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Education for All by 2015: will we make it?

Brazil

Non-Formal Education

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Part I

The information presented in this report refers principally to programmes, projects and actions of NFBE initiated and developed in the period 2003-2006 – the first mandate of the Lula government. The data also refers principally to government initiatives and to those offered by national agencies. We do not include information on programmes offered by state and municipal governments nor by non-governmental organizations unless such programmes were/are delivered in partnership with governmental agencies. Data was collected both by consulting the sites of the ministries, agencies and organizations involved as well as using relevant reports and policy statements and on the basis of direct contact with those responsible for NFE programmes particularly in what were considered key ministries: those of Work and Employment (MTE), Agrarian Development (MDA) and Education (MEC) where the author of this report is currently Director of the Department of Adult and Youth Education in the Secretariat of Continuing Education, Literacy and Diversity -SECAD.

In order to understand the context of Non-Formal Basic Education in Brazil it is essential to situate the discussion within the current social-educational profile of the country. According to data from the Brazilian Institute of Geography and Statistics (PNAD/IBGE, 2004) the population of Brazil in 2004 was just over 182 million people. Of this total, 137.7 million are aged 15 years or over and 34 million are in the 15 to 29 age bracket. Of the same total population, 14,654,000 are classified as illiterate (with less than one year of schooling) and a further 16 million have less than 4 years of schooling and are considered to be functionally illiterate. This represents a functional illiteracy rate of 24.1%. If we consider those over 15 who have not concluded primary education (9 years in Brazil¹) we have a further 37 million. Thus over 68 million Brazilians over 15 years of age have not concluded primary education which represents almost 50% of the total population over 15 years old. In the 15 to 24 age bracket, 12 million young people have not concluded primary education and almost 2 million are illiterate.

These educational statistics are reinforced by other social indicators. The total number of illiterates is proportionally much higher in urban areas, 9.7 million against 4.7 million in rural areas, but in percentile terms rural areas have almost three times more illiterates – 26.3% against 8.7% in urban areas. Illiteracy affects the indigenous peoples and Negroes much more than whites (18.1% for indigenous people, 16% for Negroes against 7.1% for whites) and those living in the Northeast Region of the country more than any other (22.4% in the Northeast against the next highest 10.2% in the North Region). With regard to gender bias, the male illiteracy rate is higher than that for women in Brazil (11.4% against 11.1% for women). These same indicators vary little when applied to the functionally illiterate population.

In socio-economic terms there is a clear correlation between illiteracy and low levels of schooling, and levels of income and access to employment. The lower the level of formal schooling, the lower the level of income and the greater the difficulty to access jobs in the formal sector. Of the total population, 55 million Brazilians are

¹ Primary education in Brazil was, until very recently, composed of eight years of schooling divided into two segments: 1st – 4th grade and 5th – 8th grade. For children the obligatory period of schooling is from 7 to 14 years of age. A law passed in February 2006 extended the period of obligatory schooling to nine years: state and municipal systems were given until 2010 to implement this measure although 55% have already included this additional year in their systems.

considered to be poor and of these 24 million live in conditions of extreme poverty. Again these indicators tend to be strongly correlated with those mentioned above: race/ethnicity, geographical location, and to a lesser degree gender.

The educational context:

The context of educational exclusion or low educational performance, which is closely associated with other forms of social, economic and cultural exclusion, defines the potential universe of the demand for NFE/adult and youth education – approximately 68 million Brazilians. What this challenge represents for the Brazilian government can be better understood if we recall that at present the total number of children and adolescents enrolled in basic education (primary and secondary education) is around 42.5 million (School Census 2005).

As in many other countries, the call for ‘education for all’ was, until 2003, interpreted as primary education for all school-age children. In Brazil, the educational reform carried out during the 1990’s focused on primary education for children and adolescents seen as a strategy for preventing illiteracy. Data reveal that for every 100 children who enter primary education only 51 conclude grade 8 and that almost 60% of children who conclude 4th grade are not fluent readers. Secondary education data also raise concern about the quality of the educational process – 42% of those who finish the three years of secondary education are considered to be in a critical or very critical stage of development with regard to reading skills.

In the relative absence of the Ministry of Education from the field of NFE during the nineties and up to 2003, other Ministries and especially the Ministry of Work and Employment (with resources from the Workers’ Support Fund - FAT) expanded their activities and the provision of courses. The number of ministries offering programmes which can be described as NFE is now relatively large. It is only in 2003 and more importantly in 2004 that the Ministry of Education reassumes a leading role in the provision of NFE, with special emphasis on literacy and school equivalency programmes and also initiates a process of articulation with other ministries, agencies, entities and levels of government providing courses in this field.

1. What are the legal foundations of NFE policies?

The Federal Constitution of 1988 guaranteed the right of all citizens to education and affirmed the obligation of the State to provide free primary education (8 years) for those who did not have access to schooling at what was described as the correct age. Eight years later, in 1996, the National Bill of Education n°. 9394/96 (*Lei de Diretrizes e Bases da Educação Nacional- LDB*), abolished the old distinction between the two subsystems of regular formal education and what **was** known as suppletive education (adult education) with the result that adult and youth education was organically integrated into the formal system as a modality of basic education (primary and secondary levels). Although the Bill established that the education offered to young people and adults should take into consideration the characteristics, interests, living and working conditions of the students (Article 37), those enrolled in such classes offered by the state and municipal education systems are included in the official annual school census (*Censo Escolar*). Such courses were until the end of 2006 financed by the local state and municipal governments with some financial and technical support from central government by means of a programme known as Making School (*Fazendo Escola*).

With the end of the Primary Education Development Fund (FUNDEF), in 2006, from which Adult and Youth Education was explicitly excluded, and its substitution by the Basic Education Development Fund (FUNDEB), in 2007, which will include permanent automatic funding for adult and youth education, this type of school equivalency will finally have a stable source of financing for the first time.

The National Plan of Education (*Plano Nacional de Educação – PNE*), Law nº 10.172, sanctioned in January 2001, established the first goal of adult and youth education as that of implementing literacy programmes with a view to attending 10 million young people and adults in five years and ‘eradicating’ illiteracy by the end of the decade (2010). Finally the Presidential Decree of September 2003 (nº. 4834) created the Literate Brazil Programme (*Programa Brasil Alfabetizado*). This programme is financed with resources established in the annual budget of the Ministry of Education.

2. How is NFE conceptualised in Brazil?

In conceptual terms, all recent legislation since the new Federal Constitution of 1988 refers to ‘adult and youth education’, the term ‘adult and youth’ referring not to all adults and young people but specifically to those who have been denied access to formal schooling or who, for multiple reasons, have not concluded the minimum of primary education. Whilst the legislation refers more specifically to the provision of equivalency schooling it also opens the possibility of a more flexible provision to the state and municipal systems and other providers. The National Plan of Education – PNE establishes goals not only for the eradication of illiteracy but also for the conclusion of the two segments which make up primary education by those young people and adults until then excluded from regular education.

Thus, in a sense, the concept of adult and youth education has become very broad and potentially ambiguous. On the one hand great emphasis has been given to the more formal dimension of schooling which when faced by the statistics cited above is quite understandable. On the other it is also used to refer to practices more traditionally associated with non-formal education – alternative schooling, life skills and community development, vocational training and income and employment generation programmes. In historical terms the concept of Popular Education has tended to have wider currency than NFE and to have embraced educational practices outside the system. The focus of the concept of adult and youth education are the subjects of the educational process and not the nature of the provision – formal or non-formal.

3. To what extent is NFE formally supported and managed?

The creation of the Secretariat of Continuing Education, Literacy and Diversity (SECAD) and within it the Department of Adult and Youth Education, in 2004, represents an important initiative both in practical and conceptual terms. The configuration of the secretariat – as its title suggests – represented an attempt to bring under one roof interests and concerns which had until then been present in differing degrees in diverse instances within the Ministry. The key concept of continuing education was seen as addressing the core character of the agenda for young people and adults, which extrapolates the levels of formal schooling and comprehends education as a lifelong experience directed towards the millions of Brazilians who have not yet benefited from quality educational processes. Literacy expressed the political priority

and the focus on citizenship. Finally, diversity expressed a strong concept, not just of educational inclusion but, above all, of respect and valorisation of the multiple nuances of the Brazilian ethnic and racial, gender, social, environmental and regional diversities. This was the first time since 1964 that the Ministry of Education had included a Department of Adult and Youth Education in its formal structure. Since that time adult and youth education had been increasingly more invisible and fragmented within the administrative structure.

Currently SECAD organises its action strategy by giving priority to the articulation between educational inclusion and literacy. In addition to being a *right*, the articulation between literacy and programmes of social inclusion is seen as strategic since it contributes to the re-definition of the horizons of citizenship. Links within the federal sphere and also with local state and municipal programmes and links between literacy and the income transfer programme (*Bolsa Família*) permit an important focus on those living in extreme poverty. The literacy and adult and youth education agenda forms the structural base of *inclusion*. The articulation with vocational courses expresses the role of literacy as gateway to inclusion and citizenship.

The special treatment given to adult and youth education, contemplating literacy and the whole process of learning, both formal or informal, expresses the outline of an agenda directed by the goal of linking the improved quality of education systems to the construction of the foundation for equity and educational inclusion, giving priority to the elements of ethnic-racial, cultural and regional diversity which characterise the Brazilian population. Adult and Youth education is seen both as a basic constitutional and human right and also as a crucial question for development and democracy.

4. How are NFE programmes governed and financed?

This renewed interest in NFE is reflected not only in other Secretariats of MEC – the Secretariat of Technological and Professional Education – SETEC has been particularly active in this field, but in the continued and expanded provision by other ministries. At inter-ministerial level, MEC formulates and develops actions together with the ministries of Labour and Employment (MTE), Health (MS), Social Development (MDS), Agrarian Development (MDA) and Justice (MJ), as well as with the Secretariats of Aquaculture and Fisheries (SEAP), Youth (SNJ) and Human Rights (SEDH). However, it is important to note that there is no official coordinating body and no overall government policy for NFE. Financial resources are a question for each ministry or government organ. At the same time, however, it is possible to point to certain strong tendencies within the broad field of NFE.

1. Continued priority for literacy understood as a process and not as brief episode with the goal of universalising literacy among young people and adults;
2. Priority for programmes which seek to integrate schooling (equivalency/alternative) with vocational/technical training;
3. Recognition of the importance of policies which guarantee access to books and reading materials suitable for neo-readers;
4. Priority given to young people as the target of such programmes (15 – 29 years) and the need to coordinate these activities more effectively;
5. Priority for programmes targeted at populations of urban peripheries and rural areas;
6. Integration between educational and other social programmes;

7. Priority for segments of the population who have been historically abandoned: young people, quilombolas, indigenous population, young people in secure units undergoing social-educational programmes, and for adults in prison units.

Part II.

A. Literacy

1. Literate Brazil Programme

The Literate Brazil Programme, established in 2003, is structured around a complex series of agreements with state and municipal governments, non-governmental organisations - NGOs, and other public and private organisations, including public and private universities.

Basic funds for developing the Programme are provided by the Ministry of Education and are transferred directly to public institutions. In the case of NGOs, higher education institutions and private organisations, funds are transferred after their pedagogical projects have been analysed and approved and learners, literacy teachers and co-ordinators registered. Partner institutions tend to complement the basic funding with resources from their own or other sources.

The Table below demonstrates the evolution of the programme over the four years from 2003-2006, in terms of the number of students attended, the number of municipalities covered (remembering that Brazil has a total of 5.563 municipalities) and the amount of central government funds invested in US\$.

Table 1: Evolution of Coverage of National Literacy Programme

Source: MEC/SECAD, 2006.

Type of entity	Number of projects				Literacy students				Resources invested (R\$)							
	2003	2004	2005	2006	2003	2004	2005	2006	2003	%	2004	%	2005	%	2006	%
Municipalities	149	307	567	592	113.078	177.084	235.394	343.820	11.981.589,17	7,4	16.871.728,00	10,1	26.088.849,00	12,5	37.324.982,00	20,7
States	17	24	22	22	555.981	717.166	869.135	818.409	57.905.143,65	35,7	72.357.733,00	43,3	93.376.386,72	44,8	90.165.012,00	50,0
NGOs	17	45	47	58	967.853	777.479	821.661	496.144	88.844.064,99	54,8	73.738.665,20	44,1	84.406.095,10	40,5	51.837.567,04	28,7
Universities	5	6	6	6	31.341	45.500	39.942	7.375	3.392.672,00	2,1	4.211.833,30	2,5	4.485.297,00	2,2	1.025.990,00	0,6
Total	188	382	642	678	1.668.253	1.717.229	1.966.132	1.665.748	162.123.469,81	100,0	167.179.959,50	100,0	208.356.627,82	100,0	180.353.551,04	100,0

* Target established by the Ministry

Teaching methods: partners, whether public or third sector, are free to use the teaching method that best suits the specific community or segment with which they work, as long as they guarantee that learners will be able to read, write, understand and interpret texts and carry out basic mathematical operations by the end of the course. The Ministry of Education establishes a minimum number of hours for initial training (30 hours) and a minimum for continued training (2 hours per week).

Potential subjects: all those over 15 years of age who have less than a year of schooling. Plus special focus on certain segments which for diverse reasons have had greater difficulty in obtaining access to and in guaranteeing permanence in educational programmes - fishermen and women, prisoners, young people with low educational skills, adults and young people with special learning needs (especially blind and deaf) and the indigenous population.

Regional bias: due to high illiteracy rates in the Northeast Region, that region has tended to receive a considerably higher proportion of funds than others – approximately 65%.

The Programme maintains a central computerised register (SBA – Literate Brazil System), which is constantly updated. All partners are obliged to fill in electronic forms for each student and literacy worker. This information is now available to the general public by means of the Literate Brazil Map (www.mec.gov.br).

2. ALL THE LETTERS PROJECT (PROJETO TODAS AS LETRAS)

Core activity: literacy

Provider: Central Workers' Organisation - CUT (Central Única dos Trabalhadores) using its own regional and state structure.

Funding: Ministry of Education (Literate Brazil), Petrobrás (Brazilian National Petroleum Company), CUT

Support: Unesco

Groups targeted: carried out by the trade union schools in different parts of the country it seeks to provide literacy for the so-called minorities, rural landless workers, indigenous people, quilombolas, special needs and prisoners. In 2006 it provided literacy classes for 80,000 people.

3. QUILOMBOLA COME READ AND WRITE PROJECT (PROJETO QUILOMBOLA VENHALLER E ESCREVER)

Core activity: literacy

Provider: Special Secretariat for Policies Promoting Racial Equality - SEPPIR

Funding: MEC (Literate Brazil), Petrobrás, SEPPIR

Groups targeted: young people and adults living in quilombola communities (descendants of former fugitive slaves) in five states. In 2006 the target was to cover 13.300 students.

4. FOCUS ON YOUTH (Within the Literate Brazil Programme)

Core activity: literacy and mobilization for literacy

Provider: National Secretariat for Youth – SNJ, Ministry of Agrarian Development – MDA, Ação Educativa (NGO)

Funding: MEC (Literate Brazil), SNJ

Groups targeted: young people in 15 – 29 age bracket, especially those living in rural areas. Goal to increase the overall participation of young people in the Literate Brazil Programme, around 25% of total in 2005.

Teaching/learning activities: elaboration of guide with suggestions on understanding and teaching young people. Regional workshops held to discuss and prepare multipliers.

5. READING ACTION PROJECT/READING AGENTS (PROJETO DE LEITURAÇÃO/ AGENTES DE LEITURA)

Core activity: production and distribution of literary works for new readers

- National Literature for All Competition to award prizes for literature for neo-readers: 8 prizes plus 2 special mentions
- Elaboration of a guide for literacy workers/adult educators on how to use the new reading materials
- Distribution of reading materials to literacy workers/adult educators/public libraries, schools
- Training of postmen to act as reading agents

Provider: Ministry of Education, Brazilian Post Office – ECT

Funding: Ministry of Education

Groups targeted: students enrolled in the Literate Brazil Programme and those in the first years of primary education for adults and youths, literacy workers and adult educators.

Teaching/learning activities: preparation of literary works specifically for new readers. Target to reach over 1 million students in 2007.

6. EDUCATING FOR LIBERTY

Provider: Ministry of Education, Ministry of Justice, UNESCO

Funding: Ministry of Education (Literate Brazil Programme)

Groups targeted: male and female prisoners. Estimated 10.5% of prison population is illiterate.

Teaching/learning activities: part of a larger project to increase the provision of adult and youth education in prisons and to foment the offer of special training for prison educators.

Results: From 2005 to 2006: 1.081 teachers, coordinators, prison officers and managers trained in 12 states and in 224 prison units.

Resources: R\$ 2,053,585.66

B. Literacy, technical training and income generation

7. FISHING LETTERS PROGRAMME (PROGRAMA PESCANDO LETRAS)

Core activities:

- literacy for artisanal fishermen and women;
- technical training and support for artisanal fishermen and women;
- setting up of tele-centres for digital inclusion;
- extension and technical assistance

Provider: Special Secretariat for Aquaculture and Fishery – SEAP, SESI, NGO - Alfabetização Solidária, IBAMA, EMATER, MDA.

Funding: MEC (Literate Brazil), Ministry of Communication, Ministry of Planning, Bank of Brazil.

Groups targeted: illiterate young people and adults from fishing communities.

Special literacy teaching materials were developed for this programme.

Goal: reduce illiteracy rate by 50% among professional fishermen and fisher families by 2007.

Results: 100 thousand fishermen made literate.

8. RURAL LETTERS PROJECT (PROEJTO LETRAS DO CAMPO)

Core activities:

- literacy – citizenship and sustainable development
- rural and social extension: new technologies and management

Provider: Brazilian Association of Technical and Rural Assistance Companies (Associação Brasileira das Empresas de Assistência Técnica e Extensão Rural) – ASBRAER/EMATER

Funding: MEC (Literate Brazil), EMATER - Rondonia, Fome Zero, SEAPES, SEDUC/Rondonia, INCRA, FEROM, STR's, State Government of Rondonia.

Groups targeted: adult and young agricultural workers, fishermen, riverains and indigenous people.

Goals: Make 6,150 agricultural families literate

Resources: R\$ 464.620,20

Number of Literacy teachers formed: 246

Number of municipalities: 66 municipalities

Number of rural communities: 199

9. LITERACY INCLUSION PROJECT (PROJETO ALFA-INCLUSÃO)

Core activities: literacy teaching linked to training for entrepreneurial activity with a view to generating income and sustainability.

Providers and funding: Ministry of Education/ Bank of Brazil Foundation

Support: Ministry of Health

Groups targeted: this is a small experimental project involving a rural settlement in Arinos, Minas Gerais and an urban community in Brazlândia, in the Federal District. The project's aim is to create a methodology for literacy teaching linked to training for entrepreneurial activity with a view to generating income and sustainability. So far two manuals have been developed based on the experience.

Goals: Make 100 students literate distributed in four classes.

Results: Creation of a cooperative and an association plus 80 adults and young people made literate.

C. Equivalency/alternative schooling

10. RURAL LIBRARIES – ARK OF LETTERS (BIBLIOTECAS RURAIS – ARCA DAS LETRAS)

Core activities: stimulate reading habits amongst those living in rural areas.

Provider/Funding: Ministry of Agrarian Development – MDA/INCRA

Groups targeted: settlements of the Agrarian Reform, communities of small farmers and quilombola communities (descendants of former fugitive slaves).

Teaching/learning activities: libraries are mounted according to the interests of the community. Volunteers from the community are trained as librarians/reading agents and are responsible for the mobile library of around 220 volumes.

Results: Total number of libraries distributed: 2.561
Total number of books distributed: 611.782
Number of families attended: 245.095
Number of reading agents selected: 5.294

11. EDUCATING FOR LIBERTY (EDUCANDO PARA A LIBERDADE)

Core activities: adult education at primary and secondary levels
Provider: Ministries of Education and Justice, UNESCO together with State Secretariats of Education and Prison Administration
Funding: Ministries of Education and Justice, with support from Japanese Government.
Groups targeted: male and female prisoners in the state prison systems.
Learning/teaching activities: teacher training and elaboration of a National Guide for Education in Prisons.

12. NATIONAL PROGRAMME OF EDUCATION IN THE AGRARIAN REFORM (PROGRAMA NACIONAL DE EDUCAÇÃO NA REFORMA AGRÁRIA - PRONERA)

Core activities: provision of adult and youth education at primary level and training of teachers for the programme.
Provider: Ministry of Agrarian Development – MDA/INCRA
Funding: MDA/INCRA and Ministry of Education
Groups targeted: young people and adults living in settlement projects within the Agrarian Reform with low levels of schooling; adult educators.
Learning/teaching activities: development of methodologies suitable for the specificity of the countryside with the goal of contributing to sustainable rural development.

D. SCHOOLING EQUIVALENCY WITH NON-FORMAL VOCATIONAL TRAINING

13. INTEGRATED PROGRAMME OF PROFESSIONAL EDUCATION AND SECONDARY EDUCATION IN THE MODALITY OF ADULT AND YOUTH EDUCATION (PROGRAMA DE INTEGRAÇÃO DA EDUCAÇÃO PROFISSIONAL AO ENSINO MÉDIO NA MODALIDADE DE EDUCAÇÃO DE JOVENS E ADULTOS) – PROEJA

Core activities: provision of integrated programmes of secondary education and professional education. Provision of training in adult and youth education for educators involved in programme.
Provider: Secretariat of Professional and Technological Education -SETEC, Ministry of Education, together with Federal Centres of Technological Education - CEFETS, State Secretariats of Education, 'S' System Agencies.
Funding: SETEC/MEC
Groups targeted: young and adult workers, at least 21 years old, who have completed primary education but did not have access to secondary education at the 'normal' age
Learning-teaching activities: specially designed integrated courses for young and adult workers which contemplate regional vocations and the demands of the locations where they are installed.
Goals:

- **Federal network:** to create approximately 8,000 places for professional education integrated with secondary education, modality Adult and Youth Education in 2006; additional 20% of places for 2007.
- **State systems:** to create approximately 2,400 places for professional education integrated with secondary education, modality Adult and Youth Education in school institutions in the states.

Results: approximately 5,000 students enrolled in 2006 and a further 2,142 new enrolments in 2007. The goal is to offer a further 5,000 places in 2008.

14. TRAINING PROJECT (PROJETO FORMAR)

Core activities: school equivalency (primary and secondary levels) integrated with further professional training.

Provider: Ministry of Planning and Management, Ministry of Education, CEFET/GO

Funding: Ministries of Planning and Management and Education.

Groups targeted: federal civil servants and those working in autarchies.

Learning-teaching activities: Classes are offered during work time integrating schooling with professional training following the PROEJA model.

Goals: school equivalency with social and professional qualification for 1000 students (civil servants and tertiarised workers).

Results: 984 students enrolled.

15. KNOWLEDGE FROM THE LAND PROGRAMME (PROGRAMA SABERES DA TERRA)

Core activities: completion of primary schooling integrated with social and professional qualification together with the development of solidarity and citizenship.

Provider: SECAD/MEC, State Secretariats of Education, Rural Social Movements

Funding: Ministries of Education, Work and Employment and Agrarian Development

Groups targeted: young and adult family farmers

Learning-teaching activities: school calendar is adapted to the climatic and agricultural cycle and the curriculum is geared to the characteristics of the countryside. Pedagogy of Alternation is employed – periods of intense study followed by periods of work. Basic notions on legislation which applies to the rural worker are included.

Goals: to offer places to 5,500 students in 2007.

Results: 5,470 students enrolled in 2006 in 12 states.

16. CITIZEN DOMESTIC WORK (TRABALHO DOMÉSTICO CIDADÃO)

Core activities: provides professional and social qualification, information on fundamental questions of citizenship, school equivalency, strengthening of autonomous organization of domestic workers and development of projects for intervention in public policy.

Providers: Ministries of Work and Employment and Education, plus the Special Secretariats for Women's Policies and for Policies for the Promotion of Racial Equality

Funding: Ministry of Work and Employment - MTE

Groups targeted: Domestic workers who have concluded between 4 and 7 years of schooling.

Learning-teaching activities: courses which provide work opportunities as well as furthering the workers' struggles for their rights. Curriculum specially designed for the needs and interests of domestic workers.

Goals: Enrolment of 210 domestic workers.

Results: 7 classes functioning in the cities of Aracaju-SE; Recife-PE; Rio de Janeiro - RJ; Salvador - BA; Campinas-SP; São Paulo- SP; São Luís - MA. 30 students per class with the perspective of a high number of students concluding primary education in December 2006.

17. NATIONAL PROGRAMME FOR THE INCLUSION OF YOUNG PEOPLE: EDUCATION, QUALIFICATION AND COMMUNITY ACTION (PROGRAMA NACIONAL DE INCLUSÃO DE JOVENS: EDUCAÇÃO, QUALIFICAÇÃO E AÇÃO COMUNITÁRIA) – PROJovem

Core activities: provides integral education for young people by means of an effective association between raising levels of schooling with a view to finishing primary education, vocational qualification with a certificate of initial training, and the promotion of community action of public interest.

Provider: National Secretariat for Youth – SNJ, together with local municipal governments

Funding: SNJ, Ministries of Education, Work and Employment and Social Development

Groups targeted: young people aged between 18 and 24, initially in state capitals and the Federal District, who have finished the 4th grade of primary education and are not formally employed.

Teaching-learning activities: with duration of 12 months, students should conclude primary education, English language course, Computer studies, initial vocational qualification as well as participate in community action. Curriculum, textbooks and training materials were all specially constructed for the course. Students receive R\$100 a month during 12 months.

Goals: set up classes in all the state capitals offering schooling for 200 thousand young people who represent about 20% of the universe of young people in the 18 to 24 year age range. In

2006 the programme was broadened to cover cities in metropolitan regions with more than 200 thousand inhabitants with the aim of enrolling a further 60 thousand young people.

Federal Unit	Places offered	Total number of applications	Students enrolled
Brazil	252,281	397,628	164,700
Capitals	194,681	349,709	139,783
Metropolitan cities	57,600	47,919	24,917

Source: PR-SG-SNJ-CNProJovem-GI

Note: 1. Preliminary data on enrolment since this process continues in the municipalities;
2. Preliminary data on applications since this process is still under way in Rio de Janeiro and once concluded a filter will be carried out on the whole data base.

Date of reference: December/2006

18. WORKER EDUCATION (EDUCAÇÃO DO TRABALHADOR)

Core activities: school equivalency – primary and secondary education, and professional training for the worker

Provider: Social Service of Industry – SESI, and National Service of Industrial Learning - SENAI

Funding: SESI and SENAI – with funds contributed by industry

Groups targeted: Young workers over 14 years of age

Teaching-learning activities: courses offered in businesses, school units of SESI and other community spaces using methodologies adapted to the needs of the adult student.

Results: In the period from 1998 to 2006, the programme offered equivalency schooling to approximately 5 million young people and adults. In 2005, the programme involved 2,828 partnerships with businesses, state and municipal secretariats of education, NGOs, Trade Unions and Universities, with 24,997 teachers and 972 pedagogical supervisors.

E. Life-skills and community development

18. PROGRAMME OF ENVIRONMENTAL EDUCATION AND SOCIAL MOBILIZATION FOR SANITATION (PROGRAMA DE EDUCAÇÃO AMBIENTAL E MOBILIZAÇÃO SOCIAL PARA O SANEAMENTO) – PEAMSS

Core activities: raising of environmental awareness and mobilizing for sanitation

Providers: Ministries of Cities, Environment, Education, Health, National Integration and CEF - Bank.

Funding: Ministry of Cities - MCidades

Groups targeted: Young and adult agricultural workers, rural leaders

Teaching-learning activities: based on mapping of environment education actions for sanitation with the goal of creating a data base; Workshops, Virtual Forum and National seminar

19. EDUCATION AS HUMAN FORMATION AND EMANCIPATION (EDUCAÇÃO COMO FORMAÇÃO E EMANCIPAÇÃO HUMANA)

Core activities: training of social actors for process of managing sustainable territorial development and articulating public policies of formal and non-formal education

Provider: Ministry of Social Development, Social and Trade Union Movements, technicians and educators from governmental and non-governmental organs

Funding: Ministry of Social Development

Groups targeted: managers of public and private enterprises, rural trade union and social movement leaders, NGOs, teachers and pedagogical advisers from rural schools etc.

Teaching-learning activities: creation of Social networks for cooperation, in-service training of development agents.

20. DON HELDER CAMARA PROGRAMME FOR EDUCATION AND HEALTH (PROGRAMA DOM HELDER CÂMARA – EDUCAÇÃO E SAÚDE)

Core activities: actions considered as necessary guides for sustainable development: formation of leaders and young rural workers, literacy, technical training for young people in sustainable development and coexistence with the Semi-Arid

Providers: CONTAG, UNICEF, Municipal Secretariats of Education, STTR, SEDUC/PE, SERTA, Federal University of Campina Grande (UFCG); Centre for International Cooperation in Agricultural Research for Development (CIRAD); Governments of States of Paraíba, Ceará, Piauí and Pernambuco, Social Movements, and Group of Studies on Education, Methodology of Research and Action (GEEMPA), and others

Funding: Ministry of Social Development - MDS

Groups targeted: Rural workers in settlements and family farmers in the Semi-Arid region.

Teaching-learning activities: development of pilot projects in regular schools and exchange of experiences; development of cultural capital of social actors; university extension courses; literacy in three months.

Goal: to eradicate illiteracy in the settlements covered by the Dom Helder Camara Project.

Results: actions carried out in the following territories: Sertão Central (30 literacy classes for young people and adults benefiting 598 students); Sertão do Cariri –PB (implementation of Arca das Letras Project and extension course in Local Sustainable Development for 30 students); Sertão do Pajeú –PE (programme of primary education, mapping of teachers in rural schools, implementation of Arca das Letras project in two communities); Sertão São João do Piauí –PI (training of 40 young people from farming families in agriculture techniques); Sertão Sergipano –SE (training in gender in 13 settlements and afro-Brazilian communities; diagnostic of relations of gender; about 3,300 women documented in six municipalities; holding of workshop on techniques of partnership).

21. OPEN SCHOOL PROGRAMME (PROGRAMA ESCOLA ABERTA)

Core activities: provision of educational, cultural, leisure and income generating activities during week-ends with the aim of strengthening school-community relations, reducing violence and providing access to citizenship training.

Providers: Ministry of Education, State Secretariats of Education, UNESCO

Funding: Ministry of Education

Groups targeted: those living in the local community with special emphasis on young people.

Teaching-learning activities: based on workshops and other activities. Young people receive R\$150 a month for giving workshops.

Goals: Programme is planned to last for 40 months during which the Federal Government will invest R\$ 60 million.

Results: By the middle of 2006, 3,200 week-end workshops had been offered in which approximately 200 thousand people had taken part. In 2004, R\$6 million was invested. In 2005 the budget was R\$ 34 million and in 2006, the programme had a budget of approximately R\$ 24 million.

22. YOUNG AGENT OF SOCIAL AND HUMAN DEVELOPMENT (PROJETO AGENTE JOVEM DE DESENVOLVIMENTO SOCIAL E HUMANO)

Core activities: personal, social and community development through training in health, citizenship and environment

Provider: Ministry of Social Development & Combat against Hunger – MDS

Funding: MDS

Groups targeted: young people between 15 and 17, in situations of vulnerability and social and personal risk; ex-prisoners and young people in social-educational measures, or those who have left programmes for the commercially exploited.

Teaching-learning activities: training in health, citizenship and environment with R\$65 a month for 12 months for the young people who integrate the programme.

Results: co-financing of 4.501 nuclei of Young Agents in 1.711 municipalities. 112.536 young people have been attended. In 2005, R\$ 112,535,819.94 was invested in Grants and Social-educative Actions.

23. YOUTH AND NATURAL ENVIRONMENT (PROGRAMA JUVENTUDE E MEIO AMBIENTE)

Core activities: focus on public policy, environmental education and youth. Training of young environmental leaders

Provider: Ministry of Environment – MMA

Funding: MMA

Groups targeted: young people between 15 and 29 years of age, participating in Collectives of Young People for the Environment and youth organizations which work with social-environmental themes.

Teaching-learning activities: encourage and widen social-environmental debate with a focus on public policy contributing to strengthen the Network of Youth for Environment and Sustainability.

Goals:

- Direct action: 1000 youths, between 15 and 29, members of the “youth collectives for environment” in all the Brazilian states.
- Indirect action: 2.000 young people taking part in state youth environmental meetings and in the actions of youth collectives.

Results: in the first period (2004-2005) the youth and natural environment programme carried out diverse actions which contributed to achieve the proposed goals and to trigger off new actions and important results.

24. NATIONAL CONFEDERATION OF WORKERS IN AGRICULTURE (CONFEDERAÇÃO NACIONAL DOS TRABALHADORES E TRABALHADORAS NA AGRICULTURA) – CONTAG

Core activities: directed to rural development and production, mobilization for education

Provider: National Confederation of Workers in Agriculture – CONTAG, rural trade unions

Funding: CONTAG

Groups targeted: rural workers of all ages, rural and trade union leaders, technicians.

Teaching-learning activities: trade union training; training of multipliers in gender, health, sexual and reproductive rights; combating rural poverty; organization of production; formation of commissions of rural women workers.

F. Livelihood/income generation/non-formal vocational education and training

25. CITIZEN-SOLDIER PROJECT (PROJETO SOLDADO-CIDADÃO)

Core activities: professional qualification for members of the Armed Forces returning to civilian life, permitting them to face the labour market in better conditions.

Provider: Ministry of Defence, SENAC

Funding: Ministry of Defence

Groups targeted: Members of the Armed Forces who, having concluded Military Service, are returning to civilian life.

Teaching-learning activities: social and professional qualification for young people who return to civilian life after completing Military Service.

Goals: National coverage.

Results: between 2003 and 2006: 69,570 soldiers trained.

26. SCHOOL IN THE FACTORY PROGRAMME (PROGRAMA ESCOLA DE FÁBRICA)

Core activities: courses of professional initiation offered in the company setting aimed at generating income and social inclusion.

Provider: Ministry of Education – MEC, in partnership with companies, NGOs and other private and public entities.

Funding: Ministry of Education

Groups targeted: Young people between 16 and 24 years of age, with an income below half a minimum salary who are enrolled and attending basic education or Adult and Youth Education (5th year of primary to 3rd year of secondary education)

Teaching-learning activities: encourage students to continue studying at school whilst involving the productive sector in the professional and social formation of young people. Students taking part receive R\$150 a month.

Goals: create 500 educative spaces in factories to benefit 11.500 young people. In 2007 the goal is to train a further 100 thousand young people.

Results: 700 businesses registered, surpassing the Ministry's goal of opening 500 schools in the interior of factories/businesses.

27. NATIONAL POLICY OF TECHNICAL ASSISTENCE AND RURAL EXTENSION (POLÍTICA NACIONAL DE ASSISTÊNCIA TÉCNICA E EXTENSÃO RURAL) – ATER

Core activities: stimulate, animate and support initiatives of rural sustainable development which include agricultural and non-agricultural activities, with the goal of strengthening family agriculture and improving the quality of life, adopting the principles of agro-ecology.

Provider: Ministry of Agrarian Development and public state institutions (municipal, state and federal); ATER companies linked to or contracted by the public sector; services of fishing extension; organizations of family agriculture who develop ATER; NGOs; cooperatives of technicians and agricultural workers; entities which use the Pedagogy of Alternation and carry out activities of ATER.

Funding: Ministry of Agrarian Development – MDA

Groups targeted: Family farmers and associations, leaders, technicians from cooperatives, governmental and non-governmental organizations, quilombola and indigenous communities and women.

Teaching-learning activities: multidisciplinary and interdisciplinary approach, technological paradigm based on principles of agro-ecology; participatory methodologies; social control of management; processes of lifelong education and learning.

28. NATIONAL PROGRAMME TO STIMULATE FIRST EMPLOYMENT (PROGRAMA NACIONAL DE ESTÍMULO AO PRIMEIRO EMPREGO) – PNPE

Core activities: integration of programmes for generation of employment and income with private and public investment in new and improved employment opportunities; professional qualification.

Provider and funding: Ministry of Work and Employment - MTE

Groups targeted: Young, unemployed people between 16 and 24, who belong to families whose monthly per capita income is less than half a minimum salary. Priority for the handicapped, women, afro-Brazilians, indigenous people and ex-prisoners.

Teaching-learning activities: mainly involves social solidarity activities, participating in programmes and actions in the fields of education, health, combating hunger, social service and culture. Includes three major programmes: Social Consortium for Youth, Youth Entrepreneurship and Youth Apprenticeship.

Results: up to 28/02/2007, the PNPE had attended 1 million young people and placed 630 thousand young people in the formal labour market. The Social Consortium for Youth had qualified 39,835 young people and place around 12 thousand in the labour market. Youth Entrepreneurship had involved about 4,500 young people

29. ACTIONS OF THE FAMILY CENTRES FOR ALTERNANCE TRAINING (AÇÕES DO CENTRO FAMILIAR DE FORMAÇÃO EM ALTERNÂNCIA) – CEFFA

Core activities: community education involving periods of training with those of work in which learning is applied in the work situation.

Provider and funding: CEFFAs

Groups targeted: rural/agricultural workers, especially young people

Teaching-learning activities: emphasis on Pedagogy of Alternance.

30. ACTIONS OF THE NATIONAL UNION OF FAMILY AGRICULTURAL SCHOOLS OF BRAZIL (AÇÕES DA UNIÃO NACIONAL DAS ESCOLAS FAMÍLIAS AGRÍCOLAS DO BRASIL) – UNEFAB

Core activities: the central aspects of the pedagogical project are integral formation and entrepreneurship for sustainable and solidary development

Provider and funding: National Union of Family Agricultural Schools of Brazil – UNEFAB

Groups targeted: young rural workers

Teaching-learning activities: life experience taken as the starting point for teaching-learning process; young people return to their communities with concrete proposals for application and experimentation, based on the dialectic principle of work-study-work or action-reflection-action.

31. ACTIONS OF THE REGIONAL ASSOCIATION OF RURAL FAMILY HOUSES (ASSOCIAÇÃO REGIONAL DAS CASAS FAMILIARES RURAIS) – ARCAFAR

Core activities: integral formation involving schooling and professional training.

Providers and funding: Regional Association of Rural Family Houses - Arcafar

Groups targeted: young people living in rural areas

Teaching-learning activities: principles of work-study-work.

32. SOLIDARY LAND PROJECT (PROJETO TERRA SOLIDÁRIA)

Core activities: equivalency schooling, technical training, teacher training, professional training

Providers and funding: CUT trade union movement, DESER, Federation of Workers in Family Agriculture in the South Region – Fetraf-Sul

Groups targeted: young and adult agricultural families, trade union leaders, teachers and professionals involved in the project.

Teaching-learning activities: courses in rural development and management of agro-industry; formation of teachers for adult and youth education; formation of teachers for agricultural colleges.

Goals: to benefit 20 groups in the three states in the southern region (Paraná, Santa Catarina and Rio Grande do Sul), each group should include a minimum of 35 and a maximum of 40 educators. Preferentially, the groups should include 30% of family farm workers and 60% of young people.

Results: between 1999 and 2006, 50 thousand people have participated.

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