

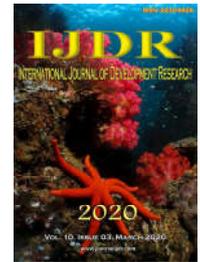


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LEARNING PROGRAM: PUBLIC POLICY FOR SOCIAL DEVELOPMENT AND TRANSFORMATION FOR THE YOUNG IN SITUATION OF SOCIAL VULNERABILITY IN THE MUNICIPALITY OF CRUZ ALTA- RS

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ABSTRACT

The main objective of the present study is to analyze the contributions and challenges of the Learning Program in the social development and employability of the young in situation of social and economic vulnerability in the municipality of Cruz Alta - RS, in the light of the statements of twenty young people, aged over 18 years, graduated from the Learning Program in the period from 2012 to 2014. The research seeks to fill a gap of studies and productions through an interdisciplinary analysis considering legal, social and economic aspects about the contributions of the Learning Program as public employment policy in the perception of the young themselves. The methodology used was the field study of applied nature with exploratory descriptive purpose, performed through audio-recorded interviews and analyzed through the content analysis technique identified in the analysis matrix. This study presents important information on the main contributions and challenges of the Learning Law in social development and youth employability as well as reveals changes, especially in the expansion of the young's life perspectives in the academic, economic, social and professional contexts.

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INTRODUCTION

In Brazil, the young aged 15 - 29 years account for 51.3 million people, representing 26.9% of the Brazilian population, according to the 2005 census conducted by the Brazilian Institute of Geography and Statistics - IBGE (2010). Still according to data from the IBGE, the lack of employment represents one of the main social problems to be faced, followed by the increasing violence, which directly affects 17.4% of the Brazilian population, represented by the young aged from 15 to 24 years, which corresponds to the portion of 54% of the unemployed (IBGE, 2010). The difficulties in joining the labor market and remaining, according to Pochmann (2000), are related to the lack of training and the few opportunities stemming from high rates of unemployment,

which has caused a social problem, making the young a vulnerable category, prone to crime and drug use. According to the National Youth Secretariat (SNJ, 2014, p.08), currently, in Brazil, the social protection of individuals considered to be in a situation of vulnerability is a concern of both the State and the society. In this sense, several public policies have been aimed at young people in the country, mainly related, "[...] to social protection, social inclusion, employability, violence coping and citizen participation [...]", and these have been consolidated as a practice in society, promoting the integral development of young people. Among the alternatives of social and educational policies, there is the Law 10.097/2000 (BRAZIL, 2000), in line with Article 5 of law n. 8.069/1990, which provides for the professionalization as a fundamental right related to human dignity, considering the work as a form of social integration and emancipation. The Law 10.097/2000,

known as the Learning Law, through learning programs, aims at professional qualification and integration of the young aged from 14 to 24 incomplete years, aiming to unite education with work. To better understand the Learning Law in the context of social development, authors as Silva (2013), Clementino (2013), Gonçalves (2014), Coelho (2015), Souza (2016) addressed the topic in their research focused on the relationship between the young, education, work, public policies and their social contributions. These studies show that the social policies geared to the young have been the subject of countless reflections that pass through social and economic impacts of work and the anachronism of the intervention of political power in social relations. Corroborating the above, the present study aimed to analyze the contributions and challenges of the Learning Program in social development and employability of the young in a situation of social and economic vulnerability in the municipality of Cruz Alta - RS.

Methodological procedures of the research: Regarding the methodological procedures adopted, this is a field study of applied nature with exploratory descriptive purpose, under a quali-quantitative approach. The participants were 20 young people, according to information from the Reference Center for Social Assistance- CRAS, in the municipality of Cruz Alta - RS. The CRAS is a state unit located in an area of social vulnerability, responsible for implementing services, programs, projects and benefits of basic social protection, and organizing and coordinating the network of local social care services (BRAZIL, 2016, p.09). As Teixeira highlights:

The formulation of Social Assistance was able to overcome the tradition of charity, supports of physiologism and clientelism, although these practices still dominate. The big leap was to conceive Assistance as a right of citizenship, public policy, providing for actions to fight poverty and promote social well-being, in conjunction with other policies, including economic. In practice, this commitment between the State and society to create decent living conditions has not been implemented and the culture of the elite that protects the needy is still maintained (TEIXEIRA, 2002, p.09).

Thus, the choice of the persons linked to CRAS took into consideration their direct relation with the Social Assistance, which, according to Teixeira (2002, p.09), keeps its principles based on the universalization, respect for citizenship, equality of access to services, transparency, decentralization, participation of civil society organizations in the formulation of policies and in the control of the actions and the primacy of the responsibility of the State in the conduct of policies, acting directly in areas of social vulnerability. The empirical basis for developing this study, in turn, had the participation of 19 young people from the 20 selected, according to inclusion and exclusion criteria, justified below. As inclusion criteria, the research used the totality of young graduates from the Learning Program in the period from 2012 to 2014, given the duration of the program of up to 2 years, with the young coming from low-income families with social identification register (NIS), registered at CRAS - Reference Center for Social Assistance in the municipality of Cruz Alta and who have completed the Learning Program with a duration exceeding twelve months and are, today, over 18 years old. The exclusion criteria were the young who had not completed the program, or graduates from the Learning Program with a duration under twelve months. This time is necessary due to

the importance of at least one year of practical work experience to better contribute to the focus of the overall objective of this work.

Methodological path of data collection: With the defined population, there was a search in the records of the young graduates of the Learning Program, data provided by the Business-School Integrating Center (CIEE) and served as a support for the initial contact with the young. In the beginning, there were some difficulties locating the young selected, since the contact information was already outdated, considering the temporal space regarding the time in which these records had been made. However, with the list of names, the telephone contact was possible with some of the young, others could be contacted through social networking, and, through information of the people who were friends with them. All the young contacted agreed to participate in the study, after receiving information on its objectives. Some accepted immediately, the others, after a few questions about the interview form, showed concern whether the interviews would be recorded on audio and video, would be individual or collective, demonstrating that they could feel ashamed before other people. After answering these questions, stating that they would be individual and only audio-recorded, they clearly demonstrated the interest to participate in the research.

The interviews were scheduled individually and carried out in the period from 05 September to 10 October 2016, according to the time availability of the young, and some were held together with the CRAS - Reference Center for Social Assistance called "a Place in the Sun", which is located in Jardim Primavera II, considered by some as a location with easy access, and others were performed in the Centaur Gallery, on 935 General Câmara street, office 04, in downtown Cruz Alta - RS. Before beginning the interviews, the young were oriented to read the Informed Consent Form - ICF, as a way to acquire information on the research objectives, methodology, the form of presentation of results, as well as to clarify possible doubts, and shortly after, the signing as a representation of their agreement to participate in the research. All interviews were audio-recorded and later transcribed. The results obtained showed that the young understand the issues presented during the interview and did not demonstrate any embarrassment in answering the questions asked. The main difficulties encountered in relation to the field research included, in addition to the possible non-attendance of research subjects on the dates and times scheduled for interviews, the fact that the actual content of the responses provided by the young in general had little depth, summarizing their responses to general aspects or short answers often explained by a "yes or no", hindering the amplitude of the possibilities of analysis and interpretation of the interview guide. To solve the aforementioned problems, initially, other dates and times were re-scheduled to conduct interviews. Concerning the second difficulty related to the responses, the procedure adopted as solution was to repeat the question and explain it in order to clarify possible doubts, but this problem did not harm the acquisition of the information necessary to analyze the results, from the contents obtained, especially the quantitative data. As for the methodology of presentation of the qualitative results, the analysis matrix was used, composed of categories, subdivided according to the objectives proposed in the study. Graphs and tables were also used, which contributed to a better visual understanding of the data obtained. The procedure adopted in relation to the data collected in the interviews was

the literal transcription and typing of the information obtained in audio. The responses allows for building graphs relating to quantitative information, which were developed on Microsoft Excel. Regarding the aspects related to the discourse of the researched subjects, the concordance (verbal or nominal), neither the regency (verbal or nominal) were changed, as a way to represent the language of the young researched. The fidelity of pronunciation of the words were kept in the transcription into writing, as a way to keep the characteristics of individual language and expression common to the young of their age range, also serving to clarify aspects related to their educational and social contexts. Nevertheless, not all the subjectivity expressed in the interviewees' responses could be completely described, as previously stated, because, in fact, some of these expressions are lost in the process, but the literal transcription of speech (as done) can be a way to minimize these losses of subjective information.

The analysis of qualitative data used the content analysis technique, in which were defined categories *a priori*, in the matrix analysis, from the emerging content of participants' responses. For a description of the research data, extracts taken directly from the original explanations of the interviewees' reports were presented, preserving the word originally spoken. Through the content analysis, the researcher can, according to Minayo (2011, p.84), "[...] go beyond façades of what is being communicated, which means to seek what is behind the manifested content".

The results were presented both qualitatively, with the presentation of some excerpts of speeches of the young researched, as quantitatively, presenting the results in percentages, graphs and tables. When presenting excerpts from speeches of the interviewees, they were identified by the letter F, when the interviewee was female and M, when the interviewee was male, followed by a reference number of the interviewed young person.

The project was submitted to analysis of the Research Ethics Committee under CAEE 56027816.6.0000.5322 and opinion number 1.590.812.

RESULTS AND DISCUSSIONS

This item is dedicated to presenting and discussing the results obtained during the data collection phase through interviews aiming to answer the research question: What are the contributions and challenges of the Learning program in social development and employability of the young in situation of vulnerability in the municipality of Cruz Alta? To answer this research problem, the section was subdivided, according to the specific objectives of this research.

Socioeconomic Profile of the Young Graduates from the Learning Program: Of the young subjects of this research, 58% are female and 42%, male, with ages ranging from 18 to 22 years, a period, according to the UNESCO (BRAZIL, 2004, p.23), in which several changes occur, whether biological, social or cultural, which vary according to the sex, color, family and social context. In relation to color or race, 58% of the interviewees reported as white, while 26% reported as *pardos* and only 16% as Moreno, mulattos or blacks. Although the interviewees are in the same age group, their social reality is not homogeneous, which defines different possibilities and/or impossibilities of insertion in the productive life and

social developments. The schooling also constitutes an important aspect in social and professional development and integration of the young. The interviewees showed different schooling levels, and all of them concluded the elementary and secondary education at public schools. Of these, 37% are still attending secondary school and 63% had completed secondary education. This fact is very relevant, because it contrasts the information from the IPEA (2015, p.20), which reports that 15.7% of the population of young Brazilians in the age range from 15 to 17 years were out of school and that more than 1.4 million adolescents had not completed basic schooling in 2013. The participation of the young person in the Learning Program, in accordance with Article 28 of Decree 5,598/2005, is linked to school enrollment and attendance, because this article provides for the termination of the learning contract in case of "[...] unexcused absence at school that implies loss of academic year of the young person", thereby encouraging the school permanence, and the elevation of levels of education of the young, highlighting that the researched group had no member out of school, or without at least complete secondary education.

Moreover, of the interviewees who had already completed high school, 34% are attending technical courses in the areas of Radiology, Secretariat, Nursing, Administration, and another 42% are attending higher education in Management, Physical Education, Journalism and Pedagogy courses, i.e., 76% of the young who had completed secondary school continue the path of qualification through formal study, given the demands of the labor market, which considers that the higher the level of schooling, the higher the level of employability. This information related to schooling is very important for the result of this research, in particular, by the socioeconomic context of the researched young, clearly demonstrating the process of transformation of the social reality experienced by them. Another important and socializing aspect for the young was the CRAS, Reference Center for Social Assistance in the municipality, inserted in one of the regions of greater social vulnerability. The CRAS was one of the main responsible for contributing to the process of social and professional inclusion of the young participants of this research, also being considered an efficient channel of dissemination of learning programs, according to the young. This information on the young's perception of CRAS demonstrated its importance, and that it meets its goals as a public policy, as highlighted by Teixeira (2002, p. 09) "[...] the great leap forward was to conceive the Assistance as a right of citizenship, public policy, providing actions to fight poverty and promote social well-being, articulated with other policies, including economic". Nonetheless, there is a contradiction in the affirmation of this author that says: "[...] in practice, this commitment between the State and society to create decent living conditions has not been implemented and the culture of the elite that protects the needy is still maintained" with the reality perceived by the young themselves who attend these spaces.

Another important point to highlight is the family, considered one of the main socializing environments of adolescents and with which they establish important everyday relations of references and create affective bonds. According to the National Secretariat of Youth (2014, p.08), "during the youth, individuals start and process their insertions in various dimensions, in adulthood (in the constitutions of families, in the work world and in the spaces of citizenship)",

demonstrating the importance of the role of the family in the formation of the young. Thus, the results of this study show that the families of the interviewees feature traditional family arrangements, demonstrating current common family settings. Of the interviewees, 84% live in households with traditional nuclear arrangements, composed of father, mother and siblings, and 53% of interviewees live with younger siblings and 21% live with the elderly over 60 years. The other part, 16%, lives in families that reflect less traditional arrangements, increasingly common in contemporary society, such as families formed after separation or abandonment of the spouse or partner, families rebuilt with the presence of the stepfather/stepmother and siblings from the new union, or extended families composed of close relatives, mostly composed of grandparents and/or uncles. Furthermore, 21% of the families of the interviewees are headed by women, observing a relationship, in cases of the young, with separated, deceased or unknown fathers. Moreover, 100% of interviewees stated that they are not and do not reside with some chemically dependent family member. In relation to housing questions, 84% reported that they live in their own house, on average only four people reside and on average four work. Regarding family income, 53% of respondents declared that vary from three to four minimum wages, other 42% reported that is approximately two minimum wages, and only 5% said that varies from five to six minimum wages. Regarding the questions that relate to receiving social benefits, only 5% of families of respondents declared to be beneficiaries of social program of income transfer.

Contributions of the Learning Program according to the Young Graduates: According to the interviewees' statements, the experience of labor insertion in the condition of an apprentice represents, in their majority, the opening of new possibilities related to financial issues associated, in particular, with the possibilities of contributions to the family, a reflection of the socioeconomic situation experienced by these young people. The vulnerability issue is also perceived in terms of the risks that these young people are prone to, as in the speech F1- "Stay out of the street and avoid getting involved with the wrong things either drugs or anything else". This report also shows the intrinsic contributions of the Learning Program for society, corroborating the justifications of most social projects directed to the young about the importance of "[...] occupying their free time," and "[...] making the boys stay away from the world of crime, getting them from the street, away from violence", as points Gonçalves (2003, p. 171). Most statements show the concern of the young in participating, collaborating to the family income, followed by other subjective aspects, such as personal experience and knowledge, as the main reasons for seeking the Learning Program.

The family relations suffer some changes, from the entry of the young into the world of work. The young indicate that, after their insertion in the labor market, they begin to assume more responsibilities in the scope of work and home, such as: paying their own expenses (leisure, clothing, education) and the family expenses (light, telephone, food, material goods, home renovations), demonstrating a value associated with the protection of the family. Although the concept of labor practice is related to a form of income distribution, it acquired, over time, a central role in the individual's social insertion, in the construction of their identity and establishment and sustenance of society. Some of the interviewees revealed that this process of insertion in the labor market involves the

achievement respect and confidence by their relatives, because the parents feel proud of their employed children, culminating with the possibility of greater participation and autonomy in relation to the family, as demonstrated in the following statements:

(M8) - wow, it improved many things, for example, getting to the end of the month and saying this is yours and pay the light, water bill. Not to mention that they look at me with different eyes, oh my son is hardworking, he works, that for me was a very important thing.

(F14) - it helped me be responsible. It helped me because my goal was to help my family, both inside the house and for me, from cell phones, school supplies, clothes. I think it improved, after I started working they started to look at me differently, more responsible. It contributed to personal growth, you get into another world you know ... now I can talk to people, things I couldn't do before.

(F17) - surely there is improvement, we were offered more opportunities, we bought things for home, helped a lot at home and in my studies too.

The experience of inter-relationships outside the family environment configures an extension of the social network of the young and collaborates for them to assume their role in society and to develop their own identity. The young feel they are seen differently by others, as shown in the report - "they look at me differently" (M8). The meaning of work becomes much broader, takes on the role of education and constitutes a decisive factor in the lives of people, who, according to Pochmann (2000, p.56), "is a value, an instrument of human achievement that is subordinated to other values, such as the right to family life, health, leisure, education and technical and professional training." The reports below highlight the advances provided by the Learning Program, perceived by the young, in their personal and professional life:

(M2) - I've learned how to behave well in society, got me prepared for work, to deal with people, own benefits, I managed to get my things.

(F4) - it was very good, it resulted in some job openings, it brought me many opportunities and also wisdom.

(F5) - knowledge, I had a lot of knowledge, from the first day to the last I did not miss anything about the learning laws that support the apprentice both within the course and within the company not to mention the experience we take for the rest of life.

(M6) - I improve the understanding of the labor market as it works.

(M9) - it taught me to be a good professional, to behave in the company and be a good employee.

(M10) - I learned to have more responsibility.

The opportunity of expanding interpersonal relationships with people outside the family scope offers benefits and promotes changes to the young, because it allows the access to new knowledge, information, ways of seeing the world. This also assists in overcoming the difficulties encountered in everyday life, i.e., the young perceive the meaning of work, which, according to Giddens (2008, p. 576), are "[...] tasks that involve the expenditure of mental and physical effort, aiming to produce goods and services to satisfy human needs". Although the concept of labor practice is related to a form of income distribution, it acquired, over time, a central role in the individual's social insertion, in the construction of their

identity and establishment and sustenance of society. Many young people attribute to the learning program the behavior changes and responsibility acquired. The statements indicate:

(F3) - I felt that I've grown up living with different people.

M11- it improved my communication.

(F12) - the relationship with people has improved and I've grown up a lot in my personal and professional life.

(M13) - I managed to develop the diction, talk more, serve the public better.

(M15) - be more communicative and live in society

(F16) - have more agility, more responsibility.

(F17) - new experience, opportunity and source of income. We learn a little more with each experience. We know people, we end up qualifying because we have to go for it.

(F18) - ease of dealing with people and having responsibility.

(F19) - it helped reduce my shyness.

When questioned if the program provided the conditions necessary for joining the world of work, 100% of the interviewees reported they felt prepared and that the program had helped achieve other employment opportunities. Of the interviewees, 84% are inserted into the labor market and 16% are unemployed, but informed recently leaving their jobs for various reasons. The difficulties in joining and remaining in the labor market are related to the lack of training and the few opportunities stemming from high unemployment rates, according to Pochmann (2000). In this sense, the Learning Program helps minimize these difficulties. Regarding the contributions in personal and professional life from the participation in the Learning Program, the young report, in a general way, the importance of the knowledge acquired by the experiences during the implementation of training courses and the functions developed in companies as a differential to develop activities and personal skills. Some interviewees attributed importance to theoretical training, especially because it allows for improving and supporting the practice and qualification to perform tasks in the company while others assessed that the theory is fundamental to the human and intellectual maturity, arguing that the training goes beyond the preparation for the job. The reports show that the Learning Program meets, in practice, the requirement of section III of article 5 of Decree 723/2012 of "[...] the contents to be developed, containing knowledge, skills and competencies, their relevance in relation to the program goals, participating public to be met and application potential in the labor market", thus demonstrating its adequacy to the participating public.

Concerning the expectation of the professional future, the young relate the future concept to academic qualification and training, showing their importance to remain in the labor market. Many of the interviewees have already sought new courses to complement their professional resume, as revealed in the statements below. On the other hand, when asked if they had attended other course besides the learning program, 37% reported not having attended any other course, but 62% of the others sought new qualification courses. Of the total number of the graduates from the Learning Program participating in the study, 16% are unemployed and 84%, employed, but all were unanimous in affirming that the program had helped them achieve new employment opportunities. Main challenges of the Learning Program according to the young: The transition

to the work promotes many changes in the life of a young person and puts challenges to be overcome, arising from situations that require effort to deal with, involving the elaboration and implementation of strategies for coping with the difficulties. The interviewees indicated some of the most significant challenges with which they had to deal during the transition to work, such as: acquisition of new responsibilities; the need to adhere to schedules; the work routine; the need to adapt to the working environment; the need to develop personal skills, and the lack of preparation of learning supervisors regarding the legal issues that involve the learning program. After the young begin to work, it is necessary to organize the daily routine to accommodate the labor activity, which takes a good part of the day, in a period different from the school. The young also claim that the adequacy to the schedules due to the time spent with displacement until the work, home, or school, constitutes a difficulty that had to be overcome. They realize that they have little time to perform the displacement between home, school and work. In some cases, the work is not near their residence or school, and the displacement from one place to another is often time consuming. The interviewees' statements highlight these difficulties:

(F1)- schedules too rushed.

(M8)- it was kind of hard when I began because the bus times did not fit the company's hours, but I managed to change my shift at the company.

(M10)- at the company, because it was too far from my home.

(F14)- I think the time issue was easy, at the beginning, it was a bit rushed because I worked in the afternoon and studied in the morning, until getting used to this routine.

(F16)- rushed hours.

The interviewees also pointed out the adaptation to the work environment as a challenge to be faced in the process of insertion in the world of work. In their statements, they revealed the difficulty to enter a new environment with the presence of other people, with well-defined functions and activities. In this way, there is a need to "conquer a space" of self-affirmation and recognition by supervisors and work colleagues, and, in some cases, there arise, in this path, feelings of insecurity, accompanied by the fear of making mistakes in relation to the new environment. In some situations, the young mentioned feeling treated differently by work colleagues, many times, with the aspect of inferiority, but it is not clear whether such action is associated with some kind of bias regarding the proper function of the apprentice, age, race, or social class, since most of them come from low-income families and were in situation of social vulnerability. The participants' speeches, in the clip below, reveal their perceptions about the difficulties, uncertainties and developments as apprentices at work:

F1-In the practical part, as I told you, there were good and bad sides because there were bosses everywhere. Anyone could order us but I think it was good for us to evolve, for us to grow, because we learned that demands come from everywhere and with this course I learned to work for real, even if it was something that could bother me at certain times, and that pressure all the time, the demands, I think most will be like this, you will always be required. I think it helped me a lot.

(F5)- When they know you're fresh blood, they don't believe in you, they're afraid of how you'll behave, I was so insecure of how to provide the information to a person and how to act with them.

M11- the coexistence with the colleagues.

(F17)- I believe there were not so many difficulties, because we have to fit in the place, the theory is easier, and the hardest part is the practice. We have to learn to coexist and respect some rules, no big deal.

When the young start to work, since the beginning, they face the role of apprentice, which involves responsibility, associated with attendance, punctuality, fulfilment of tasks and construction of new learning, which requires the development of personal skills, such as communication and interpersonal relationship. Based on the statements, there are interactions present in the work environment that promote their access to new knowledge, as well as the development of new skills. In the statements below, they reported the challenges necessary to develop personal skills:

M2- of dealing for the first time in society, also with people from the trade, we had to be able to talk to people, I've acquired responsibility with the course and the company.

(M8)- I think it has to do with the personal relations I had with the people from here, because I was too shy, only for me, it got better for me, my personal and professional life.

(F12)- in practice, it was the shyness of public speaking.

(M13)- in practice, the customer service, but I managed to be more exposed and answer the phone.

The role of apprentice, many times, is not well defined or delineated by the contractor, and the figure of the apprentice usually ends up associated with the implementation of less complex tasks. Some companies do not have a work plan, well defining procedures and levels of complexity involved in the work that the learner will be able to complete. According to the interviewee's (F5) statement, she believes that learning supervisors from companies should also attend trainings, because "when got to the company, the staff did not know nor how to deal with me, what to ask me to do, they were lost". The interviewees (F14) and (F17), respectively, mention the importance of the role of learning supervisor in the professional development of the young, when they say: "we need a supervisor that helps us, everything I've done in the beginning was wrong, I had a supervisor but he was always busy", "should assist you more, but they are not so helpful". According to the aforementioned circumstances, one must be careful to ensure that the young feel part of the company, because, otherwise, they may feel frustrated, for being the first experience in the world of work. Importantly, there is still a gap in relation to the social understanding of the learning program by some companies. The MLSW (2011, p.12) highlights that companies must "[...] practice an effective action of social responsibility, contributing to the apprentice's social inclusion and helping them be an agent of transformation of their reality".

As a challenge, some participants refer to the learning supervisors, who are unaware of the apprentice's role, due to the inexperience in this type of recruitment, which is justified, since it is the first company's experience in hiring apprentices. Therefore, educating companies regarding their participation in the construction of social development is still a challenge in

the learning context because their role goes beyond the "[...] the formation of productive labor force, this program should be seen by the company as an educational process centered on the development of values and attitudes" (MTE, 2011, p.12). The report of the interviewee (M8) suggests that, "in relation to the practices in the company, they should prepare more professionals, because when I started, I had that fear, ah! He is an apprentice, he won't do anything right, I won't give him tasks to do". The lack of preparedness of learning supervisors can be related to the unawareness of the legislation that support apprenticeship programs, as can be seen in the report of the participant (F3), who says that "I think that the difficulty, in practice, was that, instead of the four hours of work, they obliged us do overtime and did not pay us", in this case, the company is infringing the art. 432, CLL, which prohibits the extension and compensation of working hours. When asked to evaluate the Learning program, 74% claimed to be very satisfied and 26% reported satisfaction with the learning program and attributed importance to situations and factors such as: the opportunity of the first job; the opportunity of the first experience; the acquisition of practice for the service; learning to lose the fear of making a mistake; personal development; the learning of labor laws; the first salary; qualification to the world of work; the learning of a company's operation; their formation as citizens; how to behave with other people, considering an incentive to other young people be able to work.

Suggestions to Improve the Learning Program

When asked about what should be improved in the Learning Program, most participants, 68%, reported that the program is well structured, and the remaining 32% highlighted varied points, addressing several aspects, in particular related to the company where they work, pointing to the need of understanding and preparation of the principal supervisors, more meaningful practical activities, more information and knowledge about the Learning Program. It is necessary to highlight that the establishments of any nature are obliged to employ and enroll in Learning courses, the equivalent to 5%, at least, and 15%, at most, of workers in each establishment, whose functions require professional training (BRAZIL, 2000, p.01). According to the participants' reports, concerning the appropriateness of the learning quotas, in companies, all agree that quotas are necessary and highlight the importance of increasing new opportunities. The Learning Program was not fully implemented by companies as a key role for social development and responsibility, demonstrating the need for supervision by the competent body, in this case, the MLSW, to ensure that companies comply with what Law 10.097/2000 advocates in article 9, in relation to the learning quotas. Regarding the issues of dissemination channels, 46% of the participants indicated that the dissemination of learning programs should be expanded, mainly using television as a means of dissemination, since it is a free accessible means. The other 32% reported that the internet and social networks are an effective channel to take information to the young; 11% reported that the newspaper would be an important channel of information and other 11% pointed out that the school would be the best channel of access to information for the young. The survey participants are part of a group in a situation of vulnerability. Adorno (2001, p.12) "[...] considers as the most vulnerable, those who have less favorable conditions to join the labor market, such as lower schooling and lack of fixed residence". In this sense, the living and housing conditions of

the young can be regarded as factors of obstacles and difficulties of social integration, creating risks to their professional trajectories, especially of the participants who lived in neighborhoods of greater risk and social vulnerability. The place of residence is also considered an exclusion factor, and, according to the Youth Project (2004, p.13), “[...] living in certain neighborhoods of large metropolises entails additional difficulties to getting a job”. This situation shows the need for directing these Programs to these neighborhoods, maximizing the importance of the Program as a policy of social transformation. The young point out the CRAS - Reference Center for Social Assistance as an important means of access to learning programs. The CRAS is a state unit located in an area of social vulnerability, responsible for implementing services, programs, projects and benefits of basic social protection, and organizing and coordinating the network of local social care services (BRAZIL, 2016, p.09). All were unanimous in saying that the CRAS is an effective way of dissemination of learning programs. In the questions involving the Learning Program, in terms of schooling, 58% of the participants believe that basic education is the appropriate level to join the Learning Program, while 42% believe it should occur only from high school. When questioned about the age at which the young should participate in leaning programs, 5% cited from 13 years, 58% from 14 years, 26% over 15 years and 11% above 16 years.

Final Thoughts

The actions proposed by the Law 10.097/2000, the central theme of this research, have been highlighted in the list of social policies to include the young in the labor market through learning programs. Nevertheless, these actions are still little explored and their impacts are still little known in the academic field. In this sense, efforts are still necessary in order to promote a more qualified labor insertion for the young. Thus, this study met the proposed objectives, seeking to explore the contributions, experiences and challenges of the learning program and its relationship with employment, through the perception of the young in situation of social vulnerability, graduates from a Learning Program. The group of young participants in the research comes from an adverse environment for social and professional integration, as most young Brazilians, belonging to the most popular social strata, highlighting the importance of this study. The results of this research showed that the contributions of learning programs go beyond employment, since they modify the social relations. The family relationships deserve to be highlighted, because the Learning Program is able to improve the family relationship, where the young earn the trust and respect from their family. In this way, they assume a new role within the family, sharing economic-financial responsibilities. The construction of meanings by the young about their insertion in the labor market shows that the transition to work is lived through a set of changes, challenges and opportunities. In relation to the personal changes, in addition to acquiring responsibility and financial autonomy, there also stands out the development of new skills and competencies, in particular the ability to create new social bonds, acquire self-confidence and new knowledge, as well as increased expectations for the future. The economic-financial need is, for most of the participants, the encouraging factor to seek an employment. The responsibility as a positive point in their life is related to the image of their new role in society. In this sense, the first labor experience lived by the young need to emphasize the positive aspects, which allows

for their continuous and healthy development and the formation of new social bonds, in addition to promoting better working conditions, preventing overload of activities, hostility or poor working conditions to these young people. This study highlights that the internal organization of the contracting companies plays an important role in the process of development and well-being of the young, who perceived the need to establish a planning, including training and qualification of the learning supervisors, as well as the establishment of a work plan. On the other hand, this study reveals weaknesses present in the dynamics of the opportunities offered to the young in the world of work. The chances of employment for the young are limited, the public policies directed to this segment are still incipient and the transition to the world of work is not fully lived, or as something perfectly easy for most of the young. The results of this research allow for affirming that the Learning Program can be used as an instrument to fight inequalities of opportunities of employment, work and income. An important way of continuity for this research would be to investigate processes of transition, according to the participants, to those that did not successfully complete the Learning Program and to those whose labor insertion process was interrupted. With this, it would also be possible to map other elements present in the context of employment of the young not encompassed by this research and contribute to clarifying possible failures in the process of labor insertion. New researches might also be carried out through a prospective longitudinal approach, involving the young over 24 years old, or with greater experience in the labor market, because they can bring a new view, in the light of the processes of labor insertion of the young.

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