

The logo consists of the letters 'BEE' in a stylized, white, outlined font. The letters are positioned on a dark grey hexagonal background. The 'B' is on the left, and the 'E' is on the right. The 'E' has a unique design with three horizontal bars. The entire logo is set against a background of various hexagons in dark grey, light grey, and olive green, some with orange outlines.

BEE

Building empowering
Environment for youth
Employability



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BEE: Building Empowering Environment for Youth Employability.

This manual is a result of the *BEE* project that involves 13 partners from 13 countries across the Globe. The project aims to foster youth employability by creating an empowering environment to enable young people to undergo a work-based learning period and to foster links between formal education, non-formal education and labour market.

BEE promotes a holistic approach and structured cross-sectorial cooperation for raising youth employability. Its objective is to build the capacity of youth organizations in improving young people's access to the labour market through providing them with work-based learning opportunities. This was achieved by equipping youth organizations with tools to bridge the sectors and create cross-sectorial networking in each partner country, that will be further interconnected on international level.

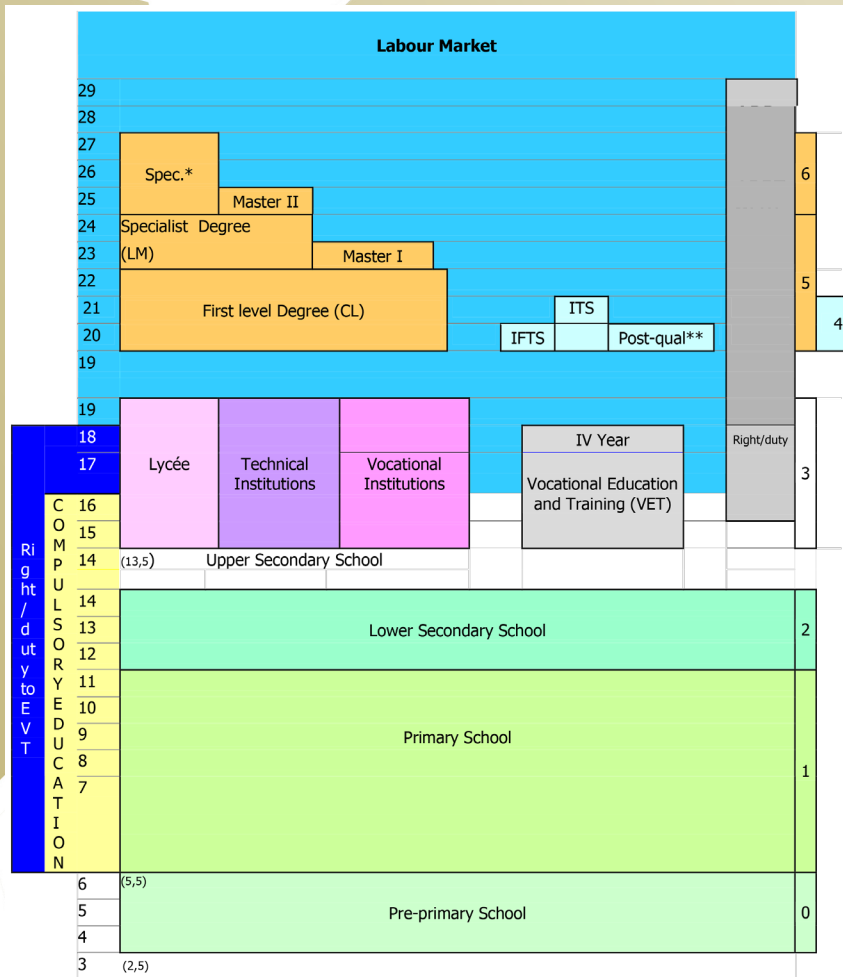
With the *BEE* global partnership, we want to foster cooperation and exchange of knowledge and capacity development in the field of work-based learning mobility between the partner countries. Our goal is to create and reinforce synergies between formal education sector, non-formal education and labour market and to set up an environment for cross-sectorial cooperation for youth employability. In addition, we would like to support and facilitate the creation of cross-sectorial networking on global level, thus set up spaces for the creation of new work-based learning mobility opportunities for young people.

Thus, *BEE* contributes in the long run to empower youths' potential to be successfully integrated in the labor market, to increase their economic competitiveness and to reduce skills gap.

In this manual, you will find a concise basic insight into the state of the vocational education and training in each of the participating countries.

RESPONSABILITIES

The Italian VET system is undergoing big changes in order to adapt it to the needs of the current labour market. The Ministries of Labour and Education are in charge of defining the main guidelines, while their implementation of vocational programmes is developed at local level.



Italy

STRUCTURE

In Italy, the compulsory education is up to the age of 16. In eighth grade, students have to choose between general education and vocational schools. In case they choose vocational studies, they can opt among three different paths:

- Five-year programmes at Istituti Tecnici, technical schools (to prepare for technical and administrative jobs) or Istituti Professionali, vocational schools to prepare for carrying out qualified tasks in the production industry (fields of national interest);
- Three-to-four-year VET programmes organised by the regions (Istruzione e Formazione Professionale, leFP). These programmes develop technical-occupational skills and include on-the-job training;
- Three-to-four-year apprenticeship-type scheme apprenticeships including both on-the-job and classroom training. The minimum entry age is 15.

VET courses are available at post-higher education level as well:

- Higher education and research apprenticeships (Apprendistato di alta formazione e ricerca) enable 18 to 29 year-olds to get qualifications usually offered through school-based programmes.
- Professional apprenticeships (apprendistato professionalizzante o contratto di mestiere) offer qualifications provided for in collective-bargaining agreements to 18 to 29 year-olds. They last up to three years (five for the crafts sector).

VET for adults is offered by a range of different public and private providers.

RESPONSABILITIES

In the last years, Portugal faced the challenge to bridge the traditional understanding of VET (as the trainings to prepare people for technical, manual or crafts occupations) and its more contemporary understanding, more focused on addressing the challenges of the market and employment policies.

The Government is the responsible for education and training. The Ministry of Education is responsible for most of the types of education, including school-based vocational education and training (VET), while the Ministry of Employment is responsible for the apprenticeship system and the labour market policies. The regional bodies are responsible for implementation of the the VET strategies developed at the central level.

STRUCTURE

Young people can choose different types of VET programmes according to their age and educational background.

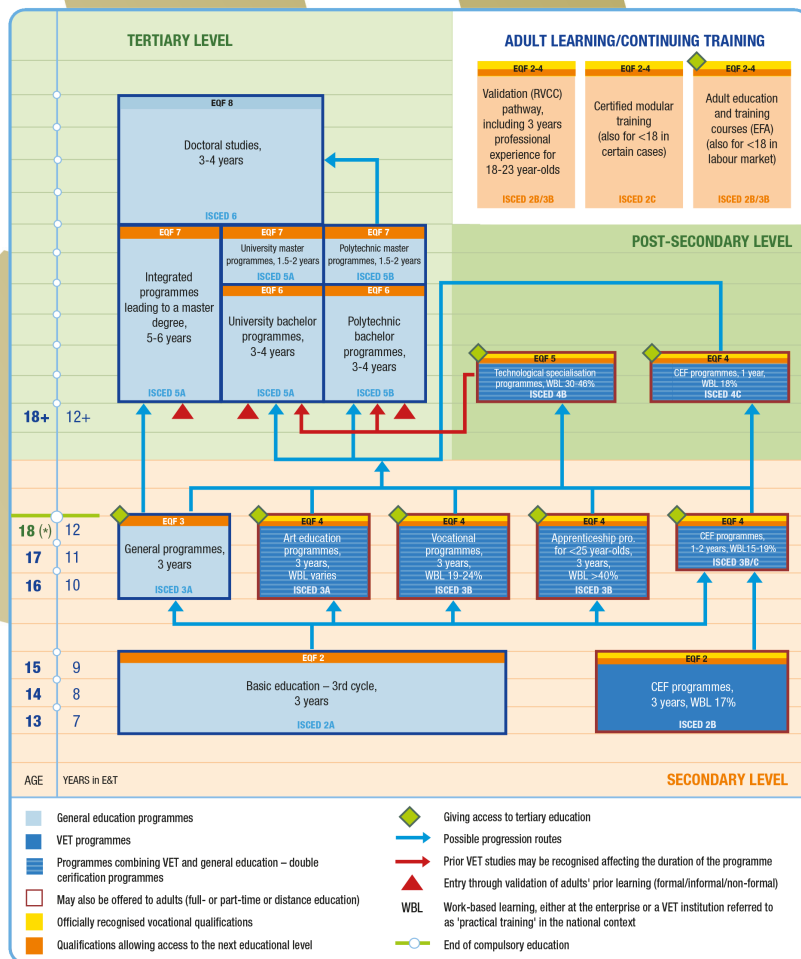
Portugal

*Spotlight on VET, VET in Portugal, CEFEDOP

- VET programmes at basic education level, VET programmes for young people – cursos de educação e formação de jovens (CEF) –, are school-based and include work-based learning (WBL), referred to as “practical training” in the national context). They are designed for young people over 15 at risk of drop-out or who have already left the school system before completing their compulsory education.
- VET programmes at secondary education level (vocational programmes, CEF and art education programmes) are school-based and include WBL. Learners need to be over 15 and to have completed basic education. Successful learners are granted a secondary level education certificate.
- Apprenticeship programmes aim to help young people (below 25) to enter the labour market. In this specific case, a contract between the enterprise and the apprentice is compulsory.
- Programmes at post-secondary non-tertiary level combine general, scientific and technological training in school with work-based learning. Learners need to be over 18, have acquired EQF level 4, be in the last year of secondary education or have a higher education diploma.

In the last years, adult education programmes have been developed as well:

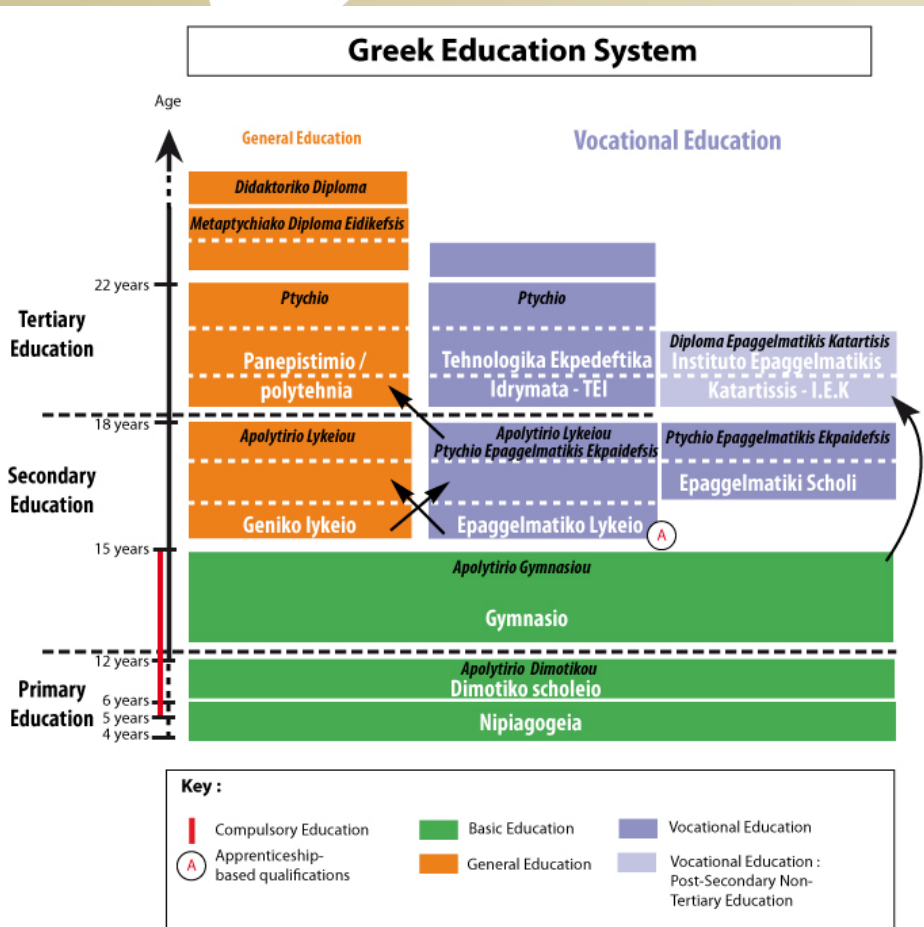
- Adult education and training courses are flexible training schemes available for people over 18 to get an occupational qualification.
- Certified modular training courses are credit-based and allow learners to select individual units. They generally address people over 18 who have not completed basic or secondary education/training. Upon successful completion of each module, and assessment by a technical committee, a final certificate and diploma are issued.



RESPONSABILITIES

The responsibility for education lies with the Ministry of Education*. The Ministry covers the general education as well as initial vocational education, while professional training falls within the competences of the Ministry of Labour, Social Security and Welfare.

In the last years, the dual learning approach in VET was further developed and incentivized. In addition, apprenticeships at secondary level and more work-based learning opportunities at post-secondary and tertiary levels have been created.



Greece

STRUCTURE

For learners that do not follow general education (Geniká Lykeia, GEL) may choose between the following VET options:

- School-based programmes and specialities leading to a vocational certificate or a vocational specialisation degree (Ptihió Epaggelmatikís idikótitas) at vocational education school (Epaggelmatiká Lykeia, EPAL, three years)*;
 - Programmes combining school-based and work-based instruction that lead to a vocational qualification (Ptihió Epaggelmatikís idikótitas SEK) at vocational training school (Sholés Epaggelmatikís Katártisis, SEK).
- After two years of school-based learning, learners enter an apprenticeship year. Apart from the possibility to enter the labour market, graduates may proceed to post-secondary VET, but not directly to tertiary education;
- Learners who have completed first grade of GEL or EPAL may enter two-year dual learning programmes supervised by the employment service at apprenticeship school (Epaggelmatikés Sholés Mathitías, EPAS).

At post-secondary and tertiary levels, the following VET options are available:

- Vocational training programmes offered by iEK (Institúta Epaggelmatikís Katártisis). They last two years (plus an optional semester of practical training);
- Higher professional programmes (in tourism, maritime, army, arts, etc.) offered by higher schools (Anóteres Sholés) have strong work-based elements and lead to a post-secondary VET qualification (Ptihió Anóteris Sholís). Graduates may enter the labour market or access some higher education programmes;
- For EPAL graduates, an apprenticeship year (Étos mathitías) is foreseen (Law on secondary education, 2013). It is based on dual learning and leads to a vocational specialisation degree at EQF level 5. Graduates have the same progression opportunities as EPAL graduates that have not taken part in the apprenticeship year.

Continuing VET (CVET) is primarily offered by lifelong learning centres run by regional authorities, municipalities, social partners, chambers of commerce, professional associations, and higher education institutions. These CVET programmes are partially regulated by the national Agency responsible for Qualifications (EoPPEP) and the General Secretariat for Lifelong Learning (GGdVM), but they do not lead to formal qualifications.

*<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4130>

RESPONSIBILITIES

The Ministry of Education and Science is responsible for the implementation of vocational education and training (VET) policy. The Ministry of Economy participates in human resources development and VET policy, and organises research on future employability needs. Furthermore, the Vocational Education and Training Council (Lietuvos profesinio mokymo taryba) was established to advise national education authorities on solving strategic VET issues and includes representatives of government (Ministry of Economy and the Ministry of Social Security and Labour), municipal institutions and organisations representing employers' and employees' interests¹.

Further advancements in apprenticeship are considered a national priority and policy initiatives are in process.

Since 2002, VET curricula in Lithuania have been competence-based, with clearly defined learning outcomes. Content of VET qualifications is defined in VET standards foreseen to be replaced by sectoral qualifications standards in the near future.

Lithuania

¹Skills anticipation in Lithuania – Skills Panorama – Europa EU, 2017

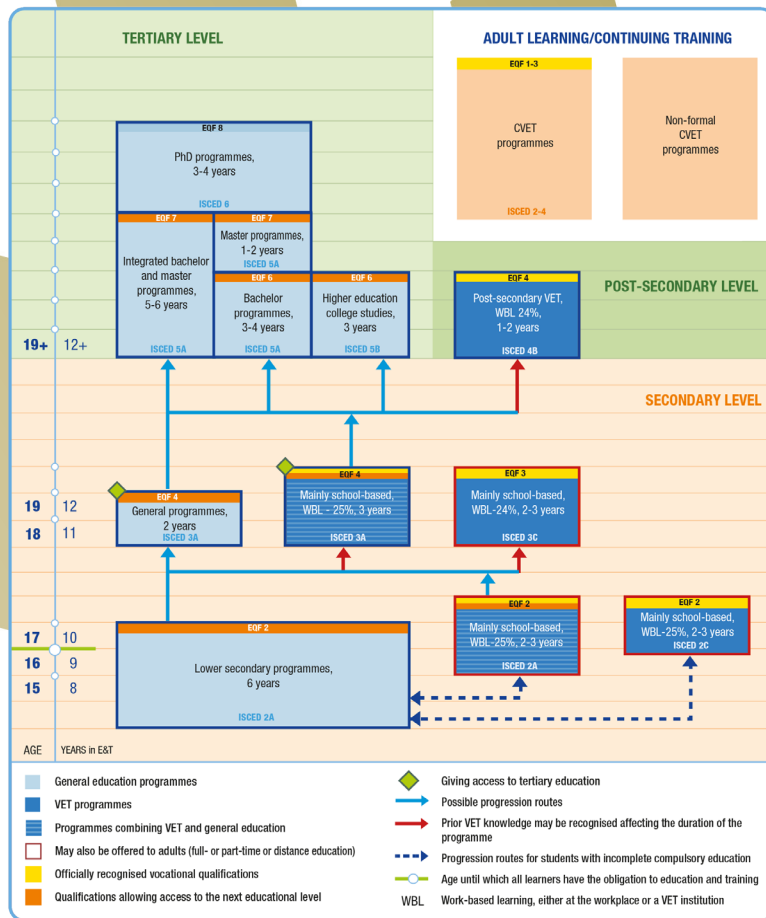
STRUCTURE

The Lithuanian VET programmes are designed for learners of different ages and educational backgrounds. VET offers learners over 14 opportunities to acquire a first qualification.

Continuing VET (CVET) is designed for learners who want to improve a qualification they have, acquire a new one or gain a competence needed to do specific jobs (perform functions) as specified in regulations.

VET is offered at lower secondary, upper-secondary and post-secondary education levels. Learners can acquire a vocational qualification and complete general lower or upper secondary education. Upper secondary-level VET graduates who have obtained a matura certificate may apply to be admitted to higher education.

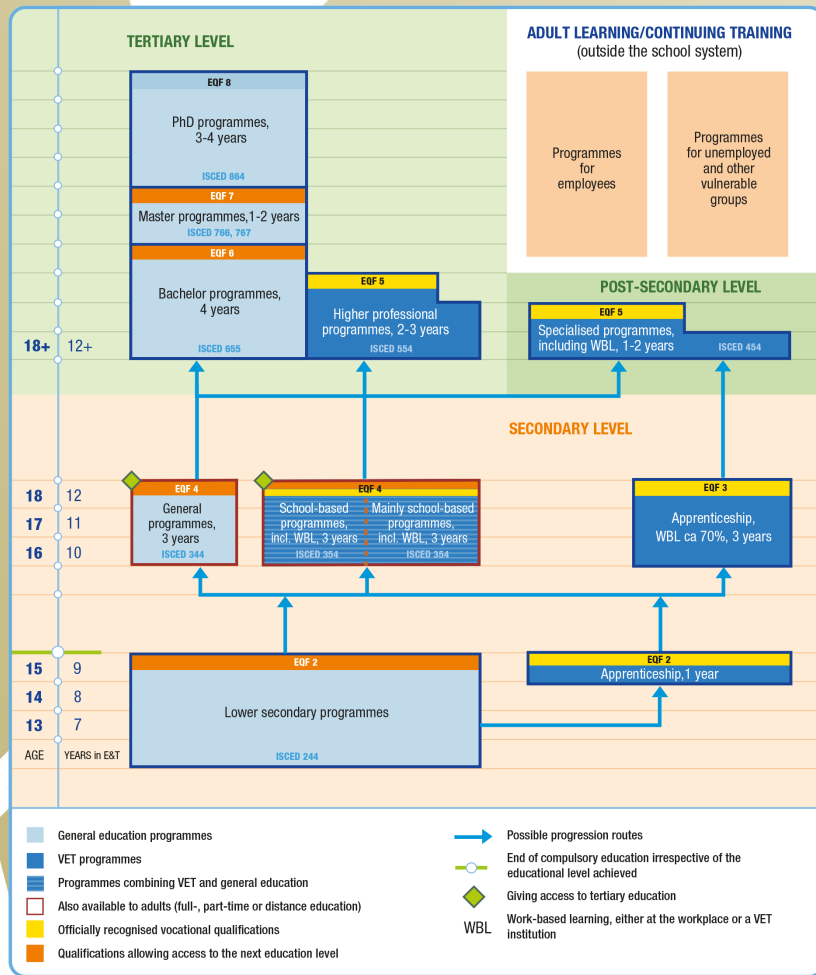
Although in Lithuania VET is school-based, practical training and training in enterprises are a major part².



²<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4140>

RESPONSABILITIES

The Ministry of Education and Culture is the responsible for developing and implementing educational policy. In addition, the Ministry of Labour, Welfare and Social insurance and the Human resource development Authority play an important role in vocational training. The Youth Board of Cyprus, a semi-governmental organisation that promotes young people's active participation in the social, economic and cultural development of Cyprus, has an active role in this field.



Cyprus

STRUCTURE

The new VET system in Cyprus – as today – has been developed recently as an answer to the negative effects of the economic crises that hit Cyprus in the last years. In 2014, a system called New Modern Apprenticeship (NMA) was adopted and it was co-founded by the European Social Fund¹. It restructured and improved the quality of the training instruments and processes involved in apprenticeships² and set a national vocational qualification framework based on employment network.

A specifically positive note for the Cyprus vocational training system is that it aims at reaching the most vulnerable categories such as NEET and unemployed youths and adults, through a mixture of public and private provisions, such as organisations and employers specifically set up for this purpose.

VET system is available at technical schools:

VET at upper secondary level is provided for students between 15–18 and evening technical schools, as well as in the afternoon and evening classes of technical schools for adults (**πρωγευματινά και βραδινά τμήματα των τεχνικών σχολών**). Secondary technical and vocational education, STVE (**τεχνική και επαγγελματική εκπαίδευση**) provides a broad range of initial training programmes to leavers from lower secondary programmes (gymnasium) and adults³. VET is also available through the apprenticeship system, which accepts students who leave formal education between grades 8 and 10.

There is another level for post-secondary VET at post-secondary institutes of technical and vocational education and training. These institutes provide Cypriot citizens, especially young people, with two-year courses to improve and update their qualifications and skills.

For further information:

http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/ms/cy_en.pdf

<http://www.moec.gov.cy/mtee/en/index.html>

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Cyprus:Overview>

<http://www.cedefop.europa.eu/en/country-data/cyprus>

¹http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/ms/cy_en.pdf

²<http://mavoieproeurope.onisep.fr/en/initial-vocational-education-and-training-in-europe/cyprus/>

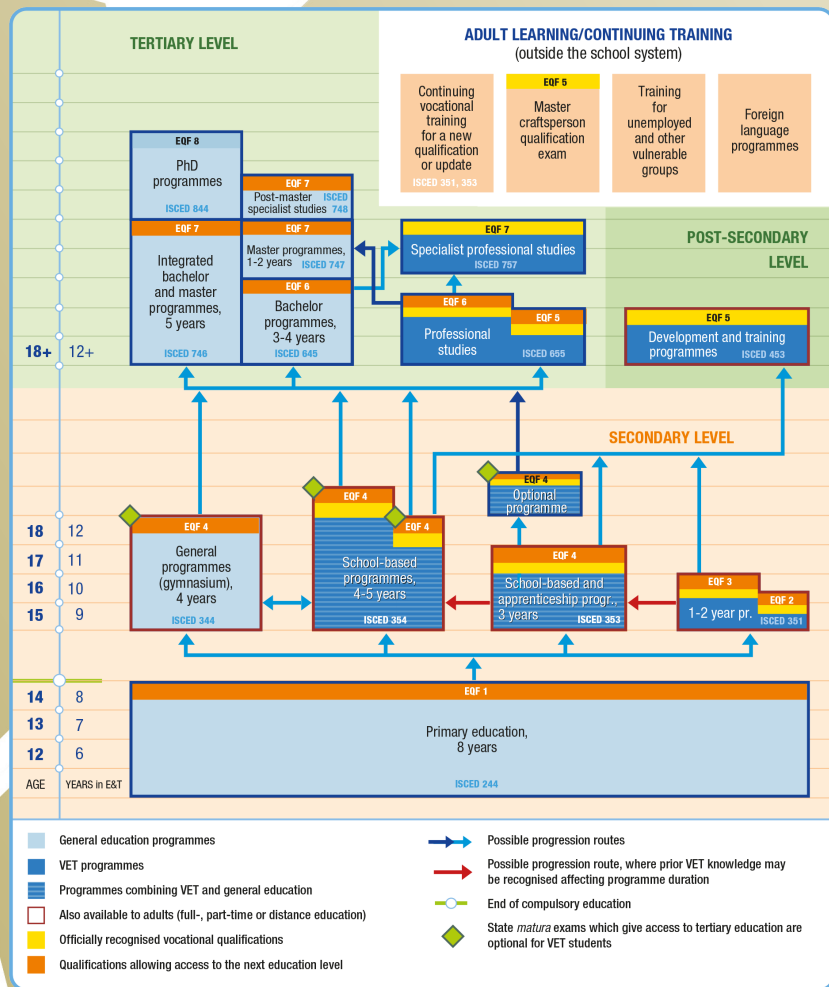
³Refernet, “Vocational ad Education in Europe” Cyprus

RESPONSIBILITIES

Vocational education and training (VET) has an important role in the Croatian education system.

The overall responsibility for VET is in the hands of the Education Ministry supported by the Agency for VET and Adult Education, called “Agencija za strukovno obrazovanje i obrazovanje odraslih (ASoo)”, created in 2010.

This agency aims to develop, monitor and evaluate VET. Specifically, it is in charge for developing VET curricula (collaborating with the Education and Teacher Training Agency), professional development of VET teachers, and quality assurance. In the board, are included stakeholders representatives. This implies that ministries of labour and entrepreneurship and crafts, social partners, chambers of economy, trades and crafts, the employment service, and professional associations can have a direct involvement in VET development*.



Croatia

STRUCTURE

All VET programmes include both professional and general competences. Indeed most include mandatory work experience (duration according to the VET programmes). VET is publicly financed and free of charge for the learners.

Approximately 70% of learners at upper-secondary level participated in VET in the last years. The majority of VET learners were in four-year school-based programmes, while a smaller portion in three-year programmes. Some learners participated in shorter, 1-2 year VET.

VET is provided at higher education level in the form of short-cycle programmes and at polytechnics with a focus on applied sciences. Learning in these programmes typically involves extensive practical-work experience and leads to a qualification recognized by the national qualification framework. Some shorter programmes also exist.

Adult education and training for people over 15 offers a broad range of options, mainly in the form of short and intensive programmes. The offer ranges from basic or technical skills courses to complete formal secondary education and training. Entry requirements for post-secondary adult VET programmes include relevant VET training and/or professional experience. Adult education providers must be accredited and have their programmes approved by the Education Ministry to be able to issue formal certificates*.

For further information:

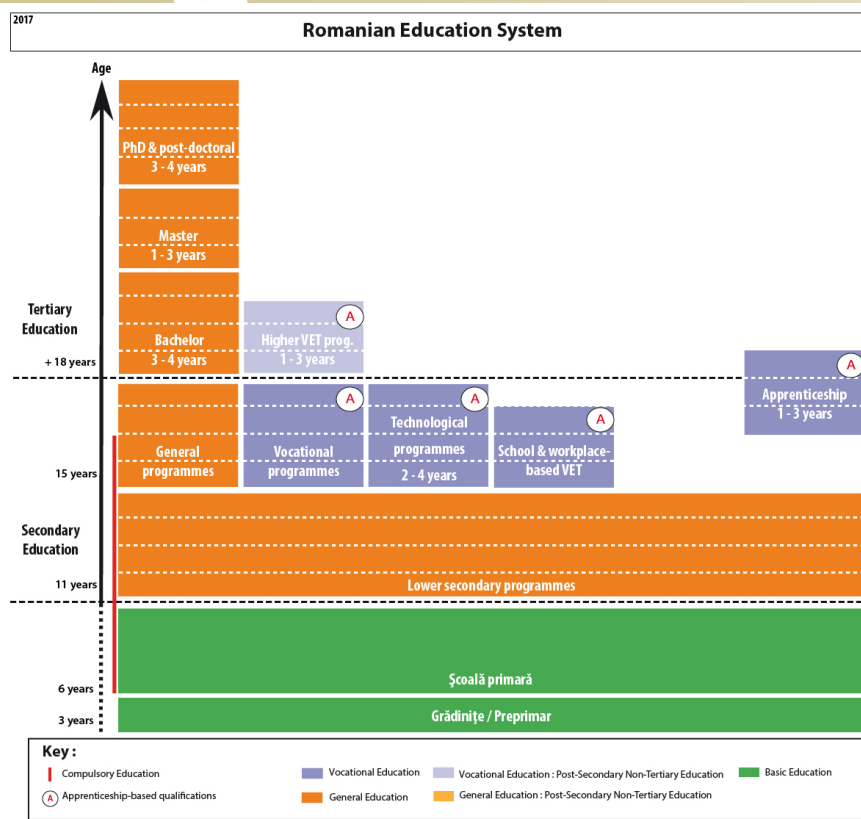
<http://www.asoo.hr/>

<https://mzo.hr/>

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Croatia:Overview>

RESPONSIBILITIES

In Romania, the education represents a national priority and the budget addressed to the education is equivalent to 4%. The Ministry of Education of Romania has the overall responsibility for vocational education and training within the formal education system. At central level, it is administrated in cooperation with other ministries and institutional structures subordinated to the Government, and at local level by the County school inspectorates, as subordinated local institutions. The public high school education is generalized and free. The diversification of the professional education offer is taken into consideration since 2016, and the professional dual education is being regulated, as a form of organization of the professional and technical education.



Romania

STRUCTURE

Secondary education

- Technical pathway in technology secondary schools (Liceu Tehnologic) lasting 4 years.
- “Progressive pathway” (ruta progresiva), a more specifically vocational pathway, with studies lasting 2 years in arts and crafts schools (Școli de arte si meserii), followed by a post-compulsory “finishing year”. Students from this stream can then achieve more in order to follow a two-year secondary education course. At the end of the cycle, pupils receive dual qualifications¹.

Vocational programmes are organised in modules.

A number of credits are applied to each module according to specific criteria.

Higher education

Outside the university sector, there are post-secondary education schools and master’s schools (școli postliceale / școli de măștri). These schools are open to students coming from theoretical or technological secondary education and offer a whole range of qualifications over a two-year course.

Dual-education

The romanian Government approved a bill that redefines the status of the dual-education system as an organizational form of the professional and technical education, carried out at the initiative of the interested economic operators, as potential employers and apprenticeships partners, based on a partnership contract and on individual contracts for apprenticeships, as the economic operators will cover the additional scholarships for students.

The dual-education system allows students to get theoretical training and to apply what they learn during paid apprenticeships at companies enrolled in the program. The dual-education system has a 3-year duration and will allow the graduates to obtain qualifications of level 3, 4 and 5, according to the National Qualifications Framework. The classes for dual-education can be organized both in public and private schools.

The government has also approved certain fiscal facilities that will allow employers to deduct expenses relate to the training of students.

¹<http://mavoieproeurope.onisep.fr/en/initial-vocational-education-and-training-in-europe/romania/>

The VET system in South Africa was created in address these needs of the employment market and to support personal, social, civic and economic development in their country. The VET system was designed to facilitate the transition from school to work and develop autonomous life-long learners.

The National Qualifications Framework (NQF) is a framework, i.e. it sets the boundaries, principle and guidelines, which provide a vision, a philosophical base and an organisational structure, for the construction of a qualifications system. All education and training in South Africa fits within this framework.

The NQF is a set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning.

The NQF consist of 10 levels divided into three band; Levels 1 to 4 equate to high school grades 9 to 12 or vocational training, 5 to 7 are college diplomas and technical qualifications, 7 to 10 are university degrees.

Level	Designation
1	Grade 9
2	Grade 10 and National (vocational) Certificates level 2
3	Grade 11 and National (vocational) Certificates level 3
4	Grade 12 (National Senior Certificate) and National (vocational) Cert. level 4
5	Higher Certificates and Advanced National (vocational) Cert.
6	National Diploma and Advanced certificates
7	Bachelor's degree, Advanced Diploma, Post Graduate Certificate and B-tech
8	Honours degree, Post Graduate diploma and Professional Qualifications
9	Master's degree
10	Doctor's degree

Department of Basic Education

General level – School level up to Grade 12.

When students complete the 12th Grade, they get the National Senior Certificate and can go to University.

Grade 12 is equal to Level 4 of Vocational Schools. If students don't complete Grade 12 in General schools nor Level 4 in Vocational Schools but they want a Certification they can go to certain TVET Colleges. If they complete the TVET College courses they obtain a Certification equivalent to National Senior Certificate.

Department of Higher Education

Universities

Tertiary Level – 50 Colleges country wide
– TVET sector

TVET Colleges in Cape Town:

- Northlink College
- College of cape Town
- False Bay College
- West Coast College
- South Cape College
- Boland College

South Africa

NC(V), National Curriculum Vocational

= pre matric studies

Various Courses

Requirement for NC(V)

Grade 9

Student who did not finish (Grade 12)

Will do Level 2–Level 4– on completion it will be

equivalent to a matric certificate

Student have to do job shadowing at

Level 4–FEA

what use to be SACCI

Other courses e.g. Hospitality

– students are expose to on the job training

Funding –NSFASS– bursary

and travelling allowance subject to certain criteria

Nated Course

= post matric studied

Further Business studies N4– N6

Full time

Part time

18 months theory

18 months practical

Obtain a Diploma

Apprenticeships are funded by SETA (Sector Education and Training Authority).

Every industry and occupation in South Africa is covered by one of the 23 SETAs present in the Country. Every employee pays a levy to the SETA related to their work field. SETAs are concerned with education and training and their job is to help implement the National Skills Development Strategy and to increase the skills of people in their sector. SETAs are concerned with learnerships, internships, learning programme type matrix and unit based skills programme. Each year there are thousands of young people who finish their education and are looking for jobs.

More than 50% of Grade 12 learners leave school without basic skills to seek work.

They need skills and training. SETAs have been established to manage the many skills development needs. Each SETA coordinates skills development in its particular sector. For the purposes of planning and managing the delivery of training, the economy has been divided into 23 sectors, each of which has its own SETA. A sector is made up of economic activities that are linked and related. So, for example, there is a SETA that deals with the banking sector; another is concerned with skills development in the information technology sector; another is responsible for the manufacturing sector; and there is a SETA for agriculture.

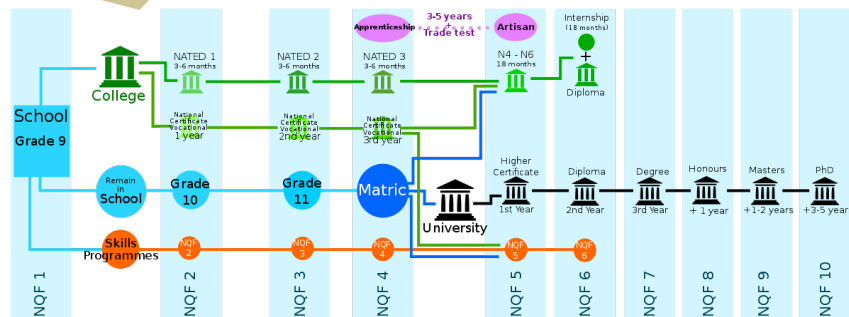
The SETAs cover both the public and private sectors.

In addition, apprenticeships are supported through agreement between Companies and the College and Funding arrangement between stakeholders.

ROLE OF YOUTH ORGANISATIONS:

In the recent years, the youth organisations played an important role in doing advocacy and bring to public attention the needs of TVET sector

However, there is no a structured commitment.



In Kenya, the VET system has an old tradition that dates back to the 60's. According to Kenya Education Sector Support Programme the aims and purpose of TVET in Kenya are defined as follows:

- Involving all relevant stakeholders in the development of a comprehensive national skills training strategy;
- Establishing mechanisms to promote private sector investments in the development of TVET for increased access;
- Providing scholarships and other merit awards for staff and students to promote excellence, creativity and innovation in the field of science and technology;
- Encouraging secondary schools that have infrastructure, equipment and staff to offer industrial and technical training curriculum.

TVET legislation

Education and training in Kenya are governed by the Education Act (1968), which gives policy guidelines on the establishment and development of institutions, their management and development of curricula and teacher education.

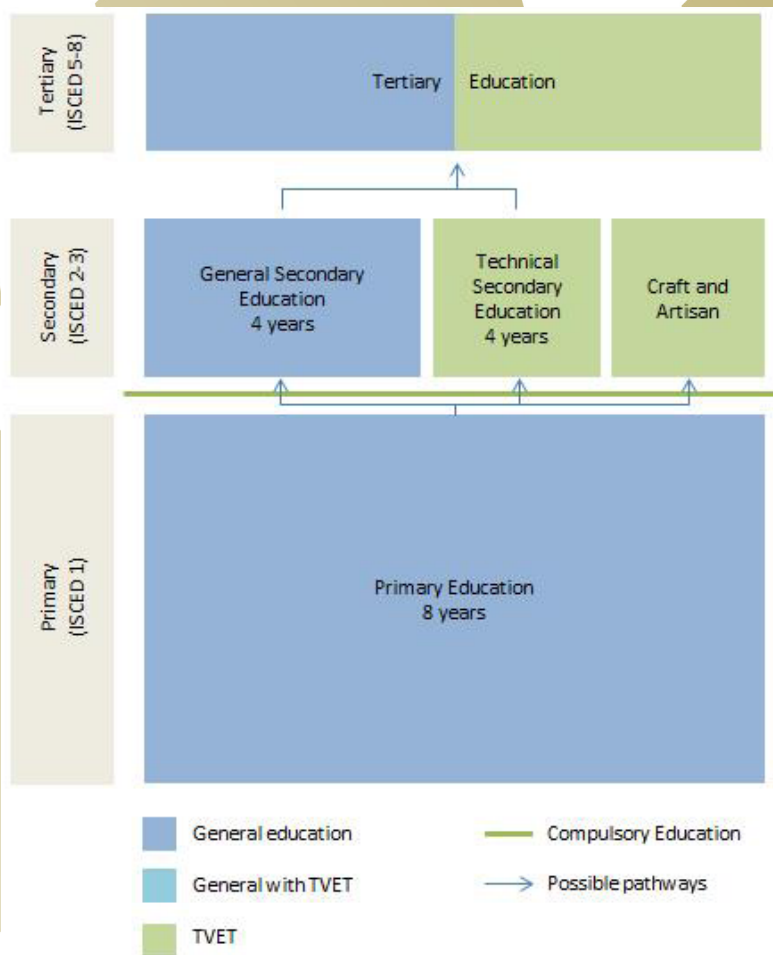
“Vision 2030”² is an important country development document that aims to transform Kenya into a newly industrialising, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment. In the document, TVET is seen as a vehicle for socio-economic and technological thriving.

In 2013, also a Technical and Vocational Education and Training Authority was created.

Kenya

¹<http://www.tvetauthority.go.ke/>

²<http://www.vision2030.go.ke/>



Formal TVET system

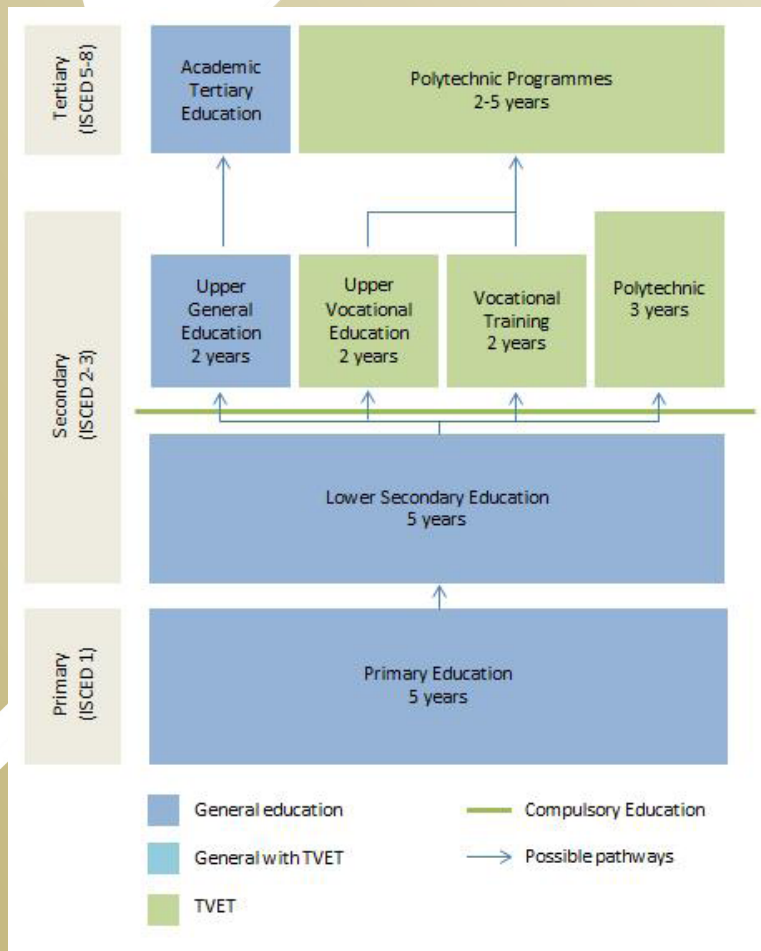
Kenyan education system consists of eight years of primary education, four years of secondary education and four years of tertiary education.

There is a wide range of vocational and apprenticeship programmes provided by National Polytechnics, Institutes of Science and Technology (IST), Technical Training Institutes (TTIs) and Youth Polytechnics.

These programmes are designed to prepare youth to enter various positions in industry and the informal sector. These subjects differ significantly at different levels.

India has the youngest population in the world (by 2020 the average age will be 29).

In the last years, the higher education sector in India has impressively grown. Nevertheless, it still faces several challenges around its unequal opportunities, as often it does not give access to the marginalized sections of the society. This problem created low employable and vocationally trained individuals in the workforce¹. To overcome this potentially long-term problem, Indian government has focused on skills development through the technical and vocational education and training (TVET) sector.



¹http://www.unevoc.unesco.org/up/India_Country_Paper.pdf

The technical and vocational education and training system (TVET) in India develops human resource through a three-tier system²:

- Senior-secondary and vocational education lasting 2 years:
Vocational programmes normally prepare students for the world of work or further education in tertiary level polytechnics programmes, while academic programmes prepare students for tertiary level education;
- Vocational training courses by state-owned Industrial Training Institutes (ITI) and private-owned Industrial Training Centres (ITC) lasting one to two years:
Training courses are also offered at the lower secondary level from grade 8 onwards. Courses include: Typewriting, Secretarial Practices, Computer Operator & Programme Assistant, Architectural Draughtsmanship, Electrical Technician, Electronics, Refrigeration & Air Conditioning, Plumbing, Library Assistant, Cutting/Tailoring & Dress Making;
- Technical and engineering programmes offered by Polytechnics lasting three years:
Programmes are offered at the lower and upper secondary education levels. The Pandit Sunderlal Sharma Central Institute for Vocational Education (PSSCIVE) sets the vocational education curricula in accordance with the National Vocational Education Qualifications Framework (NVEQF) and established a number of fields covered at the secondary education level including: Automobile; Information Technology (IT); Retail; Security; and Healthcare.

Apprenticeship Programmes

Apprenticeship programmes follow the National Scheme for Apprenticeship Training and are offered to graduate engineers, technicians and upper-secondary vocational students in industries or organisations. Apprenticeship training is conducted in 122 subject fields in engineering and technology, and 122 subject fields in vocational sectors. Apprenticeship programmes vary in duration and apprentices obtain a stipend to cover their expenses throughout the programme.

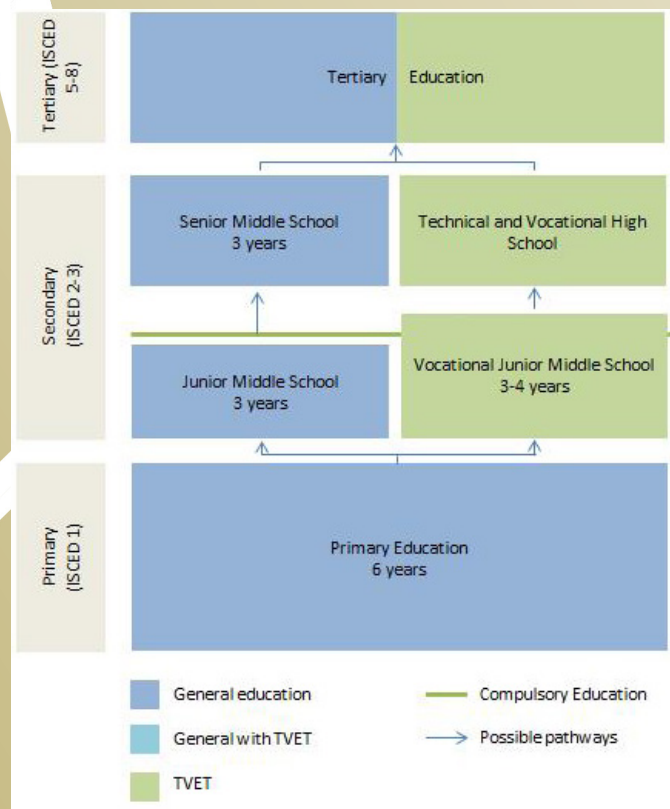
²http://www.tda.edu.au/cb_pages/files/India_TVET%20system_16%20Dec%202012.pdf

While speaking about Chinese Vet system, it is important to consider two facts: On one side, China turned from a highly centralized economy to a market economy in last decades and it is currently living its peak of industrializing phase. On the other hand, China has the largest educational system.

The Chinese TVET system is currently undergoing a phase of reforms to fit the requests of the market and to create a sustainable and internationally recognized VET system.

The VET system tries to bridge this two realities by:

- Promoting TVET at the secondary level and especially in rural areas;
- Expanding total enrolment of TVET institutions and improving the quality of education;
- Improving coordination between secondary and post-secondary TVET and general education;
- Adjusting courses and curricula to make them well-targeted at practical employment needs*.



China

*http://www.unevoc.unesco.org/wtdb/worldtvetdatabase_chn_en.pdf

RESPONSIBILITIES

Vocational training comprises apprenticeships, on-the-job training, re-training and short training courses that might take place before or during employment. These experiences are certified by centers located all over the countries.

*Vocational training is supplied by a huge variety of organizations, such as department training centers, companies, employment agencies, unions, public and private organizations and vocational schools.

STRUCTURE

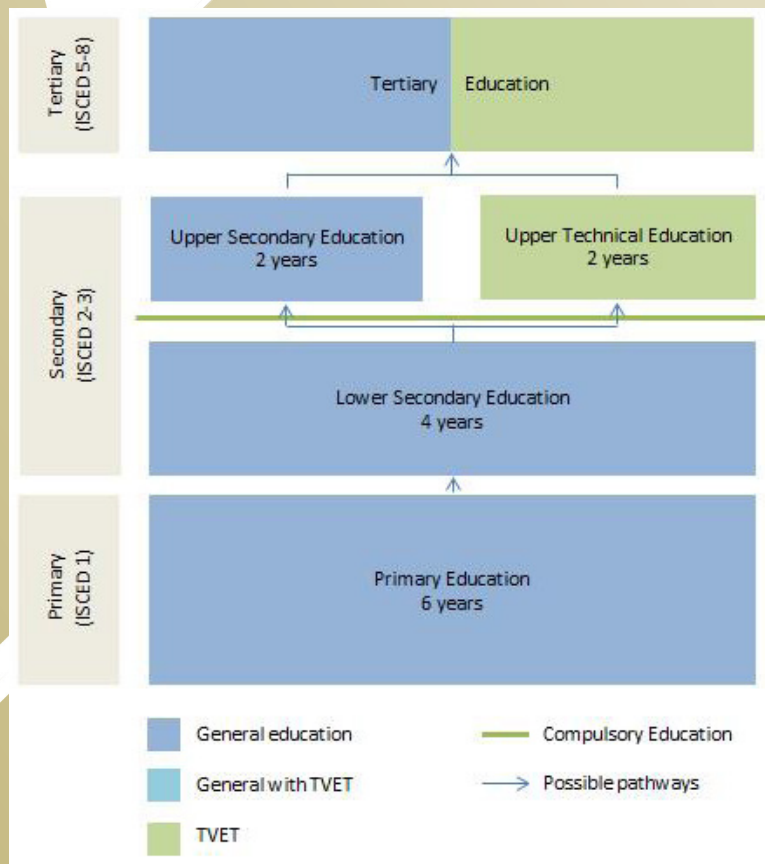
Vocational and technical skill training is composed by non-academic credentials activities with the purpose of initial employment, career empowerment or job change, or with the only aim of improving vocational and technical skill.

Vocational training is carried out by vocational institutes or schools.

There are 5 levels
in national occupational
qualification certificate system:
Level 5 (primary),
Level 4 (middle),
Level 3 (higher),
Level 2 (technician),
and Level 1 (higher technician).

RESPONSIBILITIES

In the Philippines, the agency in charge of VET is the Technical Education and Skills Development Authority (TESDA), and it aims to encourage active participation of various concerned sectors and to develop high quality manpower through public and private TVET schools and training centres.



Philippines

STRUCTURE

In the Philippines, the VET system is divided between formal and non-formal systems:

TVET programmes are included in secondary and tertiary education:

- Secondary education includes two-year TVET specialisation track.
- Tertiary education includes technical and vocational programmes covering for high level qualifications .

Besides the formal school-based TVET, there are three other delivery modes:

- Centre- based programmes, delivered by the Technical Education and Skills Development Authority (TESDA) on the regional and provincial level.

There are 15 regional and 45 provincial training centres.

- Community-based training programmes, addressing specifically the needs for skills in the community to facilitate self-employment.

Targeting poor and marginal groups, these programmes are conducted in coordination between the Local Government and the NGO sector.

- Enterprise-based training, including apprenticeship and learnership programmes. Apprenticeship programmes are based on an apprenticeship agreement between the employer and the trainee.

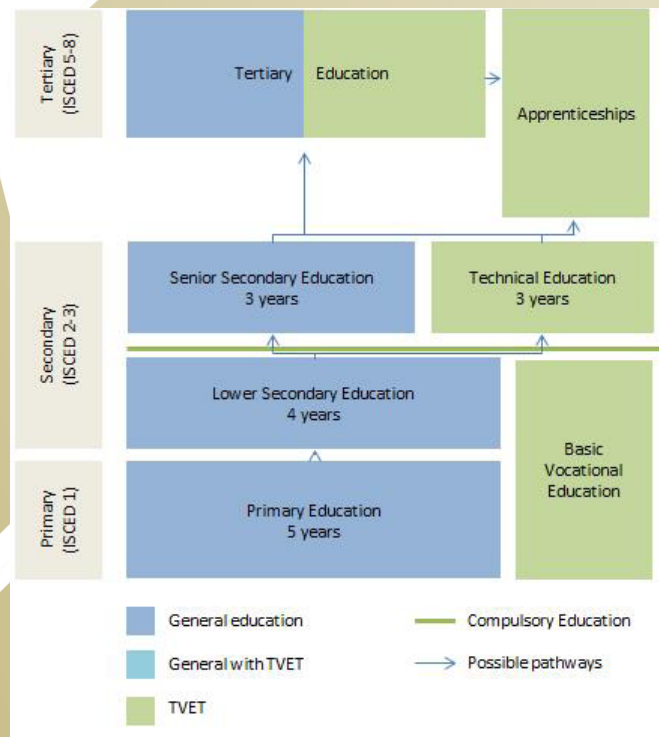
These programmes' duration varies from a minimum of three to a maximum of six months.

¹http://www.unevoc.unesco.org/wtodb/worldtvetdatabase_phl_en.pdf

RESPONSABILITIES

In the last years, the demand for vocational education in Brazil is expanding because of the growing demand for qualified professionals and the support for professional training offered by the state in the field of areas of services, industry and agriculture, such as the National Technical Education and Employment Access Programme (Pronatec)¹ and the University for All Programme (Prouni)².

The Vet providers are mixed private and public. Currently, the National Education Plan 2014–2024, strategic framework for the development of Brazilian education at all levels, has set ambitious targets for the expansion of vocational education, such as tripling enrolments in secondary technical education and increasing the enrolment rate in tertiary education³.



Brazil

¹<http://portal.mec.gov.br/pronatec>

²<http://siteprouni.mec.gov.br/>

³<https://internationaleducation.gov.au/International-network/Latin%20America/policyupdate/Pages/Article-Brazil-National-Plan-for-Education-2014-2024.aspx>

STRUCTURE

The Brazilian system is divided in formal and non-formal TVET tracks. Regarding the first one, high school education lasts from three to four years, where each course has a different workload:

- Primary sector technicians have a workload of a minimum of 2900 hours, of which at least 1200 should be vocational courses, complemented by practical skills work;
- Secondary sector technicians have a workload of a minimum of 2900 hours, of which at least 1200 should be vocational courses, complemented by practical training;
- Tertiary sector technicians have a minimum workload of 2200 hours, of which at least 900 should be vocational courses.

It is normal for vocational schools to establish partnerships with businesses and enterprises and – as a result – to create internship opportunities for students.

Schools offer refresher courses and further education for employees.

The ones that are undertaking secondary/high school education can apply for apprenticeship scheme, where they have a chance to get professional experience along with a professional qualification, offered by an educational institution that has established an agreement with the company.

Within the non formal sector, Federal Institutions for Education, Science and Technology train professionals in the several sectors of Brazilian economy, foster research, and develop new products and services in cooperation with the production sector by providing secondary and higher technical courses, undergraduate degrees, master and doctoral programmes. Doing an internship is another opportunity for students of technical courses or for those pursuing higher education to get professional experience.



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