



USAID
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USAID/Brazil's Disadvantaged Youth Program

QUARTERLY PROGRESS REPORT

July – September 2008

enter **Jovem**
Empregabilidade & Tecnologia

American Institutes for Research

&

Instituto Empreender

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Attachment (separate files)

1. Business Plan
2. July 23th 2008 minutes meeting
3. August 12th 2008 minutes meeting
4. Youth Satisfaction Survey Questionnaire
5. Educator Satisfaction Survey Questionnaire

LIST OF NETs ABBREVIATIONS

Bahia:

AC = Associação Champagnat
AMC = Associação dos Moradores de Cajazeiras
CEASD = Colégio Estadual Alberto Santos Dumont
CEEGM = Colégio Estadual Emílio Garrastazu Médici
CEFR = Colégio Estadual Frederico Costa
CERA = Colégio Estadual Rômulo Almeida
GCB = Grupo Cultural Bagunço
IDC = Instituto Daniel Comboni
PSR = Projeto Social Renascer

Pernambuco:

AMCRNSC = Associação de Moradores do Conjunto Residencial Nossa Senhora da Conceição
ANDHUS = Associação Nacional de Desenvolvimento Humano e Social
APEC = Associação Pernambucana de Cegos
CCVA = Centro Comunitário Vivendo e Aprendendo
CDIV II = Centro de Desenvolvimento Integral Vida II
CEAEC = Centro de Estudos e Apoio às Escolas da Comunidade
CFPF = Centro de Formação Profissional do Flau
CFPC Pe. HP = Centro de Formação Profissional e Cidadania Padre Humberto Plumenn
COCCE = Centro de Organização Comunitária Chão de Estrelas
CMMAR = Clube de Mães dos Moradores do Alto Refúgio
CMMC = Conselho de Moradores do Morro da Conceição
CMTIR = Clube de Mães Tia Iracema
COSIROF = Comissão de Saúde Independente de Roda de Fogo
ECP = Escola Comunitária de Paulista
GMMSA = Galpão dos Meninos e Meninas de Santo Amaro
GCASC = Grupo Comunidade Assumindo suas Crianças
ISMP = Instituto Social Medianeiras da Paz
MTNM = Movimento Tortura Nunca Mais
ODP = Oratório da Divina Providência

1. Introduction

The American Institutes for Research (AIR) and the Instituto Empreender (IE) implemented the 20th quarter of USAID/Brazil's Disadvantaged Youth Program (DYP), Enter Jovem: Employability & Technology (EJ) with support from USAID/Brazil from July 1st through September 30st 2008.

Enter Jovem's Program goal is to support USAID/Brazil's Implementing Mechanism – “access to training and employability skills and opportunities increased for disadvantaged youth”, by contributing to two Intermediate Results: (10.1) increased marketable skills training for disadvantaged youth, and (10.2.) increased access of disadvantaged youth to employment opportunities.

The Enter Jovem program was granted a one year extension by USAID “*to increase the in-country capacity to sustain and replicate the youth employment developed methodology.*” This builds upon the Enter Jovem's goal *to expand economic services to vulnerable groups.* Therefore, the program objective during this period is to:

- improve the existing model to increase youth's access to the formal job market;
- increase sustainability and replication of the project;
- strengthen public and private alliances;
- test the applicability of the model in a formal school setting; and
- empower youth committees to actively advocate for their interests and rights.

This report will summarize four initiatives that are simultaneously being implemented under the current Cooperative Agreement:

1. USAID funded Enter Jovem: Employability & Technology one year extension (Oct 07 – Sept 08)
2. Motorola Foundation Grant
3. USAID Incremental funding for Enter Jovem School Coalition
4. Government of Pernambuco expansion into public Schools

2. Progress Summary

Training: 3,324 youth have enrolled in the Enter Jovem program from all funding initiatives, and 1,924 completed the training during year 5. E&T training also started in another twenty four public schools reaching an additional 817 youth in this quarter. A total of 29 trainers were trained to use the Enter Jovem methodology during a 40-hour training held in Bahia. The program is currently being replicated by 2 community-based organizations and 25 public schools.

Labor Market Insertion (LMI): A total of 533 youth have been hired during this year of the project and 48% of them have retained their jobs for over a 3 month period. During this quarter, 27 new companies have started to hire youth from the program. Employability workshops were held to increase youth's access to the formal job market and assist them with selection processes,

Policy: On August 8th, USAID Administrator, Mrs. Fore, signed with Bahia State Governor, Mr. Jacques Wagner, a Memorandum of Understanding between the U.S. Government and the Bahia State Education Secretariat to implement an English Learning Program jointly with PEJ. On August 18th, Youth Committee members (YC) of Salvador traveled to Feira de Santana to meet the Secretary of Social Development to replicate the model of Youth Parliament in Salvador. On September 19th, the Annual Youth Meeting was held in Salvador at Centro Universitário da Bahia (FIB), with the participation of AIR staff, YC, PEJ youth and NETs representatives. On September 25th, the Brazilian Federal Government published an act to protect youth interns employed in companies.

Private and Public Sectors Alliance: The government of Pernambuco established partnership with PEJ to implement E&T training in the public schools. AIR with its local partner, Insituto Video Educarte, launched the Social Responsibility Torpedos, a component of the Motorola Foundation sponsored program. PEJ will be extended for 2 more years due to the partnership between USAID and State of Bahia. As part of the total investment, US\$ 500,000 has already been granted to the American Institutes for Research to start project implementation. AIR held a private sector meeting where Ambassador Lucke Lewis and Ms. Gabriela Goulart from USAID attended to discuss possible partnerships. AIR is currently negotiating partnerships with COELBA - Bahia State utility company – Microsoft, and Vivo.

Monitoring & Evaluation: AIR developed a survey to investigate the perceptions and level of satisfaction of educators and youth participating in PEJ in Bahia and Pernambuco. The majority of the respondents answered to be satisfied with the program. AIR collected data from a post-test survey in an effort to evaluate the skills developed by PEJ youth in training. Now, the survey is in the process of treatment and analysis in SPSS software by New York City University Statistician as part of a mini-grant awarded to the university.

Institutional Strengthening: The “Instituto Pestalozzi” established a partnership with PEJ on 07/31/2008, to deliver training to 24 mentally disabled youth, in their recently inaugurated computer lab. Two classes with 12 students each were enrolled.

3. Training¹

In Bahia, besides the eight schools that were expected to start classes during this quarter, four more schools that established the Coalition also began classes. Today, there are a total of thirteen schools replicating Enter Jovem's youth employability model in Bahia (9 supported by Motorola Foundation and four by USAID). The program expansion into the schools during this quarter has given access to training to a total of 486 new students in Bahia. Altogether, Motorola Foundation and USAID Coalition programs have enabled the program to more than double the number of initial beneficiaries planned for this year – initial target for Bahia was 400 students.

Additionally, the Government of Pernambuco signed in August an agreement with IE to test the Enter Jovem model in fifteen public schools reaching an additional 500 youth. Schools began to enroll youth during this quarter. To date, 331 youth have enrolled in twelve new schools and the program has expanded to 11 municipalities in the state of Pernambuco (Recife, Olinda, Abreu e Lima, Cabo de Santo Agostinho, Camaragibe, Igarassu, Itapissuma, Jaboatão dos Guararapes, Moreno, Paulista, and Vitória de Santo Antão). Further information on this partnership is provided below in 8 – Public and Private Partnerships.

A new community based-organization (*Instituto Pestalozzi da Bahia*) established partnership with PEJ during this quarter to deliver training to 19 disabled youth. Instituto Pestalozzi had not joined the program earlier due to problems with their documents. Nevertheless, as the program is committed to serve 10% of PWD, AIR agreed to train their educators and enroll students in this later quarter.

3.1. Training of Trainers

In order to meet the expected target of training an additional 240 public school youth, proposed to Motorola Foundation and 400 youth proposed to the USAID coalition by September 2008, Enter Jovem started a strategy to encourage youth and educators to remain in training, through the improvement of the sensibilization events and the increase of the Nuclei Supervisors interventions. This strategy was created to avoid the problems that happened in the previous quarter, when classes were canceled because of these reasons: the increase in the use of ICT labs by other teachers in the school; the drop-out of educators who got full-time jobs in other institutions; and internal conflicts.

Therefore, in an effort to reach AIR proposed targets, an assessment of the high schools in Bahia was conducted to verify the existing infrastructure and interest in the program. On the total of schools identified from last quarter through September 2008, only 19 had the necessary infrastructure to hold the E&T trainings in Bahia (11 to Motorola and 8 to Coalition). This time, PEJ improved the sensibilization events in these 19 high schools. As results, PEJ surpassed Motorola's target because USAID financial resource for the coalition proposal was delayed. Therefore, some youth previously allocated to the coalition proposal received support from Motorola Foundation to remain in the training process.

¹ All figures presented in the report are dated November 10, 2008.

During this quarter, a group of 29 new trainers was trained, all from Bahia. The participants NETs are from the coalition proposal, except for 2 (Garrastazu Médiçi and Projeto Social Renascer), that needed to replace educators. The table below shows the number of educators trained in each of the NETs:

Table 1 – Educators trained per NET

NET (Public Schools)	Educators	
	Participants	Completed
Colégio Estadual Alípio Franca	3	3
Colégio Estadual Marcílio Dias	3	2
Colégio Estadual Edvaldo Brandão Correia	4	4
Colégio Estadual Raymundo Matta	3	3
Colégio Estadual Leonor Calmon	6	4
Colégio Estadual C. Vicente Pacheco de Oliveira	5	5
Colégio Estadual Padre José Vasconcelos	5	5
Colégio Estadual Dorival Passos	1	1
Garrastazu Médiçi	1	1
Projeto Social Renascer	1	1
TOTAL	32	29

3.2. Training of Youth

Currently, 3,324 youth have enrolled in the project in Bahia and Pernambuco and 1,924 have completed the training in Year 5. In reviewing the total PEJ figures, the drop-out rate has been reduced during this year (from a previous rate of 22% to 17%), due to Pernambuco, which had a lower drop-out rate (13%). Bahia did not reach the same drop-out rate (25%), because the community based-organization CAMA as well as EEPI and “Colégio Estadual Dalva Matos” stopped activities in the middle of the training because they thought they were able to cope with their role in the program, but would not able to manage it. Also, Nuclei Supervisors (NS) in Bahia have reported some barriers to retain youth in training: (1) urban violence (a NS reported that shooting happened in August at Henriqueta Catharino and students were afraid to continue in training). Four withdrew all at once during this period; (2) twelve hour training per week are considered extensive by the students; and (3) the bad conditions of the hardware available, especially in schools, hinder student’s motivation to pursue the training.

The following table shows the NETs and the number of youth who have completed the program by quarter during Year 5. Student’s graduation in the course after the end of the fourth quarter is an estimated figure based on current attendance.

Table 2 - Number of youth who have completed the program by quarter and State

In Bahia

BAHIA													
Partnership	N°	Net	TYPE		Youth Enrolled	Youth Completed Training					Estimated Completed		Estimated Drop-Out Rate
			NGO	School		Q1	Q2	Q3	Q4	TOTAL	In Training	TOTAL	
USAID	GOAL		5	1	400							320	20%
	1	APAE	1	-	40	-	-	-	40	40	-	40	0%
	2	Ass. M. de Cajazeiras	1	-	62	-	-	16	27	43	-	43	31%
	3	Associação Champagnat	1	-	81	-	-	32	-	32	31	63	22%
	4	Centro De Arte Meio Ambiente	1	-	23	-	-	-	-	-	-	0	100%
	5	Escola. Edu. P. Integral	1	-	17	-	-	-	-	-	-	0	100%
	6	Garrastazu Médici	-	1	41	-	-	-	31	31	1	32	22%
	7	Grupo C. Baguncaco	1	-	51	-	-	17	21	38	-	38	25%
	8	Instituto Daniel Comboni	1	-	39	-	-	19	7	26	1	27	31%
	9	Instituto Pestalozzi da Bahia	1	-	19	-	-	-	-	-	19	19	0%
	10	Lar Fabiano de Cristo	1	-	30	-	-	13	12	25	-	25	17%
	11	Proi. Social Renascer	1	-	51	-	-	16	13	29	-	29	43%
	12	Telecentro Águas Claras	1	-	20	-	-	-	15	15	-	15	25%
TOTAL			11	1	474	0	16	97	166	279	52	331	30%
MOTOROLA	GOAL		0	5	240							192	20%
	1	Colégio Estadual Alberto Santos Dumont	-	1	54	-	-	-	-	-	-	36	33%
	2	Colégio Estadual Almirante Barroso	-	1	108	-	-	-	-	-	100	100	7%
	3	Colégio Estadual Dalva Matos	-	1	22	-	-	-	-	-	-	0	100%
	4	Colégio Estadual Edvaldo Fernandes	-	1	36	-	-	-	-	-	36	36	0%
	5	Colégio Estadual Frederico Costa	-	1	23	-	-	-	-	9	-	9	61%
	6	Colégio Estadual H. de A. Castelo Branco	-	1	41	-	-	-	-	-	34	34	17%
	7	Colégio Estadual Henriqueta Martins Catharino	-	1	22	-	-	-	-	-	17	17	23%
	8	Colégio Estadual João das Botas	-	1	22	-	-	-	-	-	19	19	14%
	9	Colégio Estadual Presidente Costa e Silva	-	1	31	-	-	-	-	-	23	23	26%
	10	Colégio Estadual Professor Rômulo Almeida	-	1	28	-	-	-	-	-	3	3	89%
	11	Colégio Estadual Vitor Soares	-	1	24	-	-	-	-	-	19	19	21%
TOTAL			0	11	411	0	0	0	0	9	287	296	28%
USAID COALITION	GOAL		0	10	200							160	20%
	1	Colégio Estadual Alípio Franca	-	1	55	-	-	-	-	-	55	55	0%
	2	Colégio Estadual C. Vicente Pacheco de Oliveira	-	1	47	-	-	-	-	-	47	47	0%
	3	Colégio Estadual Dorival Passos	-	1	10	-	-	-	-	-	10	10	0%
	4	Colégio Estadual Pe. José Vasconcelos	-	1	54	-	-	-	-	-	41	50	7%
TOTAL			0	4	166	0	0	0	0	0	153	162	2%
BA TOTAL			11	16	1051	0	16	97	166	288	492	789	25%

In Pernambuco

PERNAMBUCO													
Partnership	N°	Net	TYPE		Youth Enrolled	Youth Completed Training					Estimated Completed		Estimated Drop-Out Rate
			NGO	School		Q1	Q2	Q3	Q4	TOTAL	In Training	TOTAL	
USAID / GOV PE	GOAL		15	0	2000							1600	20%
	1	Ass. Nac. Des. ANDHUS	1	-	189	-	82	-	84	166	-	166	12%
	2	Ass. PE de Cegos	1	-	29	-	-	13	6	19	-	19	34%
	3	Ass. suas Crianças	1	-	91	-	54	-	24	78	-	78	14%
	4	Associação de Moradores Nossa Senhora da Conceição	1	-	39	-	-	-	34	34	-	34	13%
	5	Centro A. Divino Amor	1	-	48	-	42	-	-	42	-	42	13%
	6	Centro de Desenvolvimento Integral Vida II	1	-	41	-	-	-	36	36	-	36	12%
	7	Centro E. A.E. da Comunidade	1	-	117	-	46	-	42	88	-	88	25%
	8	Centro Educl. e Profissionalizante Turma do Flau	1	-	40	-	-	-	32	32	-	32	20%
	9	Centro O. C. Chão de Estrelas	1	-	108	-	52	-	37	89	-	89	18%
	10	Centro Pe. Humberto Plummen	1	-	117	-	41	-	52	93	-	93	21%
	11	Cidade Evangélica dos Órfãos	1	-	60	-	56	-	-	56	-	56	7%
	12	Clube de Moradores do Alto do Refúgio	1	-	37	-	-	-	33	33	-	33	11%
	13	Clube M. Tia Iracema	1	-	115	-	54	-	46	100	-	100	13%
	14	Conselho de Moradores do Morro da Conceição	1	-	38	-	-	-	28	28	-	28	26%
	15	COSIROF	1	-	108	-	50	-	37	87	-	87	19%
	16	Escola Comunitária de Paulista	1	-	198	-	81	1	86	168	-	168	15%
	17	Galpão Santo Amaro	1	-	68	-	34	1	20	55	-	55	19%
	18	Inst. Medianeiras da Paz	1	-	81	-	38	-	26	64	-	64	21%
	19	Mov. Tortura Nunca Mais	1	-	295	-	167	-	95	262	-	262	11%
	20	Oratório da Divina Providência	1	-	25	-	-	-	20	20	-	20	20%
	21	Vivendo e Aprendendo	1	-	98	-	53	-	33	86	-	86	12%
	TOTAL		21	0	1942	0	850	15	771	1636	0	1636	16%
GOV PE	GOAL		0	15	500							160	68%
	1	Escola Estadual Ageu Magalhães	-	1	24	-	-	-	-	-	24	24	0%
	2	Escola Estadual Diário de Pernambuco	-	1	20	-	-	-	-	-	20	20	0%
	3	Escola Estadual Epitácio Pessoa	-	1	27	-	-	-	-	-	27	27	0%
	4	Escola Estadual Ernesto Silva	-	1	23	-	-	-	-	-	23	23	0%
	5	Escola Estadual Eurídice Cadaval	-	1	37	-	-	-	-	-	37	37	0%
	6	Escola Estadual Felipe Camarão	-	1	36	-	-	-	-	-	36	36	0%
	7	Escola Estadual Joaquim Xavier de Brito	-	1	22	-	-	-	-	-	22	22	0%
	8	Escola Estadual Luiz Rodolfo	-	1	34	-	-	-	-	-	34	34	0%
	9	Escola Estadual Maria do Céu	-	1	34	-	-	-	-	-	34	34	0%
	10	Escola Estadual N. Sra. de Fátima	-	1	16	-	-	-	-	-	16	16	0%
	11	Escola Estadual Professor Mota Albuquerque	-	1	29	-	-	-	-	-	29	29	0%
	12	Escola Estadual Sizenando Silveira	-	1	29	-	-	-	-	-	29	29	0%
	TOTAL		0	12	331	0	0	0	0	0	331	331	0%
PE Total			21	12	2273	0	850	15	771	1636	331	1967	13%

Project Total

TOTAL											
Initiatives	TYPE		Youth Enrolled	Youth Completed Training					Estimated Completed		Estimated Drop- Out Rate
	NGO	School		Q1	Q2	Q3	Q4	TOTAL	In Training	TOTAL	
Enter Jovem - USAID Total	32	1	2416	0	866	112	937	1915	52	1967	19%
Enter Jovem - Motorola Total	0	11	411	0	0	0	0	9	287	296	28%
Enter Jovem - Coalition Total	0	4	166	0	0	0	0	0	153	162	2%
Enter Jovem - GOV PE Total	0	12	331	0	0	0	0	0	331	331	0%
Enter Jovem Total	32	28	3324	0	866	112	937	1924	823	2756	17%

In Recife, 2,323 youth were enrolled in on-line entrepreneurship training. Out of these, 1,636 completed the training and 368 youth are currently in training. Over twelve hundred business plans were developed and 41 of these were analyzed by *Gera Negócio* specialists and considered viable to be implemented (there is in the attachment an example of business plan). In Bahia, fifty youth from different NETs have enrolled and began the online course during this last quarter, 13 of which have dropped out. Table 4 below presents a summary of the number of youth who enrolled and completed the training through September 30th:

Table 3 - Number of youth who enrolled and completed the Entrepreneurship Virtual Training

State	Course	Enrolled	Completed	Dropped out	In Training
BA	40-hour Entrepreneurship On-line	50	0	13	37
PE	60-hour Entrepreneurship On-line	2273	1636	306	331
TOTAL	Entrepreneurship On-line	2323	1636	319	368

In August, Enter Jovem held in Recife graduation ceremonies to certify 850 youth who successfully completed the E&T and Virtual Entrepreneurship training. Ceremonies took place in each of the 15 community based-organization giving youth a chance to celebrate the accomplishments achieved. Also, all NETs that held this event received a partnership certificate from PEJ and educators a Letter of Participation at the end of the ceremony.

On August 22nd, APAE (a community based-organization that serves people with disabilities) organized a special certification ceremony. During the national week of disabled people, APAE's staff and beneficiaries (and general public) met in one of the most important squares in Salvador to celebrate the date. During the day, children and youth from the NGO participated in workshops on employability, cultural activities and games.



4. Labor Market Insertion (LMI)

Twenty-one private sector face-to-face meetings and four presentations in professional events were held to outreach support from possible employers. These activities are part of the institutional and guided job search of the Labor Market Insertion Strategy (LMIS). As a result of these activities and the spontaneous job search, 1,814 youth have been invited to participate in selection processes in 33 Companies.

During this quarter, 16 Employability Workshops (*Plantão de Empregabilidade*) were held, 14 in Pernambuco and 2 in Bahia. 562 program youth participated, discussing concerns about the selection process through group activities. As a result of the workshop, 57 youth in Bahia were selected to participate in hiring processes for Perini Company and for other companies through S.I.M.M. (public agency for job placement).

Ten Employability Rituals were conducted in Bahia. The ritual is a moment in which youth review what they have learned in the E&T training, preparing them to the labor market. Also, it is a useful moment for where the Insertion Assistants (IA) learn more about the technical and personal skills of each individual youth and thus are able to match youth's profile with job descriptions for pre selection and referral to possible employers. Another objective of the ritual is to practice youth's communication and behavior skills. Only youth that have concluded the E&T training can attend the ritual – it is a marking point after the end of the training where there is a symbolic transition to the market. The table below displays the number of participants in Salvador during this quarter, distributed by gender per NET.



Youth from the High School "Garrastazu" in the rite of passage at PEJ headquarter office

Table 4 - Participants in rite of passages in Salvador distributed by gender and NET

Period	NET	Male	Female	TOTAL
Jul-08	Águas Claras	5	5	10
Aug-08	Garrastazu	7	5	12
	APAE	9	8	17
	Bagunçação	1	4	5
Sep-08	Daniel Comboni	3	3	6
	Garrastazu	11	4	15
	Renascer	4	9	13
	LCF	1	10	11
	APAE	11	3	14
	Cajazeiras	0	7	7
TOTAL		52	58	110

During this quarter a total of 185 youth were hired in Recife and 65 in Salvador. AIR will continue to count youth hired and who retained their jobs for over a 3 month period in the next quarter. Indicators presented in Item 9 - Monitoring and Evaluation, provides further insertion details such as the retention rate.

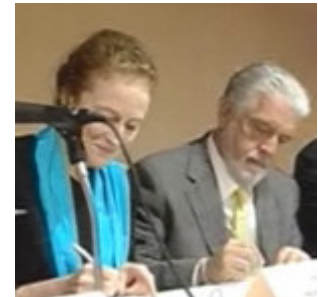
5. Policy



The “Bagunçação” NET greets Administrator Fore in Salvador.

On August 8th, Administrator Fore traveled to Salvador to participate in a lunch offered by Bahia State Governor, Jaques Wagner, with the presence of Bahia State Secretaries, the Governor of Pernambuco State, Eduardo Campos, the Governor of Sergipe State, Marcelo Déda, and representatives from the Alagoas and Piauí State governments. Administrator Fore was greeted by the community based-organization “Bagunçação” Cultural Group. After lunch, Adm. Fore signed a Memorandum of Understanding between the USAID and the Bahia State Education Secretariat to

implement a Youth Employment and English as a Foreign Learning Program. This partnership will promote the expansion of PEJ through the Bahia State public school system. Additionally, a new English learning component will be developed by the American Institutes for Research (AIR) in partnership with the Bahia State Education Secretariat to help students learn a global language and increase their access to the formal job market. The U.S. Government will make available US\$ 1,000,000 for a two year program. Approximately twenty representatives from the private sector attended the signing ceremony and announced their intention to look for ways to contribute to this initiative, including FORD, COELBA, Dow, Motorola, Monsanto, among others.



Administrator Fore and Bahia State Governor Jaques Wagner sign MOU

5.1. Youth Committees

On August 18th, the Youth Committee (YC) of Salvador traveled to the neighboring city of Feira de Santana to meet the Secretary of Social Development, Mrs. Lúcia Freitas Bastos. The meeting was part of the plan that considered the replication of the model of Youth Parliament model that has been established and tested in Feira de Santana. The Parliament aims to aggregate youth from different sectors of the society (students, workers, representatives of civil society, etc.) in actions that promote a dialog with public authorities in the city and discuss youth rights. This initiative is part of the YC sustainability plan. Nevertheless, youth recognizes that a longer period of time would be necessary to establish the model in Salvador as there are several voting phases and necessary mobilization to elect representatives.

The YC in Salvador implemented the 2nd Caravan of Culture and Employability on August 7th, in partnership with Coelba (Bahia’s state utility energy company) and NET “Bagunçação”. The Caravan’s objective was to increase awareness about citizenship and active engagement to improve quality of living and bring changes within the community. The Secretariat of Health of Bahia was present and offered public services to participants (medication, general health information, seminars on dengue² prevention, family planning, etc). The event also had the

² Dengue is an acute febrile disease found in the tropics and Africa. It is caused by four closely related virus serotypes of the genus *Flavivirus*, family *Flaviviridae*. It is also known as breakbone fever.

presence of the EMBASA (Bahia's state utility water company) mobile unit and of several art groups from the community (theater, music, etc.). The Feira de Santana Parliament was present at the event to foster experience exchange among the different youth groups.



Bagunçação's percussion group presentation at the Caravan



Hip-hop presentation at the Caravan

In Recife, youth marched the streets to increase awareness of employers and the general public regarding their social responsibilities and roles. Car wastebags were distributed with social responsibility awareness messages asking people to give youth a job opportunity. This initiative was sponsored through *Criança Esperança* grant program.



Youth's Social Responsibility March

Also in Pernambuco, the NET "Chão de Estrelas" promoted a large class on employability named "Aulão Cidadão". During the event, youth participated in seminars about Children and Adolescent's Rights and Internship Law. Several companies displayed job opportunities offer. Young entrepreneurs from the NET presented the workshop "Entrepreneurs in Action", where they demonstrated how to manufacture cleaning product. "It was a good experience, because I developed some professional attitudes that will help me in the future", commented a participant youth from PEJ.

5.2 Annual Youth Meeting

On September 19th, the Annual Youth Meeting was held in Salvador at Centro Universitário da Bahia (FIB), with the participation of AIR staff, PEJ youth and NETs representatives. Its objective was to foster experience exchange and to evaluate the program. Nearly 175 youths from 12 NETS (Henriqueta Catarino; Costa e Silva; Vitor Soares; Santo Dumont; Edvaldo Fernandes; João das Botas; Frederico Costa; Almirante Barroso; Dalva Matos; Champagnat; Lar Fabiano de Cristo; and Renascer;), were present



Youth on stage presenting workshop results at the Annual Youth Meeting

at the full day event. The YC was actively engaged in coordinating the logistics of the event.

Youth were asked to select among the six workshop options which one they would like to attend. A monitor was responsible to facilitate the workshop activity with youth from different NETs. The following table summarizes the workshops.

Table 5 – Annual Youth Meeting’s Workshop Analysis

Workshop Name	Description	Objectives of the Workshop	Results
Communication and Market Labor	Youth performed different tasks in groups: while some pairs made objects with modeling clay, a group observed their work, one youth photographed and another prepared a Power Point presentation.	<ul style="list-style-type: none"> ● To construct objects in pairs using modeling clay, in order to reflect on our way of working in teams. ● To reflect about communication in the labor market, especially in team work. ● To think about an action considering its importance to the others. 	<ul style="list-style-type: none"> ● Understanding that empathy, collaboration, tolerance and patience are important elements for communication. ● Demonstration of acquired computer skills through a Power Point presentation.
Employability and Social Responsibility	Class divided in groups to discuss the themes: health, education and safety.	<ul style="list-style-type: none"> ● To reflect critically about social problems that youth often experience in their communities. ● To encourage youth to create possible actions that motivate the society to preserve the community well-being. 	<ul style="list-style-type: none"> ● Awareness of citizenship (youth rights and community duties) and the importance of the improvement of youth education to increase social opportunities. ● Demonstration of the importance of protagonism as a way to better claim youth rights. ● Youth realized that they can be “strong reciprocators” to raise their community’s awareness about common social problems, such as: public health, safety and citizenship.
Employability and Gender	The groups read texts about the theme ‘gender’ and discussed the main concepts, questioning and reflecting about related issues.	<ul style="list-style-type: none"> ● To discuss the professional evolution of women and their role in the labor market. 	<ul style="list-style-type: none"> ● Understanding of the distinction between equal rights of gender X gender equality; ● Understanding of the women’s roles (wife, housewife and female worker) in society. ● Awareness of women rights and their strength in society. ● Evidences of the challenges women face in the labor market, during youth speech. ● Demonstration of bad effects of machismo in society, as well as violence against women.

<p>The African-descendant in the Labor Market</p>	<p>The workshop started with an activity for group integration. Then, a job interview simulating a situation of discrimination was performed. Finally youth read and discussed an article about the African-descendants and the quotas issue in the labor market.</p>	<ul style="list-style-type: none"> ● To identify discriminatory and inadequate behaviors in the interview. ● To reflect how the E&T training could help them to face and avoid discrimination in the labor environment. ● To discuss the effectiveness of quota systems as a mechanism to provide fair opportunities. 	<ul style="list-style-type: none"> ● Youth demonstrated awareness of equality notions. ● Understanding of cooperation between different social entities, such as the alliance among NGOs, Companies and State, to strengthen the society against social discrimination, ● Youth realized that the improvement of education is an effective mechanism to prevent racism. ● Inclusion of the theme “individuals with disabilities” at the plenary because there was a special youth in the team. They demonstrated altruism and solidarity in their actions.
<p>Employability and Personal Economy</p>	<p>An activity for self-introduction, then a discussion of the importance of personal economy and a systematized reflection on its importance to the whole society. Youth created a poster illustrating points of reflection.</p>	<ul style="list-style-type: none"> ● To reflect about the importance of being responsible for your own economic stability. ● To realize that each one is able to produce income and to reflect about the implication of this in the professional life. 	<ul style="list-style-type: none"> ● Youth knew how to explain what a personal economy plan is (ex: how to save money targeting a future objective). ● Awareness of important concepts, such as: entrepreneurship and self administration.
<p>Employability and Professionals Perspectives</p>	<p>Self introduction, then discussion of education and professional qualifications. Three different perspectives were shown: an educator’s; a coordinator’s and a YC youth’s points of view. Youth designed a poster to illustrate their ideas.</p>	<ul style="list-style-type: none"> ● To show different ways to act in the labor market. ● To discuss and reflect on the several alternative ways to become multipliers of what they learned in the E&T training to their communities. 	<ul style="list-style-type: none"> ● Youth realized the increasing demand for further professional qualification. ● They understood how to plan a career through their speech at the plenary. ● Youth could have a better understanding of their reality, as well as the chances to fill a job vacancy if they improve their professional qualifications.

Next page, there are pictures of youth in action during the workshops:



Closing the event, Mr. Euclides Santos Bittencourt (Professor of Economy, Entrepreneurship and Statistic of the FIB - Centro Universitários da Bahia) did a presentation ont youth and employability. To close the event, program beneficiaries from different communities performed to entertain participants with hip-hop concert and a play on citizenship, employability, youth dreams and hopelessness written and produced by them.

5.3 Legislation

The Brazilian Federal Government issued a law on September 25th to define activities and incorporate benefits to internship legislation. According to the new Bill nº 11.788, interns who remain in the job for more than a one year period have the right to a 30-day paid time-off, preferably during the school vacation. Regarding the duration of the internship, the law determines that students in special education systems who are in their last years of elementary school can only be hired to work for four hours a day. Vocational school, college or high school students can work up to six hours a day.

The law also limits the number of high school students working as interns per company. Companies with one to five employees can only recruit one intern; from six to ten employees, up to two; from 11 to 25 employees, up to five, and above 25 employees, up to 20%.

Another change is that the internship must not last more than 2 years. The previous law established a minimum contract of six months, but did not set a limit to end the contract. Finally, the law establishes that self-employed may also recruit trainees.

6. Institutional Strengthening

Instituto Pestalozzi established a computer lab with 12 machines to provide the E&T training program to disabled youth. Classes began last quarter with 24 people. A launching ceremony was held at the organization where PEJ Education Specialist, Ms. Tékia Rios, the Director of Instituto Pestalozzi, Mrs. Jailza Rosa, and PEJ educator at the NGO, Mrs. Maria Amelia Braga, and students were all present.



NET Instituto Pestalozzi Launching

In Pernambuco, a partnership between NET Tortura Nunca, DTCOM and Chesf provided further training to Enter Jovem's beneficiaries on marketing, public speaking, verbal communication, interpersonal relationships and others. Distance education courses were transmitted on TV by satellite and at the end of the course students take an online test to evaluate learning. A score of 75% or higher will grant them a certificate issued by DTCOM.

6.1. Sustainability Plan

The sustainability of PEJ methodology was discussed with the CBOs representatives to develop a plan that would enable the organizations to replicate the methodology using their own resources. The group proposed to create a network where CBOs could act as partners to develop plans together, implement the LMIS and fundraise. After a series of meetings, two local partner CBOs, Lar Fabiano de Cristo and Instituto Daniel Comboni, have decided to replicate the PEJ methodology as part of the sustainability plan. These organizations have their own financial resources that would be allocated to replicate the PEJ activities. They have decided that they will replace some of their present activities with PEJ methodology, which they consider to bring a greater benefit to the community.

Other CBOs also showed an interest in keeping the program. However, some difficulties such as internal procedures, lack of communication and lack of infra-structure were constraints for a decision to be made at this point:

- APAE: is interested in participating, but the levels of decisions and capacity to provide response in a timely manner has been slower. Information has not always been clear about their interests and goals.
- Grupo Cultural Bagunço: is interested, but did not present the required documentation. They are also facing financial constraints and have decreased the number, level of activities and staffing.
- Champagnat: is interested, but is going through some structural problems at the moment and cannot define their future plans.

As a recognition of the contributions the community-based organizations have made the project, AIR suggests that the School Coalition Resources from Pernambuco to be transferred to support

the CBO's activities. Instituto Empreender is currently in negotiations with the Government of Pernambuco regarding the replication of the model in Santa Amaro community. They believe that the School Coalition would hinder their negotiations. Therefore, AIR would make available to the group of CBOs in Bahia the 200 copies of the Student's handbook and 200 t-shirts to support the first classes in support to the network. AIR will request USAID approval for this activity modification.

7. School Coalition

AIR Public Politics Assistant (YEP) traveled twice to Recife to implement the School Coalition in Pernambuco following the previous meetings held throughout the year with Instituto Empreender, Secretary of Education and Secretary of Youth. The first trip included visits to potential schools and discussions with authorities of the State of Pernambuco to emphasize the objective of the Coalition with the Secretary of Youth and Labor of Pernambuco – YLS/PE (Mr. Pedro Mendes); the Educational Secretariat representative (Mrs. Cantaluze Lima); The Labor Agency of the YLS/PE Director (Mrs. Angêlla Mochel); the AIR Chief of Party (Mrs. Tanya Andrade); The Instituto Empreender Director (Mrs. Mariza Soares); the Insertion Assistant of Instituto Empreender (Mrs. Josicleide Moraes); and AIR YEP Assistant (Mrs. Rita Campos). In this meeting, Mr. Mendes assured the interest to establish the Coalition. The group discussed the possibility for the School Coalition program to support the State's initiative in Santo Amaro, one of the most vulnerable communities where the State Government is concentrating efforts to create alternatives to improve the quality of life in the neighborhood. Mr. Mendes assured the government would be able to allocate resources to support the initiative and AIR expressed that it would provide the training material and educators stipends for the first 200 students enrolled.

Discussions were pursued in this regard and Instituto Empreender believed it would be best to sign an agreement after they had completed the external evaluation in July that could be used by the Coalition to guide the future initiative. The Secretary of Education agreed that it would be best to wait for the completion of the evaluation.

It is important to note that in Pernambuco the Secretary of Education is responsible for all activities that take place in public schools and thus school principles do not have the autonomy to bring projects and offer services to students.

Due to the delay in completing the evaluation, AIR proposed to meet with Coalition members to present the drafted Memorandum of Understanding, define deadlines and next steps. AIR met again with Mr. Mendes, Mrs. Lima, Mrs. Mochel, Mrs. Soares and Mrs. Karla Lavrador (Educational Specialist of Instituto Empreender). The MoU was presented and partners agreed to the terms of the document. Members agreed to sign and return the document by August 18th.

Nevertheless, Instituto Empreender called and asked AIR not to move the Coalition forward as it would hinder their negotiations. Therefore, AIR explained the need for a commitment of the Coalition in order to provide the support. Nevertheless, IE believes that if the Coalition is established they will not be able to provide further services to the Government. AIR scheduled a meeting on November 5-6th with Coalition members to discuss and better understand the concerns.

Therefore, to date, the Coalition in Pernambuco has not signed an agreement and has not enrolled youth. After November's meeting, AIR proposed that if the Coalition is not ready to make a formal commitment, to relocate resources to support the CBO's initiative in Bahia to replicate the Enter Jovem program.

In Bahia, the School Coalition was established with four new schools who demonstrated the conditions, interest and possibility to replicate the Enter Jovem model, increasing the program's capacity to be sustained. The schools signed Letters of Commitment and agreed to replicate the methodology. To foster the initiative as originally proposed, AIR has provided training to trainers, the course material and t-shirts. Since the project close-out was canceled, AIR proposed to provide monthly on-site technical visits, continuous online assistance and monitor progress and schools preferred stipends to be provided on a monthly basis. Therefore, AIR has continued to provide continuous training to educators in schools that agreed to establish the Coalition.

Additionally, USAID and the Government of Bahia have signed a Memorandum of Understanding to integrate the Enter Jovem program and the English for All program. This initiative will seek to create the conditions to sustain the program through the public school system.

8. Public and Private Sector Alliances

7.1 Government of Pernambuco

The government of Pernambuco signed an agreement with Instituto Empreender to test the Enter Jovem program in a formal public school setting, drawing from AIR's earlier School Pilot Test in Bahia. The program started during this quarter and enrolled an additional 500 students in fifteen schools throughout Pernambuco.

The Government of Pernambuco has been an important donor and active partner of the Enter Jovem program. The Governor has reassured that the program is efficient and the implementation is impressive. Mr. Mendes has stated their interest to pursue partnership with U.S. Government to expand and replicate the program throughout the state by providing cash contributions. Nevertheless, they would like to have a formal agreement signed with the US Government as they find the model in Bahia to be innovative and effective for all parties.

7.2 Government of Bahia

As a result of Secretary of State's trip to Bahia, PEJ will be extended for 2 more years to integrate the English for All component. AIR and the Secretary of Education have been holding meetings to design the new component of the project that will teach English to disadvantage youth as a way to increase their access to the formal job market. In Bahia, the tourism industry has been growing, especially after the new direct flight from Miami to Salvador. Additionally, English is the global language for communication. English language skills will be a differential for youth in the market. Resources made available by USAID for the project is not sufficient to implement all the desired components. Therefore, a strategic component of the program is to outreach to the private sector as to provide complementary funds.

7.3 Motorola Foundation

A partnership between AIR, Motorola Foundation and Instituto Video Educarte, made it possible for PEJ to send *torpedos* (text messages) to youth cellular phones. These text messages seek to raise youth's awareness of the importance regarding their employability. Two times per week youth receive *torpedos* with tips on three main topics: curriculum vitae, selective processes, and ethics at work. A total of 22,800 messages will be sent between October and December 2008. Eight hundred youth in Salvador are receiving the text messages. This initiative has been financed by Motorola Foundation through their grant.

To contribute with Motorola in the US-Brazil CEO Forum³, AIR developed an investigation about tax incentives for education in Brazil. It aimed at sensitizing the Brazilian Government to introduce effective legislation to benefit Education. In Brazil, there are laws that incentive NGOs in their sustainability. However, their use is restricted to the participation of individuals who declare the complete version of the income tax form and to corporations that declare real profit. Only areas such as culture, childhood, sports and research benefit from the law. The benefits of the donation laws do not apply to individuals and corporations that fit into other income tax schemes. Why leave out other important areas as education, environment and health? What are the advantages and benefits for donors? These are the questions that came as a result of the investigation.

To make this investigation, a comparative study on several fiscal incentives (Rouanet Law – culture; FMDCA - Fund City Human Rights of the Child and Adolescent; Law 9.249/95 - teaching and research institutions; and Law of OSCIP – Civil Society Organizations of Public Interest) was conducted. The evidence showed that there is a lack of incentives for CBOs focusing on education and that the Rouanet Law provides greater incentive for private investors. However, the CEO Forum is already engaged in a project to create the PRONAS (National Program for Support to Social Wellbeing) and rules on other related matters.

7.4. COELBA

Over the past two years, COELBA has hired program beneficiaries to work at the Energy Efficiency Museum as guides. Over 12 youth have been hired by COELBA and has expressed their satisfaction. Furthermore, COELBA has also opened the Museum to host Secretary of State visit to USAID supported project, Enter Jovem.

In support to the initiative to integrate the Enter Jovem and English for All programs, COELBA is currently negotiating a R\$ 155,000 grant in cash to AIR. COELBA would like to incorporate

³ “The Governments of the United States and Brazil have agreed to establish a U.S-Brazil CEO Forum. The Forum, consisting of both private and public-sector members, will bring together leaders of the respective business communities of the United States and Brazil to discuss issues of mutual interest, particularly ways to strengthen the economic and commercial ties between the two countries. Commerce Secretary Carlos M. Gutierrez and Allan Hubbard, Assistant to the President for Economic Policy and Director of the National Economic Council, will co-chair this Forum for the United States. The Planalto Casa Civil Minister (Presidential Chief of Staff) and the Brazilian Minister of Development, Industry and Foreign Trade, will co-chair for Brazil.” Source: http://trade.gov/press/press_releases/2007/brazilceo_01.asp

an energy efficiency component to the project as to train use to reduce energy consumption at work and in their own houses.

7.5. Outreach Activities

As part of the efforts to obtain resources from the private sector, on August 11th & 12th, the AIR Institutional Relation and AIR Chief of Party visited the companies “Intel Semicondutores do Brasil” (Intel Semiconductors of Brazil) and Microsoft in São Paulo. The institutions “Intel Aprender” and “Rede Intel Computer Clubhouse”⁴, represented by Mrs. Adriana Machado, representative of Corporate Matters of Intel Semiconductors of Brazil, compromised to support PEJ in the US-Brazil CEO Forum. Microsoft also demonstrates to be even more interested to collaborate. Microsoft implements the program “Parceiros na Educação” that promotes the use of technology in education. Microsoft is currently in discussion with AIR to:

- Provide in-kind contributions to the new program such as softwares, ICT training methodology, and other technical assistance;
- Provide Microsoft certificates to those youth who successfully complete the training in Excel, Word, Power Point presentation and computer maintenance.

Also, on September 19th, USAID Mission Acting Director, Mr. Lewis Lucke, met with representatives of the Bahia Secretariat of Education, AIR and companies based in Bahia. The purpose of the meeting was to increase the level of commitment of interested companies to support the Enter Jovem program. A Letter of Intent was drafted and presented to the companies as to specify the cash and in kind contributions. The following companies were present: Vivo (Mobile Company), Microsoft, Ford and Coelba. Mr. Lucke also traveled to Pernambuco to participate in the breakfast promoted by *Instituto Empreender* with companies based there jointly with public authorities. The following companies were present: Amanco, Wall Mart, Cimentos Nassau, Celpe e Carrefour.



Mr. Lucke during the meeting in Pernambuco

9. Communication

8.1 Success Stories

Jocilene Ferreira, a 23 years old female adolescent, was promoted at McDonald’s Company. Josilene graduated from PEJ and did the training at Ilê Aiyê, a local partner NGO. She started to work for McDonald’s two years ago as a cashier, as a result of guided job search undertaken by youth at Shopping Piedade. Now, in 2008, she was promoted and works as an instructor.

Ana Jéssica Buemio, 20 years old, was selected to work at Ferreira Costa, the largest home-center in the northeast of Brasil. She is a former student from NET Champagnat and was a YC

⁴ These institutions are communitarian programs that offer computer training to youth as a complementary activity to school.

member. Ana stood out because of her excellent communication skills. In August, she traveled to Recife for a 15 day training period sponsored by her new employer. This was Ana's first airplane flight and trip outside of Bahia.

In Pernambuco, the PEJ youth Tchaikovsky, known as "Tchai", was interviewed by a major newspaper of the State of Pernambuco in August. He is taking a specialization course at SENAC (Serviço Nacional de Aprendizagem Comercial) to become an administrative assistant. Tchai is also an intern in the Energy Company of Pernambuco (CELPE). At PEJ E&T training, he is the group leader in his class. The newspaper article focused on the challenges he faced to pursue his dreams, and emphasized how important it was to this youth to have good qualifications in order to reach social improvement. Tchai's mother gave him an unique name to honor famous musicians – his full name is Tchaikovsky Johannsen Adler Pryce Jackman Faier Ludwin Zolman Hunter Lins. Tchai mentioned that when he started to work at the Company, the staff wanted to know him because of his curious name – this fact was important to integrate him with colleagues at work.



Tchaikovsky during the interview to journalists

10. Monitoring & Evaluation

9.1. Educators and Youth Satisfaction Survey

AIR developed a survey to investigate the perceptions and level of satisfaction of educators and youth participating in PEJ in Bahia and Pernambuco. This survey increased the understanding of youth and educators needs and helped address some of the daily challenges faced by CBOs, educators and beneficiaries.

AIR used two different questionnaires to collect data from each of the groups. A total of 46 educators (53% of the total) and 387 youth (16%) answered the respective questionnaires. The distribution of respondents per NET is shown in Graph 1 (Educators) and Graph 2 (Youth).

● Analysis and Results of the Educators' interviews

The questionnaire designed for the educators had three guiding questions:

1. The first question asked the overall level of satisfaction with the Enter Jovem program;
2. Do you believe that PEJ's pedagogical plan contributes to the development of youth skills, strengthening them to enter the formal labor market?, and;
3. The last question was an open-ended session asking for Comments/Suggestions.

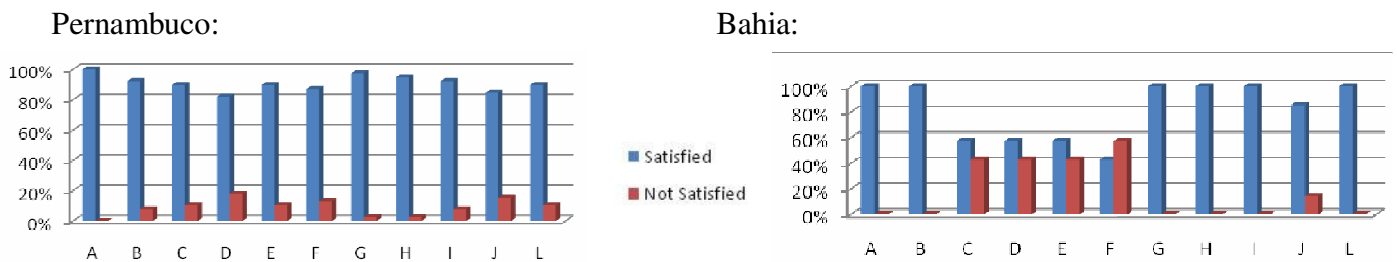
A grade scale was developed and respondents were asked to rate their level of satisfaction regarding each of the following items:

A = Are you satisfied with PEJ regarding your contribution to increase the youth employability in the labor market?

- B** = Are you satisfied with the training you received to act as a PEJ educator?
- C** = Infra-structure (space, light, ventilation)
- D** = Classroom resources (blackboard, chalk or marker, desks, tables)
- E** = Quality of computers for training
- F** = Computer maintenance
- G** = Applied methodology
- H** = Course content
- I** = Workload (80 hours of intensive training plus continued education)
- J** = Teaching material (Educador’s guide)
- L** = PEJ’s support for educator’s accomplishment of tasks.

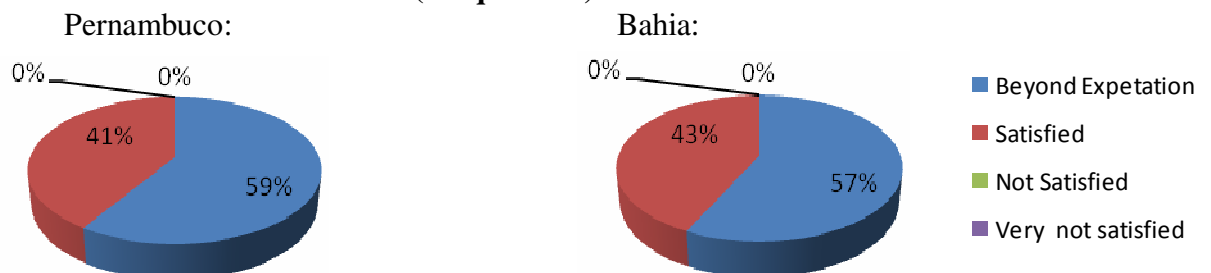
The graph below displays the results of the educators’ level of satisfaction for each of the items above. The analysis of the results demonstrates that the great majority of the educators believe that the program contributes to increase youth’s access to the formal job market, were prepared to deliver training, the infra-structure, resources, workload and material were appropriate, and that the technical assistance provided the support they needed to accomplish their tasks. In Bahia, educators a significant number felt that the infra-structure, resources, computer and the maintenance were not satisfactory. These items were of responsibility of the local partner organization and Enter Jovem has worked to assist in improving the conditions. For instance, a total of 23 machines were donated by *SulAmérica Seguros*, insurance company, to one of Enter Jovem’s local partner. AIR’s ICT assistance visits organizations to troubleshoot equipment problems. Nevertheless, many schools have outdated equipment and maintenance is provided by the State Secretary of Education who has a reduced staff. In some cases, the conditions of the computer labs has been identified as a cause for students to drop-out.

Graph 1 – Educator Satisfaction Level (1st question)



The graph below displays the answers to the second question: “Do you believe that PEJ’s pedagogical plan contributes to the development of youth skills, strengthening them to enter the formal labor market?”

Graph 2 – Educator Satisfaction Level (2nd question)



Most educators in both states think that the Enter Jovem program contributes to increase youth's access to the formal job market. Results show that the program achieves results beyond their expectations. Therefore, according to the educator's the program is achieving its overall objective and contributing to the economic growth of Brazil.

The last question was an open-ended session asking for Comments/Suggestions. The analysis of the comments and suggestions shows that 35% had no comments or suggestions, 20% suggested changes to the pedagogic contents and entrepreneurship on-line (ex: the materials should have more theory contents and others disciplines, as math and Portuguese language) and 15% congratulated the program or suggested the program administration (team support; rules and procedures, length of course, etc.).

● **Analysis and Results of Youth's Interviews**

Youth's questionnaire contains 4 questions:

1. First question, verifies the overall level of satisfaction regarding seven different items;
2. Do you believe that PEJ's pedagogical plan contributes to the development of youth's skills, strengthening them to enter the labor market?
3. Do you believe that PEJ should continuous to benefits others?
4. The last question was an open-ended session asking for Comments/Suggestions.

The results of the youth satisfaction survey are similar in Bahia and Pernambuco, as can be seen in the next graph. The letters in the graph correspond to the following items listed:

A = Considering the increase in your employability potential, are you satisfied with Enter Jovem Program?

B = Does the content developed in the program meet your learning needs and wants in regard to the labor market?

C = Used methodology (how content was passed on and training was conducted)

D = Learning material (Learner's Activity Book)

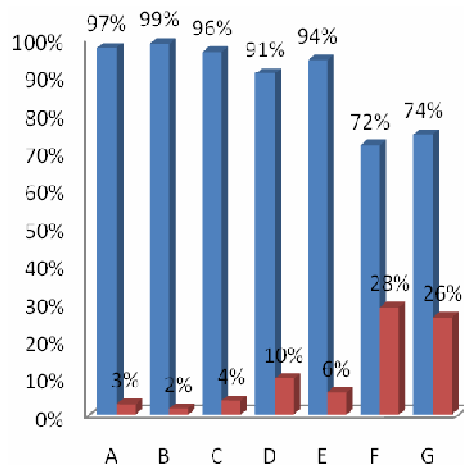
E = Work load

F = Infra-structure (light, space, classroom resources – desks tables, computers, etc)

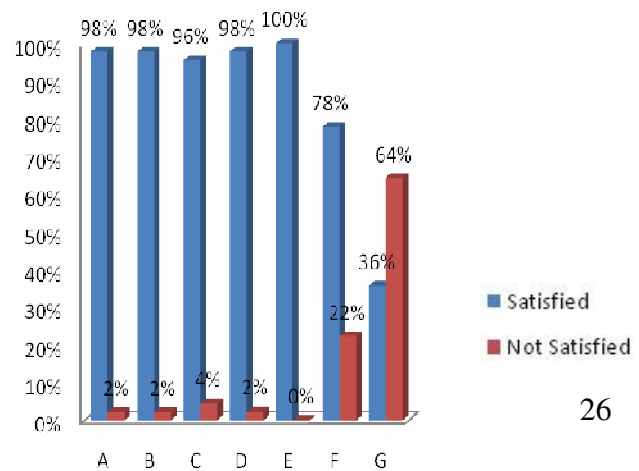
G = Snack (Recife)

Graph 3 – Youth Satisfaction Level (1st question)

Pernambuco:



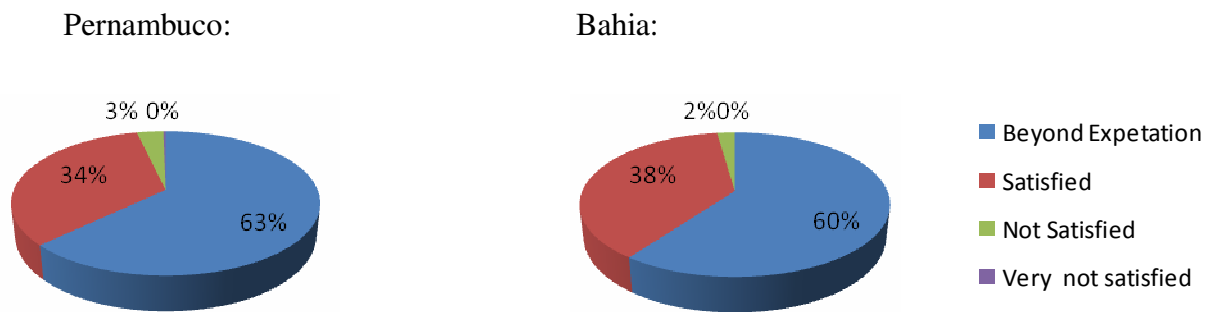
Bahia:



Both states present a high level of satisfaction with most items. The first three items have almost identical results. The largest difference between the two states can be found in the evaluation of item D (learner’s material), E (work load) and F (infra-structure). Regarding the learner’s material, 10% of the respondents in Pernambuco are not satisfied with the material (item D), stating that the sheets in the material come out very easily. In reference to the workload (item E), 100% of the learners in Bahia are satisfied, and in Pernambuco there is a difference in this figure of 6% less. The evaluation of item F (infra-structure) is worth of attention, since it shows a higher level of dissatisfaction in both states (28% in Pernambuco, 22% in Bahia). Both students and educators have demonstrated high levels of dissatisfaction in relationship to the infra-structure. Regarding item G (snack), it applies only to Pernambuco since snacks were not provided by the program in Bahia. Students in Pernambuco are not satisfied with it (64% of dissatisfaction). The result of 36% of dissatisfaction in Bahia might well be interpreted as a demand from the youth to have snacks during training, as it happens in Pernambuco.

The following graphs compare Bahia and Pernambuco youth’s beliefs on how prepared they feel to enter the labor market. They were asked the question: “Do you believe that PEJ’s pedagogical plan contributes to the development of youth’s skills, strengthening them to enter the labor market? The graphs show similar results for the two states. In both, respondents affirmed that Enter Jovem Program went beyond their expectations, since they feel prepared for the labor market, as well as for any other situation in life (social life, school, family, citizenship, etc).

Graph 4 – Youth Satisfaction Level (2nd question)



In sum, both states present a high level of satisfaction with the Program, in both group’s perspectives. Over 91% of the beneficiaries said that the program reached above their expectations in terms of the skills they developed to join the job market, the content of the program, the methodology, the learning material and the workload. In the 3rd question, 100% said that believe that PEJ should continuous to benefits others. The last youth question was an open-ended session asking for Comments/Suggestions and has similar mentions about PEJ as the educators. 21% did not answer this last question. The majority of youth interviewed congratulated the program and reported that snack should be served, also that the pedagogic should be made by another material (more resistant); the length of course should be smaller, the infra-structure should be improved by the CBO, etc. AIR will continue to assist organizations as to improve the infra-structure made available for the program with local partners and Secretary of Education in both states.

9.2. – Indicators

The following Tables demonstrate the progress achieved during this quarter, according to the agreed set of indicators. These tables do not report values from Motorola, Coalition and Government of Pernambuco initiatives. There are reported only USAID (one year extension – Oct 07 - Sept 08) values.

Table 6 - Indicators by State:

I.R. 1: Increased marketable skills training for at-risk youth												
Indicator	Target	Bahia					Pernambuco					Project Total
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
1.1) Number of youth enrolled	2400	193	67	149	65	474	942	0	815	185	1942	2416
1.2) Numer of youth completed training	1920	0	16	97	166	279	0	850	14	772	1636	1915
1.3) Percentage of increas in marektable skills	10%											0
1.4) Number of NGOs implemented EJ	20	7	5	0	0	12	13	1	8	0	22	34
I.R. 2: Increased access of at-risk youth to formal market employment												
Indicator	Target	Bahia					Pernambuco					Project Total
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
2.1) Number of youth hired	384	10	32	22	53	117	0	80	82	254	416	533
2.2) Number of youth who retain their jobs for more than 3 months	269	6	11	22	29	68	0	19	39	130	188	256
2.3) Percentage increase in the number of employers	20%		34%			34%		52%			52%	41%
2.4) Percentage of employer satisfaction	60%			64%		64%			67%		67%	65%
2.5) Number of youth commmtee activities	10	2	2	8	4	16	0	3	7	1	11	27

Note:

- Indicator 1.3 will be reported in the next PEJ quarterly report.

Table 7 - Indicators by Gender:

I.R. 1: Increased marketable skills training for at-risk youth												
Indicator	Target	Female					Male					Total Project
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
1.1) Number of youth enrolled	2400	699	28	643	156	1526	436	39	321	94	890	2416
1.2) Numer of youth completed training	1920	0	546	67	618	1231	0	320	44	320	684	1915
I.R. 2: Increased access of at-risk youth to formal market employment												
Indicator	Target	Female					Male					Total Project
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
2.1) Number of youth hired	384	6	17	101	208	332	4	15	83	99	201	533
2.2) Number of youth who retain their jobs for more than 3 months	269	2	6	35	97	140	4	5	45	62	116	256

Table 8 - Indicators by Age:

I.R. 1: Increased marketable skills training for at-risk youth																										
Indicator	Target	Q1+Q2+Q3												Q4										Project Total		
		<16	16	17	18	19	20	21	22	23	24	>24	Total	<16	16	17	18	18	20	21	22	23	24		>24	Total
1.1) Number of youth enrolled	2400	11	277	371	391	364	254	182	136	102	76	2	2166	0	25	30	41	42	44	20	18	15	13	2	250	2416
1.2) Numer of youth completed training	1920	0	118	185	166	149	122	83	69	47	38	0	977	11	127	145	176	168	103	77	56	42	30	3	938	1915
I.R. 2: Increased access of at-risk youth to formal market employment																										
Indicator	Target	Q1+Q2+Q3												Q4										Project Total		
		<16	16	17	18	19	20	21	22	23	24	>24	Total	<16	16	17	18	18	20	21	22	23	24		>24	Total
2.1) Number of youth hired	384	0	5	62	41	35	31	24	16	9	3	0	226	1	8	26	77	69	47	31	22	12	14	0	307	533
2.2) Number of youth who retain their jobs for more than 3 months	269	0	4	47	9	12	5	10	6	2	2	0	97	0	3	18	37	30	30	19	12	6	4	0	159	256

Note:

- All youth who are under 14 and above 24 years old are disabled. Therefore, the program criteria do not apply.

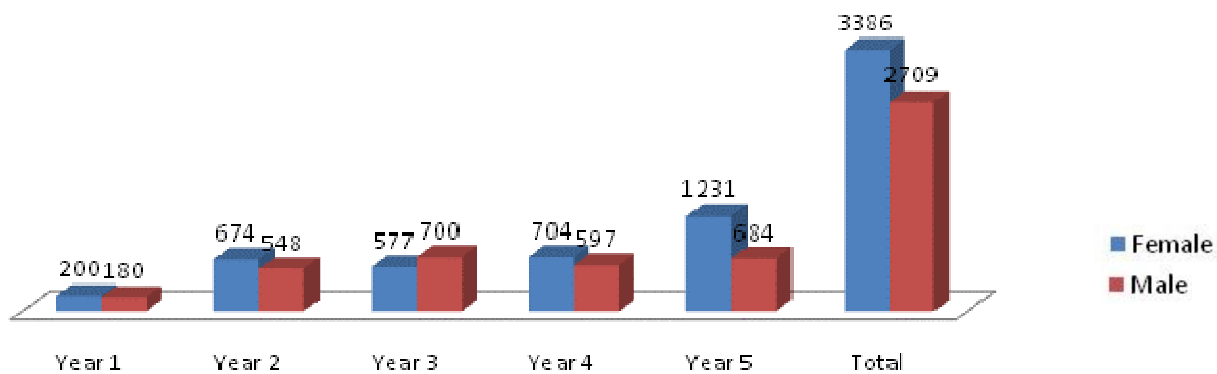
9.3 Pre/post-test Survey:

AIR collected data from a post-test survey in an effort to evaluate the skills developed by PEJ youth in training. Now, the survey is in the process of treatment and analysis. A total of 200 pre-tests and 139 post-tests in Pernambuco and 63 pre and 42 post in Bahia were collected. Mrs. Nancy Dubetz, Associate Professor from the Department of Childhood and Early Childhood Education from Lehman College at the City University of New York, has been actively engaged in the pre and post test analysis. Mrs. Dubetz is analyzing data in partnership with the Universities' statistician on SPSS to be reported in the next report.

9.4 Comparative Data Study

The number of youth attended by the program gradually increased over the years, demonstrating its acceptance among communities and beneficiaries. To date, 6,095 youth completed the EJ E&T and another 52 are finishing the training. Out of this total, 56% are female and 44% are male. The graph below displays the distribution of gender that completed training per PEJ years:

Graph 5 – Youth Completed Training by Sex and Year



Graph 5 above shows a growth in the data of youth completed training through these years. Besides, there is a perspective of growing in Year 5 data because there are 52 youth still in training. This is also an indication of the increase in the program's efficiency as it has been able to reduce the cost per beneficiary. The table below demonstrates the increase in the number of beneficiaries throughout the project years.

Table 10 - Number of youth who completed training

Enter Jovem Cities	Year 1	Year 2	Year 3	Year 4	Year 5 jun/08	Current Total: 6/2008
Salvador	223	485	488	561	279	2.036
Recife	157	737	409	452	1.636	3.391
Fortaleza	----	----	380	288	----	668
Total	380	1.222	1.277	1.301	1.915	6.095

A total of 231 youth with cognitive disabilities have graduated from the training during the five-years of the project. Gradually, PEJ has been able to serve more people with disability as it

established new partners with local organizations. Nevertheless, the percentage of 4% below the expected 5% target. It has been extremely difficult to find partner organizations as most organizations do not have the necessary infra-structure to implement the program. This has been a challenge faced by the program since its beginning.

As Graph 6 below shows, insertion rates were highest in year four. It is important to note that many of the youth that completed the E&T training in year five have not been hired and or have yet to be inserted and therefore, are not represented in Graph 6. Not enough time has elapsed between training completion and job placement to account for the full results achieved in year five. A similar result was observed at the end of the fourth year (September 2007) when the total number of youth hired in that year was smaller than the third year of the program. AIR continued to track youth from the fourth year of the program and the result demonstrated that there was an increase in the total number of youth employed.

A total of 270 companies, predominantly in the retail trade, restaurant and service industries, have contracted program youth. Nearly 1,883 youth were hired during the five years of the program and 1,313 retained (over 70%) their jobs for a 3-month period. The program has enabled the job placement of cognitively disabled youth with six inserted in Salvador and eight in Recife until September 30th 2008.

Graph 6 – Quantity of Youth Hired Distributed by Years

