



**USAID**  
FROM THE AMERICAN PEOPLE

**USAID/Brazil's Disadvantaged Youth Program**

**enter JOVEM**  
*Empregabilidade, Tecnologia & Inglês*

**QUARTERLY PROGRESS REPORT**

**October– December 2009**

**American Institutes for Research**

January 2010

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## **Introduction**

Since 2003, the American Institutes for Research (AIR) has been working with Brazilian organizations to implement Enter Jovem (EJ) – a workforce insertion program targeting disadvantaged youth in Northeast Brazil. This program was designed in response to USAID/Brazil’s RFA 512-03-004, which called for an initiative to increase youth’s access to the formal job market. In September 2007, USAID awarded the American Institutes for Research (AIR) together with Instituto Empreender (a Brazilian NGO) a one-year extension for the Enter Jovem program in Brazil. In 2008, AIR was given a two-year extension to the project to implement the project in public schools. Project end date is scheduled for September 2010.

The activities contribute to USAID’s Program for “*Economic Growth*” through Program Area 4.6. “*Private Sector Competitiveness*”. Under this Area, Enter Jovem will impact program element 4.6.3. “*Workforce Development*”. The Enter Jovem program prepares youth through training to join the formal job market (Sub-Element 4.6.3.3. Workforce Readiness).

**Enter Jovem’s Program Goal:** *In-country capacity to sustain and replicate the youth employment methodology increased*

**Enter Jovem Specific Objectives:** (1) establish and strengthen employability, technology and language nuclei; (2) increase teacher’s proficiency of English language and capacity to replicate the Enter Jovem methodology; (3) increase cultural exchange opportunities; and, (4) disseminate Enter Jovem’s insertion strategy.

To achieve the specific objectives and contribute to USAID’s Program Area 4.6. *Private Sector Competitiveness*, AIR is introducing an English language component to the Enter Jovem program and a teachers/educators training program to reach **Objective 2**; strengthen public and private sector alliances to implement **Objectives 1 and 3**; train teachers and youth using Enter Jovem’s methodology and provide job placement coaching, on-the-job mentoring and professional experience to achieve **Objectives 2 and 4**.

By understanding the market’s needs, Enter Jovem was able to provide youth the appropriate and needed skills to succeed in the current workforce. Enter Jovem recognized that it is essential to work simultaneously to prepare youth for formal market employment opportunities and to equip them with marketable skills that will allow them to create their own professional opportunities.

## **Summary of activities carried out between October – December, 2009**

**Training:** In 2009, a total of **407 students** graduated from the Enter Jovem program. Of these, a total of 108 students completed not only the Employability & Technology curriculum, but also the English language program in six schools where English teachers were available. This is the first cohort of students that have completed the English language program.

**Insertion: Forty-seven (47) graduates** were hired this quarter. Since project start-up in October 2008, a total of **213 youth** have joined the formal job market and 83% of them have retained their jobs for more than 90 days. AIR has exceeded the initial estimated target of 200 youth for the entire two year period. A sample survey with employers demonstrated that over **60% of the youth** hired by interviewees had retained their jobs for more than a **six month period**. All of the respondents expressed they were willing to hire program beneficiaries mainly because of youth's commitment and performance on the job.

**Replicability and Sustainability:** AIR provided technical assistance to its local partners to increase their capacity to replicate the methodology. A total of **111 students** have graduated through the network activities. Four community-base organizations have been responsible to deliver the training to youth.

**Partnerships:** AIR will restart its activities in Recife, Pernambuco through the grant provided by CELPE. The objective is to benefit to Enter Jovem graduates from previous years by increasing the opportunity for them to join CELPE as an employee. Training, volunteer service and testing are major components of AIR's scope of work.

**Communications:** AIR developed a new program brochure with updated information. Two volunteers have joined AIR this quarter to develop and update the project website and a new institutional video. These communication materials have helped increase the visibility of the program made it easier to identify new donors.

**Monitoring & Evaluation:** AIR started the Employer's assessment to verify their level of satisfaction with Enter Jovem employees. Data has been analyzed and **94%** of the interviewees have been **satisfied** or **more than satisfied** with student's performance and all of them will continue to hire program beneficiaries.

## 1. Training

As a result of the efforts made in the last quarter to identify new schools, a second cohort of students completed the training on Employability & Technology. The fact that new schools joined the program enabled more youth to benefit from the Enter Jovem program this year.

In 2009, AIR implemented 17 NETIs<sup>1</sup> (*Núcleos de Empregabilidade, Tecnologia & Inglês*) in public schools and one private university to deliver services to program beneficiaries. The **609 students** enrolled were grouped in **33 classes** held in all three periods - morning, afternoon and/or evening – according to each NETI's availability. The vast majority of the students enrolled in the program are females.

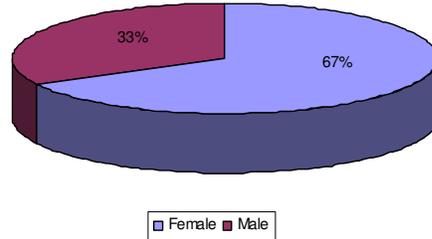


Figure 1 – Youth enrolled in the Enter Jovem program in 2009 disaggregated by sex.

During this quarter, the pedagogical team worked on the end of the course activities: product assessment, specific market skills assessment, class schedule review, retention interventions, satisfaction study, post testing and pre-enrollment for 2010.

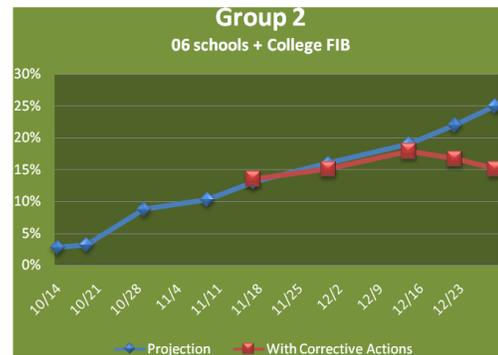
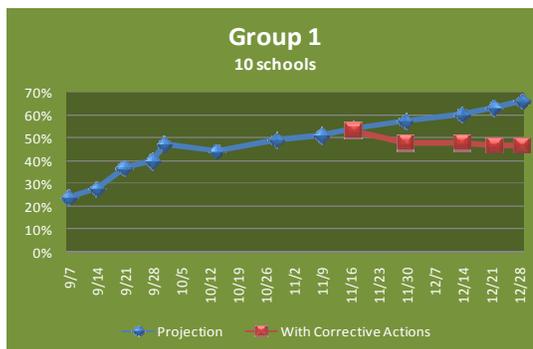
AIR had reported the increase in drop-out rates throughout the year. During the previous quarter, several activities were proposed as initiatives to retain students and encourage them to graduate. The following activities were carried by AIR staff: increased the number of class hours per week; teachers/educator delivered additional classes for students who were nearly failing; personal contact with family and student to explain the process for a successful completion were made; and, review of medical leave justifications were entered into the databank.

As a result, AIR was able to increase the number of graduates through these retention interventions. AIR was able to make these interventions because of its monitoring system that provides timely, reliable data. Data provided is continuously analyzed by staff that discusses and creates alternatives to take immediate actions.

Below is presented the projected drop-out rate without interventions (blue line) in comparison with the actual drop-out rate after the interventions (red line).

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<sup>1</sup> NETIs – Employability, Technology and English Nuclei: training centers in schools/university containing one computer lab and one classroom.



The interventions reduced the drop-out rate in nearly 20% for Cohort 1 and kept the drop-out rate in Cohort 2 down to 15%. The decrease in drop-out level between Cohorts 1 and 2 is also a reflection of the reduction in the course period.

A third cohort of students will start classes in March 2010. During this quarter, AIR began doing mobilization workshops to explain the objectives of the program to the school community. Workshops were held in those schools that have been satisfactorily evaluated and that will continue to implement the program in 2010. Further mobilization will take place in February after school year begins.

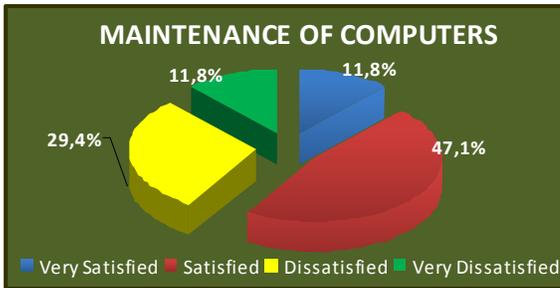
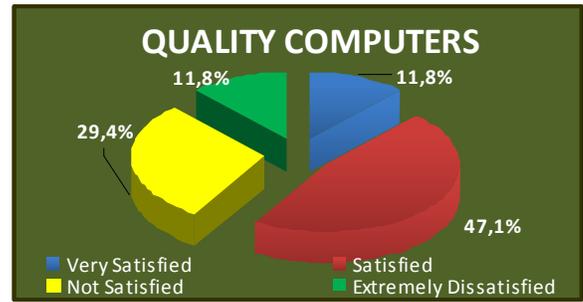
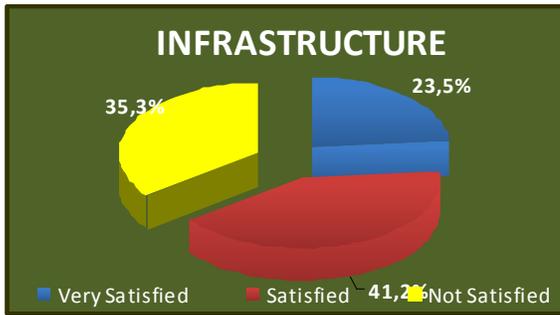
### 1.A. Training of Trainers

AIR continuous Training of Trainers curriculum was delivered during this period for the Employability & Technology Educators and the English Teachers as originally planned. Workshops were delivered to each of the groups, totaling 36 hours to the Educators and 68 hours to the Teachers.

As part of the program evaluation, teachers/educators answered a questionnaire. Respondents were asked to rank answers according to the following categories: very pleased, pleased, not satisfied, and completely unsatisfied. A total of 18 (eighteen) Teachers and Educators evaluated the Enter Jovem program.

The majority of the respondents, answered to be pleased with the training received from AIR. Additionally, over 76% claimed that they were **pleased** with the initial intensive 80-hour training. The intensive training was considered sufficient by the teachers/educators as to provide/develop enough tools/skills to start classes. In general, more than half considered to be **very pleased**, in general, with the Enter Jovem program.

Nevertheless, when it came to evaluating the available infra-structure, Teachers/Educators felt that computer maintenance was the biggest challenge. More than 58% of those who answered the questionnaire were **not satisfied** with the maintenance of the equipment. In terms of the available resources in the classroom, over 35% were **not satisfied**, even though the quality of the equipment was considered **pleasing** by nearly 47%.



### 1.B. Youth Training

Two cohorts of students completed training during this quarter. The first cohort started class in March. The second cohort started class later in August. All classes finished by December 18<sup>th</sup>. A total of 407 students successfully completed training this year (Attachement A – *Relatorio Analitico Jovem*). Students will receive their certificates after the holiday season.

#### Product Assessment

Each of the 2,792 Employability & Technology products delivered by students during 2009 was reviewed by teachers/educators. The Pedagogical staff and the Nuclei Supervisors worked with teachers/educators to create a common understanding about the standards and how to apply it.

Standards were used to assess each of the eight obligatory products. Obligatory products correspond to one of the subjects covered in the Employability & Technology course and are used to verify if students are able to apply the skills they have learned.

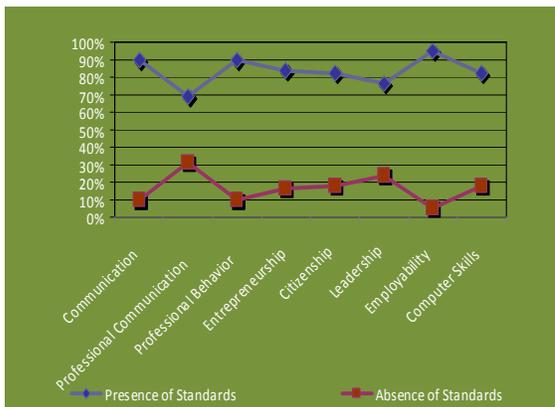
An Evaluation Sheet (ES) is used by the teacher/educator to evaluate the product. Teachers/Educators mark with a “yes” or “no” to indicate the “presence” or “absence” of a specific standard. Standards are grouped as follows:

- Presence of slang or abbreviated words
- Correct grammar usage
- Use of structure and contents according to Activity Book
- Presence of specific standards according to the software used

Qualitative data about the product is also collected on the ES on each session. The qualitative data allows teachers/educators to verify the students' progress and is complimentary to the quantitative data.

As a result of the product assessment, the Graph presented below demonstrates the average percentages of the student's performance in each of the areas on Employability & Technology reviewed in AIR/Enter Jovem curriculum. The blue line shows the percentage of standards that were present and the red line the absence of the standard. The difference is calculated to show the average performance.

As a result, an averaged frequency of 85% was achieved by the students. This means that 85% of the standards, in average, were applied by students when developing the products. Therefore, youth have learned and applied the skills that AIR proposes to teach throughout the Enter Jovem training program.



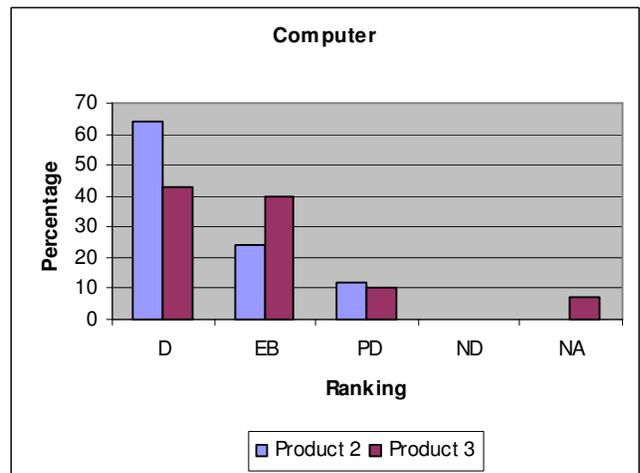
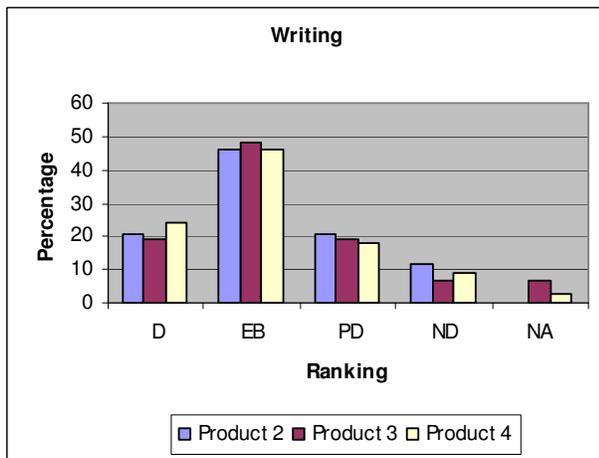
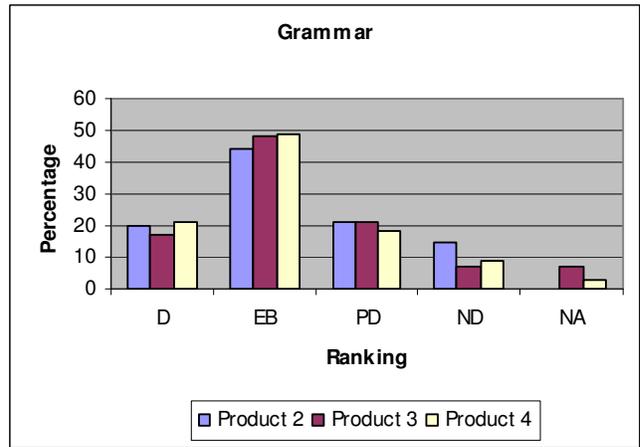
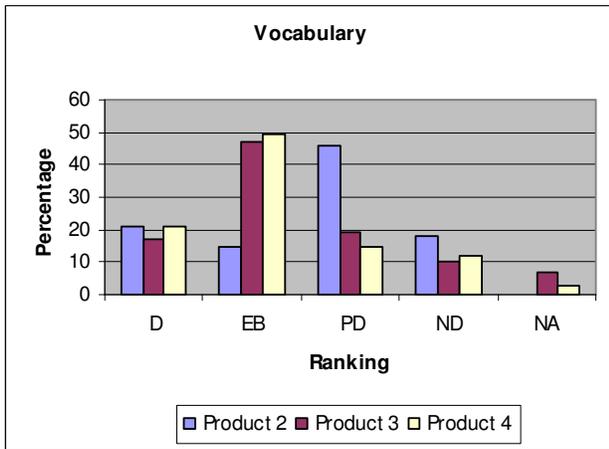
AIR also conducted a similar assessment to evaluate the English products. Three products were reviewed: i) Photo Album; ii) Memorial; and iii) Life Plan. These three products must be developed in English using computer tools and creating a link to what students have learned in the Employability & Technology class. The Learning Strategy

product is developed in Portuguese therefore it is not used to assess student's English language performance.

Student's performance is assessed using three instruments – products, autonomy assessment and class observation. The combination of the data collected through the instruments provides data as to evaluate youth's performance throughout the course, as well as data to make modifications in the training curriculum and material. These modifications will be made by AIR during the next quarter prior to class beginning for the third Cohort of students.

Three aspects of the curriculum are used to evaluate students through the products: i) vocabulary; ii) grammar; and iii) writing. The aspects are ranked by the Teachers based on the following scale: **NA** – Not Evaluated; **ND** – Not Developed; **PD** – Some Development; **EB** – Basic Efficiency; **D** – Developed.

The following analysis is the result of the English products assessment. The graphs below demonstrate that the majority of the students achieved **Basic Efficiency** (EB – *Eficiência Básica*) level. The course has been designed for students to achieve Basic Efficiency upon completion. Therefore, the majority of the students have achieved the expected level and some reached a **Developed Level**.



Furthermore, Products 2 and 3 were ranked to assess student's computer skills. This content is covered throughout the Employability & Technology training course as well. One can verify in the graph above that the majority of the students achieved a **Developed level**.

Two sample products were selected to illustrate youth's work.



NETI: Colégio Estadual Padre José Vasconcelos  
 Teacher: Edisia Santos  
 Name: Filipe Gonçalves

### Filipe's life

I was born in Salvador, BA in December 07, 1991. I have two brothers, Tiago and Caio. Tiago was born in 1984 and Caio was born in 1992. I went to school in 1993. I didn't like to study so I repeated the same class three times. My first pet was a dog. I started to play soccer when I was nine years old. I played soccer in some clubs like Vitória, Galícia, Ipiranga, Boca Junior, Catuense. Today I'm 18 years old.

Product 3 – Memorial



**Diego's plans for the future**

Name: Diego Sanches  
 Teacher: Edisia Santos  
 Neti: Colégio Padre José Vasconcelos

**Diego's plans in 1 year**

- I will graduate from high school.
- I will be very happy when I'll start to serve in the army in January.

**Diego's plans in 5 years**

- I want to go to the university because I want to be a nurse.
- I want to work to have sufficient money.

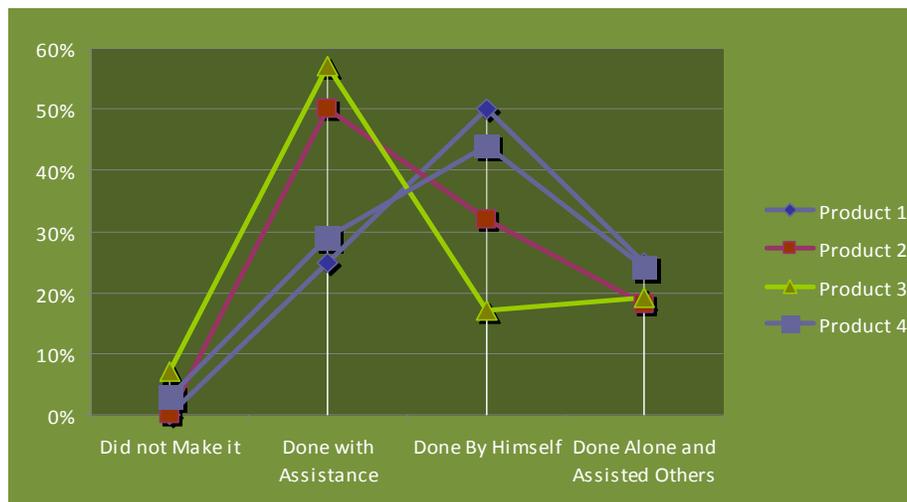
**Diego's plans in 10 years**

- I want to be prepared to work as a Nurse Coordinator in a big hospital.
- I want to be stabilized and to have a decent life.
- I will be very happy.

Product 4 – Life Plan

For each of the products, the Teacher assesses if the student was able to develop the product **by himself** or if he **needed assistance**. The grading is entered into the Autonomy Assessment Sheet throughout the course. Data collected helps Teachers information on which students he/she should work more to increase their level of autonomy.

The same scale used by Teachers to rank products is used to rank Student's Autonomy in developing each of the products. The ranking is entered into AIR's online databank system and analyzed. The graph presents the results for all four products developed by students.



The analysis showed that a significant number (57%) of students developed the product **by themselves**, considering all four products. Additionally, 21% not only developed the product **by themselves** but **also provided assistance** to others. An average rate of 40% of the students needed some assistance to develop their products. Products 2 and 3 were the ones in which student's required more assistance to develop, where as Products 1 and 4 were developed with a greater level of autonomy.

## 2. Labor Market Insertion Strategy

This quarter, an additional **47 youth** joined the formal job market. Of these, 25 have retained their jobs for more than three-months and some are still completing the probation period. The majority (33 people) were hired as full time employees with signed Labor Cards. The number of students hired and who have retained their jobs by job category is presented in the table below.

**Year 7 – Quarter 5**

Job Type	Hired	Retained	Percentage
<b>Formal Job</b>	<b>33</b>	<b>21</b>	<b>64%</b>
<b>Internship</b>	<b>5</b>	<b>1</b>	<b>20%</b>
<b>Apprentice</b>	<b>9</b>	<b>3</b>	<b>33%</b>
<b>Total</b>	<b>47</b>	<b>25</b>	<b>53%</b>

To achieve these results, AIR's LMI Team have submitted weekly job opportunity lists to program beneficiaries, held Employability Workshops in 17 organizations and

schools, met face-to-face with clients, and partnered with S.I.N.E Bahia. A total of 270 youth attended the Employability Workshops giving the LMI Team an opportunity to work closer and assist students.

The graph demonstrates that **most youth (60%)** have retained their jobs for **more than a six month period** at the time of the interview. As the results of the sample indicate beneficiaries have, in fact, joined the formal job market. Furthermore, 21% have retained their jobs for a period of three to six months and another **21% for more than a year**. Data was collected through the Employer’s Satisfaction Survey presented later in this report. AIR recommends further study on beneficiaries’ contract length as to certify the actual market placement impact of the program.



Specific Market Skills Assessment

The Job Placement Team requested the Pedagogical Team to assess specific market skills during the training as to provide basis on individual student’s performance and progress. This specific assessment will enable insertion staff to improve matching of the student’s skills to job descriptions.

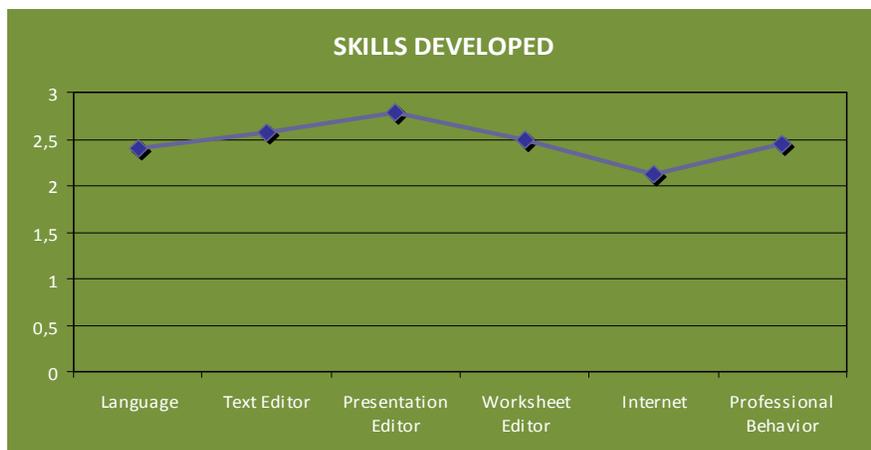
AIR staff, Teachers and Educators designed and developed the assessment methodology and tools. Market skills were identified, prioritized and grouped into three major categories: language, computer and behavioral skills.

Major Category	Sub-Category	Specific Market Skill
Language	Language	<ul style="list-style-type: none"> <li>▪ Objectivity</li> <li>▪ Writing</li> <li>▪ Reading</li> <li>▪ Appropriate Usage</li> </ul>
Computer	Text Editor	<ul style="list-style-type: none"> <li>▪ Typing</li> <li>▪ Formatting</li> <li>▪ Editing</li> <li>▪ Inserting</li> <li>▪ Style</li> </ul>
	Presentation	<ul style="list-style-type: none"> <li>▪ Animation</li> <li>▪ Formatting</li> <li>▪ Editing</li> <li>▪ Inserting</li> <li>▪ Style</li> </ul>
	Spreadsheet	<ul style="list-style-type: none"> <li>▪ Formula</li> <li>▪ Formatting</li> <li>▪ Editing</li> <li>▪ Inserting</li> <li>▪ Style</li> </ul>
	Internet	<ul style="list-style-type: none"> <li>▪ Navigation</li> <li>▪ E-mail Attachment</li> <li>▪ E-mail writing</li> </ul>
Behavioral	Behavioral	<ul style="list-style-type: none"> <li>▪ Public Speaking</li> <li>▪ Classroom behavior</li> <li>▪ Creativity</li> <li>▪ Pro-Activeness</li> <li>▪ Criticism</li> <li>▪ Negotiation</li> </ul>

Empirical data was collected by teachers through class observations and product analysis during the course period. Teachers/educators ranked each of the skills according to the grading scale presented below:

Level	Perception
0	Not observed
1	Not developed
2	Some development
3	Developed

Ranking was entered into a computer system for analysis. As a result, the graph below summarizes the average of the grade level per major category or sub-category.



Youth averaged between 2.13 and 2.79 - of a maximum score of 3.0 - demonstrating a performance rate ranging between 71% and 93%. Each student's strengths can be used to assist in seeking for jobs.

### 3. Replicability and Sustainability

The majority of the students undergoing training through AIR's local partners – APAE, Danaiel Comboni, Champagnat and LFC – graduated this quarter. A total of

CBO	Youth Enrolled	Completed Training
APAE	40	32
Daniel Comboni	67	39
Champagnat	24	19
LFC	31	21
<b>TOTAL</b>	<b>162</b>	<b>111</b>

Drop-out rate reached a total of 40%. Data was not collected on the reasons for why students left the program.

AIR will continue to work with organizations in replicating the methodology during the first semester in 2010.

#### **4. Public and Private Partnerships**

##### **IBM Brasil**

The final deadline for schools to submit the necessary documents to receive computer donations from IBM was November 2009. Four schools qualified to receive 10 computers each and establish the Reading Companion self-learning center – Colégio Estadual Costa e Silva, Garrastazu, Castelo Branco e João das Botas. In December, three of the four schools had received the computers.

One of the schools, João das Botas could not sign the agreement as the Secretary of Education who was the signatory did not agree to all of the terms in the agreement and IBM could not make the modifications requested.

Additionally, IBM donated a total of 10 headsets to each of the schools and an additional 100 to AIR. AIR will be able to integrate the use of the Reading Companion software to its current English curriculum to help youth practice their English reading skills. The new Cohort of students in the Enter Jovem: Employability, Technology & English will be using this complementary tool.

##### **COELBA**

A total of 477 Enter Jovem students attended the Energy Efficiency training workshops in 20 schools and community-based organizations. During the volunteer Energy Efficiency Day, youth enrolled other beneficiaries who met a set of minimum criteria and distributed energy saving lamps. Nearly, 1.190 lamps were distributed by students. COELBA will monitor the energy saving of the homes to verify the impact on the environment and on the family's income.

Additionally, 428 youth who completed the Energy Efficiency training workshops and ranked higher than 75% on the test, have entered COELBA's personnel bank for future hiring.

Other workshops will be held in February 2010.

##### **CELPE**

AIR will restart its activities in Recife, Pernambuco through the grant provided by CELPE. The objective of the Memorandum of Understanding signed between the two institutions will bring additional benefits to Enter Jovem program beneficiaries from previous years:

- (1) AIR will deliver its Energy Efficiency program to beneficiaries; and,
- (2) Youth who perform above average on the final assessment will be added to CELPE's personnel databank to be hired in the future.

CELPE will replicate AIR/COELBA's previous experience in Salvador. A total of 500 people will be enrolled in the workshop.

The program also includes an energy saving component that seeks to reduce beneficiaries' utility bill. Energy Efficient Lamps are distributed by program volunteers during an Energy Saving Day held in the school. There is a direct impact on the family's income.

## 5. Communications

The two volunteer interns were not able to produce the program video as the university did not allow them to use the necessary video equipment. Interns assumed that the university would grant the use, unfortunately do to norms and procedures, equipment should not leave the university ground.

AIR expects to launch the new program website in the next quarter. Currently, AIR is working on developing the structure, updating content and testing it.

## 6. Monitoring & Evaluation

In the last quarter, AIR did an Employer's survey to verify their level of satisfaction of the employer's who hire Enter Jovem. The sample was selected among the population of 115 employers who hired youth between October 2008 and September 2009. Companies were selected based on sector representation and the percentage of youth hired. A total of 21 questionnaires were answered through telephone calls, face-to-face interviews and emails.

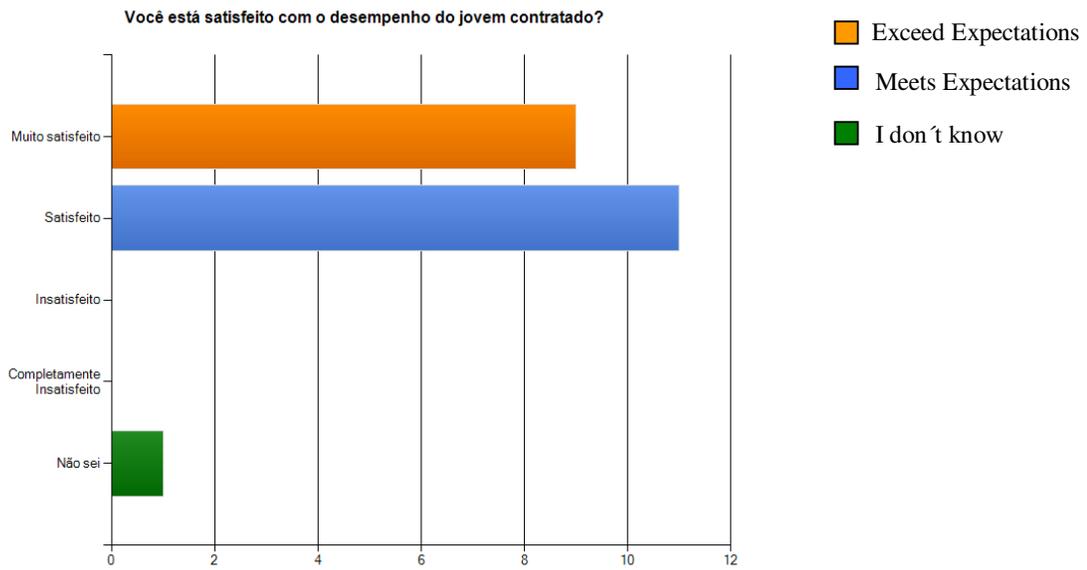
The table below demonstrates the actual distribution of the answered questionnaire by sector in comparison to the projected sample.

<b>SECTOR</b>	<b>Youth Hired</b>	<b>Percentage</b>	<b>Projected Sample</b>	<b>Actual</b>	<b>Percentage</b>
<b>Administrative</b>	12	8%	2	1	5%
<b>Sales</b>	47	53%	12	10	48%
<b>Education</b>	5	3%	1	0	0%
<b>Industry</b>	7	4%	1	1	5%
<b>Health</b>	7	6%	1	2	9%
<b>Service</b>	37	26%	6	7	33%
<b>TOTAL</b>	<b>163</b>	<b>100%</b>	<b>23</b>	<b>21</b>	<b>100%</b>

Youth are hired mainly through HR Professionals. Nevertheless, the majority (67%) of the respondents were aware that youth had been Enter Jovem's beneficiaries even though they were not the recruiter.

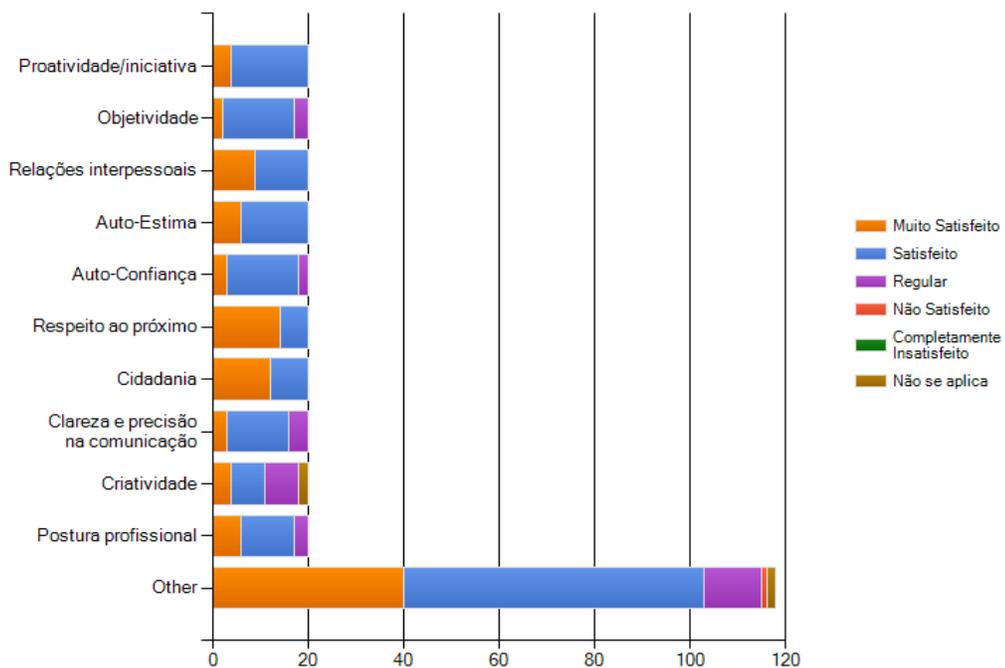
Forty-two percent (42,8%) of the interviewees answered that youth **exceeded** their expectations and another 52,4% claimed they have **met their expectations**. In general, 95% of the respondents affirmed that youth have exceeded or met their expectations.

Additionally, all of the respondents (100%) stated they would hire another program beneficiary and they would also recommend others to do the same.



Employers ranked the level of Satisfaction (**Met Expectations**) regarding the different skills youth developed through Enter Jovem. The frequency reaches higher rates for pro-activeness, objectivity, self-esteem and self-confidence. Most of these skills and characteristics are common to leaders, one of the topics developed through the Enter Jovem program.

**Assinale a alternativa correspondente ao seu grau de satisfação em relação a cada habilidade utilizada pelo jovem no desempenho de sua função:**



The analysis also shows that youth have **Exceeded Expectation** of their employers in terms of Respect to Others, Citizenship and Interpersonal Relationship. These are skills that employers appreciate but have difficulty in teaching as these are not technical skills that can be acquired at the job.

As a general result of the study, employers are **very satisfied** with youth's performance in the job. Several of the respondents have been consistently hired program beneficiaries and call AIR to request for additional candidates when a position is made available.

Attachment B shows the answers to the open ended questions regarding youth's performance. The three translated testimonies below illustrate the answers in Attachment B.

*Respondent 1:* "Ethics, commitment, respect and interest in learning are the most outstanding characteristics perceived in the majority of the youth from the Enter Jovem Program that work or have worked with us. This has called our attention and has contributed to our investments not only in contracting with them, but also in helping their professional development. Congratulations!"

*Respondent 10:* "The program prepares youth for the job market. They have a differential in comparison to other high school students".

*Respondent 13:* "I did not know the Program and I am very pleased. Please send me résumés of other youth."

The following table presents the set of indicators 2008-2010.

<b>IR 1: Increased marketable skills training for disadvantaged youth</b>			
<b>Indicator</b>	<b>Description</b>	<b>Means of Verification</b>	<b>Accomplished</b>
1.1) 1000 enrolled youth (Disaggregated by sex and age)	Number of youth who fill the Youth Data Form	<ul style="list-style-type: none"> <li>▪ Employability Database</li> </ul>	609
1.2) 900 youth complete training (Disaggregated by sex and age)	Number of youth who deliver all products and have an attendance of at least 75%	<ul style="list-style-type: none"> <li>▪ Performance indicators</li> <li>▪ Product Survey</li> <li>▪ Attendance</li> </ul>	407
1.3) 10% increase in student's marketable skills upon completion of the employability, technology and language training	Difference in the percentages of youth whose test scores are very good or excellent in the 8 E&T training subjects <sup>2</sup> between pre and post tests	<ul style="list-style-type: none"> <li>▪ Pre and Post Testing</li> </ul>	Attachment B
1.4) 10 partner schools implement program	Number of schools who sign LoI to house a NETI	<ul style="list-style-type: none"> <li>▪ Letter of Interest</li> </ul>	17
<b>IR 2: Increased access of disadvantaged youth to formal market employment</b>			
<b>Indicator</b>	<b>Description</b>	<b>Means of Verification</b>	<b>Description</b>
2.1) 200 youth (40%) are hired into the formal job market (Disaggregated sex and age)	Youth placed into the job market. Number of youth hired divided by the total number of youth who completed the training within the year. Youth from previous years who is hired after November 2008 will also be counted towards this target.	<ul style="list-style-type: none"> <li>▪ Employability Database</li> </ul>	213
2.2) 75% of the youth hired retain their jobs for a 3-month period (Disaggregated by sex and age)	Youth placed into the job market for a three-month period or more and are still at the same working place or in a better job, compared to the total of inserted youth.	<ul style="list-style-type: none"> <li>▪ Employability Database</li> </ul>	177 (83%)
2.4) 60% employer satisfaction	Number of employers who reports that youth's performance meet their expectations	<ul style="list-style-type: none"> <li>▪ Performance Survey</li> </ul>	94%

Data disaggregated by sex and age for **Indicators 1.1, 1.2, 2.1 and 2.2** are presented in the following four tables, one for each indicator.

<sup>2</sup> Percentage is calculated as the number of youth who achieve good or excellent test scores, divided by the number of youth who took both tests.

(Oct 2008- Dec 2009)

Age	Indicator 1.1 - Yount Enrolled			Indicator 1.2 - Youth Completed		
	F	M	Total	F	M	Total
14	0	0	0	0	0	0
15	0	0	0	0	0	0
16	25	12	37	18	8	26
17	103	47	150	77	31	108
18	108	69	177	72	45	117
19	63	36	99	39	26	65
20	46	16	62	32	5	37
21	22	7	29	15	5	20
22	24	11	35	17	5	22
23	11	1	12	7	1	8
24	7	0	7	4	0	4
25	0	1	1	0	0	0
<b>TOTAL</b>	409	200	609	281	126	407

Age	Indicator 2.1 - Youth Hired			Indicator 2.2 - Youth Retained		
	F	M	Total	F	M	Total
14	0	0	0	0	0	0
15	1	0	1	1	0	1
16	0	1	1	0	1	1
17	8	4	12	6	2	8
18	17	11	28	13	8	21
19	27	19	46	22	16	38
20	22	21	43	21	19	40
21	14	9	23	10	9	19
22	11	12	23	6	12	18
23	12	10	22	11	9	20
24	1	5	6	1	5	6
25	3	2	5	2	1	3
26	2	0	2	1	0	1
27	0	0	0	0	0	0
28	1	0	1	1	0	1
<b>TOTAL</b>	119	94	213	95	82	177

## Relatório Análítico de Jovens

Filtrado por: Net (Todas exceto): Acompanhamento e Mentoria ; Data registro inicial: 01/03/2009 ; Status: Ativo

Idade	Perc. (%)	Total
16	18.88%	115
17	27.26%	166
18	23.65%	144
19	12.15%	74
20	6.73%	41
21	5.42%	33
22	3.45%	21
23	1.97%	12
24	0.49%	3
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Sexo	Perc. (%)	Total
F	67.16%	409
M	32.84%	200
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Estado	Perc. (%)	Total
BA	100.00%	609
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Telefone	Perc. (%)	Total
Celular	33.30%	607
Recados	33.30%	607
Residencial	33.41%	609
<b>Total</b>	<b>100.00%</b>	<b>1823</b>

E-Mail	Perc. (%)	Total
	0.16%	1
E-Mail	99.84%	608
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Status do Jovem	Perc. (%)	Total
CONCLUINTE	66.83%	407
EVADIDO	28.24%	172
REPROVADO	4.93%	30
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Tamanho da camisa:	Perc. (%)	Total
G	27.75%	169
GG	0.66%	4
M	20.69%	126
P	50.90%	310
<b>Total</b>	<b>100.00%</b>	<b>609</b>

## Relatório Análítico de Jovens

Filtrado por: Net (Todas exceto): Acompanhamento e Mentoria ; Data registro inicial: 01/03/2009 ; Status: Ativo

Qual a sua etnia ou cor?		Perc. (%)	Total
	Amarelo (Asiático)	0.99%	6
	Branca	15.44%	94
	Indígena	0.99%	6
	Negra	38.10%	232
	Parda	44.50%	271
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Qual o seu estado civil?		Perc. (%)	Total
	Casado(a)	1.31%	8
	Solteiro(a)	98.69%	601
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Você tem filhos?		Perc. (%)	Total
	Não	95.24%	580
	Sim	4.76%	29
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Quantos filhos?		Perc. (%)	Total
	1	95.23%	579
	2	3.95%	24
		0.82%	5
<b>Total</b>		<b>100.00%</b>	<b>608</b>

Você é portador de alguma deficiência?		Perc. (%)	Total
	Não	99.84%	608
	Sim	0.16%	1
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Qual deficiência?		Perc. (%)	Total
	Com baixa visão ou visão subnormal	99.84%	608
		0.16%	1
<b>Total</b>		<b>100.00%</b>	<b>609</b>

## Relatório Análítico de Jovens

Filtrado por: Net (Todas exceto): Acompanhamento e Mentoria ; Data registro inicial: 01/03/2009 ; Status: Ativo

Quantas pessoas moram na sua casa, contando com você?		Perc. (%)	Total
		0.16%	1
	1	0.16%	1
	10	0.66%	4
	12	0.16%	1
	2	7.06%	43
	20	0.16%	1
	3	38.59%	235
	4	21.84%	133
	5	20.03%	122
	6	8.05%	49
	7	1.64%	10
	8	0.82%	5
	9	0.66%	4
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Renda familiar?		Perc. (%)	Total
	0-1 Salário Mínimo	51.40%	313
	Acima de 1 Salário Mínimo - 2 Salários Mínimos	44.01%	268
	Acima de 2 Salários Mínimos - 4 Salários Mínimos	4.27%	26
	Acima de 5 salários Mínimos	0.33%	2
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Escolaridade:		Perc. (%)	Total
	Cursando Ensino Médio	87.68%	534
	Ensino Médio Concluído	12.32%	75
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Ano que está cursando o ensino médio?		Perc. (%)	Total
		12.32%	75
	1º	21.67%	132
	2º	36.78%	224
	3º	29.23%	178
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Turno que estuda?		Perc. (%)	Total
		12.32%	75
	Manhã	34.15%	208
	Noite	9.20%	56
	Tarde	44.33%	270
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Você já trabalhou com carteira assinada antes?		Perc. (%)	Total
	Não	98.19%	598
	Sim	1.81%	11
<b>Total</b>		<b>100.00%</b>	<b>609</b>

## Relatório Análítico de Jovens

Filtrado por: Net (Todas exceto): Acompanhamento e Mentoria ; Data registro inicial: 01/03/2009 ; Status: Ativo

Se sim, qual era seu salário mensal?	Perc. (%)	Total
	98.19%	598
1 Salário Mínimo	0.82%	5
Menos que 1 salário mínimo	0.99%	6
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Você está trabalhando com carteira assinada atualmente?	Perc. (%)	Total
Não	99.84%	608
Sim	0.16%	1
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Se sim, qual é o seu salário mensal?	Perc. (%)	Total
	99.84%	608
Menos que 1 salário mínimo	0.16%	1
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Quais documentos são necessários para trabalhar formalmente?	Perc. (%)	Total
Carteira de identidade	21.05%	220
Carteira de Registro Militar (se for masculino)	6.41%	67
Carteira de Trabalho	24.02%	251
Comprovante de Votação da última Eleição	5.55%	58
CPF	23.35%	244
PIS	6.41%	67
Titulo de Eleitor	13.21%	138
<b>Total</b>	<b>100.00%</b>	<b>1045</b>

Quais documentos já possui?	Perc. (%)	Total
Carteira de identidade	24.32%	252
Carteira de Registro Militar (se for masculino)	2.99%	31
Carteira de Trabalho	21.33%	221
Comprovante de Votação da última Eleição	7.05%	73
CPF	24.23%	251
PIS	3.47%	36
Titulo de Eleitor	16.60%	172
<b>Total</b>	<b>100.00%</b>	<b>1036</b>

Você tem curriculum?	Perc. (%)	Total
Não	36.12%	220
Sim	63.88%	389
<b>Total</b>	<b>100.00%</b>	<b>609</b>

## Relatório Análítico de Jovens

Filtrado por: Net (Todas exceto): Acompanhamento e Mentoria ; Data registro inicial: 01/03/2009 ; Status: Ativo

Quantas vezes mandou seu curriculum para um processo seletivo?		Perc. (%)	Total
	0	55.01%	335
	1 - 5	36.45%	222
	5 - 10	4.93%	30
	Mais de 10	3.61%	22
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Quantas vezes foi para uma entrevista de emprego?		Perc. (%)	Total
	0	41.87%	255
	1 - 2	44.01%	268
	3 - 5	11.49%	70
	Mais de 5	2.30%	14
		0.33%	2
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Você sabe onde procurar emprego?		Perc. (%)	Total
	Não	8.70%	53
	Sim	91.30%	556
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Procura emprego no jornal?		Perc. (%)	Total
		58.29%	355
	As vezes	19.87%	121
	Nunca	10.02%	61
	Sempre	11.82%	72
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Procura emprego na internet?		Perc. (%)	Total
		57.96%	353
	As vezes	14.94%	91
	Nunca	6.08%	37
	Sempre	21.02%	128
<b>Total</b>		<b>100.00%</b>	<b>609</b>

Procura emprego com familiares?		Perc. (%)	Total
		58.29%	355
	As vezes	18.23%	111
	Nunca	7.72%	47
	Sempre	15.76%	96
<b>Total</b>		<b>100.00%</b>	<b>609</b>

## Relatório Análítico de Jovens

Filtrado por: Net (Todas exceto): Acompanhamento e Mentoria ; Data registro inicial: 01/03/2009 ; Status: Ativo

Procura emprego com amigos?	Perc. (%)	Total
	58.13%	354
As vezes	20.20%	123
Nunca	5.58%	34
Sempre	16.09%	98
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Procura emprego em agência de emprego?	Perc. (%)	Total
	58.46%	356
As vezes	15.44%	94
Nunca	10.51%	64
Sempre	15.60%	95
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Já fez curso de informática?	Perc. (%)	Total
Não	32.84%	200
Sim	67.16%	409
<b>Total</b>	<b>100.00%</b>	<b>609</b>

Cursos que teria interesse?	Perc. (%)	Total
	27.28%	353
Água e telecomunicações	5.10%	66
Automação comercial	3.79%	49
Espanhol para turismo	6.88%	89
Gás & petróleo	8.35%	108
Hospitalidade	6.72%	87
Inglês para negócios	9.89%	128
Instalação de Redes	4.95%	64
Leiturista do setor energético	2.70%	35
Práticas hoteleiras	4.56%	59
Turismo	10.05%	130
Vendas	9.74%	126
<b>Total</b>	<b>100.00%</b>	<b>1294</b>

Pesquisa de Satisfação - Empregadores 2009

Deixe aqui a sua avaliação geral do desempenho do jovem e sugestões para o PEJ:		
		Response Count
		13
<i>answered question</i>		13
<i>skipped question</i>		8

Response Text		
1	Etica, comprometimento, respeito e vontade de aprender tem sido características presentes na maioria dos jovens participantes do PEJ que trabalham ou trabalharam conosco. Isto tem chamado a nossa atenção e vem contribuindo para investirmos não só na sua contratação, mas também no seu aperfeiçoamento. Parabéns!	Sep 23, 2009 5:47 PM
2	Bom desempenho, mostra-se interessado nas tarefas, desenvolve bem suas funções.	Sep 25, 2009 12:52 PM
3	TOMANDO COMO EXEMPLO OS JOVENS,É UMA AVALIAÇÃO BEM SATISFATÓRIA	Sep 25, 2009 10:13 PM
4	Naama vem desempenhando muito bem as suas funções, é disciplinada, comprometida e se preocupa com a qualidade do trabalho que presta.	Sep 28, 2009 4:40 PM
5	Minha avaliação geral é muito boa, são jovens que têm correspondido bastante as nossas expectativas.	Oct 5, 2009 1:33 AM
6	Os jovens são recentes na empresa, assim não podemos avaliar com precisão todos estas dados no momento.	Oct 6, 2009 6:16 PM
7	Avaliação que deixo é muito boa.Acho esse processo de aprendizagem deve continuar e ampliar para outras pessoas	Oct 15, 2009 6:07 PM
8	Sugestão:Prepará-los para atendimento ao público	Oct 15, 2009 6:26 PM
9	Rafael de Jesus é um jovem muito talentoso e esforçado. Ele também é muito responsável e busca sempre sua melhoria e crescimento. Estou na torcida para que ele tenha um futuro brilhante! O PEJ deveria buscar mais empresas parceiras, só fiquei sabendo que Rafael havia participado do programa, pois, ele mesmo falou há alguns meses. Estamos a disposição para uma futura parceria e parabéns pelo programa.	Oct 25, 2009 11:56 PM
10	O PROGRAMA PREPARA O JOVEM PARA O MUNDO DO TRABALHO TEM UM DIFERENCIAL EM RELAÇÃO AOS DEMAIS JOVENS COM ENSINO MÉDIO	Jan 13, 2010 6:11 PM
11	CONTINUEI ASSIM, PARABÉNS!	Jan 13, 2010 6:18 PM
12	São interessados e que vocês continuem capacitando mais jovens	Jan 15, 2010 3:44 PM
13	Não conhecia o Programa e estou muito satisfeita, inclusive gostaria que me encaminhasse curriculos de outros jovens.	Jan 15, 2010 4:07 PM