

NATIONAL YOUTH SYSTEM IMPLICATIONS ON THE YOUNG APPRENDICE PROGRAM: A CASE STUDY

IMPLICAÇÕES DO SISTEMA NACIONAL DA JUVENTUDE NO PROGRAMA JOVEM APRENDIZ: UM ESTUDO DE CASO

IMPLICACIONES DEL SISTEMA NACIONAL DE LA JUVENTUD EN EL PROGRAMA JOVEN APRENDIZ: UN ESTUDIO DE CASO



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ABSTRACT: The study aimed to analyze the implications of public policy in the field of Youth in a professional learning system. To this end, it considers the Professional Learning Program, implemented in a municipality in the interior of São Paulo in 2019. Data collection was carried out through this Program, with the application of questionnaires to Young Apprentices enrolled in SENAI-SP courses. Based on the information obtained, an attempt was made to verify the compliance of the Program above with the guidelines established by the National Youth System (SINAJUVE). The trajectory of the Young Apprentices was analyzed to understand the results of the professional training course and, simultaneously, evaluate the effectiveness of the public policies implemented, in particular the articulation proposed by the National Youth System, established by the Youth Statute, within the scope of the Learning. Finally, an analysis of the social and academic impact of the Program on the lives of Young Apprentices was carried out.

KEYWORDS: National Youth System. Public policy. Professional Learning. Young apprentice.

RESUMO: O propósito do estudo foi examinar as ramificações de uma política pública no domínio da juventude em um sistema de formação profissional. Para essa finalidade, foi considerado o Programa de Aprendizagem Profissional, que foi implementado em um município do interior de São Paulo a partir de 2019. A coleta de informações foi conduzida por meio desse Programa, através da aplicação de questionários aos Jovens Aprendizes inscritos nos cursos oferecidos pelo SENAI-SP. Com base nos dados coletados, o objetivo era verificar a conformidade do mencionado Programa com as orientações estabelecidas pelo Sistema Nacional da Juventude (SINAJUVE). A trajetória dos Jovens Aprendizes foi examinada para compreender os resultados do programa de formação profissional e, concomitantemente, avaliar a eficácia das políticas públicas implementadas, especialmente a coordenação proposta pelo Sistema Nacional da Juventude. Por último, uma avaliação do impacto social e acadêmico do programa na vida dos Jovens Aprendizes foi conduzida.

PALAVRAS-CHAVE: Sistema Nacional da Juventude. Políticas Públicas. Aprendizagem Profissional. Jovem Aprendiz.

RESUMEN: El estudio tuvo como objetivo analizar las implicaciones de una política pública en el campo de la juventud en un sistema de aprendizaje profesional. Para ello, consideró el Programa de Aprendizaje Profesional, implementado en un municipio del interior de São Paulo desde 2019. La recolección de datos se realizó a través de este Programa, con la aplicación de cuestionarios a los Jóvenes Aprendices matriculados en los cursos del SENAI-SP. Con base en la información obtenida, se trató de verificar el cumplimiento del mencionado Programa con los lineamientos establecidos por el Sistema Nacional de la Juventud (SINAJUVE). Se analizó la trayectoria de los Jóvenes Aprendices para comprender los resultados del curso de formación profesional y, simultáneamente, evaluar la efectividad de las políticas públicas implementadas, en particular la articulación propuesta por el Sistema Nacional de la Juventud, establecida por el Estatuto de la Juventud, dentro del alcance del Aprendizaje. Finalmente, se realizó un análisis del impacto social y académico del programa en la vida de los Jóvenes Aprendices.

PALABRAS CLAVE: Sistema Nacional de Jóvenes. Políticas públicas. Aprendizaje Profesional. Joven aprendiz.

Introduction

Currently, there is a spread of initiatives aimed at training young people for their first job in situations of vulnerability and social exclusion, such as the Young Apprentice program. This initiative seeks to reduce disparities and unemployment rates in the country. As observed by Chaves and Carvalho Neto (2006), the social exclusion faced by young people, in the form of unemployment and precarious working conditions, has harmful consequences in various areas of their lives, affecting not only their professional careers, but also their psychological and social well-being. The authors emphasize the importance of considering employment policies as an integral part of social policies, highlighting the need for implementation and prioritization by the State.

In the Brazilian context, Law No. 10.097 and Law No. 11.180 establish the bases for training, working conditions, and hiring of Young Apprentices for their first job. According to these laws, young apprentices are those aged between 14 and 24 years enrolled in middle or elementary education. Furthermore, these laws determine that the working hours should not exceed eight hours per day, as long as the time allocated for learning is included in this period. It is also stipulated that medium and large companies must employ 5% to 15% of apprentices among their employees. Regarding the learning itself, the laws make it clear that Young Apprentices must attend Basic Education, proving their attendance, in addition to participating in learning courses offered by qualified institutions in systematic technical-professional training. Thus, learning occurs through technical-professional training that can encompass practical and theoretical activities, progressively organized in tasks related to the activities to be performed in the hiring companies, providing young people with a foundation for professional training.

The perspectives of Araújo (2008), Santos (2016), and Schaffer, Marinho, and Facó (2017) discuss the learning programs in which the Young Apprentices are inserted, exploring how these programs are perceived by these young people and how the training offered may or may not benefit them. As pointed out by Santos (2016), the motivation of the young people to join the Young Apprentice program is related to personal needs, such as helping with household or personal expenses, with the intention of contributing to their families. Regarding the training courses, young people state that the theoretical activities complement the practical ones, and they value the opportunity to acquire experience and responsibility, which can open doors to future opportunities. However, as observed by Santos (2016), it is important to question satisfaction in relation to integration into the labor market, which often aligns with capitalist

logic, highlighting that programs and projects that facilitate entry into the labor market do not automatically guarantee the social rights of this specific group.

According to the analysis of Schaffer, Marinho, and Facó (2017), the learning courses examined emphasize the social norms that the apprentices must follow, such as respect for hierarchies and institutional rules, appropriate behavior at work and in society, table etiquette, verbal communication, dress code, and vocabulary care. More specifically, regarding the apprentices, the initial assumption that they already have a prior inclination towards the chosen profession when entering the Young Apprentice program was refuted because, for most of them, the profession itself is less important compared to the opportunity to have a job in a respectable company.

The discussion about the learning of young apprentices is a crucial topic, as merely offering training does not guarantee access to employment or transform the apprentice into a professional qualified to act in the specific area. Moreover, many trainings are centered on the demands of companies and the fulfillment of tasks, relegating the apprentice to a secondary plan. This reflects the capitalist and neoliberal logic of employability. In contrast, the present study emphasizes the apprentice's experience and considers their perceptions and satisfaction with the training received. In this sense, the objective is to understand the perspective of the Young Apprentices of the Industrial Apprenticeship Course (CAI), located in the city of Pirangi, about the training they are receiving to enter the labor market.

National Service for Industrial Apprenticeship (SENAI-SP) and Mediation in the Apprenticeship Program

SENAI-SP is an institution that has gained national recognition for its role in supporting technology and innovation in various industrial enterprises, regardless of their size and area of operation. It offers a range of courses that span from an introduction to the profession to undergraduate and postgraduate technological programs, serving employees in 28 sectors of the Brazilian industry. Its nature is neither public nor private. It was established to meet the need for skilled labor in industries, and its mission is aligned with Professional Learning, which was officially regulated starting in 2000, although it had already been foreseen in the Federal Constitution of 1988 (BRASIL, 1988). Initially, during the Industrial Revolution, the focus was on training skilled labor, but over time, as the need for an educational approach to learning became evident, the institution evolved and expanded its approach beyond the merely

productive aspect. Currently, all aspects of learning are geared towards the development of competencies.

To establish an educational standard, SENAI-SP created a process that integrates the three guiding principles of competency-based professional training, bringing them together in a single set. A notable change was the renaming to “SENAI Methodology of Professional Education”, highlighting the “Competency-Based Training” approach (SENAI, 2019), to emphasize that the uniqueness of this institution lies in competency and is characterized by the process involving knowledge, skills, and attitudes in facing daily challenges.

Given the demands of the labor market, the steps above are crucial to ensure that the courses can meet the future demands of the industry while promoting human growth and developing skills and attitudes. With this objective in mind, active methodologies have been incorporated into the professional training process to provide apprentices with a sense of progress. It is noticeable that the focus is not limited to the training of the workforce, as many students will pursue careers in various fields, but rather on the set of knowledge acquired through this educational process.

Youth and Professional Apprenticeship

Most of the program’s participants consist of young people who are establishing their first contact with the world of work. The program plays a prominent role in creating employment opportunities, as the adolescents are hired by three partner companies located in or near Pirangi. Besides contributing to the city’s economic and social growth, the program also has a positive impact on reducing school dropouts, as students need to be regularly enrolled in high school and demonstrate satisfactory academic performance. During the training period, the Young Apprentice has the chance to develop personal skills and become familiar with a new profession.

The Brazilian legal framework, through the Professional Apprenticeship Law (No. 10.097), guarantees a formal work contract of up to two years for young people and adolescents between 14 and 24 years old, with the main goal of offering this segment of Youth a structured technical-professional training. However, the Industrial Apprenticeship Course (CAI) lasts for one year and results in the company's need to fulfill its legal obligations. The critical point, where learning establishes that training should prevail over production, lies in the intermediary entity of this process, which in this study is represented by SENAI-SP of Sertãozinho, defining

its objectives and mission of execution in the city of Pirangi-SP. This Unit began to meet the demands of the region in 1998, providing vacancies for industries to fulfill their needs for skilled labor and comply with their legal hiring obligations.

Upon examining the ordinance of the Ministry of Labor and Employment (MTE) No. 732, it is clear that the formative contents of the Curricular Units of the Work Education module (Reading and Communication, Socio-Professional Relations, Citizenship and Ethics, Health and Work Safety, Planning and Organization of Work, Logical Reasoning and Data Analysis) must be addressed through pedagogical resources such as lectures, technical visits, solving challenges, extracurricular campaigns, and institutional programs.

Professional apprenticeship is organized into educational axes, which group related skills in a technical and complementary manner, aiming at both professional and personal growth. Each axis may encompass areas relevant to the industry, which provides more focused training and broadens opportunities for insertion into the formal market, especially considering that the city of Pirangi-SP, where the program is implemented, has a population of about 10,885 inhabitants, according to the Census carried out in 2022 (IBGE, 2022). In this small municipality, located in the interior of the state, 343 km from São Paulo, the per capita GDP recorded in 2020 was approximately R\$ 33.000, and the local economy concentrates most of its activities in the Services, Agriculture, and Industry sectors (IBGE, 2023).

In addition to providing young individuals with work experience, the Apprenticeship Law fosters a stronger connection between education and employment, reducing school dropout rates and alleviating unemployment. The Apprenticeship Program is linked to local development and focuses on collective interests. Buarque (1999) argues that "[...] to instigate a process of change leading to the sustainable development of the community or municipality, it is necessary to concentrate efforts on the essential and determining factors of the future" (BUARQUE, 1999, p. 38, our translation). Within this context, it is noteworthy that Youth and their rights as a specific population are receiving considerable attention while the paradigmatic concept is transforming.

Thus, the category of "Youth" emerges as a holder of rights, overcoming old labels such as "Youth at risk", in the context of the debate on public policies. New approaches emphasize dialogue and seek a deeper understanding of the reality of young people entering the labor market (CASTRO, 2011). Therefore, public policies need to capture the profile of the Youth.

The National Youth System (SINAJUVE)

Between 2005 and 2015, Brazil experienced an important period of implementing public policies aimed at Youth. This national effort was mainly driven by government initiatives, during the administrations of Presidents Lula and Dilma, and was strengthened by affirmative actions in the current context of the Democratic State of Law. It is worth noting that Law No. 11,129 played a fundamental role in establishing the National Youth Program (PROJOVEM), the National Youth Council (CNJ), and the National Youth System (SINAJUVE). Concurrently, the period was marked by the first national conferences focusing on Youth, which took place in 2008, 2011, and 2015.

The purpose of the Conferences is to strengthen actions and programs aimed at Youth, thus representing an opportune moment for the construction of public policies with active participation from young people (CURY, 2009). The 3rd National Youth Conference focused on the theme “The various ways to change Brazil” and established the demands and claims of the Youth. Cury (2009), who held the position of National Secretary of Youth, closely monitored the implementation of prominent public policies in Brazil. In this context, Youth began to assume a leading role in new actions and proposals, claiming their space. It was at this moment that public policies gained a new perspective, moving away from associating Youth with criminality (SPOSITO; CARRANO, 2003). In line with this advancement, Decree No. 9,974, amended by Decree No. 10,127, called for the 4th National Youth Conference.

Another significant legal milestone regarding Youth is Constitutional Amendment 65, which introduced the title “Family, Child, Adolescent, Youth, and Elderly”, and established in Article 227:

It is the duty of the family, society, and the State to ensure, with absolute priority, the right to life, health, education, leisure, professionalization, culture, dignity, respect, freedom, and family and community coexistence for children, adolescents, and Youth, as well as to protect them from all forms of neglect, discrimination, exploitation, violence, cruelty, and oppression (BRASIL, 2010, our translation).

The rule mentioned above remained in effect with the Federal Constitution, which, over the decades, underwent necessary changes, strengthening itself with the Child and Adolescent Statute - ECA (Federal Law No. 8,069). After 23 years, the Youth Statute (Law No. 12,852) and the corresponding national plan, the latter with a duration of ten years, were approved with the aim of achieving goals, actions, budgets, and coordination between various levels. Thus,

the Youth Statute is embodied as Law No. 12,852, representing the main legal framework for the policies and rights of Brazilian Youth. Article 1 of the said law establishes that “[...] young people are considered to be those aged between 15 and 29 years”, expanding the age range from the 18 years established by the ECA.

In light of this, the formation of a category of young people with a strong tendency towards emancipation, autonomy, and participation is observed. With the expansion of these rights and, consequently, these policies, Youth participation was considered a structuring axis in the shaping of social policies, both governmental and civil society, as young people ceased to be seen as subjects under guardianship or beneficiaries of state actions, becoming relevant actors in the formulation and implementation of policies in the field of Youth (RIBEIRO; MACEDO, 2018). It was at this moment that the Statute created the National Youth System (SINAJUVE), established in 2013 by Law No. 12,852, with the central objective of establishing partnerships and actions between the Federal Government, States, Municipalities, and civil society for the implementation of public policies for Youth.

According to Decree No. 9,306, the objectives of SINAJUVE consist of promoting Youth social participation in the formulation, implementation, monitoring, and evaluation of Youth public policies; stimulating the exchange of best practices, programs, and actions that promote the rights of young people established in the Youth Statute; integrating Youth public policies into the annual and multi-year public planning and budgeting cycle; expanding knowledge production about Youth; encouraging cooperation among the Executive, Legislative, and Judicial branches, the Public Prosecutor’s Office, and Public Defenders’ Offices of the Union, States, and the Federal District to ensure compliance with the Youth Statute; and coordinating the elaboration and implementation of Youth plans by federative entities.

The composition, organization, competencies, functioning, and financing of SINAJUVE were subsequently established through Decree No. 9,306, dated March 15, 2018. Article 1 of this decree determines that the National Youth System, established by Law No. 12,852, constitutes a form of articulation and organization of the Federal Government, States, the Federal District, Municipalities, and civil society for the promotion of Youth public policies. The aforementioned decree establishes in Article 2 that States, the Federal District, and Municipalities have the possibility to join SINAJUVE by signing an accession agreement and defines in Article 3 the structure of SINAJUVE. This system is composed of: I - National Youth Council; II - Interministerial Committee for Youth Policy; III - National Youth Secretariat of

the Presidency of the Republic's Government Secretariat; IV - state, district, and municipal bodies responsible for Youth public policies that adhere to the system in accordance with the provisions of Article 2; V - state, district, and municipal Youth councils.

Article 4 defines the guidelines of SINAJUVE; Article 5, the objectives. Article 6 establishes the instruments for implementation. Article 7 establishes that the “National Youth Plan - PNJ is the planning instrument for Youth public policies, elaborated based on the guidelines defined in the National Youth Conference”.

However, SINAJUVE does not provide mechanisms for funding Youth policy, which weakens the proposal, as it does not provide means to finance policies and explicitly depends on the “availability of resources” for its implementation. SINAJUVE, a fundamental piece to ensure the coverage of access to rights established in the Statute, does not have its own budgetary provision, largely limiting itself to repeating what is already established by law, and does not assume the role of driving public policies. Nevertheless, Brazil has made a leap in Youth population rights legislation, finally aligning with the guidelines established by international organizations. In this context, the analysis of public policies implemented in the city of Pirangi begins, before examining the impacts on the lives of young people in the municipality. Registration options for each project are made by the Ministry of Human Rights and Citizenship. A public consultation was conducted, and it was found that in the municipality of Pirangi, there was no adherence to the available programs, as shown in Table 1.

The implementation and organization of public policies in the municipality of Pirangi-SP show a lack of alignment with national-level actions and set goals. Furthermore, the absence of registration in SINAJUVE hinders obtaining grants and investments in the area. Obtaining financial resources through this system plays a fundamental role in addressing social issues, including child labor.

Table 1 – Stages of Adherence to SINAJUVE

PROGRAM	OBJETIVE	ADHERENCE
ID JOVEM	The goal of the research conducted in partnership between the National Secretariat of Youth of the Ministry of Women, Family, and Human Rights (SNJ/MMFDH) and the National Confederation of Young Entrepreneurs (Conaje) is to help strengthen public policies for Youth and actions to encourage entrepreneurship.	No
Prêmio de Inovação em Políticas Públicas	The Innovation Award in Youth Public Policies is an initiative of the Ministry of Women, Family, and Human Rights - MMFDH, through the National Secretariat of Youth - SNJ, with the aim of rewarding experiences that can implement innovations in public policies focused on Youth in Brazilian municipalities.	No
Cadastro no SINAJUVE	Partnership of public entities and civil society	No registration.
Cadastro Nacional das Unidades de Juventude	Aims to identify support units for Youth.	No registration.

Source: Prepared by the authors

According to data from the National Household Sample Survey (IBGE, 2020), in the period from 2016 to 2018, approximately 2.1 million children and adolescents aged between five and 17 years were involved in child labor situations, accounting for 5.5% of the population in this age group (38.3 million). In 2019, the number of children and adolescents involved in child labor in Brazil decreased from 2.1 million to 1.8 million. It is worth noting that within the group of 16 and 17-year-olds, only 76.8% of adolescents in child labor situations were attending school (FNPETI, 2019).

SENAI-SP in Pirangi: A Case Study

To analyze the impacts and effectiveness of public policies implemented in the Youth sector, especially the coordination proposed by the National Youth System, as established by the Youth Statute, this research focused on the Professional Learning Program.

According to Yin (2011), a case study corresponds to a methodological approach that allows for an in-depth analysis of aspects associated with a phenomenon, situation, or problem (COIMBRA; MARTINS, 2013). Under this definition, the present research is characterized as a case study, focusing on the trajectory of Young Apprentices enrolled in the Storekeeper and Logistics courses offered by SENAI in Sertãozinho (ZAVITOSKI, 2023). Data collection was conducted by administering two questionnaires: the first at the beginning of the course and the second when students completed their course selection. The analysis covered the period from 2019 to 2022. The initial questionnaire, administered by SENAI-SP to newly enrolled Young Apprentices, included questions aimed at profiling the young people participating in the Industrial Learning Program. Among the 120 students invited to participate in the research, 66 responded to the questionnaire, totaling 54.3%. All these students were associated with the project developed in the city of Pirangi and were allocated to the 2019 (11 newcomers), 2020 (17 newcomers), 2021 (9 newcomers), and 2022 (30 newcomers) classes. The low enrollment of students in 2021 may be attributed, possibly, to the interruption of activities due to the Coronavirus pandemic that affected the entire world.

Profile of Young Apprentices

Analyzing the responses from the first questionnaire, it was observed that, among the research participants, 34 were female and 32 were male, representing 51.52% and 48.48% of the total, respectively. This balanced distribution indicates no gender preference in the selected courses. However, it's important to note that this equality is not maintained in courses involving manual labor, such as mechanical turning or electrical work, as per information provided by the institution itself. In Pirangi, the courses offered emphasize management and personal development concepts, attracting students of both genders.

Regarding the educational level of the Young Apprentices who responded to the questionnaire, the data revealed that about 44% of them were enrolled in higher education courses, while 29% were attending high school. The remaining respondents declared themselves to be in technical education courses.

Using the questions from the first questionnaire administered to the Young Apprentices, it was possible to obtain information about family income, measured in minimum wages (MW). It is worth mentioning that the project implemented in Pirangi is located in an area with limited access to information and technology. The analysis of responses about family income showed

that out of 65 respondents, 16.4% belong to families with income up to 1 MW, 37.4% have income up to 2 MW, 32.8% have income up to 3 MW, and only 13.4% have income above 3 MW.

The program implemented in Pirangi involves the participation of three entities, identified by a national sugarcane energy sector mill, which produces sugar, ethanol, yeast, and electricity, a company in the food sector with a wide range of products in its production line, and the third, based in the municipality in question, which encompasses poultry farming, feed production, and the slaughter, processing, and sale of poultry, pork, and processed meats. According to the collected data, the majority of Young Apprentices in the Industrial Learning Program come from the sugarcane mill, representing 65.2% of the total students. The two companies in the food sector have similar demands for hiring apprentices.

Regarding the method of entry into the Learning Program, it is observed that 78.5% of participants were admitted after taking a written test and an interview. Only 3.1% entered through company recommendations, while 15.4% were selected based on their resumes, and 3.1% filled the remaining vacancies. Generally, SENAI-SP's National Learning Plan requires the completion of a written test along with the company's recommendation. However, due to the pandemic, many positions were filled based on resume analysis or direct company recommendations.

When asked about having their employment registered in their work permit, 97% of Young Apprentices answered affirmatively, with only two of them responding that they did not have such registration. Considering these percentages, it is reasonable to conclude that all participants had their Work and Social Security Permits (CTPS) duly registered. The 3% figure refers to non-regularly enrolled students in the offered courses. Since the Young Apprentice has an employment relationship as a CLT (Consolidation of Labor Laws) employee, any learning program that does not provide adequate remuneration would be considered a form of labor relations precarization, especially in the context of professional learning.

Results of the Learning Program from the Perspective of the Young Apprentices

Faced with the suspension of in-person classes and visits to partner companies during the peak of the pandemic, which occurred in the years 2021 and 2022, the need arose to address various activities, including discussions about the global scenario and the profile of the new professional in the post-pandemic era.

Throughout the year 2022, this need became increasingly evident as adolescents found themselves without prospects regarding their professional aspirations. This resulted primarily from the lack of references that could support the planning of their personal and professional trajectories. On one hand, they faced the pressure of high school related to college entrance exams. On the other hand, there was the specific reality of these adolescents, who needed to contribute to household financial expenses or obtain resources to finance their university education. Faced with these dilemmas of reality and, simultaneously, the global pandemic that impacted this period, many young people felt disoriented and demotivated. It was in this context that the 1st Youth Apprentice Career Fair emerged, an initiative by the educators of the Program in collaboration with the entity in the sugarcane sector, along with the other two entities in the food sector mentioned earlier.

The event took place on December 7, 2022, and was attended by all Young Apprentices enrolled in any of the courses during the year 2022. In addition, students from previous years, i.e., from the classes of 2019, 2020, and 2021, were invited, expanding the space for adolescents who were already part of the labor market. In total, 113 young people who attended the courses between the years 2019 and 2022 were present. During the event, one of the lectures addressed the topic of professional careers and their challenges. A subsequent debate on the topic was moderated by teachers, followed by the presentation of the research depicted in this document. A questionnaire was made available to the participants to collect data that would allow evaluation of the course chosen by the Young Apprentice and the implications of the Learning Program on their education and integration into the labor market.

All 113 present participants signed the Informed Consent Form (ICF) and agreed to participate in the research by answering the proposed questionnaire. These respondents were divided among the classes from the years 2019 to 2022, with 13 students (11%) from the class of 2019, 21 students (19%) from the class of 2020, 19 students (17%) from the class of 2021, and 60 students (67%) from the class of 2022. The higher enrollment of students from the class of 2022 can be explained by the fact that the event (Career Fair) coincided with the end of their course.

The students at SENAI-SP are predominantly male, reflecting the reality of the industry, where women have a lower presence. According to a survey conducted by DIEESE in 2023, out of 89.6 million women, 47.9 million are part of the labor force, distributed as follows: 91% in domestic services, 19% in agriculture, 42% in trade and repair, 42% in other services, 23% in education, health, and social services, and 40% in public administration (DIEESE, 2023).

However, unlike what is observed in SENAI-SP classes, especially in the context of Industrial Learning, no discrepancy was identified in the participation of female students since, in many cases, the number of male students tends to be higher. It is worth noting that in 2021, one of the partner companies in the food sector hired two transgender Young Apprentices, whose presence was essential for addressing relevant topics such as inclusion, respect for diversity, and the difficulties of recognition by society as rights-bearing subjects.

Regarding employability, it is observed that, among the total students, 60 were completing the course, 39 were employed, and 14 had not yet found professional placements. Considering the size of the city, it can be concluded that the employability rate was satisfactory, achieving the Program's objective.

Final considerations

The Young Apprenticeship program offered by SENAI-SP in a decentralized location in Pirangi emerged informally, driven by citizens' awareness of job creation and income generation. It is observed that the Public Authority was not prepared to meet this demand, and even after almost five years of operation and an increase in opportunities offered, there were no significant advances in improving infrastructure. Demanding greater investment from entrepreneurs would be unfair, considering that they already bear the costs of the employment relationship and contribute monthly to the financing of the System S. Therefore, in an initial assessment, it can be concluded that the investment in conducting the course is the responsibility of SENAI-SP. However, the main problems identified during the course's execution are related to structural aspects. SENAI-SP, through its unit in Sertãozinho, maintains a partnership contract in which the municipality must contribute to the physical infrastructure of the course.

The lack of adherence to the SINAJUVE system hinders the expansion and continuity of the program. A viable solution could be the establishment of a SENAI-SP unit in the city of Pirangi, especially considering the presence of large companies that contribute significantly to the region. This would allow for the expansion of course offerings and training opportunities. Dialogue, as a vehicle that solidifies partnerships, must be strengthened to support the project, involving the municipality, companies, and SENAI-SP itself.

Regarding educational and social development, it was found that the CAI program has little influence on career choice, functioning as a preparation and experience stage for any

professional challenge that young people may choose. It serves as a boost to their careers. Furthermore, it is noted that the decentralization of classrooms brought the learning course structure closer to the reality of the apprentices, reducing the disparity in women's access to industrial training. In predominantly male classes at SENAI-SP, Pirangi-SP shows equal access between men and women. Another highlight is the high employability rate that the program provides for young people, compared to the low national rate. All participating students completed the program with their Work and Social Security Cards (CTPS) duly signed, with no cases of apprentices who were not in an employee condition.

It is evident that, even in the face of a lack of public policies, the city of Pirangi has implemented various actions envisaged in the SINAJUVE system by adopting the program, demonstrating respect for diversity, network operation, partnerships, transparency, encouragement of social participation, and decentralization.

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