



SERVICES FOR
INTERNATIONAL
EDUCATION
MARKETING

CONFERENCE 2015

Vocational education and student recruitment
in Brazil

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Summary

- **2015 crisis and impacts on the TVET Market**
- **Brazilian Vocational Education Market**
- **The experience of Newcastle College**

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2015 crisis and impacts on the TVET market

Economic and political scenario

- President Dilma Rousseff (PT) declares **economic growth, improvement of education** and **infrastructure** as her priorities;
- “**Lava-Jato**” (car wash) scandal, involving the national oil giant Petrobras, proves to be one of the government’s **greatest challenges**;
- **Economic recession** and **austerity measures** to correct the imbalances in the public finances and corruption scandals have made the **government unpopular**;
- The scandals represent **an opportunity for Brazil to reduce corruption** and institutions are working independently to investigate and bring perpetrators to account.



2015 crisis and impacts on the TVET market

Impacts on Education

MEC budget cut

The Ministry of Education suffered a R\$ 9.4 billion (£1.6 billion) in May;

The budget still is the 2nd largest, with an amount of R\$ 39,4 billion (£ 6,6 billion), representing 6,5% of our GDP

The budget for Education is one of the largests in Latin America:

- México: 5,3% GDP
- Chile: 4,6% GDP
- Colômbia: 4,9% GDP

TVET programmes affected

PRONATEC, the national programme for TVET scholarships, had a 60% cut in vacancies (from 12 million to 5 million until 2019)

FIES scholarship financing programmes had a cut of 57% in the number of vacancies offered (technological tertiary education inclusive)



2015 crisis and impacts on the TVET market

Country Targets

PNE targets

- Ensure, at least, **25% of basic education vacancies** for adults integrated with a modality of **TVET education** (last years of primary or during the regular secondary education);
- **Triple the enrolments in the technical certificate** (integrated, subsequent or concomitant with the secondary education);
- Increase the public expenditure in education up to 7% of GDP by 2019



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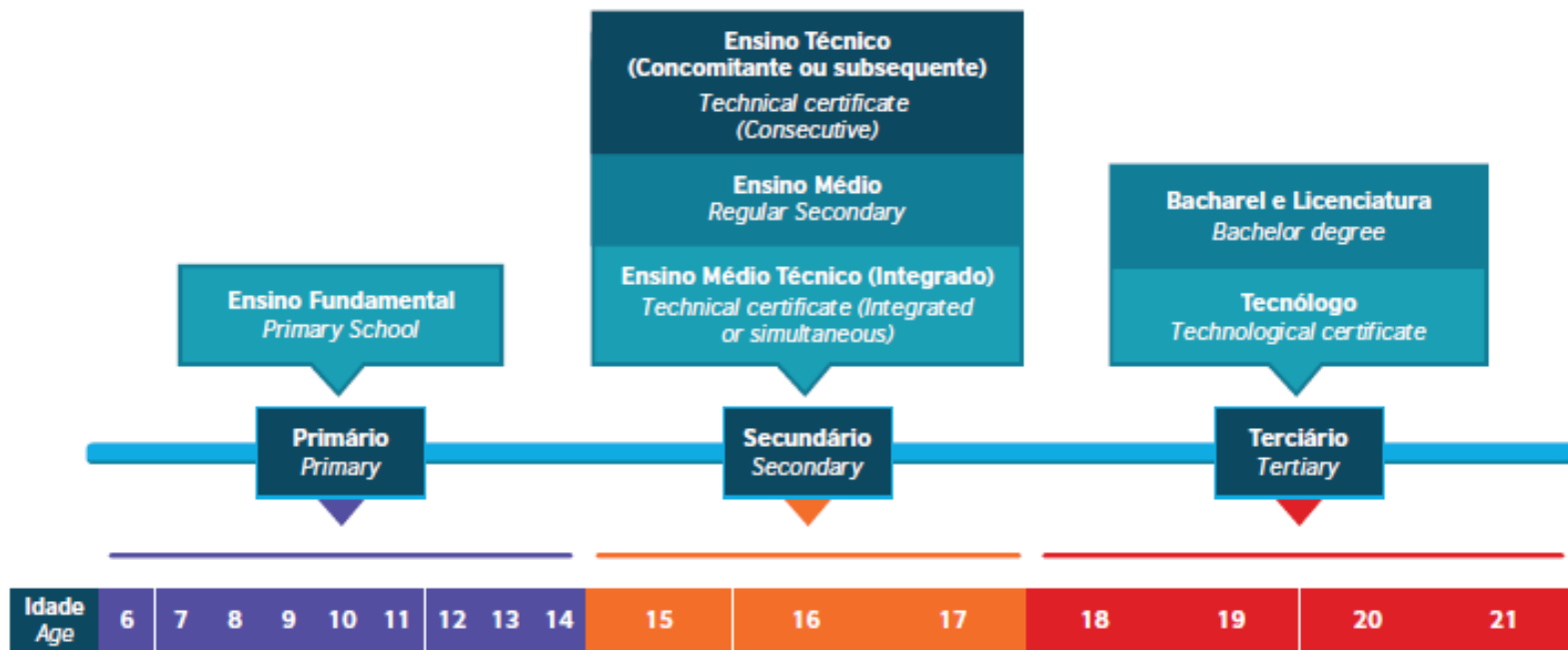
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Comparing Education Systems

Year	Brazil	Age	England, Northern Ireland and Wales	Age	Scotland	Year
	Doctorate 4 years	28 27 26 25		28 27 26 25		
	Masters 2/3 years	24 23	Doctorate usually 3 years	24 23	Doctorate usually 3 years	
	Undergraduate 4/6 years	22	Masters / MBA usually 1 year PG Dip PG Cert	22	Masters / MBA usually 1 year PG Dip PG Cert	
	Technological Graduation 3 years	20	Undergraduate 3/5 years	20	Undergraduate 4/6 years	
	Sequential Higher Education Courses 2 years	19	HND 2 years	19		
	Vestibular	18	GCE A/AS Level "B"	18	SCE Scottish Certificate of Education (Higher)	Sixth Year Studies
3rd	Ensino Médio (Secondary Education) 3 years	17	Vocational A/AS Level 2 years	17	SCE - Scottish Certificate of Education (Higher)	HNC 2 years
2nd	Ensino Técnico (Secondary Vocational Education)	16	GCSE General Certificate of Secondary Education	16	SCE - Scottish Certificate of Education (Standard) 4 years	SVQ - Scottish Vocational Qualification 5 years
1st		15	G/MVQ General / National Vocational Qualification	15		
9th		14		14		
8th		13		13		
7th		12		12		
6th	Ensino Fundamental (Primary Education) 8 years	11		11		
5th		10		10		
4th		9	Primary Level 5 years	9	Primary Level 5 years	
3rd		8		8		
2nd		7		7		
1st		6		6		
	Pre-School up to 5/6 years (optional)	5	Pre-Preparatory (Nursery School) up to 3 years (optional)	5	Preparatory up to 3 years (optional)	
		4		4		
		3		3		
		2		2		

Vocational education in Brazil

Secondary Technical and Tertiary Technological



Vocational education in Brazil

Provision

- **Universities, University Centres and Colleges** –public and private higher education institutions are providers of tertiary level technological education;
- **IFs and CEFETs** - Federal Institutes (IFs) and Federal Technological Education Centres (CEFETs) provide technical and technological education;
- **S System** –Sebrae, Senac, Senai, Senar and Senat are providers of technical and technological courses;
- **State Technological Education Centres** – similar to IFs and CEFETs, providers of technical and technological education;
- **Schools of basic education** – private and public schools are also providers of technical education



Vocational education in Brazil

Structure

Technical and technological courses are structured around 13 areas

1. Environment and Health;
2. Industrial Processes and Control;
3. Educational and Social Development;
4. Business and Management;
5. Information and Communication;
6. Infrastructure;
7. Military;
8. Food Production;
9. Cultural Production and Design;
10. Industrial Production;
11. Natural Resources;
12. Health and Safety;
13. Tourism, Hospitality and Leisure.

Vocational education in Brazil

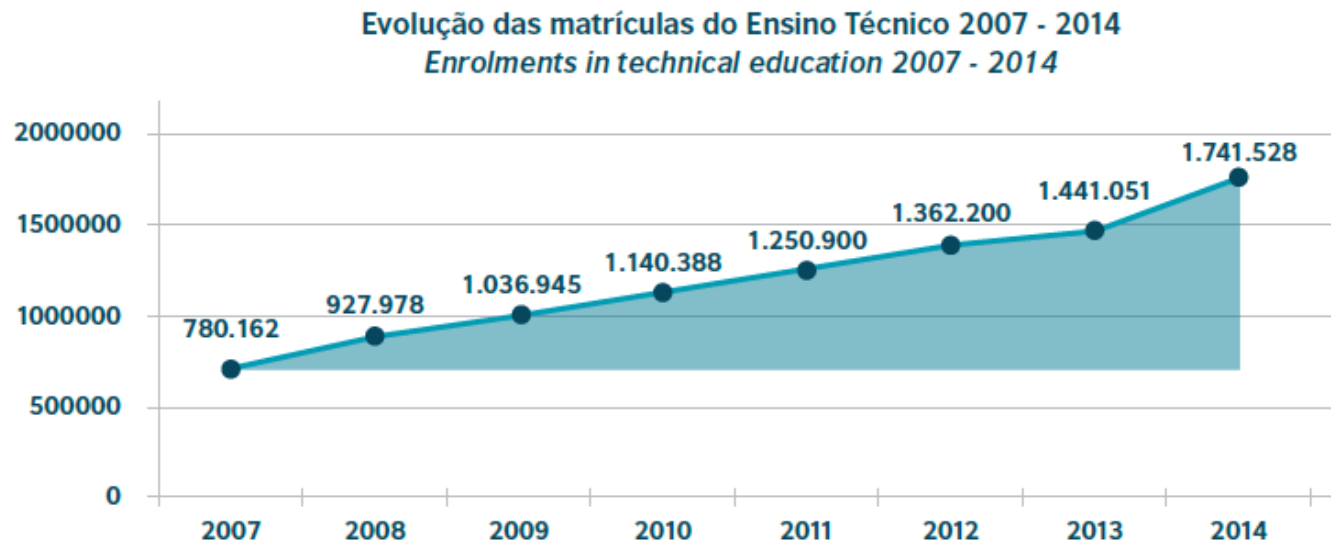
The Role of Government

- Evaluation
- Regulation and Supervision
- Provision
- Funding and Financing
- Other Programmes



Vocational education in Brazil

Demand for technical education

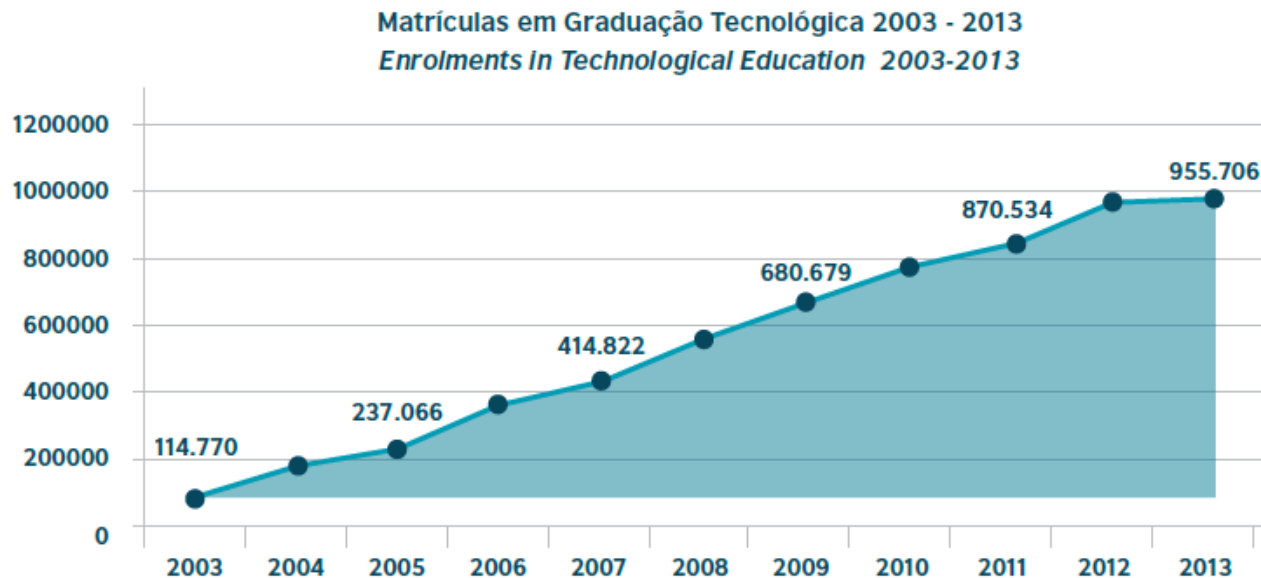


Fonte | Source: Inep/MEC

Target for 2024 – 5,2 million students enrolled

Vocational education in Brazil

Demand for technological education



Fonte | Source: Inep/MEC

Vocational education in Brazil

Opportunities for cooperation

- **Language teaching and Teacher training** – Languages Without Borders;
- **Research** –CNPq, CAPES;
- **Institutional cooperation** – AoC's rectors shadowing programme for the IFs in the UK;
- **Distance learning**

Vocational education in Brazil

SWOT Matrix

	Positive	Negative
Internal	Strengths <ul style="list-style-type: none">• Greenfield for cooperation• Fast growing sector• Wide range of opportunities	Weaknesses <ul style="list-style-type: none">• Different levels of quality• Lack of international perspective• Language barrier• Informal relations• Difficulties of public institutions to commit financially
External	Opportunities <ul style="list-style-type: none">• Strong government support• Vocational education at the centre of the 2014-2024 National Education Plan (NEP)	Threats <ul style="list-style-type: none">• Economic crisis• Spending cuts in government programmes

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Case study with Brazil

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Market Approach

- **Brazilians are well-informed business people and they do business with people not companies.**

- **In Brazil personnel relationships and chemistry are the keys to find success**
- frequent contact is extremely important.

- **Cultural understanding.**

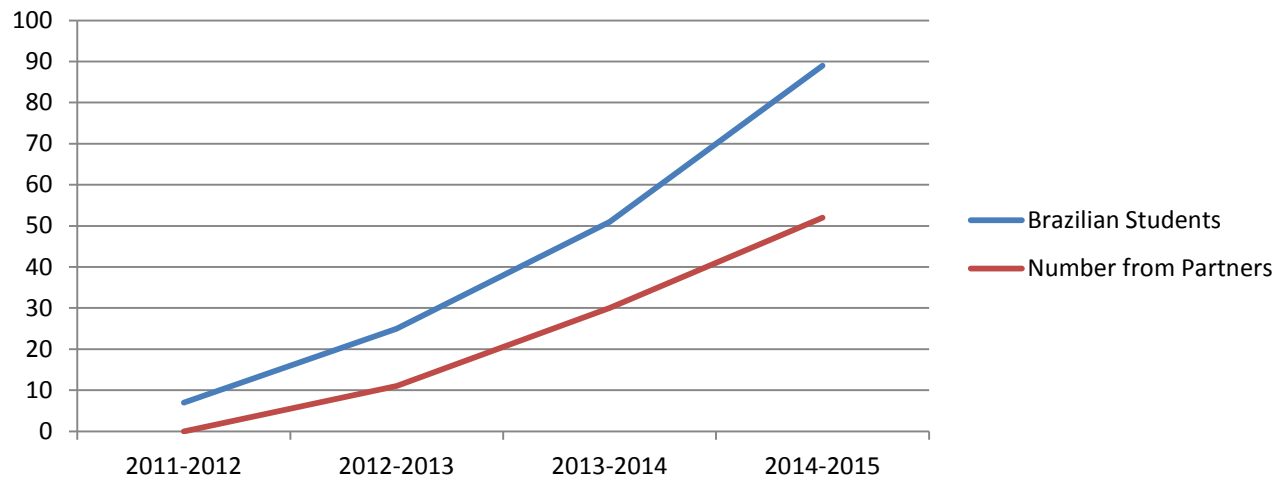


Market Development

- Partnerships with private Universities, Colleges and S System institutions
- Engagement with AoC activities (e.g: Shadowing Programme)
- Tailored programmes



Market Development



Lessons Learnt

- Low expectations.
- Focus on the opportunities challenges bring.
- Long term marketing strategy and consistent presence.



Recommendations

- **Reference market – consistency and long term investment.**
- **Don't rely on public funding –seek other opportunities**
- **Develop personal relationships with institutions**



Questions?

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