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Secretaria Especial de Políticas de Promoção da Igualdade Racial

Subsecretaria de Políticas de Promoção da Igualdade Racial

RIAL SEMINAR ON YOUTH EMPLOYMENT

INTER-AMERICAN NETWORK FOR LABOR ADMINISTRATION (RIAL)

5º PANEL – “LABOR MARKET INCLUSION STRATEGIES FOR DISCONNECTED YOUTH”

QUESTIONS

What parameters are used to define the target populations?

SEPPIR bases the formulation of public policies for ethnic groups (including the corresponding programs, projects, and actions) on analyses and social indicators produced by the Brazilian Institute of Geography and Statistics (IBGE), by the Institute for Applied Economic Research (IPEA), by the International Labour Organization (ILO) and other agencies of the UN system, and by university research centers and civil society organizations.



What are the mechanisms adopted to promote the participation of disconnected youth in the definition of labor insertion policies, programs and actions?

- a) The main instrument for social participation in defining policies, programs, projects, and actions are its “national thematic conferences.” Those conferences are preceded by conferences at the municipal and state levels.
 - b) These conferences, including those for youth and for promoting racial equality, produce a range of proposals that are used to construct “action plans” that assist the government’s actions, in a crosscutting fashion, in formulating the Multiyear Plan (PPA).
 - c) In addition to these conferences, the government has institutional channels for dialogue, interaction, and consultation, chiefly through the General Secretariat of the Office of the President of the Republic and the Thematic Secretariats, including the National Secretariat for Youth (SNJ), the Secretariat for Women’s Policies (SPM), and the Special Secretariat for the Promotion of Racial Equality Policies (SEPPIR).
 - d) In recent years, the Brazilian government has implemented several instruments for consulting with civil society in order to assist the formulation of public policies targeting specific segments of the population.
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What results were obtained on the labor insertion of disconnected youth in the labor market?

1. With regard to ethnic and racial matters, the following public policies were designed and are being implemented:
 - a) First Job Program – Social Consortium of Quilombola Youth
 - b) First Job Program – Social Consortium of Terreiro Community Youth
 - c) First Job Program – Social Consortium of Hip-Hop Youth

NB: These public policies were implemented at the state and municipal levels.

2. Public policies under development:
 - a) Projovem for adolescent youths (15 to 17 years)
 - b) Projovem for urban, rural, and working youth (18 to 29 years)
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How do you create environments that are conducive to promoting positive youth development and moving away from the unhealthy activities and environments associated with gangs? How do employment and training activities support this aim?

Three questions?

- a) Investing in youth as the beneficiaries and protagonists of rights and duties, within a broader context of social participation, transcending the stereotypes applied to young people and, in particular, to young black people living on the periphery of major urban areas.
 - b) Contextualizing the signals and values that make up the process whereby young poor and black people construct their social identities, rejecting the assumption that those groups must necessarily be linked to criminal activities.
 - c) Above and beyond activities related to employment and training, the potential of young people must be seen in light of the profound changes that have taken place in the job market over recent decades and, looking forward, emerging trends in the job market. Employment- and training-related activities are important because they develop skills, allow social interaction with the formal elements of society, and, in general, constitute a young person's first experience with the labor market. However, young people must be seen as entrepreneurs: individuals capable of breaking paradigms and transforming ideas and values, even those related to the job market and the economy.
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What strategies are used to provide remedial education services for youth that have very low literacy and numeracy skills?

Notable in the government arena is the *Brasil Alfabetizado* (“Literate Brazil”) program, which offers a doorway to citizenship that is directly linked to increased literacy among young people and adults and promotes access to education as a common right of all people at any time in their lives. The program emphasizes quality and the optimal use of public resources invested in youth and adult education. It includes:

- Expanding the period for acquiring literacy skills from six to up to eight months.
 - 50% increase in the resources allocated to literacy-teacher training.
 - Establishing a baseline for the wages received by literacy teachers, and increasing the number of study groups in sparsely populated areas and in low-income neighborhoods located on the periphery of urban areas.
 - Implementing an integrated system for program monitoring and assessment.
 - Increasing continued education opportunities for young people and adults, with a rise from 42% to 68% in the percentage of resources assigned to states and municipalities.
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The program is carried out under agreements with literacy institutes that serve young people and adults, including the state and municipal education systems.

The Ministry of Education has also allocated investments from its budget to public education systems that seek to provide a more diversified form of adult and youth education. Other actions are also underway, chiefly focused on the provision of courses and teaching materials.

CEFETS – Beginning in May, fifteen Federal Technological Education Centers (CEFETS), set up as poles with other teaching institutes, will offer a new specialization course in adult and youth education. A total of 1,500 enrolments will be available, 100 at each center. The specialization course will last a total of 360 hours, and the classrooms will be provided at the poles between May and December of this year. The course is an initiative of the Education Ministry, receives financial support from the ministry, and is targeted at graduate teachers from the public federal network and from the state and municipal education systems that work with adult and youth education. The aim of the initiative is to consolidate the Program for Integrating Professional Education into Youth and Adult Secondary Education (Proeja), created on June 24, 2005, by means of Decree No. 5,478.



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***Saberes da Terra* (“Knowledge of the Land”) – Another federal investment in teacher training that begins in May, preparing teachers to work with Saberes da Terra: a national adult and youth education program for farming families, including professional training. The Education Ministry is to train 530 teachers: 60 to serve as trainers and 470 who are to study the course.**

This training program will last 360 hours, entailing both classroom attendance and distance components, over two years: 2006 and 2007.

The program is a joint effort by the Ministries of Education, Labor, and Agrarian Development, with cooperation from states, municipalities, NGOs, and rural social movements. The teachers will be trained in the field, since the classroom learning for 5,060 members of farming families, aged between 15 and 29, is also to begin in May. The federal funding totals R\$10 million, with the Education Ministry contributing R\$6 million and the two other ministries providing R\$2 million each.

The training of the teachers in adult and youth education skills, together with the basic education for the young farmers, will be implemented in the following regions: North-East (Bahia, Maranhão, Paraíba, Pernambuco, and Piauí), Center-West (Mato Grosso do Sul), North (Pará, Tocantins, and Rondônia), South (Paraná and Santa Catarina), and South-East (Minas Gerais).



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Saberes da Terra targets young people who work family farms and aims to develop a policy to strengthen or expand their access to the formal education system or continued study within it, by offering additional levels of schooling, social skills, and professional qualifications. Its pedagogical proposal is centered on family agriculture and sustainability. The basic education offered is taught over two years, with a timetable in accordance with the agricultural activities of each municipality and region. *Educar na Diversidade* (“Educating in Diversity”) – A refresher course offered by the Education Ministry’s Secretariat for Continued Education, Literacy, and Diversity (Secad/MEC) in partnership with the University of Brasília (UnB). It began on April 3 and will run until June 30 of this year, with a total duration of 240 hours. It is intended to provide training in the five topics for which Secad is responsible, which include adult and youth education; the course has places for 200 students, available to teachers, administrators, and popular educators.

Fazendo Escola (“Making School”) – In addition to direct investment in adult and youth education teacher-training, the Education Ministry will this year transfer R\$548 million to the public education systems of the 26 states, the Federal District, and 4,305 municipalities that offer adult and youth education. These public resources are to be invested in actions that promote, support, and encourage adults and youth education: specific academic books for students and teachers, school lunches, educational materials, continuous training, and teachers’ salaries. This year, the resources of *Fazendo Escola* will benefit 3.3 million young people and adults who are studying basic and



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Educational materials – Especially for those teachers working with adults and youth education, in June the Education Ministry is to distribute a collection of five workbooks produced by Vera Barreto, a teacher and writer who specializes in adult and youth education. A total of 240,000 books, assembled into 48,000 kits, and more than 6,100 CD-ROMs, will be sent to the headmasters of public schools, state and municipal education secretariats, and state adult and youth education coordinators. The workbooks are for the teachers, and the CD-ROMs are so that the authorities can copy the materials and offer them to their schools.

The topics that the workbooks address include educational methods and procedures that adult and youth education teachers must be aware of in order to work with those student groups, and the profile of adult and youth education students: what they are looking for at school, what they know and do not know, and their relations with the working world and their surroundings. They offer strategies for creating, developing, and maintaining the learning experience within the classroom; they also set out four important pedagogical instruments to be used by teachers: observation and recording; assessment and planning; development of everyday issues, functions, and tools for teachers; and guidance and discussion about the theory of knowledge: how students learn, and how teachers help by teaching.



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Universities – In addition to the public policies carried out directly by the Education Ministry, some institutes of higher education train teachers for adult and youth education. Research by Prof. Leônicio Gomes Soares of the School of Education of the Federal University of Minas Gerais (UFMG) reveals that of almost 1,500 institutes of higher education in the country – public, private, and community – that have courses in pedagogy, only 16 offer training in education for young people and adults. Counting the campuses of those institutes, says the researcher, there are 24 courses offering training in adult and youth education.

During his research, Soares detected that the supply was increasing. In 2002, there were nine schools offering those courses; today, there are 16, although some schools closed their courses during that same period. One of those was the Juazeiro campus of the University of the State of Bahia (Uneb), which was a pioneer in this field. The training was canceled, he explains, because of low levels of interest among pedagogy students.

At the UFMG, which instituted training in adult and youth education 20 years ago, it is currently offered in the final two years the pedagogy course. Leônicio says, however, that this training must be extended into other degree courses: history, geography, mathematics, chemistry, physics, biology, Portuguese, and foreign languages.



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There are initiatives such as *Telecurso 2000*, a public-private partnership, together with limited initiatives by private schools targeting their own workers.

How do you create partnerships between various service providers and systems to coordinate services, including law enforcement, courts, community-based organizations, governmental programs, etc?

Alliances can be created by encouraging of the formation of crosscutting networks for action: for example, the agreements, treaties, and conventions of the UN system, and the sectoral plans implemented in Brazil (Plan of Policies for Women, National Plan to Promote Racial Equality...)



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How are programs adjusted to local characteristics?

Public policy implementation in Brazil is decentralized and strongly influenced by “municipal councils” and by “state councils,” which are responsible for formulating and analyzing public policies within the corresponding municipalities and states. Thus, any “adjustments” are made by those consultative and discussion bodies.

Within the executive branch of government, with regard to the SEPPIR, local actions are carried out through state and municipal racial equality promotion bodies, which are interconnected by the Intergovernmental Forum for the Promotion of Racial Equality (FIPIR).
