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Nota di contenuto	Front Cover ; Contents; Foreword; Acknowledgments; About the Authors; Executive Summary; Abbreviations; Introduction; Note; References; Chapter 1 General Education and the VET System in Brazil: An Overview; Introduction; Recent Improvements and Challenges in Education; Structure of Brazil's Education System; Technical Education in Brazil: VET at the Upper Secondary Level; Notes; References; Chapter 2 Selected Design Features and Implementation Arrangements of the VET System in Brazil; Introduction; VET Tracks and Program Modalities; A Typology of Technical Courses Modes of Delivery: Classroom, Distance, and Workplace LearningMain VET Providers; Eligibility Criteria: Merit, Ordering, and Priority Criteria; VET Regulatory Framework: Bridging Occupations and Courses; Certification of Competencies in Technical Education; VET Teacher Selection, Career Trajectories, and Compensation; Spending on and Funding of Technical Education; Monitoring and Evaluation of Technical and Technological Education; Expanding VET with the National Technical Education and Employment Program (PRONATEC); Notes; References Chapter 3 Brazil's VET System: Implementation Challenges, Opportunities, and International ExamplesIntroduction; Aligning Skills Provided by the VET System with the Needs of the Labor Market; Monitoring and Evaluation of the VET System; Disseminating Information to Help Students in Their Education and Career Choices;

Raising the Quality and Relevance of the VET System; Promoting Innovation in VET; Implications for PRONATEC: Expanding VET and Reaching the Most Vulnerable; Notes; References; Chapter 4 Policy Directions for Reform; Summary; Boxes

I.1 World Bank Systems Approach for Better Education Results (SABER)

2.1 The Experience of Sao Paulo: Paula Souza Center; 2.2 Expanding State-Level VET: The Experiences of Sao Paulo and Minas Gerais; 3.1 Developing an Education and Training System for the Mining Sector in Chile; 3.2 International Examples of Workplace Learning; 3.3 Australia's National Centre for Vocational Education Research; 3.4 Information Systems: Examples from Chile and the United States; 3.5 Alma Lauro, Italy: Placing Emphasis on Labor Market Intermediation; 3.6 Virginia's Academic and Career Plans of Study

3.7 Mexico's Occupational Competency Standardization and Certification Council (CONOCER) 3.8 Building a Flexible Cadre of Teachers; 3.9 VET Teacher and Trainer Preparedness in Switzerland; 3.10 VET for Innovation and Competitiveness: Chicago's City Colleges; 3.11 Ideas for Innovating in VET; Figures ; I.1 Challenges to Hiring Skilled Workers As Reported by Employers by Region and Country: Brazil, circa 2003; 1.1 Education Quality, National Math Score Averages (IDEB and SAEB): Brazil, 2005-11; 1.2 Number of Enrollments in Vocational Education by Administrative Dependence, 2015

1.3 Percentage of Upper Secondary Students Enrolled in Vocational or Pre-vocational Programs: Selected Countries, 2011

Sommario/riassunto

As Brazil is massively investing in a scale-up of in vocational education and training (VET) through the national flagship program, PRONATEC, this report assesses institutions and policies in VET taking an in depth critical view of upcoming opportunities. It shares international best practices on selected operational issues identified as strategic bottlenecks for the delivery of technical education. The report explores multiple sources of information including a desk review of existing reports and papers, inputs/data provided by the Ministry of Education and interviews with multiple stakeholders and practitioners at the federal and state level. The report highlights the need of promoting a better alignment between the supply and demand of skills at the sub national level and of promoting better a solid monitoring and evaluation system, including the monitoring of student learning and of the trajectories into the labor market or into higher educational degrees. Issues of student career guidance and teacher quality also emerge as areas of strategic importance to the Brazilian VET system in the years ahead. We conclude with specific policy recommendations for PRONATEC.
