



# PERNAMBUCO YOUNG VOICES

A CONTRIBUTION FROM THE BRAZILIAN AND NORTHEASTERN YOUTH  
TO THE WORLD DEVELOPMENT REPORT-WDR  
"DEVELOPMENT AND THE FUTURE GENERATIONS"



**VOZES JOVENS**

Um Olhar das Organizações e Movimentos  
de Juventude sobre o Brasil do Século XXI

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## EXECUTIVE SUMMARY



The World Bank publishes yearly an edition of the WDR-World Development Report. It is in the WDR, a document with largest distribution among all economic reports published in the world, that the World Bank condensates and makes it available to governments and societies the best of its analytical work. WDR 2007 will be issued in September 2006.

Each WDR studies in depth a topic from the current agenda for development. WDR 2007 topic is Youth – people between 12 and 24 years old (for Brazil, ages between 15 to 29 years old, in accordance to federal legislation). Past reports dealt with topics as diverse as the role of the State, economies in transition, labor, infrastructure, health, environment and poverty.

The World Bank is working to broaden the quality of social participation in its con-

sultation processes. Consequently, WDR2007 opened space for a strong participation of community leaderships and organized civil society during the production of this report. This contribution becomes effective through interviews, meetings, gatherings and seminars with a large mosaic of civil society organizations, from social movements leaderships, and mostly, from young people.

Consultations for the WDR 2007 are being undertaken in several places in the world. Brazil, Egypt and Sierra Leone, consultations were undertaken in the presence of WDR executive coordination. In Brazil, consultations were undertaken through Pernambuco Young Voices, a three days meeting that took place in Recife, Pernambuco, from January 16 - 18, 2006. This report presents the results yielded by youth participating in Pernambuco Young Voices.



## OBJECTIVES



Pernambuco Young Voices overall objective was to facilitate for the WDR technical team a direct contact and an open dialogue with a pluralistic sample of the poorer and excluded segments of the Brazilian youth. Choosing Northeast poor youth, the Bank chose to get relevant contributions from Northeastern youngsters, not only for the WDR 2007, but as well as to strengthen activities that impact positively the life of Brazilian youth in regards to its work in Brazil. The Meeting had as specific objectives:

- To ensure that an expressive representation of the Northeast youth, represented by the State of Pernambuco youth, have an opportunity to see part of their dreams, ideas, concerns, proposals and hopes incorporated in the WDR2007.
- To gather qualitative information, from a micro standpoint, on the understanding by youth regarding dealt topics, and of transition spaces proposed for the comprehension of their life path until reaching adult age.
- To ensure a forum where local youth get to know at least two of the major projects financed by the Bank in the region which impact their lives, thus creating a space for dialogue that could lead to larger juvenile participation in projects financed by the Bank in the region.
- To create needed ambience to build in partnership with youth organizations representatives that were present proposals and participatory strategies to strengthen the development of public policies for youth in the region and in the country.
- To continue with the Young Voices process in the Northeast as a contribution so governments and civil society keep on searching for consensus to work on an integrated way aiming at execution of projects that benefit youth in the Northeast.



## CONTEXT



Pernambuco Young Voices counted on the participation of over 80 young representatives of social segments that traditionally are excluded from the decision making processes that impact their fates: youngster in extreme human and social vulnerability status in rural and urban areas; young indigenous people, afro descents and quilombolas, disabled young people; and youngster affected by gender and sexual orientation discriminatory actions. Choosing Northeastern youth representatives, particularly Pernambuco youth, was due to the reasons presented below:

### **A. SUMMARY OF THE MACRO TENDENCIES THAT IMPACT THE LIFE OF YOUTH IN THE NORTHEAST:**

Northeast is going through the same major and fast transformations that are going on in the country and in the world. Globalization of trade and of the financial market is causing marked changes in the structure of production, and in the socialization of youth living in the region. Impact of development and of broadening access to new information

and communications technologies in the social relationships, as well as in creation, production, dissemination and marketing of firms, added to management models developed for optimization of costs, created a demand (both within firms and government) for an increasingly more specific labor hand: more education and connectivity in one side; and with lowest possible production costs in the other. This change in perspective has caused major impacts in youth cultural, economic and social processes, and particularly, in some youth groups among the poorest strata of the Northeast population. In practice, new technologies replace manual work for specialized labor in automated plants (done by an increasingly lower number of workers), in virtual enterprises, and in the production sector that, on its turn, have become increasingly more capital intensive and less in labor hand, such as in industry and agriculture, where professional activities will rise and disappear. This path requires increasingly: a) from Young people skills and knowledge that in a very short time will become outdated; and b) from societies and their governments the development of ambiances that may yield political and legal policies to overcome the

negative impacts from these processes. In both cases, it is essential and imperative the strengthening of regional identities, and the assurance of people basic rights, particularly for young population.

## **B. THE PARADOXES OF YOUTH – THE PERCEPTION OF BROKEN HOMOGENEITY:**

Northeastern youth, particularly among segments of adolescents and of those facing extreme vulnerability conditions in certain regions and localities, are historically considered as a segment with major difficulties, inclusively that of subsistence and, therefore, of insertion in all of the distinct search processes of emancipation and autonomy. For this reason, young people face a strongly impacted surrounding by changes in production and of the socialization processes. However – and paradoxically – part of this population is also considered as one of the segments with better qualifications in average, and great flexibility in adapting to new opportunities resulting of this new process. Young people can, thus, be taken as a population strata potentially better prepared for a positive insertion in the world of labor, and to a sustainable interaction in the human and social development processes. Still, it is worth highlighting that in the Northeast and in Brazil, besides differences related to geographical location, the vulnerability phenomenon does

not hit homogeneously the totality of young people. When the more vulnerable groups composition is analyzed, according to individual attributes, one clearly sees the presence of more fragile groups within the so-called Youth sector. Some common factors are present in many groups of young people who are hit more in their search for autonomy and build up of citizenship process. These factors can be identified by crossing some variables: youngster income and that of the family; parents education, social class, location of the household; race, gender, and lack of education and/or needed training for themselves.

## **C. RELATIONSHIP WITH YOUNG VOICES:**

In Brazil, the World Bank has supported, during the last three years, the development of the process entitled Young Voices, equally recognized by both institutional partners and Brazilian youth as a crucial forum for knowledge sharing, civic engagement, and space broadening for youth participation in the preparation of policies that impact their lives. The Young Voices has been working with civil society and with local governments to promote public policies integration, quality improvement in social programs, and local civil society committed participation in the project portfolio that is financed by the World Bank both in the region and in the country.





## CONSULTATION METHODOLOGY



Consultation methodology was built on a strategy targeted to collect qualitative information from a micro perspective on Young people understanding regarding dealt topics and proposed transition spaces for comprehension of their lives path until reaching adult life. Starting with this framework, the methodology for WDR-Brazil was developed based on the process already agreed between the World Bank and the Brazilian Youth through previous Young Voices, which have been basically targeted to assuring youth organizations and movements effective participation in the processes of creating, recreating and developing actions and policies that have impacts in their lives, in the life of their families as well as in their communities, and in the Brazilian society as a whole.

The methodological framework was qualitative by nature. It searched to record local micro-perspectives from youth own set of references as well as more complete case studies to complement WDR 2007 macro perspectives. Thus, it was a matter of gathering specific cultural data (what does it mean to be young in the Northeastern society) instead of individual data (such as, systemic data on income levels among young people

of a predefined population), through use of suitable specific techniques for selecting youngsters as well as for the development of works by target groups. Under this point of view, target groups have worked under two different setups: a) on one hand, they represented youngsters from different socioeconomic and cultural strata; b) on the other hand, groups were deliberately composed by a structure set by specific criteria, such as gender, sexual orientation, background (rural/urban), descent (African, indigenous), among other specificities.

Group work was undertaken in two stages: in the first one, it was a search for participants' contributions to the Report itself. In the second stage, youngsters who were present received information on Young Voices processes in Ceara and in Brazil, and they had a better knowledge of the two government programs that are financed by the World Bank in the Northeast: Land titling Credit Program (Federal Government) and Eduq, one of the education programs of the State of Pernambuco government.

Due to the importance that knowledge sharing has for these Youth segments, which



seldom have the opportunity to participate in meetings with this depth, plenary sessions were undertaken after general information and discussions sessions with major groups, aiming at ensuring participation and ownership of young people participation. The methodological process was validated democratically and participatory way by youngsters from beginning of the work. The meeting was developed and coordinated by youngsters as well as youngsters themselves have generated products and/or results expected by WDR 2007, and for the current work of the Young Voices in Brazil.

In reality, as the Young social actors progressed in understanding Pernambuco Young Voices - Pernambuco YV proposal and program, the initial Idea was reshaped, and it was consolidated in a collective and participatory way, this strategy been understood as basic condition for the generation and strengthening of trust among the social actors and of the social capital, as a crucial condition to assure that actions targeted to youth are, really, more effective and sustainable.

The model used by Pernambuco YV to reach political pacts among participants was the diagnosis by youth organizations of the current situation as basis for deriving programs and policies targeted and sustained by technical and political argumentation that

were based in mutual trust. The development of effective dialogue for sustaining a process such as this one was only possible by the effective determination of the partners in the Meeting, as well as that of youth organizations in taking part on a innovative endeavor, in as much by the deep knowledge of the realities of youth organizations by experts that composed the coordination team for the Meeting.

Thus, in order to build this ambience of respect and stability among the major political and social actors, it was necessary to undertake tens of previous meetings with the involved social actors before the meeting (Constant search to establish mutual trust could happens, for instance, with successive surveillance of agreements by the parties, and due to high civic virtue of partners, of the objectives and of the undergoing process). A prospective analytical view was incorporated into the process that was sustained during the construction of desired future scenarios. Without leaving aside youngsters' diagnosis and the informal rules of local politics culture, an understanding that searched to give priority to reflection on the construction of a new future was incorporated with new references, and social and cultural standards expressed with interaction among the generations in dialogue.



## THE SPECIFIC PROCESS OF PERNAMBUCO YOUNG VOICES / WDR2007 CONSULTATION

Pernambuco Young Voices/WDR2007 has developed as a three days consultation process focusing on the following topic areas:

- Education: learning for life and for work.
- Health and Quality of Life: care, construction and maintenance of a happy and healthy living.
- Work: preparation and insertion for the labor world.
- Environment: environmental, historical heritage and cultural identity protection.
- Family and Citizenship: engagement to strengthen family, community and policies affecting their lives.

- Gender, Ethnicity and Race: construction of gender, race, ethnicity, minorities and disabled equality.
- Crime and Violence: promotion of a culture of peace.  
Deepening of the discussion in these areas was guided by the following criteria:
- Searching to consolidate exchanges of experiences and learning of “everyone with all” by promoting understanding that they should be modified with points of view delineated by youth themselves;
- Having a participatory features with involvement of youth, organized civil society and public sectors representatives;
- Incorporating other points of view that take into account regional and local specificities trying to Express youth heterogeneity;
- Generating conditions to fix initiatives, and to generate commitment among different social, institutional, economic and political actors involved in designing Youth Public Policies preparation process.

From the development of focal groups, discussions with facilitators were undertaken with groups of afro-descents, indigenous, rural and urban, disabled youngsters in addition to those geared to the gender issue. Each group had the company of a facilitator and a reporter that was in charge to take down notes of subsidies for the Meeting Report. Each group elected its own reporter and its own representation in charge to Express its views during the plenary session. To that end, a program was set to allow focus on skills, potentials and transitions during the life span of a youngster in accordance to topics that were previously agreed with the collective.



## METHODOLOGY OF THE WORKING GROUPS



Methodology of the working groups was proposed as a construction metaphor – with bricks and cement.

Bricks would be the leads and possibilities to broaden youth participation in public policies.

And the cement would be the pact among the several actors involved.

Construction of this pact has a crucial role in contributing to needed articulations for the development of actions in partnership between segments and youth organizations, and institutions from the Brazilian State at all of its levels.

After the pacts and guidance for working groups, representatives from the program and from partners of the Pernambuco Young Voices presented some possibilities for broadening youth participation in public policies within the following projects: National Land Titling Credit Program; Project Reborn; and educational programs and projects.

During the meeting, the State Secretary of Education invited participants of the meeting to indicate a group of representatives to follow up State Secretariat of Education policies.



Based on the presentations, the following were pointed out (1) Possibilities/Leads (bricks) and (2) Major aspects in Pact designing (Cement/Binding element) among the social actors that were present:

## 1. POSSIBILITIES FOR YOUTH PARTICIPATION IN PUBLIC POLICIES: THE BRICKS.

### A. EDUCATION

- Enforcement of attention to youngsters in high vulnerability status (FUNDAC's);
- Action to provide documentation for youngsters from rural areas (Social Defense Secretariat);
- Articulation among organization to support student associations and other possible means of juvenile participation;
- Secretary of Education's speech when it was presented the intension to broaden youth representation in spaces for social control of education policies in the State;
- Articulation between youth agendas both from rural and urban areas;

### B. PROJECT REBORN:

- To promote youth participation in Sustainable Development Councils and Fora;
- Articulation between organization for capacity building and to promote capacity building among youth;
- Support to Productive projects;
- National Land Titling Credit Program – Our First Estate Credit Line:
- Program dissemination aiming at increasing the number of beneficiaries (Land Titling Credit and MDA)
- Support for preparation of proposals (MDA)
- Broadening of spaces for participation

## 2. MAJOR ASPECTS IN DESIGNING THE PACT(CEMENT/BINDING ELEMENT)

The pact among Youth social actors and the State:

- Cement/Pact – agreement to provide continuity to the process;
- Collective work– to solve problems that prevent youth access to public policies;
- Starting points: National Land Titling Credit Program; State Secretariat of Education; Project Reborn;
- Sharing responsibilities in accordance to each one's roles (Government and Society).
- What are the possible articulations?
- To contemplate in the agreements contributions that each one brings from its specific agendas.

Starting with localization and sharing of work references, youngsters themselves developed possibilities for joint action from their living references.



## PARTICIPANTS PROFILE



Ms. Joana Santos, Mr. Francisco de Assis do Nascimento (Chiquinho) and Ms. Miriam Albuquerque, members of partner organizations, performed a presentation and integration dynamic with regional features for the knowledge of participants, through individual and collective presentation and expression, under the format of “ciranda”, which is a strong identity element of local culture.

During the dynamic, participants profile was drawn in addition to their expectation towards the Meeting, besides boosting different forms of congregation and expression aiming at building up a democratic and participatory process under young protagonists who were attending.

According to Ms. Miriam Albuquerque’s report, “ciranda”, which is traditionally, a great circle of expression, fulfilled its objective, and allowed to initially define the attending groups and participants’ profiles:

### **PARTICIPANTS:**

- Approximately forty men and forty women
- Twelve Young Quilombolas
- Nine Rural young people
- Twenty urban youngsters
- Ten disabled young people
- Seven Indigenous young people
- Ten government representatives from Federal, State and Municipal Secretariat.
- Eight representatives from the World Bank
- Three members from the steering commission of the Meeting

With the sound of regional music and around the turning circle of "ciranda", participants were grouped by identities. Each group chose its means of expression and presented it in the turning circle.

Data below show only a summary of the richness presented by the groups:

### 1. QUILOMBOLAS YOUTH

**Statement:** Struggle (fair space in communities), Equal (opportunities) and "Axé" (peace, joy and love).

**Expectation:** To broaden debate over youth policies taking into consideration ethnicities, and generating opportunities for young people, in terms of their specificities.

### 2. RURAL YOUTH

**Statement:** Land, Work and Citizenship.

**Expectation:** Access to Youth Policies for rural young people.

**Musical Expression:** - "Cio da terra", by Milton Nascimento; Corporal Expression – symbolizing dawn for young people who live and work in rural areas.

### 3. URBAN YOUTH

**Statement:** Youth and Attitude – Participation Now!

**Expectation:** They expect that this meeting does not remain only in paper or under other bureaucratic ties. Topics discussed here get out of the paper, and become opportunities for all youngster in Brazil.

**Music:** Rap, Youth and Attitude – Participation Now!

### 4. DISABLED YOUTH

Public policies focused on youth in terms of the specificities of their deficiencies.

**Statement:** Struggling against Differences

**Expectation:** Concrete effectiveness of policies targeted to disabled young people. That interaction among them may take place beyond this meeting. Inclusion of disabled young people by making effective the opportunities yielded by public policies.

### 5. INDIGENOUS YOUTH

**Statement:** spoken on indigenous language: "may God as superior being bless all people: indigenous, black, and our European brothers. And may the example of the strength of our people help to overcome all of our differences, making us better human beings and more capable to overcome all challenges".

**Expectation:** To get experience with social and cultural exchange to overcome challenges.

**Expression:** Prayer – in the sacred language of Yaathê calling for blessings for the Meeting and peace for participants.

### 6. PARTICIPANTS FROM THE GOVERNMENT:

**Statement:** Brazil

**Expectations:** may the meeting reflects the diversity of groups attending and assures the specificities of each group, changing into opportunity of learning to design and to implement concrete Youth Policies.

**Expression:** Song by Clara Nunes "The three races song: White, black, indigenous".

### 7. PARTICIPANTS FROM THE WORLD BANK:

**Statement:** It was not presented

**Expectations:** To learn, to Record, to integrate, and to take into account young people different statements in preparing the Report, and on remaining Bank activities.

**Expression:** Mime – symbolizing listening.





## RESULTS




The result of the developed focal groups in the event reinforces existing macro tendencies, and it brings to light relevant information on the status and on expectations of the Brazilian Northeast youth, many of their diversities, which put on check how government officials and decision makers will continue facing this major challenge.

Diagnosis and proposals essays developed during WDR-Brazil states the paradox of the Brazilian youth: inequalities, vulnerabilities, and potentialities of young people that, if in one hand, can be considered as a huge social problem, in the other hand, it presents itself as a single great opportunity for the development of citizens, of the country and of their localities.

Meeting major results and proposals are consolidated in the tables below:

## DIFICULTIES AND CHALLENGES



YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
<b>URBAN YOUTH</b>	<ul style="list-style-type: none"> <li>• Difficulties of transport, and to enroll in school.</li> <li>• Lack of stimuli for extra curriculum activities, and a broadened education.</li> <li>• Outdated contents and courses.</li> <li>• Lack of credibility in public education.</li> <li>• Difficulty to access public university with quality. Difficulty to access art schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of sanitation, and lack of access in poorer regions.</li> <li>• There are not concrete proposals for sustainable development neither public actions in education and preservation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of dialogue on the rescue of origin.</li> <li>• Fragmentation of family dialogue and conflicts due to generation gap.</li> <li>• Patriarchal and homophobic families that perpetuate preconceptions concerning machismo and sexual identity.</li> <li>• Reinsertion difficulty for former convicted individuals.</li> <li>• Lack of debate on urban violence and the means to prevent it.</li> <li>• State mechanisms to prevent violence and support to youth are not sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of preventive health programs, such as STDs.</li> <li>• Absence of youngsters in designing public health policies.</li> <li>• Lack of direct actions for diverse public (homosexuals, blacks, Indians).</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of professionalism and secondary school not in line with market needs.</li> <li>• Labor market not inducing, and lack of warranties and incentives from the State.</li> <li>• Scarcity of programs aiming at income generation for youth.</li> <li>• Privilege for some, underemployment for most.</li> </ul>

The topics were merged as, for the group, discussion on family and citizenship intrinsically brings along discussion on gender, race and ethnicity

## DIFICULTIES AND CHALLENGES




YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
<p><b>DISABLED WITH SPECIAL NEEDS</b></p>	<ul style="list-style-type: none"> <li>• Education is everything, but least inducing.</li> <li>• Difficulty in accessing education system.</li> <li>• Teachers not prepared to promote inclusion of disabled.</li> <li>• Confusion between disability and incapacity.</li> <li>• Responsible institutions not prepared to deal with difference.</li> <li>• Generally, access to public agencies very difficult. Calls for public selection are frequently prepared to exclude disabled with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Roads and sidewalks in bad conditions. High accident rates with disabled people with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled people tend to safeguard themselves due to hostilities imposed by the world.</li> <li>• Lack of knowledge of rights of the disabled by society.</li> <li>• There are not effective assistance for families with disabled members.</li> <li>• Families tend to over protect the disabled, thus preventing that they interact with the external world.</li> <li>• Sex is dealt as a taboo, and many families see their disabled ones as incapable to make own decisions on this issue.</li> <li>• In some cases, the State hampers the access by the disabled to their rights, such in issuing Voters' Registration Title.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of products and services for the disabled.</li> <li>• Few public transportation with access for the disabled. Buses not adapted. Few districts with suitable transportation.</li> <li>• Cases of public hospitals without access for the disabled. Several public WC without access. Equipment not suitable to serve the disabled</li> <li>• Lack of communication skills by doctors with their disabled patients.</li> <li>• Inadequate capacity of professionals to deal with the disabled, which causes indifference and lack of respect in many cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Underrating of functions and skills that the disable may have in work generates underutilization of potentialities.</li> <li>• Inducing policies, such as quotes, are applied by firms without suitable capacity building.</li> <li>• Controls are rarely undertaken, and disabled workers are coerced to not present complaints on their working conditions.</li> </ul>

## DIFICULTIES AND CHALLENGES




YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
<p><b>RURAL</b></p>	<ul style="list-style-type: none"> <li>• Public rural education of low quality.</li> <li>• Deficiency in school infrastructure.</li> <li>• Poorly trained professionals, and in insufficient number.</li> <li>• Teaching contents not associated with rural reality.</li> <li>• Not enough family participation in school life.</li> <li>• Illiteracy has been reduced, but quality of knowledge has worsened. High rates of school evasion.</li> <li>• Lack of access to professional training.</li> <li>• Inadequate students transportation.</li> <li>• Secondary roads in bad conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Indiscriminate use of pesticides.</li> <li>• Undue exploitation of natural resources.</li> <li>• Pollution of river basins.</li> <li>• Waste production and what to do with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Rural youth low organizational level.</li> </ul>	<ul style="list-style-type: none"> <li>• Deficient health system in rural areas.</li> <li>• Insufficient number of health professionals.</li> <li>• Lack of medicines in health centers.</li> </ul>	<ul style="list-style-type: none"> <li>• Few job opportunities for young women.</li> <li>• Lack of jobs causes rural exodus.</li> <li>• Inhuman and abusive use of infantile labor.</li> <li>• Exploitation of domestic work.</li> <li>• Bureaucracy hampers access to credit.</li> </ul>

## PROPOSALS AND OPPORTUNITIES

YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
 <p><b>INDIGENOUS</b></p>	<ul style="list-style-type: none"> <li>• Investment in schools bad infrastructure.</li> <li>• Capacity- building and training for teachers with at least fourth grade, and stimuli for university students.</li> <li>• To facilitate access to university.</li> <li>• Adaptation to the culture of each ethnicity, such as, for example, calendars.</li> <li>• Strengthening of indigenous culture at indigenous schools.</li> <li>• Education as alternative – with training they can keep close to their culture by doing works connected to their identity (ex: agriculture and handcraft). Alcoholism problem is linked to lack of perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance for the destination of household waste.</li> <li>• Awareness in order to respect animal reproduction period.</li> <li>• Projects towards alternative income sources that prevent fire.</li> <li>• To forest with trees species that yield raw material for handcraft.</li> <li>• Demarcation and regularization of indigenous land.</li> <li>• Establishment of environmental protection areas within indigenous land.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy to strengthen youth and institutions participation.</li> <li>• Indigenous women: more information to avoid juvenile pregnancy.</li> </ul> <p>Actions towards non-indigenous society to fight discrimination and prejudice.</p>	<ul style="list-style-type: none"> <li>• Training of indigenous professionals who work with health services in their communities.</li> <li>• Sanitation in indigenous villages.</li> <li>• Disease prevention work, and not only treatment.</li> <li>• Valuation of traditional medicine.</li> <li>• MDs regular visits to villages.</li> <li>• Dental treatment material and equipment.</li> <li>• Need of a larger data production on indigenous health (specifically related to children mortality).</li> <li>• Leisure for the psychosocial well-being of young people.</li> <li>• Construction of courts and provision of sports material.</li> </ul>	<ul style="list-style-type: none"> <li>• Incentive for handcraft production.</li> <li>• Institutional partnerships for production (SEBRAE, state governments and Federal administration).</li> <li>• Public policies for income generation target to youth.</li> <li>• Agriculture irrigation–cohabitation with the semi-arid.</li> </ul>

## PROPOSALS AND OPPORTUNITIES

YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
 <p><b>URBAN YOUTH</b></p>	<ul style="list-style-type: none"> <li>• Investment in physical structure of public schools.</li> <li>• Investment in continued and integral training and capacity building of teachers</li> <li>• To approximate pedagogical reality with communities social reality by means of a participatory process.</li> <li>• To broaden the PROJOVEM.</li> <li>• To increase free pre-university exams programs for public school students.</li> <li>• To train teachers on gender, ethnicity and sexual diversity, and to promote debates in communities on such topics.</li> <li>• To support the promotion of activities that involves schools, community, NGOs and public sector against homophobia.</li> </ul>	<ul style="list-style-type: none"> <li>• To show and make youngsters aware of the environmental conditions through educational campaigns and events.</li> <li>• To give incentives for youth cooperatives with perspective of recycling waste in order to preserve the environment and to ensure income distribution.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment and increase of socio-educational services programs for families based in broad concepts of violence, citizenship, and gender.</li> <li>• Increase and enhancement of family attention services based on SUAS (Social Assistance Single System) targeted to the infant-juvenile population.</li> <li>• To promote debate on peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase CAPS, and psychosocial and educational assistance.</li> <li>• Establishment of centers to treat drug abusers within the community.</li> <li>• Establishment of specific health program so youth can deal more efficiently with family planning issue, and psychological assistance. Also, working in preventing STDs/AIDS.</li> <li>• Training of doctors, nurses, community health agents for better service rendering to transsexual youngsters.</li> </ul>	<ul style="list-style-type: none"> <li>• Redesign of the First Job Program, and establishment of new intervention tools for job promotion.</li> <li>• To recommend MPEs (Micro and Small Enterprises) General Law to benefit the hiring of young people.</li> </ul>

**PROPOSALS AND OPPORTUNITIES**



YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
<p><b>DISABLED WITH SPECIAL NEEDS</b></p>	<ul style="list-style-type: none"> <li>• To include subject matters related to the specificities of the disabled in the curricula.</li> <li>• Production of learning material that contemplate specificities and singularities of the disabled.</li> <li>• Physical, communications and information accessibility at schools.</li> </ul>		<ul style="list-style-type: none"> <li>• Awareness and guidance policies to families with disabled members.</li> <li>• Information and follow up policies for families with member benefited by BPC so they can provide attention to the needs of the disabled.</li> <li>• Policies that assures leisure for the disabled</li> </ul>	<ul style="list-style-type: none"> <li>• Decentralization of specific services for the disabled (ex: orthesis and prosthesis).</li> <li>• Public physiotherapeutic service for adults and young people.</li> <li>• Accessibility in health services buildings.</li> <li>• Training and capacity-building for health professionals in attention to the disabled people</li> </ul>	<ul style="list-style-type: none"> <li>• To include in the quota legislation regarding the disabled a definition stating how one defines a disabled person.</li> <li>• Assuring accessibility to the disabled in professional capacity-building courses.</li> <li>• Review of BPC to prevent barriers for inclusion of the disabled.</li> <li>• Internship program assuring supervision and work in the field of expertise so the Young can achieve real capacity for the labor market.</li> </ul>

**PROPOSALS AND OPPORTUNITIES**



YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
<b>QUILOMBOLAS</b>	<ul style="list-style-type: none"> <li>Capacity-building for teachers as state in Law # 10.639, which includes indigenous and black culture in school curricula (specific books for quilombolas communities).</li> <li>Digital inclusion and access to other learning resources.</li> <li>Exchange of experience among quilombola communities.</li> <li>Lectures at schools for leaderships on communities' culture.</li> <li>Sports and education projects.</li> <li>To facilitate higher education access, and implementation of sports and education projects.</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of sustainable development and capacity-building projects.</li> <li>Partnership with "denatrans" for acquisition of cars from the depot.</li> <li>Improvement of roads.</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen collective and community ties.</li> </ul>	<ul style="list-style-type: none"> <li>Access to material and information on reproductive health and sexuality.</li> <li>Actions against falciform anemia.</li> <li>Environmental sanitation.</li> </ul>	<ul style="list-style-type: none"> <li>Access to government policies (ex: quilombola youth social consortium)</li> <li>Funding and technical supervision.</li> </ul>

## PROPOSALS AND OPPORTUNITIES

YOUTH	EDUCATION	ENVIRONMENT	FAMILY AND CITIZENSHIP	HEALTH AND QUALITY OF LIFE	WORK
<b>RURAL</b>		<ul style="list-style-type: none"><li>• Projects targeted to change the culture of fire.</li></ul>	<ul style="list-style-type: none"><li>• Information, articulation and strengthening of organizations, movement and groups of youth aiming at qualifying them as development agents in their communities.</li></ul>		



## DEVELOPMENT GROUPS GLOBAL PROPOSALS

1	TO ESTABLISH A PERNAMBUCO YOUTH COUNCIL WITH INSTITUTIONAL SUPPORT FROM THE STATE AGENCIES.
2	TO DEVELOP AN INFORMATION SYSTEM FOR YOUNG PEOPLE (DIGITAL INCLUSION)
3	TO PROVIDE SUPPORT TO JUVENILE ORGANIZATIONS (INSTITUTIONAL AND FINANCIAL): DISSEMINATION OF THE RIGHTS AND DUTIES AND COUNCILS;
4	TO DEVELOP A STATE PROJECT TO UNDERTAKE A COLLECTIVE WORK WITH YOUTH TO DISSEMINATE INFORMATION ON CREDIT AND TO PROVIDE ACCESS TO CREDIT PROGRAMS - URBAN/RURAL COLLECTIVE WORK (BROAD RURAL AGENDA)
5	TO UNDERTAKE A STATE YOUTH CONFERENCE
6	TO ESTABLISH AND TO STRENGTHEN A YOUTH REFERENCE CENTER IN STATE REGIONS;
7	TO AGGREGATE IN EDUQ CAPACITIES FOR TEACHERS WITH TOPICS AND METHODOLOGIES OF JUVENILE MOVEMENTS ACCORDING TO THEIR SPECIFICITIES;
8	TO UNDERTAKE MUNICIPAL SEMINARS AND MEETINGS WITH ALL YOUTH SEGMENTS: ETHNICITY, GENDER, RACE, RURAL, DISABLED, AND URBAN.
9	DEVELOP A YOUTH PERMANENT FORUM (STATE SHOULD PROMOTE THE ORGANIZATION, AND GIVE CAPACITY-BUILDING)
10	TO CONTROL ATTENTION TO YOUTH UNDER SOCIAL RISK STATUS;
11	TO GIVE SUPPORT FOR PREPARATION OF PROPOSALS IN THE EDUCATION SECTOR;
12	TO SET PLURAL GROUPS IN MUNICIPALITIES (WITH ALL SEGMENTS) TO PROPOSE AND TO SUPPORT, TO MAKE CONSULTATIONS AND TO CONTROL MUNICIPAL SECRETARIATS.
13	TO DISSEMINATE RIGHTS AND OPPORTUNITIES THROUGH SEMINARS, CULTURAL PRESENTATIONS (HIP-HOP, THEATER, ART) AND LECTURES AT SCHOOLS WITH ROOTS VALUATION.
14	TO TRAIN YOUNG PEOPLE AS MULTIPLYING AGENTS USING COMMUNICATION WAYS WHICH VALUATE CULTURAL ROOTS;
15	TO PROVIDE INFORMATION ON PUBLIC POLICIES, WORKING GRASSROOTS GROUPS, MOBILIZING YOUTH TO PARTICIPATE IN SOCIAL CONTROL SPACES (COUNCILS AND FORUMS (REBORN), COUNCILS OF EDUCATION AND PRONAF COUNCIL);



## EXAMPLES OF PROPOSAL DEVELOPMENT IN THE GROUPS:

### Example 1:

#### ESTABLISHMENT OF PERNAMBUCO YOUTH COUNCIL WITH INSTITUTIONAL SUPPORT FROM STATE AGENCIES.

Goals of the

INCLUSIVE PROCESS FOR ALL JUVENILE SEGMENTS;  
CONSTRUCTION OF A COMMISSION (JUVENILE NETWORK);  
CONFERENCES, CONGRESSES, MEETINGS (REGIONAL AND ETHNIC-RACIAL);  
PARTNERSHIPS WITH UNIVERSITIES AND HIGH SCHOOLS TO OFFER ASSISTANCE SERVICE TO THE COMMUNITY ORGANIZATION, AS AS WELL AS TO YOUTH;  
IT MAY CONTEMPLATE MUNICIPAL COUNCILS REPRESENTATIONS.

Activities:

MONITORING;  
COLLECTIVE WORK WITH "DESIGN OF CONFERENCES, MEETINGS, AND CONGRESSES";  
ISSUE OF DOCUMENTS WHERE YOUTH WILL APPLY/MOBILIZE/DECENTRALIZE INFORMATION (RIGHTS AND DUTIES).



**EXAMPLES OF PROPOSAL DEVELOPMENT IN THE GROUPS:**

**Example 2:**

**STATE PROJECT TO UNDERTAKE COLLECTIVE WORK WITH YOUNG PEOPLE TO DISSEMINATE INFORMATION ON CREDIT AND TO PROVIDE ACCESS TO CREDIT PROGRAMS – URBAN/RURAL COLLECTIVE WORK (BROAD RURAL AGENDA)**

LAND TITLING CREDIT PROGRAM – OUR FIRST ESTATE CREDIT LINE: ACTION TO PROVIDE URBAN AND RURAL YOUTH WITH DOCUMENTATION

- Steps:**
- LOCAL ORGANIZATIONS WITH SUPPORT OF YOUTH - MAPPING THE DEMAND FOR DOCUMENTS;
  - YOUTH ORGANIZATIONS AND SEGMENTS – TO PROMOTE PAPERLESS YOUNG PEOPLE TO USE THE SERVICES OF THE CITIZENSHIP COLLECTIVE WORK;
  - TO REQUEST AND SET AGENDA FOR A VISIT OF THE CITIZENSHIP COLLECTIVE WORK TO STATE SOCIAL DEFENSE SECRETARIAT.



## EXAMPLES OF PROPOSAL DEVELOPMENT IN THE GROUPS:

### Example 3

TO PROVIDE INFORMATION ON PUBLIC POLICIES, WORKING GRASSROOTS GROUPS, MOBILIZING YOUTH TO PARTICIPATE IN SOCIAL CONTROL SPACES (COUNCILS AND FORUMS (REBORN), COUNCILS OF EDUCATION AND PRONAF COUNCIL); COMMUNICATIONS AS HUMAN RIGHT SHOULD BE FOCUSED AS A PRINCIPLE IN DEVELOPING ACTION. TO DEVELOP THIS ACTION, THE GROUP DEFINED THREE COMMUNICATIONS STRATEGY:

#### 1. To disseminate actions through Community Health and Family Health Programs

**Steps:**

- TO ARTICULATE STATE HEALTH SECRETARIAT;
- TO ARTICULATE MUNICIPAL HEALTH SECRETARIATS TO PRESENT A PROPOSAL, AND TO DISSEMINATION ACTIONS TARGETING YOUTH THROUGH FAMILY HEALTH PROGRAMS AND COMMUNITY HEALTH AGENTS;
- TO ARTICULATE TECHNICAL TEAMS WORKING WITH FAMILIES IN MANY ISSUES INVOLVING CHILDREN, ADOLESCENTS, AND PEOPLE WITH SPECIAL NEED WITH THE MUNICIPAL HEALTH AND EDUCATION SECRETARIATS;
- TO UNDERTAKE MEETINGS WITH HEALTH AGENTS TO PRESENT THE PROPOSAL, AND TO TOUCH THEM ON THE IMPORTANCE OF GRASSROOTS WORK;
- TO FOLLOW UP ACTION OF THE HEALTH SECRETARIAT DURING THE STAGE OF COMMUNICATING WITH YOUTH (PERIODIC MEETINGS, MEETINGS WITH ASSOCIATIONS, PUBLIC CONSULTATIONS ETC.);

#### 2. Use of community radio stations to enhance dissemination of information to youth (projects, actions, educational debates, issues related to youth etc.).

#### 3. Use of urban schools spaces to disseminate information on actions with youth.

**Steps:**

- TO ARTICULATE MUNICIPAL EDUCATION SECRETARIATS TO PRESENT PROPOSALS (MEETINGS AT SCHOOLS WITH TEACHERS AND STUDENTS, TRAINING IN LIBRAS, ETC.);
- TO UNDERTAKE MEETINGS WITH MANAGERS AND TEACHERS TO PRESENT THE PROPOSAL AND TO TOUCH THEM ON THE IMPORTANCE OF GRASSROOTS WORK;
- TO FOLLOW UP ACTION OF EDUCATION SECRETARIATS DURING THE STAGE OF COMMUNICATING WITH YOUTH COMMUNICATIONS (PERIODIC MEETINGS, MEETINGS WITH ASSOCIATIONS, PUBLIC CONSULTATIONS ETC.)



## PERNAMBUCO YOUNG VOICES PLENARY SESSION PROPOSALS - SEGMENT

### Exemplo 3:

INFORMAR OS E AS JOVENS SOBRE AS POLÍTICAS PÚBLICAS E TRABALHAR AS BASES, MOBILIZANDO OS JOVENS PARA PARTICIPAR DOS ESPAÇOS DE CONTROLE SOCIAL (CONSELHOS E FÓRUNS (RENASCER), CONSELHOS DE EDUCAÇÃO E CONSELHO DO PRONAF); A COMUNICAÇÃO COMO DIREITO HUMANO DEVE SER ENFOCADA COMO PRINCÍPIO NO DESENVOLVIMENTO DA AÇÃO. PARA DESENVOLVER ESTA AÇÃO O GRUPO DEFINIU TRÊS ESTRATÉGIAS DE COMUNICAÇÃO:

#### 1. Establishment of Work Group to organize a Youth Meeting in Pernambuco

WG attributions:

- TO MAKE FUNDS AVAILABLE TO UNDERTAKE THE STATE MEETING;
- TO PREPARE A STATE MEETING FROM ACTIONS PROPOSALS PRESENTED IN PERNAMBUCO YOUNG VOICES MEETING;
- TO ARTICULATE DIVERSE JUVENILE SEGMENTS FOR THE MEETING.

#### Youth State Meeting Objective

- TO DETAIL A PLANNING WITH YOUTH ORGANIZATIONS AND SEGMENTS IN THE STATE;
- SUBSIDIES FOR PREPARATION AND FOR DEBATES IN THE MEETING;
- ACTIVITIES REPORT OF THE EVENT PERNAMBUCO YOUNG VOICES IN JANUARY 18, 2006.





## CONCLUSION

Pernambuco Young Voices draws attention by the clear understanding of participants on the need of effective public intervention, as well as it points out that they understand the possibilities of maximizing effectiveness of policies already developed with increased participation, and by use of information and communications technologies.

With axes towards work, education, diversity, participation and equal opportunities are present on a sound way demanding answers at the level of the challenges to be faced.

### **A. DEMOCRATIC, CONCERTED AND STATE OF ART PUBLIC MANAGEMENT – PATHS TO FOLLOW.**

A generational perspective of existing public policies, as demanded, requires new focus on public management itself that appears as a generational balance strategy. Thus, it is confirmed the demand presented by youth policies as a strategy and it is noticeable the need of effective public intervention, granted by universal rights statement, both on education (formal and informal), and on income generation, participation and access to development processes, and specific information for this segment.

A careful reading of developed proposals shows a way to prepare public policies related to youth: guided by plural perspectives for participation, broadly concerted, and effectively

democratic, trying to learn from existing experiences, and through use of new technologies to strengthen and empowerment at local level. Besides, they point out that, whenever possible, plans or programs should go through some kind of validation, preferably involving youth organizations participation jointly with decision-makers of the State.

Products developed by social actors participating in WDR / Pernambuco Young Voices consultation make up for major inputs for preparing Youth State Council, Youth State Policy, and Youth State Plan, as well as they clearly demand designing of new specific programs and reorientation of older ones.

To really face these issues, we should try to overcome stereotyped views of youth as a homogeneous group: both as a problematic segment and a group in eternal transition to adult life, and for that very same reason they only should be prepared to take over one day of their social roles in an already built world. All generations are in permanent transition and should have the same rights and the same opportunities, and that are expressed, in terms of public policies, ultimately, by unequal treatment for the unequal.

For example, historically, it is known that even with greater economic growth and consequently increase in the job posts, youth are absorbed by the labor market on a much lower intensity and speed than that of adult population.

For all these reasons, traditional educational and macro economic policies have clearly shown to be insufficient, and could be considered, at the most, as starting point and not as the only instruments for society and State role in this issue as they are not, and they will not be enough to respond to the needs of this large contingent that now presents itself. An approach targeted to strengthen new generations potential should guide itself by the warranty of youth basic rights, by equal opportunities, and to promote youth integration in decision-making processes, increased and enhanced continued education, job creation and income generation, and mostly through rational use of the financial



flows of the major strategic lines of development of the country as concrete instruments for inclusion and for promoting effective participation of the Brazilian youth.

Youth proposals, developed during Pernambuco Young Voices, strongly point towards the need to establish instruments for joint action of youth itself, such as Pernambuco Youth forum, as well as the remaining proposals reinforcing the tendency of recognition of the localization process in parallel to globalization, searching, in one hand, to understand long term strategic policies with consequent participation of youth organization on decision-making in other levels of governance.

### **B. LABOR, EDUCATION, DIVERSITY, PARTICIPATION AND EQUAL OPPORTUNITIES – THE CHALLENGE: TO ARTICULATE STATE OVERALL MACRO POLICIES WITH SPECIFIC YOUTH POLICIES.**

It is evident the needs gap – requiring a commitment by the State. Other outstanding presence in the reports was the evidence of lacking suitable physical structure for education, and of education quality itself, which does not respond, in the way that demands were presented in the working groups, at least in some localities, to the basic issues both concerning services and concerning educational system of the region, such as, for instance, the non-solved issue of multi-graded classes and school transportation.

Questions related to recognition of youth diversities, mainly in education, require new approaches for public policies designers. And, it is in education that a strong demand for teachers training appears as a flexible and structuring strategy making possible great

changes in the quality of capacity level of youth, in addition to their ways of socialization. Therefore, according to these young people, governments and society should mobilize efforts for systemic use of empowering and participation instruments based on quality education as an indispensable step towards development.

We perceive that, by analyzing the surroundings and existing tendencies, governments could listen youth more, and try to improve the quality of life with a basic set of articulated and intentional policies that would be incorporated into the macro and micro economic policies favorable to the young, aiming at increasing existing opportunities: Access to credit and to micro credit with suitable qualification, a sector policy of incentive that takes into account presence of youth, by field of activity, as well as in sectors with greater growth considered more attractive to youth; programs that struggles against information asymmetries among youth (specially, among more vulnerable youth), intermediation programs between schools and firms; income transfer programs aiming at increasing education; education quality improvement programs that could make schools more attractive and plural to youth and to the community, among others.

Northeastern and Brazilian Youth realities, needs, opportunities, and disposition are presented in ways as diverse and complex that would certainly not have easy or punctual answers. Work developed in Recife reinforces major conclusions from many diagnosis developed by Brazilian youth during the last years, and call everyone for a sound reflection on which ways, what institutions and rights that society intends to offer, to agree and to ensure to a large portion of the excluded youth of our country.





## ANNEX

## PROGRAM OF THE MEETING

Day	Morning	Afternoon/Evening
<b>Sunday - 15</b>		Reception and lodging of the Delegations from the interior of the State
<b>Monday - 16</b>	08:30 am <ul style="list-style-type: none"> <li>Welcome Coffee</li> </ul> 09:00 am <ul style="list-style-type: none"> <li>Meeting Program presentation followed by WDR presentation;</li> <li>Q&amp;A session on the Meeting and on WDR;</li> <li>Participants' introduction and acknowledgment;</li> <li>Collective Validation of the Methodology Proposal;</li> <li>Agreement on Commitment to Collective Procedures during the Meeting</li> </ul> 12:00 pm Lunch	14:00 pm <ul style="list-style-type: none"> <li>Participants' dialogue with John Briscoe, World Bank Director for Brazil.</li> </ul> 15:00 pm <ul style="list-style-type: none"> <li>Beginning of Focal Discussion Groups (Rural, Urban, Quilombolas, and Indigenous Youth)</li> </ul> 16:30 pm <ul style="list-style-type: none"> <li>Coffee-break</li> </ul> 19:00 pm <ul style="list-style-type: none"> <li>End of First Day Activities</li> </ul>
<b>Tuesday - 17</b>	08:30 am <ul style="list-style-type: none"> <li>Breakfast</li> </ul> 09:00 am <ul style="list-style-type: none"> <li>Continued Focal Groups Discussion</li> </ul> 11:00 am <ul style="list-style-type: none"> <li>Plenary session for Presentation of Results from Focal Groups Discussion</li> </ul> 12:00 pm <ul style="list-style-type: none"> <li>Lunch</li> </ul>	14:00 pm <ul style="list-style-type: none"> <li>Presentation of Ceara Young Voices</li> </ul> 15:00 pm <ul style="list-style-type: none"> <li>Plenary session: Presentation of the Land Titling Credit (Federal Government) and Education Programs (State Government) partially finance by the World Bank.</li> </ul> 16:30 pm <ul style="list-style-type: none"> <li>Afternoon coffee-break</li> </ul> WDR Team: <ul style="list-style-type: none"> <li>Field visit to Station Future and Youth Station (Pro-Youth) Social Projects</li> </ul> 19:00 pm <ul style="list-style-type: none"> <li>End of Second Day Activities</li> </ul>
<b>Wednesday - 18</b>	9:00 am <ul style="list-style-type: none"> <li>Group discussion</li> </ul>	14:00 pm <ul style="list-style-type: none"> <li>Group discussion</li> </ul> 16:00 pm <ul style="list-style-type: none"> <li>Presentation of Results from Development Groups</li> </ul> 17:00 pm <ul style="list-style-type: none"> <li>Closing of activities</li> </ul>



## PARTICIPANT YOUTH

Abner da Costa Mansur	TORTURE NEVER MORE MOVEMENT
Aline Oliveira Marques	WOMEN COORDINATION / CRM-OLINDA
Anne Cristine Silva Cabral	BRAZILIAN WOMEN UNION / UBM
Anilson Pereira da Silva	FUNAI/ KAMBIWÁ - PEREIOS
Carlos Alberto da Silva Lopes	COMMUNITY OF CASTAINHO
Cícera Joana da Conceição	COMMUNITIES OF CONCEIÇÃO DAS CRIOULAS AND MIRANDIBA
Cíntia Mendes Barbosa	COMMUNITY
Cosma Bezerra da Silva Física	CHRISTIAN FRATERNITY OF THE SICK AND OF THE DISABLED (FCD)
Damiana Júlia Ferreira	NOTHEAST YOUTH NETWORK - PE
Daniela Neves Correia	SERTA
Daniel Pereira	BOCA DO LIXO CULTURAL MOVEMENT
Daniel Reis da tSilva	NATIONAL MOVEMENT OF STREET BOYS AND GIRLS - PE
Edeilson Ferreira Cavalcante Filho	SÍTIO JENIAPAO YOUTH FORCE ASSOCIATION
Edivane Lopes Isídio	QUILOMBOLA COMMUNITY
Edmiro Ferreira Cavalcante Filho	SÍTIO JENIAPAO YOUTH FORCE ASSOCIATION
Eduardo Gomes de Souza	SITIO FEIJÃO
Edvaldo Luíz de Oliveira	QUIRON CAPACITA PROJECT
Emanuel David da Silva Santos	ARTICULATION FOR GAY CITIZENSHIP OF PE/ ACGP
Eraldo Tavares Sobral da Silva	HIP HOP METROPOLITAN ASSOCIATION - PE
Francisco de Assis do Nascimento	YOUTH FORUM - RECIFE
Geise Honorato Ferreira	CHILD VALUATION AND REHABILITATION CENTER (CERVAC)
Geraldo Vilan C. Lima Filho	UEP
Gessé Rodrigues Pereira	SERTA
Gilmar Correia Dias	SERTA
Inês Maria Dias de Silva	SEXUAL ABUSE AND EXPLOITATION COMBAT NETWORK/ CERCA - RECIFE
Isaque Menezes	ENVIRONMENT YOUTH COLLECTIVE
Jânio Salvador Cabral	FUNAI/ XUCURU
Jhonata de Melo	TORTURE NEVER MORE MOVEMENT
Jonas Welton Barros Oliveira	FUNAI / PANKARARU
Joseane Silva Lopes	QUILOMBOLAS DO CASTAINHO COMMUNITY ASSOCIATION
José Júnior de Souza	SERTA



## PARTICIPANT YOUTH

José Nilton Francisco do Nascimento	QUILOMBOLA DE CINTENDAS ASSOCIATION
Joiceide Valdeci de Oliveira	AACC
Kaliandra Graciene da Silva	FUNAI/ KAMBIWÁ
Karina Gomes da Silva	SEAD
Kelly Regina Santos da Silva	WONDER WOMAN GROUP
Leandro José Bezerra	STATION FUTURE
Letícia Guimarães de Lima	TORTURE NEVER MORE MOVEMENT
Lindervania dos Santos	SEAD
Louciana Guimarães de Lima	TORTURE NEVER MORE MOVEMENT
Louis Wilson de Paiva	TORTURE NEVER MORE MOVEMENT
Lourinaldo Gomes da Silva	JENIPAPO YOUTH FORCE ASSOCIATION
Marileide dos Santos Reis	FUNDAC – SANTA LUZIA
Maria Auxiliadora Gomes da Silva	ASSOCIATION OF DISABLED FROM SERTÃO CENTRAL (ADSC)
Maria Risolene Lima Bezerra	WONDER WOMAN GROUP
Maria Tatiane Gomes de Souza	BEANS GROWERS ASSOCIATION
Marly Fabiana Costa Scheidt	AMHOR
Martinho Mendes da Silva	QUILOMBOLAS AND CRIOULAS ASSOCIATION
Milton Pereira da Carvalho Filho	PERNAMBUCO CATHOLIC UNIVERSITY / UNICAP
Moisés Alexandre da Silva	HIP HOP BRIGADE - PE
Poliana Rodrigues da Silva	ASSOCIATION OF THE DISABLED FROM SERTÃO DO MOXOTÓ
Rafaela Maria Gomes da Silva	FUNAI/ KAMBIWÁ - PEREIRO
Raimunda Maria Barbosa da Silva	CONVERSANT WOMEN ASSOCIATION / AME-PE
Reinaldo Carlos da Silva	FUNAI/ KAMBIWÁ
Rildo Veras Martins	GAY MOVEMENT LIONS OF THE NORTH
Rodolfo Perez Santana	SITIO JENIPAPO YOUTH FORCE ASSOCIATION
Romana Maria Gomes de Lima	KAMBIWÁ - PEREIRO
Thereza de Fátima Araújo Fragôsa	SEAD
Valeria Pereira Fagundes	SERTA
Vanderlei José de Nascimento	FUNAI
Wilke Torres de Melo	FUNAI



## SPEAKERS

<b>Carlos Odas</b>	NATIONAL YOUTH SECRETARIAT OF THE PRESIDENCY OF THE REPUBLIC
<b>Emmanuel Jimenez</b>	THE WORLD BANK
<b>John Briscoe</b>	THE WORLD BANK
<b>Marcelo Gadelha SEPIR</b>	STATE SECRETARIAT OF JUSTICE AND HUMAN RIGHTS
<b>Regina Célia Reyes Novaes</b>	NATIONAL YOUTH SECRETARIAT OF THE PRESIDENCY OF THE REPUBLIC / CHAIRWOMAN OF THE NATIONAL YOUTH COUNCIL
<b>Sérgio Murilo Jr.</b>	TORTURE NEVER MORE YOUTH CORE / JULAD
<b>Tereza Notaro</b>	STATE SECRETARIAT EDUCATION
<b>Varun Gauri</b>	THE WORLD BANK
<b>Viviana Mangiaterra</b>	THE WORLD BANK
<b>Zeze Weiss</b>	THE WORLD BANK

## SPEAKERS

<b>Bárbara Oliveira</b>	SEPIR
<b>Ditta Dolejsiova</b>	
<b>Eloa Kátia Coelho</b>	RACIAL EQUAL PROMOTION TEAM OF THE PRESIDENCY OF THE REPUBLIC
<b>Ernandes</b>	
<b>Fernando Felix de Oliveira</b>	THE WORLD BANK
<b>Francisco de Assis do Nascimento</b>	YOUTH FORUM - RECIFE
<b>Inalda Laurentino S. Barbosa</b>	FUNAI
<b>Joana Santos</b>	
<b>Josbertini Clementino</b>	DREAMS ENDEAVORS COMMUNITIES
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<b>Silvia Sales</b>	STATE SECRETARIAT OF EDUCATION
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<b>Thais Borges Werneck</b>	FUNAI
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