Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Brazil

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Yes

Q5. Who have you consulted with before completing this survey?

Profa. Dra. Lucy Leal Melo-Silva; Prof. Dr. Marcelo Afonso Ribeiro

About you

Q6. What is your name?

Rodolfo Ambiel

Q7. What organisation do you work for?

Brazilian Association of Professional and Career Guidance; Pontifical Catholic University of Campinas

Q8. What is your job title?

President; Professor

Q9. What is your email address?

ambielram@gmail.com

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Brazil

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)		X		
Young people in university or higher education		X		
Young people not in education or work (e.g. NEETs)			X	
Adults in education	X			
Adults in work		X		
Adults not in education or work (e.g. unemployed workers and the economic inactive)		X		
Migrants			X	
People in the criminal justice system		X		
Employers/businesses			X	

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

In Brazil, access to career development services for groups not covered by centralized national policies occurs mainly through two decentralized pillars:
(1) University Outreach Programs: Many public and private universities offer career guidance and vocational counseling services. Developed as institutional or faculty-led initiatives (outreach projects), these services cater to both the internal student body and the general local community. While highly impactful regionally, they remain isolated actions rather than a unified national policy.
(2) Social Assistance and Welfare Beneficiaries: Through the Unified Social Assistance System (SUAS), the government provides professionalization, employability, and entrepreneurship workshops. These target beneficiaries of income transfer programs (such as Bolsa Família) and individuals in situations of social vulnerability. In this context, career development is integrated into social protection and poverty reduction strategies, aimed at socio-economic inclusion and autonomy, rather than traditional career counseling systems.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.				X	
School leavers in my country are well prepared for successful transitions to work or further learning.				X	
There is a strong evidence base to support the provision of career development services in my country.	X				
AI is having a major impact on the education system in my country.	X				
AI is having a major impact on labour market in my country.	X				
AI is having a major impact on the provision of career development services in my country.			X		

Q15. Are indigenous groups involved in the design of career development services in your country?

No

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Professional Qualification of Counselors
Within the scope of the PROFESSIONAL QUALIFICATION OF COUNSELORS, the Brazilian Association of Professional and Career Guidance (ABRAOPC) was established in 1993 with the goal of bringing together professionals and researchers. The association holds biennial conferences featuring scientific, training, and professional development activities; publishes the Revista Brasileira de Orientação Profissional (RBOP - Brazilian Journal of Vocational Guidance); and promotes debates on relevant topics, including competencies for career counselors. Since a portion of its members are professors and researchers, they form a Working Group (GT) within the National Association of Research and Postgraduate Studies in Psychology (ANPEPP), titled "GT Career: Information, guidance, and counseling."

Basic Education
Within the scope of BASIC EDUCATION, there is the National Common Curricular Base (BNCC), which focuses on the development of socio-emotional skills and the LIFE PROJECT (Projeto de Vida), in a concept relatively similar to Career Education. This is a curricular component that can be taught by educators from diverse educational backgrounds. There is also a National Policy for Professional and Technological Education (PNEPT), which aims to promote the development and integration of professional and technological education in Brazil in line with the National Education Plan (PNE). Created to align and strengthen actions and strategies focused on student training and qualification, it also seeks to meet the demands of the labor market and foster innovation and research across various fields of knowledge.

Labor / Work Sector
Within the scope of LABOR, there are worker qualification strategies driving initiatives from both public and private institutions, including labor unions. In these contexts, there may be services that prepare individuals for entering or remaining in the workforce, often through ad-hoc or targeted actions. Within the

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Ministry of Labor, there is a professional guidance department offering a service that allows workers, employers, and any interested parties to clarify doubts regarding labor legislation. In the corporate sector, human resources departments employ psychologists who conduct career counseling and planning.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Career - Association
https://abraopc.org.br/abraopc/quem-somos/

Brazilian Journal of Vocational Guidance
https://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1679-33902007000200002

Integral Education

Vocational Guidance in Basic Education as a Public Policy in Brazil - Article
https://pepsic.bvsalud.org/scielo.php?script=sci_abstract&pid=S1679-33902019000100002

Competencies for Vocational and Career Guidance in Brazil: Self-Assessment and Relevance - Article
https://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1679-33902023000200279

Vocational and Career Guidance (VCG): Trajectory and Project: From Tradition to Innovation – Article
https://pepsic.bvsalud.org/pdf/rbop/v24n2/1679-3390-rbop-24-02-0125.pdf

Education, Work, and Career - Book
https://pedroejoaoeditores.com.br/produto/dos-contextos-educativos-e-formativos-ao-mundo-do-trabalho-implicacoes-para-a-construcao-de-carreira/

Ministry of Labor and Employment – Department of Vocational Guidance
https://www.gov.br/trabalho-e-emprego/pt-br/search?origem=sugestao&SearchableText=departamento%20orienta%C3%A7%C3%A3o%20profissional

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Brazil is a continent-sized nation with a population of 213.5 million. It ranks as the fifth-largest country in the world, yet it remains extremely unequal from an economic standpoint. While it sits among the world's wealthiest economies, it is also among the most unequal regarding income distribution. This disparity directly impacts living conditions, access to quality education at all levels, and the ability to enter the workforce under decent working conditions. Following the country's redemocratization in the 1980s and the subsequent inclusive public policies implemented by democratic governments, significant progress has been made. However, much remains to be done to reduce social and educational inequality and to expand decent work opportunities for everyone.

There is no Universal Career Development Services System in place. Instead, there are strategies aimed at expanding access to BASIC EDUCATION, supported by crucial public policies that decentralize financial resources across all 5,569 municipalities. More Brazilian students are progressing through and completing high school within the public school network (which accounts for approximately 80% of total enrollments). Between 2022 and 2025, grade repetition dropped by 62%, school dropout rates decreased by 61%, and the age-grade distortion index—which measures school delay—was reduced by 28%, highlighting clear progress in student retention and academic success.

In HIGHER EDUCATION, the public policy of affirmative action quotas (cotas) in public universities for Black, Mixed-race (Pardo), and Indigenous youth has significantly altered the student profile. This has led to a more diverse representation of these population groups—particularly Black individuals—in the labor market, serving as a policy of historical reparation. To facilitate access to private universities (which account for roughly 79.8% of total enrollments), financial aid and funding options are available for low-income incoming students.

Driven by these educational access policies across all levels, there is a noticeable emergence of

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

increasingly systematic career development programs and services.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.				X	
Career development services contribute to workforce productivity.				X	
Career development services deliver a positive return on investment on public spending.				X	
Career development services support entrepreneurialism.				X	
Career development services help to address employers' skills and labour needs.				X	
Career development services can be accessed by small and medium sized businesses (SMEs).				X	
Career development services improve levels of job satisfaction.				X	
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).				X	
Career development services support equality of access to learning and work opportunities.				X	
Career development services contribute to the green transition.				X	

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

In Brazil, the integration of career development practices with national productivity is heavily driven by private sector dynamics, corporate Human Resources (HR) initiatives, and specific legal frameworks.
Corporate Career Development and Transitions: Within companies, Organizational Psychologists and HR departments frequently conduct career counseling, talent management, and upskilling programs. These practices directly boost productivity by reducing turnover, maximizing worker efficiency, and aligning individual skills with organizational goals. Additionally, outplacement services support workers during corporate restructurings, and pre-retirement planning programs (Programas de Preparação para a Aposentadoria - PPA) ensure smooth, dignified workforce transitions without disrupting internal operational knowledge.
School-to-Work Transitions and Youth Employability: National policies like the Lei do Aprendiz

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

(Apprenticeship Law) play a vital role. It legally mandates mid-to-large-sized companies to employ and train young people (aged 14–24). This program couples practical professional experience with technical education, significantly optimizing the entry of skilled labor into the economy.
The "Sistema S" Ecosystem: Organizations like SENAI (National Service for Industrial Training) and SENAC (National Service for Commercial Training), funded by corporate taxes, act as major pillars for productivity. They bridge the gap between career development, technical qualification, and market demands, offering career orientation paired with technical certifications.
While these corporate and training mechanisms are highly effective in fostering economic outputs and workforce readiness, they operate independently, as Brazil currently lacks a centralized, cross-sector public policy explicitly linking nationwide career development services to macroeconomic productivity targets.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

In Brazil, career development practices supporting an inclusive economy are deeply tied to social justice efforts, largely driven by Civil Society Organizations (CSOs), labor unions, and specialized government programs aimed at integrating marginalized groups into the formal labor market.
Civil Society Organizations (CSOs) and NGOs: CSOs play a monumental role in local communities. They bridge the gap for underrepresented groups—such as favela residents, women, racial minorities, and LGBTQIA+ individuals—by offering tailored career orientation, professional mentoring, and entrepreneurship workshops. These grassroots initiatives provide not only job readiness skills but also foster psychosocial support, helping vulnerable populations overcome systemic barriers to economic participation.
Government and Ministry of Labor Initiatives: The Ministry of Labor and Employment (MTE) drives inclusion through nationwide policies, such as the Sine (National Employment System), which provides free career orientation, labor intermediation, and unemployment support. Furthermore, legal frameworks like the PCD Quota Law mandate companies to hire a percentage of Persons with Disabilities. In this context, career services are deployed to guarantee that workplace adaptations and professional integration are sustainable and effective.
Labor Unions: Brazilian unions traditionally offer professional qualification and career reorientation courses for workers displaced by economic transitions or technological changes, fighting to ensure decent work and prevent economic exclusion.
Collectively, these actors foster an inclusive economy by expanding labor market access for those historically left behind. However, just as with productivity, these inclusion efforts remain fragmented across different sectors, lacking a comprehensive, nationally unified career guidance policy to institutionalize these practices nationwide.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

NATIONAL EMPLOYMENT SERVICE
https://www.gov.br/pt-br/servicos/buscar-emprego-no-sistema-nacional-de-emprego-sine

QUOTA LAW FOR PEOPLE WITH DISABILITIES IN COMPANIES
https://www.pcd.com.br/lei-8213-91-lei-de-cotas-para-deficientes-e-pessoas-com-deficiencia___77.html

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

Career development services support people to develop skills	X
Career development services support people to access training	X
Career development services support the uptake of TVET pathways	X
Career development services support lifelong learning	X

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education
High rates of drop-out from TVET
Lack of career development services for learners considering TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

Generally concurrent with high school (at approximately 15 years old) or after high school (around 18 years old)

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

The age of pathway selection presents a critical structural challenge due to the lack of early career guidance, creating two distinct and pressured decision windows:
The Technical Track Window (Ages 14–15): The choice to pursue Technical and Vocational Education and Training (TVET) occurs concurrently with the transition into High School. However, at the end of Middle School (Ensino Fundamental II), adolescents rarely have access to career development services or structured information regarding vocational pathways. Consequently, many students miss the opportunity to enter high-quality public technical schools simply because they are unaware of these options, leading to underenrollment or unequal access.
The Higher Education Window (Ages 17–18): For those who do not enter TVET, the definitive career decision is delayed until the end of High School. At this stage, 17-to-18-year-olds face immense societal and psychological pressure tied to highly competitive university entrance exams (Vestibular/ENEM). Because systematic career guidance is not institutionalized throughout their basic education, these youth are forced to make high-stakes, life-defining choices about higher education degrees with very low career

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

literacy and minimal self-awareness.
Therefore, pathway selection in Brazil is often characterized by a sharp dichotomy: it is either too premature and lacks informational support at age 14, or it is overly pressured and heavily focused on immediate university admission at age 18. This reality highlights the urgent need for continuous career development policies starting much earlier in the school curriculum.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

In recent years, Brazil has made significant policy shifts to better connect basic education with skills development, Technical and Vocational Education (TVET), and lifelong learning, driven primarily by two major interconnected initiatives:
The "Projeto de Vida" (Life Project) Curriculum Mandate: Under the National Common Curricular Base (BNCC), high schools nationwide are legally required to include "Projeto de Vida" as a core curricular component. Rather than focusing solely on traditional academic subjects, this mandate embeds career development directly into the daily school environment. It guides students to reflect on their personal, social, and professional futures, fostering socio-emotional skills, career literacy, and critical decision-making. This framework serves as a foundational stepping stone, preparing youth to intentionally choose technical tracks or pursue higher education.
The "Pé-de-Meia" Program and Educational Retention: Launched as a landmark financial incentive policy, the Pé-de-Meia program directly combats high school dropout rates among low-income students. By providing monthly financial stipends tied to school attendance, successful grade progression, and participation in the national university entrance exam (ENEM), the policy alleviates the immediate economic pressure on vulnerable youth to abandon school for informal labor.
Combined, these policies create a powerful synergy for lifelong learning: while Projeto de Vida equips students with the cognitive and career-planning skills needed to map out their vocational or academic futures, Pé-de-Meia ensures the socioeconomic conditions necessary for them to remain in school, graduate, and successfully transition into specialized training or the labor market.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

COMPETENCIES FOR VOCATIONAL AND CAREER GUIDANCE IN BRAZIL: SELF-ASSESSMENT AND RELEVANCE – ARTICLE
https://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1679-33902023000200279

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.				X	
Vulnerable and disadvantaged groups can access career development services.				X	
Career development services support vulnerable groups to access decent work.				X	
Career development services support				X	

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.				X	
vulnerable groups to access the education and training system.					
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.				X	
Policies for social inclusion intersect with policies for education, training, and employment.				X	

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	
Women and girls	X	
Men and boys	X	
Ethnic minorities	X	
Religious minorities	X	
Lesbian, gay, bisexual and transgender people	X	
People from low-socio-economic backgrounds	X	
People with low skill levels	X	
Migrants	X	
People with disabilities	X	
People with health and mental health challenges	X	
Younger people	X	
Older people	X	
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

In Brazil, public policies explicitly labeled as "career development" for disadvantaged and vulnerable

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

groups are scarce. Instead, career support for these populations operates through transversal social policies embedded within wider education, social assistance, and economic inclusion programs.
Micro-entrepreneurship and Financial Autonomy: A significant portion of career progression for vulnerable individuals occurs via targeted entrepreneurship initiatives. Recent government policies, such as the Acredita Program, provide microcredit lines, financial literacy, and business mentoring specifically tailored for low-income families and informal workers registered in the national social registry (CadÚnico). While designed under the banner of poverty reduction and financial inclusion, these programs practically function as career reorientation systems, equipping citizens with the structural and entrepreneurial skills needed to build sustainable livelihoods.
Inclusive Educational and TVET Pathways: Vulnerable youth and racial minorities are supported through affirmative action and socio-economic quota laws (Lei de Cotas). These legal frameworks reserve significant percentages of vacancies in federal universities and public technical schools for public school students, low-income families, Black, Indigenous, and Quilombola populations. By guaranteeing access to high-quality technical and higher education, these educational policies act as the primary engines for upward career mobility, even though they lack formal, individualized career counseling structures.
Therefore, while Brazil possesses highly robust social mechanisms that drive career advancement, skill-building, and professional autonomy for marginalized groups, these efforts are decentralized. They are conceptualized as socio-economic protection and educational equity strategies rather than being integrated into a formal national framework for career development.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

Publication: Social Vulnerability in Brazil: Concepts, Methods, and Initial Results for Brazilian Municipalities and Metropolitan Regions
https://repositorio.ipea.gov.br/entities/publication/a4679f06-79a6-454a-9323-85ff77d4452e


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Ngā Kaitohutohu Rapuara Aotearoa
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