage¹. In a context where social inequality has declined, but still stands at a high level -with a GINI index of 0.47 (2013)²-, and higher education has surpassed the level of mass access³ in a market-oriented and expensive system.

Changes in access.

- The general labour market participation rate has raised abruptly over the last thirty years. While in the mid-1980s only 50% of those over the age of fifteen participated in the labour market, today it stands at 60%⁴.
- The unemployment rate increased by 4.6%, exclusively affected by women unemployment. The employment 1.6%, and the self-employment has increased reaching a 5.2%⁵.
- Youth employment in Chile increased by 20% between 2007 and 2015. This increase is explained by youth attainment rate of high educational levels (full secondary education)⁶.
- The proportion of young people who are not in employment, education or training (aged between 15 and 29 years-old) is high 18.8%⁷.

¹ SENCE. (2015). Situación del Mercado Laboral en Chile: “Últimos Avances y desafíos”. URL: http://www.sence.cl/601/articles-4980_recurso_07.pdf (Retrieved, February 14, 2017).

² OECD. (2016). Panorama de la Sociedad. URL: <https://www.oecd.org/chile/sag2016-chile.pdf> (Retrieved, February 14, 2017).

³ SIES. Panorama de la educación Superior Chile 2014. URL: http://www.mifuturo.cl/images/Estudios/Estudios_SIES_DIVESUP/panorama_de_la_educacion_superior_2014_sies.pdf

⁴ Marcel, M. and Naudon, A. (2016). Documentos de trabajo. Transiciones Laborales y la Tasa de Desempleo en Chile. URL: <http://www.elmostrador.cl/media/2016/08/dtbc787.pdf> (Retrieved, February 14, 2017).

⁵ During the period of twelve months November 2015-november 2016.

⁶ OECD. (2016). Panorama de la Sociedad. URL: <https://www.oecd.org/chile/sag2016-chile.pdf> (Retrieved, February 14, 2017).

⁷ *Ibíd.* Data of 2013.

Changes in maintenance:

- The unemployment rate fluctuates mainly by variations in the probabilities of movement between employment and unemployment, rather than by variations in the probability of leaving or entering inactivity⁸.

The main changes progression:

- Chile shows a relatively high level of shifts between occupational status compared to other OECD countries. The probability of leaving unemployment is between 25% and 36%, depending on whether flows from unemployment to inactivity are considered. Entry into unemployment is around 2%⁹.
- A growing entrepreneurial culture.
- Increase in the levels of labour force training.
- Uncertainty in the reintegration of highly qualified professionals (such as masters and PhDs) trained in Chile and abroad in the past recent years.
- The university graduates' salaries remain prevalingly low¹⁰.

7. From your knowledge, what are the major drivers/factors behind these changes? - *examples required

Access to employment:

- Increase of skilled workers.
- Women increased participation in the labour force.
- Demographic changes.
- Development of an entrepreneurial culture. An example of this is an initiative led by the Ministry of Economy such as "Start-Up Chile", which is considered the best accelerator in Latin America and fourth in the world that has brought positive results¹¹. After the program's launching -that occurred some 6 years ago- 40 million USD have been invested by the Chilean Government (CORFO¹²) into 1,309 startups. Most notably, 76% of entrepreneurs that have entered the program are foreign and 24% are Chilean).
- Globalization and internationalization. The Chilean labour market has grown worldwide not only by the presence of international workers and employers in Chile, but also due to the interaction with foreign economies, providers and products. This has been made possible as well by the intercultural awareness in knowledge economy's framework.

Maintenance of employment:

- Increased levels of professional training and higher education qualifications in population have repercussions on better tools for employability, entrepreneurship and innovation.

⁸ *Ibíd.*

⁹ Marcel, M. and Naudon, A. (2016). Documentos de trabajo. Transiciones Laborales y la Tasa de Desempleo en Chile. URL: <http://www.elmostrador.cl/media/2016/08/dtbc787.pdf> (Retrieved, February 14, 2017).

¹⁰ Urzúa, S. (2012). La rentabilidad de la educación superior en Chile. Revisión de las bases de 30 años de políticas públicas. CEP. URL: https://www.cepchile.cl/cep/site/artic/20160304/asocfile/20160304095900/rev125_SURzua.pdf (Retrieved, February 14, 2017).

¹¹ Start-UP Chile Impact. URL: <http://www.startupchile.org/impact/> (Retrieved, February 14, 2017).

- Increased agency capacity of individuals with higher educational levels.
- Higher education is the most profitable education level, peaking in 2000 with 27%, from which the economic returns marked a slow decrease (at 23% in 2009 and 19% in 2011¹³) but still being the level with highest return in investment. .

Progress in employment:

- New mechanisms have been introduced at the governmental level to promote self-employment and entrepreneurship, as well as knowledge transfer and innovation.
- Public policy measures have enabled the development of new training modalities, information and job placement programs, at different levels and for different target groups (Ministry of Labour and Social Security, Ministry of Education, Ministry of Economy, Ministry of Foreign Affairs).

8. How are education, training and employment policies and practices in your country responding, if at all, to these changes?

The country does not have National Employment Policy, Professional Technical Education Policy, Career Guidance Policy or equivalent, and nor did it engage in developing a National Qualifications Framework. The existing policies and practices and those under development and related to education, training and employment are currently not articulated in a macro level strategic plan integrating the efforts that are made from different actors.

The Ministry of Labour and Social Security has achieved evident progress in vocational training and guidance areas and in creating training tools based on profiles, and replicable formative contents. In addition, a National Observatory of Employment as well as an online resource for job placement and intermediation and guidance called National Employment Portal (www.bne.cl) and handbooks for labor intermediation services¹⁴.

In line with country's objectives, the dynamics of employment and work have been supported through relevant initiatives by international organizations. In this vein, Chile's entry to the OECD in 2010 has highlighted the country's integration and joint forces in the international level towards joining efforts in comparative analysis of aspects related to education, training, employment, (in) equity and poverty. Such initiatives for the involvement in the international level have been synchronized with organizations such as the ILO and UNESCO.

¹³ Riquelme, G. and Olivares-Faúndez, V. (2015). Rentabilidad del trabajo en Chile: Análisis de la evolución de los retornos por nivel educativo. *Cienc Trab.* [online]. 2015, vol.17, n.52, pp.69-76. URL: http://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-24492015000100012 (Retrieved, February 14, 2017).

¹⁴ SENCE. Manual de Procesos de Intermediación Laboral Inclusivo (2015). URL: https://www.google.cl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKewifvK-Ai6TSAhWDE5AKHWw5BSAQFggaMAA&url=http%3A%2F%2Fwww.senadis.gob.cl%2Fdescarga%2Fi%2F2952%2Fdocumento&usq=AFOjCNHZVQ1z02AdSn3S4YT7zQSo6YYhAg&sig2=g992U9P_Xvf7MGk0soxhLg (Retrieved, February 22, 2017). SENCE. Manual de Procesos de Intermediación Laboral OMIL. (2013) URL: http://www.sence.cl/601/articles-3086_archivo_010.pdf (Retrieved, February 22, 2017).

Other multi-lateral organizations such as UNDP have provided contribution to the development the public policies of Employment and Training since 2008. Accordingly, the latest implemented project named "Program of public policies if employment and training (2013-2015)"¹⁵ was primarily focuses on strategic technical assessment and guidance for the Ministry of Labour and Social Security to foster employment and institutional design of public policies on diverse action lines, in particular on the work skills training. The Inter-American Development Bank (IDB) through financing of country level projects such as "Strengthening professional technical education a program that focused on policy reforms(2015)"¹⁶, "Improvement of the design and evaluation of Job Placement and Training Policies (2011)"¹⁷, "Labour mediation in Chile (2017 on preparation)"¹⁸ and "Improvement of the Job Placement System in Chile (2017 on preparation)"¹⁹ to name a few in which the level of orientation of such efforts contributes to capacity building at policy maker level as well as the technical support for the design of structural strategic reforms that includes vocational education, a system of labour intermediation, and training services and frameworks.

Currently, the responses to changes in the dynamics of employment and work in Chile are focused mainly on addressing only the emergent needs for training and employment rather than long-term career planning. In particular, centered on training, certification of skills and labour placement, with emphasis on socially excluded and economic deprived groups, to move towards reducing social inequalities. These initiatives fall within the scope of the Ministry of Labour and Social Security, through the National Service of Training and Employment (SENCE), which is a decentralized technical agency of the State aimed to improve the employability of employed workers, unemployed and inactive people with focus on the most vulnerable ones. The initiatives of SENCE are framed in two thematic lines: 1) Inclusiveness, with emphasis on the diversity of users with special needs, such as individuals with disabilities and migrants; and 2) Employability, with a focus on those who need tools to be placed in workplaces.

Within the scope of SENCE operates the Observatory of Employment of Chile, an online service responsible for producing knowledge about the gaps between supply and demand of occupations in the labour market, and advancement towards the forecasting of future needs and gaps. Consequently, this resource is aimed to improving the employability of workers and productivity in the country by providing information to support the coherence and content of other programs of training and qualification (<http://observatorionacional.cl>)

Another decentralized agency that works in combination with the Ministry of Labour and Social Security

¹⁵ Programa de Políticas Públicas de Empleo y de Capacitación. (2015). URL:

http://www.cl.undp.org/content/dam/chile/docs/pobreza/undp_cl_pobreza_prodoc_mintrab_2014.pdf (Retrieved, February 21, 2017).

¹⁶ CH-L1095: Programa de Fortalecimiento de la Educación Técnico Profesional (2015). URL:

<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=39549383> (Retrieved, February 21, 2017).

¹⁷ CH-T1120: Mejora del diseño y evaluación de Políticas de Capacitación e Inserción Laboral (2011). URL:

<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36592425> (Retrieved, February 21, 2017).

¹⁸ CH-L1135: Programa de Fortalecimiento del Sistema de Intermediación Laboral en Chile (2017). URL:

<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=40790783> (Retrieved, February 21, 2017).

¹⁹ Programa de Fortalecimiento del Sistema de Intermediación Laboral en Chile (2017). URL:

<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=40790783> (Retrieved, February 21, 2017).

is ChileValora, derived from the System of Certification of Labour Competencies established as a response to a public policy initiative regulated by law in 2008. This entity oversees the formal validation of the skills of individuals and promotes opportunities for continuous learning, based on standards defined and validated by the economic sectors. ChileValora operates with a National Framework of Qualifications for Labour Certification and Training, a Catalog of Transversal Skills, a set of Training-Work Paths for various occupational sectors, and a Catalog of Occupational Profiles (<http://www.chilevalora.cl>).

The Ministry of Economy, Development and Tourism has the mission of promoting the modernization and competitiveness of the country's productive structure, private initiative and efficient market action, innovation development and consolidation of integration of the country's economy. Thus, it is hosting initiatives oriented to promote innovation and entrepreneurship through two services: Service of Technical Cooperation (SERCOTEC) for micro and small enterprises and entrepreneurs of the country and Corporation for the Promotion of Production (CORFO) for companies of various sizes and entrepreneurs of Chile and abroad.

The Ministry of Education, in 2015, kicked off with the configuration of a National Vocational Technical Training Policy²⁰ with the main aim to building an articulated technical vocational sub-sector. One of the main actions of this policy initiative in development is the development of a Qualification Framework for Vocational Technical Training²¹ to be recognized by the education, training and certification of employment skills schemes. The implementation of that policy considers the following axes of action: 1) Quality and Relevance, 2) Coordination, 3) Governance, and 4) Inclusion and guidance. This latest axis comprises the creation of a career guidance system to support the retention and the time to degree in Vocational Technical Education at secondary and higher education level.

Additionally, the Ministry of Education is currently in the process of finalizing the preparation of a National Qualifications Framework for Higher Education²² which will establish five levels of qualification: 1) technical vocational bachelor, 2) professional 3) advanced professional degree, 4) master degrees and 5) doctoral degrees. The objectives of the framework are the improvement of the higher education to path the way to the establishment of quality standards to strengthen the transparency and understanding of qualifications and certifications of higher education providers, to increase the coherence of the entire system, and to segment the differences among levels.

Currently, the educational system includes -as articulated in its curricula²³ bases delivered by the Ministry of Education-, the subject on guidance to the introduction of which aims at preparing students of primary and secondary education on the planning of their life project by emphasizing three formative dimensions: 1) personal, 2) affective and 3) social development.

²⁰ Política Nacional de Formación Técnico Profesional. Web site. URL: <http://www.tecnico-profesional.mineduc.cl/secretaria-tecnico-profesional/politica-nacional-tecnico-profesional/> (Retrieved, February 14, 2017).

²¹ Marco de Cualificaciones Técnico Profesional, documento preliminar octubre de 2016. Web site. URL: <http://media.mineduc.cl/wp-content/uploads/sites/28/2016/12/Marco-de-Cualificaciones-T%C3%A9cnico-Profesional.pdf> (Retrieved, February 14, 2017).

²² Marco Nacional de Cualificaciones para la Educación Superior. URL: http://portales.mineduc.cl/index2.php?id_portal=96&id_seccion=5362&id_contenido=33435 (Retrieved, February 14, 2017).

²³ Nueva base curricular. Web site. URL: <http://www.curriculumlineamineduc.cl/605/w3-channel.html> (Retrieved, February 14, 2017).

For higher education, there are no guidelines of public policy related to career guidance²⁴. The curricular aspects fall under the responsibility of each institution (publics and privates). However, through the National Accreditation Council (CNA-Chile), the system of quality assurance in higher education comprises voluntary evaluation processes of institutions and study programs. In that context, the CNA-Chile evaluates the relationship between programs and its graduates in terms of graduates' feedback to curricula, the relationship with the social, disciplinary and work environment, as well as the performance of graduates in the world of work and the curricular relevance with the occupational profiles acquired. This practice makes for a typical example for external assessment of the professional relevance²⁵ of the academic subject matter and its impact in further career paths.

The Higher Education Division of the Ministry of Education (DIVESUP) has an online open resource "Mi Futuro" (www.mifuturo.cl), established in 2003, which aims to provide information that can support decision making of secondary education graduates in their transition to higher education as well as data provision for others involved in the career planning and decision making such as families. The platform is characterized by the provision of statistics of salary and labour status of graduates aggregated by study programs and institutions, and generally information on the employment status and condition of the graduates

The National Council of Education (CNED) offers the informative and guidance service named "Elige Carrera" (www.eligecarrera.cl) -since 2011- with the aim to contributing to the process of decision making process in the transition to higher education, through information and interactive guidance resources, mainly oriented to school leavers aiming to support the decision-making process of transition from secondary to higher education. The source targets additionally the higher education prospects in general, as well as their families, and seeks to strengthen links with educational and guidance relevant actors.

Private organizations and foundations are highly relevant in the Chilean context related to developmental initiatives on education and training. In this regard, the action of Fundación Chile (a non-governmental and non-profit organization) plays an active role in enhancing the area that they named "the school's skills for the 21st Century"²⁶. Using an online open portal (www.educarchile.cl) created jointly with the Ministry of Education, support material is secured for the educational community (focusing on primary and secondary education), which includes didactic tools for the development of capacities of students, managers of schools, teachers and the families. In this context, they emphasize the offer of tools of vocational guidance, methodologies and descriptors of skills (stressing relevance of transversal skills) by integrating aspects of vocational and professional guidance from an educationally

²⁴ In this report the concepts of vocational guidance and career education and guidance are used with differentiated because in Chile there is a high use of the concept of vocational guidance with one specific objective. Thus, we are the report vocational guidance is understood as aimed to enable individuals to make choices with respect to their future vocations in terms of selection of study programs at professional level. On the other hand, career education and guidance is understood as aimed to enable individuals to make informed choices and transitions to their learning and to their work, hence, in a broader sense, according to Watts et al. (2002). Rethinking Careers Education and Guidance. Theory, policy and practice. Routledge.

²⁵ Professional relevance in terms of Teichler, U. (2008, pages 285-308). Higher Education and the World of Work. Conceptual frameworks, comparative perspectives and empirical findings. Sense Publishers.

²⁶ Competencias para el siglo XXI. Web site URL: <http://escuelaenmovimiento.educarchile.cl/competencias-para-el-siglo/> (Retrieved, February 14, 2017).

integrative perspective.

Currently, the support for guidance and career development is directly focused on low and medium-skilled individuals. No direct initiatives are observed for highly-qualified individuals and other groups of adults. The only open resource to all is the online employment service, a similar service that can be found in the private sector and in specialized social networks.

Other aspects in the rise to observe are the initiatives for information provision of vocational guidance by highlighting the dimension/feature of employability²⁷ and income. Consequently, this focus has been channeled in forms of rankings with main measuring indicator being the economic return of higher education. This initiative went further by ranking the study programs²⁸ in dichotomic terms between good/best and bad/worst study programs.

These developments in public career services manifest the actual developments in orienting the higher education prospects and latter their performance to the labour market demands, in a typical supply-demand environment. To this end, it is clear that the highly trained workers do not have access tailored career guidance services because the information in the available resources (such as the website www.mifuturo.cl and www.eligecarrera.cl) are almost exclusively adapted for the needs of school leavers as a response to their transition process from secondary to higher education. Such an outcome puts additional burden to the higher education providers in their efforts to offer initiatives and measures to support their students in their career management processes.

It is precisely in the higher education sector that some initiatives have been developed and currently expanded based on a conceptualization of integral student development and career education and guidance. Nevertheless, these type of interventions are still marginal but (in a competitive market of higher education ruled by the search for prestige) the best examples led by prominent institutions may be -at certain level- replicated by other providers in an isomorphic adjustment.

9. What evidence is there, if any, of the impact of these policies and practices on improved access to work opportunities for youth and adults (please refer as appropriate to access issues covering gender, seniors, disabled and other minorities)?

In general, available evidence shows not-so-positive results. A report about the satisfaction of the Municipal Offices of Labour Intermediation (OMIL) of 2014²⁹ indicates that 89.8% of users went to OMIL to find a job and a better job. The overall evaluation of the service delivered by the OMIL

²⁷ Employability understood as *employment* in this context.

²⁸ As example: Canal 13 press report. (2016). "Estas son las carreras técnicas y universitarias con mayor empleabilidad". URL: <http://www.t13.cl/noticia/nacional/te-puede-servir/las-carreras-tecnicas-y-universitarias-con-mayor-empleabilidad> (Retrieved, February 14, 2017).

²⁹ Informe Final Estudio de Satisfacción Usaria SENCE 2014: Programa "Fortalecimiento OMIL trabajadores". URL: http://www.programassociales.cl/pdf/otras_eval/2016/EV1649_1.pdf (Retrieved, February 14, 2017).

offices demonstrates a satisfaction rate of only 49.2% of the respondents.

The Follow-up about the program “Strengthening Municipal Offices of Labour Intermediation (OMIL)”³⁰ indicates that 53,05% of participants stated they were satisfied with the program. Also, the number of job placements of participants 159,48% more than the initial estimation of the program performance for 2015.

The program +Capable of SENCE, initiated in 2014, aimed to increase labour placement in three action lines, 1) regular, 2) young people with disabilities, and 3) entrepreneurial women indicates that:

- The action line 1³¹ shows difficulties in the job placement process. Consequently, the intervention suggests that the process requires longer interventions. Also, the results indicated that some users had no real will to access the labour market at all and/or stay in a workplace.
- The action line 2; presented a lower percentage of users placed in a job as part of the program, showing that employment component of the program is not properly addressed; and
- The action line 3³², results are positive in terms of satisfaction with the skills and knowledge acquired by the users.

10. What evidence is there, if any, of the impact of these policies and practices on improved access to appropriate workers by employers?

No response. No evidence founded for this report to be able to elaborate an argument.

³⁰ Informe de Seguimiento de Programas Sociales OMIL 2014. URL: http://www.programassociales.cl/pdf/2014/PRG2014_3_1649.pdf (Retrieved, February 14, 2017).

³¹ SENCE (2015). Resultados +Capaz Línea Regular. URL: http://www.sence.cl/601/articles-5700_archivo_02.pdf (Retrieved, February 14, 2017).

³² SENCE (2015). Resultados +Capaz Línea Mujer Emprendedora. URL: http://www.sence.cl/601/articles-6011_archivo_02.pdf (Retrieved, February 14, 2017).



Ensuring that content and delivery of career development programs and services are relevant

11. What reforms, if any, have already taken place in the content and delivery of career services in the education and labour market sectors in response to the changes identified in Theme 1?

Chile is moving ahead towards the configuration of relevant responses to changes in the dynamics of employment and work. However, the country faces the challenge in reflecting and putting these efforts in action through national integrated policies and devices along with the existing actions and those under development of various state agencies and the society as a whole.

On the one hand, the main initiatives in the provision of career services in the context of the labour market sector are:

- a) The developing a System of Labour Intermediation (Sistema de Intermediación Laboral) that includes the national open informative resource named Observatory of Employment of Chile, also the National Employment Portal (Bolsa Nacional de Empleo) and Municipal Offices of Labour Intermediation (OMIL), previously explained in this report.
- b) The +Capable program introduced career guidance aspects in the programs design and related recommendation of international agencies such as OECD in this regard.
- c) A process of strengthening the national system of Municipal Labour Intermediation Offices (OMIL) that operates in the country through the Municipalities offering information for career and training, job placement and guidance services.

On the other hand, the main initiatives in the provision of career services in the educational sector are related to higher education, a system where the intervention can mark remarkable developments although found at a very early stage.

Accordingly, over the last decade higher education institutions have evolve from the provision of mono-functional career guidance services (limited to information of job vacancies) to a broader and multifunctional perspective (involving the extension of their tasks and activities to information, counseling and support to entrepreneurship, as well as campus recruitment, organization of labour fairs and the creation of personalized counseling activities)³³. The level of development of the provision of career services in higher education is still in an initial phase but it is more common as part of institution-based efforts to link higher education with the world of work. Thus, it can be noted that the situation at country level is highly heterogeneous. The career guidance provision is mainly delivered in forms of extracurricular student support services towards enhancing employability mainly through one-time and

³³ Orellana, N. (2011). Transición Educación Superior-Empleo: ¿Qué Servicios de Apoyo Ofrecen las Instituciones Chilenas? http://200.6.99.248/~bru487cl/files/Servicios_Empleo.pdf (Retrieved, February 14, 2017).

short-term activities offered mostly at the final period of studies or right after graduation.

Some pioneering and exemplary cases in the shifting to professionalization of career guidance in higher education³⁴ are found inside the universities. In this context, there are two examples of cases that build their actions and consistent methodologies on career education, and guidance theory and practice. Nevertheless, they still are facing the structural challenge to increase their visibility among the organizational participants (academics, graduates, students, and administrative staff).

In general, employability is perceived as a short path to job placement, meaning emergent response to those seeking a job rather than plan a long-term career. Hence, the usual misunderstandings associated to the nature of generic attributes of employability are easy to observe in universities (see Hager, 2006)³⁵: 1) the thought that skills and generic attributes of graduates are “disaggregated or atomic entities” to be acquired and transferred singularly by parts, 2) the thought that they are acquired completely and finished at a relatively quick pace, 3) the idea that they are acquired by individual learners, 4) the belief that we can recognize them when we see them, 5) the thought that they can be readily and unequivocally describable in language.

12. What additional reforms are needed in the content and delivery of career services in the education and labour market (including PES and HR) sectors to respond to those changes?

The introduction of guidance as a broader concept. Thus, career education and guidance may be reformulated for all citizens allowing them to expand their skills, occupational interest and opportunities.

A participatory and intersectional work that allows the country to have a comprehensive strategy on career education and guidance. According to the National Council of Education (CNED), career education and lifelong learning are essential pillars for employment and the development of the productive sector. In this sense, the country must advance on repositioning the relevance of vocational training education, as well as the training for work system, the professionalization of labour intermediation strategies and practices, and the initiatives to foster self-employment, innovation and transfer.

A deeper understanding of guidance. A national career guidance plan is required for lifelong learning, open to the whole community and with tailored programs according to the target groups. This requires a cultural change to move from an understanding of career development as a permanent training process, to an integral educational experience with a theoretical and methodological solid base that allows a legitimized positioning.

Articulate guidance at all educational levels. The integration of guidance guidelines in the curricula of

³⁴ Centro de Desarrollo Profesional, Pontificia Universidad Católica de Chile and Área de Desarrollo de Carrera, Universidad Diego Portales.

³⁵ Hager, P. (2006). Nature and development of generic attributes. In Hager, P. and Holland, S. (Eds.) Graduate attributes, learning and employability. Springer.

primary and secondary education is a good example that could be applied in higher education as well.

Highlight career education and guidance as a preventive mechanism. As career services are currently offered with focus on disadvantaged groups, this type of service should extend its services to a broader and general audience including all (low, middle, disadvantaged and highly skilled individuals) because a comprehensive career guidance policy may conceive guidance as benefit for the society at large.

13. What are the policy levers in place or needed in your country that support necessary reforms (e.g. the provision of experiential careers learning) in the content and delivery of career services in education and labour market sectors?

We need the establishment of policy levers to support the reforms on content and delivery of career services. Such mechanisms may allow the configuration of a national system of career education and guidance to support lifelong learning.

Currently in Chile instead there is not references to the concept to career services. Thus, the dominant approach shows two dissociated sides: 1) the “labour intermediation” (intermediación laboral) system at Ministry of Labour and Social Security: which only comprises information, job placement service and other localized supports lacking of a polices related and a model of management, and 2) the vocational guidance informative support at Ministry of Education: which is centered on information and guidance for school leavers decision making regarding higher education programs and providers.

14. What are the main barriers and/or success factors to implementing such career service reforms i.e. policy, content and kind of services, delivery methods, and openness to change?

Main barriers:

- The lack of information on qualitative as well as quantitative aspects related to the conditions of employment, the levels of adjustment or mismatch of the graduates with respect to their jobs, levels of job satisfaction, the relevance of background and socio-biographical aspects, are among others affecting the results of individuals in the world of work.
- Lack of visibility and knowledge about career guidance and public policy among policy makers, education authorities, practitioners and the public.
- Lack of comprehensive policy orientations for education providers at all levels.
- Tendency to focus on discussions about education and work in the framework of short- term problems and simplistic indicators. Not considering key aspects for integral development of the individuals as well as the value of humanistic and artistic education for lifelong learning.
- Lack of national policy instrument to promote an integrative system of career guidance with equal access to all individuals, considering different population groups and associated needs.



Improving career practitioner training and practice

15. How do governments/agencies/professional associations in your country ensure that the initial and continuing training of career practitioners in the public and private sectors stay relevant to the context (place, time and needs) of clients' social, economic and work lives?

There are not particular initiatives to ensure the relevance of career practitioners. The situation of career guidance in Chile is precarious.

16. What role does/should the business/employer community have in influencing the relevance of practitioner training?

- No response. No information founded for this question to be able to elaborate an argument.

17. What national/regional mechanisms are in place to ensure that practitioners' competency frameworks, if such exist, stay relevant?

There is no competency framework or equivalent for career practitioners. Career guidance is a self-regulated professional practice. The only mechanism that evaluates the relevant competences is rather indirect. The same mechanism that evaluates the relevance and quality of all higher education programs: the quality assurance system through the voluntary accreditation process of academic programs.

18. What are the main barriers/success factors to effecting reforms in the professional preparation and development of career practitioners?

Main barriers:

- Focus of policy makers on short term results and political discussions over strategic perspectives on employability and related aspects.
- Lack of public visibility of tasks, aims and effects generated by career practitioners.
- Lack of public visibility of career practitioner impact.
- The non-strategic place and status that career guidance has inside the policy instruments regarding employment and work.



Reforming career services in education and labour to focus on career competencies and successful transitions

 **Transition** is a process of moving within and between education, employment or training situations.

 **Career transition** competences refer to the knowledge, skills and attitudes required to make successful transitions.

19. What have the Ministries of Education and Ministries of Employment done individually and collectively in your country to ensure that individuals learn how to make successful transitions to and within an uncertain labour market?

- The Ministry of Employment and Social Security has implemented initiatives centred on labour intermediation and online resources for job placement and compartmentalized guidance interventions oriented to a target group consisting of low and middle skilled labour force, segregated and disadvantaged population. Thus, those initiatives do not constitute a national integrated mechanism for all groups.
- The Ministry of Education is concerned more with the transition from secondary schools to higher education through the online resource named “My future” (www.mifuturo.cl) offering information about graduate employment performance by study program, salary and real length of studies. As well as other relevant information to decide what to study and where (what higher education institutions).

20. How career transition competencies are currently addressed in curricula and in employability frameworks in the education and employment sectors (PES, HR, Employment training etc.) in your country?

- There is not employability framework in Chile.
- Transition competences are addressed in curricula though the academic course named guidance (orientación) included in the curricula guidelines of the Ministry of Education for primary and secondary education.
- In higher education, there is not such a guideline. In general, the employability initiatives in higher education are usually located outside the curricula as complementary as functional tools for job placement. In the higher education sector in general there is a predominant view of employment related aspects as a matter of information more than a matter of education. In fact, the term employability is mainly used as synonym of employment, as a result rather than a process.

21. How is the acquisition of these transition competencies assessed?

- *No response. No information founded for this question to be able to elaborate an argument.*

22. What research if any is undertaken in your country to identify the evolving career learning* (KSA) needs of different groups of the population? How are the results of such research acted on/used and by whom, in order to make career learning relevant?
- 👁 Career learning* in this context refers to the knowledge, skills and attitudes that individuals require to enable them to both understand the worlds of work and learning and the relationships between them to enable them to navigate these worlds successfully.

There are several parallel initiatives oriented to research and identification of career learning needs. At national level research related to the future implementation of a Qualification Framework for Higher Education is at stake (by the Ministry of Education). The same tendency is noted in the search on possibilities for establishing a Qualification Framework for Technical and Vocational Education (by the Ministry of Education), likewise in the sectoral level, more specifically the Qualification Framework for the Mining Industry (by Fundación Chile) and the Framework of Qualifications for Labour Certification and Training (by ChileValora from the Ministry of Labour and Social Security).

23. What needs to be done in your country so that transition, employability and entrepreneurial skills are integral and essential parts of curricula and programmes in education and labour sectors?

- **A broader conceptualization of career guidance for a national policy framework and inclusion of all.** We need to overcome the restricted conception of vocational guidance (orientación vocacional) used in the Chilean context, in order to conceive guidance for multiple transition processes during life and for the different population and age-groups. The operationalization of such a process of conceptualization must advance in the formulation of a national policy framework to ensure its diffusion and application.
- **The integration of career education and guidance in the current transformations of education.** There is a need to advance on the integration of a broader interpretation of guidance for lifelong learning and for all, in all education, training and work related initiatives implemented by agents of the State and other interested organizations.
- **Promote and sustain a professional network of career guidance practitioners.** There is high time to develop a solid network of practitioners and researchers which could voice out the opinion of the critical mass of expertise for planning, evaluation and innovation.
- **Implementation of policy devices to introduce career education and guidance as a social policy tool.** The broader understanding of career education and guidance should be demonstrated by designing of and implementation of clear objectives, technology, and dissemination mechanisms to promote real impact of career management and development of individuals.
- **The reformulation of the national labour intermediate system offices (OMIL)** to improve the

quality of interventions, expand services for all citizens and articulate its learning and development with the educational and innovation sectors and related initiatives.