MAPPING THE YOUTH PRODUCTIVE INCLUSION ECOSYSTEM IN RIO DE JANEIRO

Executive Summary

Photo: Danilo Quadra

"Being young is fucked, today I woke up anguished by the weight of my responsibilities. It's too many dreams for one heart and too many demands for mind. The arrogance of trying to handle everything on my own, the desire to be self-sufficient and the constant voice in my head telling me that I'm not responsible enough. I talk to my friends and this experience seems to be collective, being young it's , but we're here to learn!"

(Young participant)

Danilo Quadra

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From 2024, the city of Rio de Janeiro joined the Global Opportunity Youth Network (GOYN), with Cedaps as its anchor partner. Based on the joint deliberation of the organizations that make up the network, the initiative was named Decola Cria. The shared purpose is to map and tackle the systemic difficulties that lead adolescents and young people to remain without study and work, favoring their productive insertion in a dignified manner. To support the definition of the network's strategies, the Veredas Institute carried out a mapping of the youth productive inclusion ecosystem in the city.

The mapping took place during the second half of 2024 and included three main stages, looking at young people, actors in the field and the labor market. Throughout the research, literature reviews, quantitative data analysis, interviews, workshops and the young people themselves offered their perspectives through field diaries were carried out. The next five sections present the main results and reflections raised through this mapping and the complete study, divided into 3 modules, can be accessed at: https://decolacria.org.br/acervo/.


Danilo Quadra

01. WHO ARE WE TALKING ABOUT?

Approximately 1 in 3 young people in the city are either not working or studying, or are precariously inserted into the world of work.
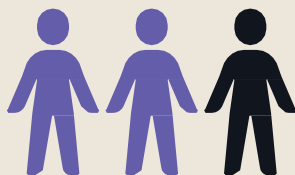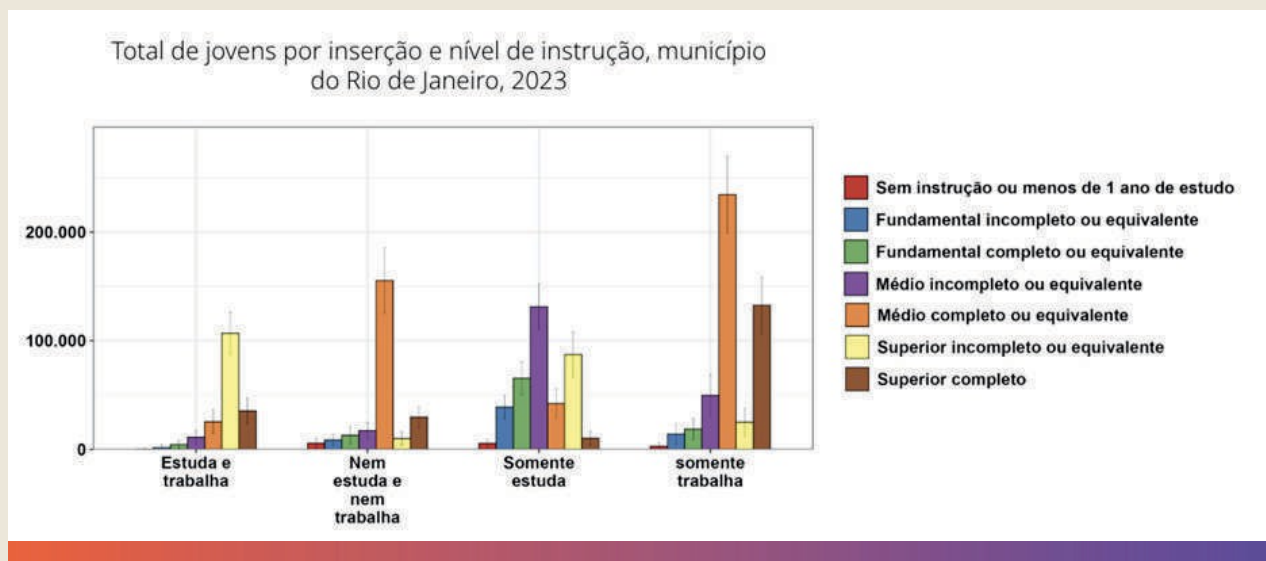
According to the Pnad-C data, in 2023, 239,268 young people were neither studying nor working. Of these, 62% were aged between 18 and 24, in the transition between school and work. And among those who were only working, 37%, or 173,989 young people, were in an informal context. Given the importance that the early years have in the occupational trajectory of people's lives, with consequences for society, the city of Rio de Janeiro has the challenge of creating more promising paths for this group more than 413,000 young people.

As the following graphs show, young people who are neither studying nor working **are** typically **among the poorest 25% of** the city and have to deal with various stigmas, related to the territory they come from and to **race and gender structures**. The majority are women (60%), especially black women (35%).
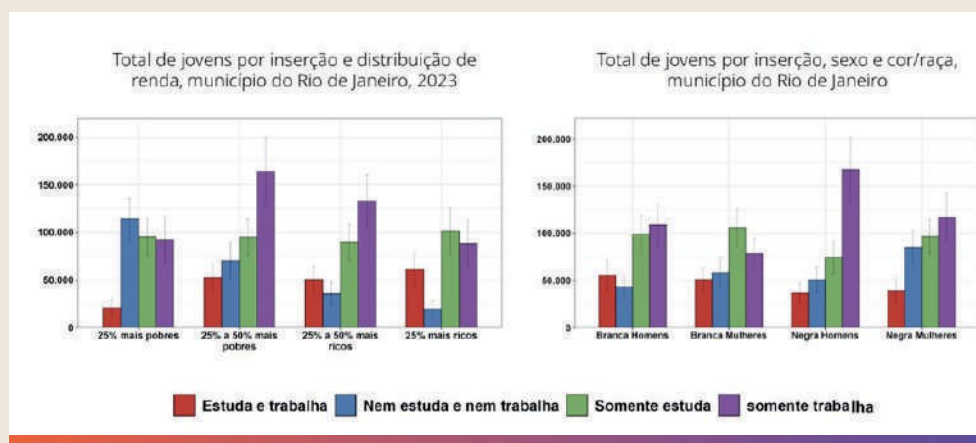
Source: Own elaboration based on data from Pnad-C.

The majority of young people who are not studying and not working have completed secondary school (65%). Among those who only work, 49% are in the same situation, reinforcing the importance of this last stage of basic education and the strategic nature of considering these two subgroups of young people.

Total de jovens por inserção e nível de instrução, município do Rio de Janeiro, 2023

Legend:
- Sem instrução ou menos de 1 ano de estudo
- Fundamental incompleto ou equivalente
- Fundamental completo ou equivalente
- Médio incompleto ou equivalente
- Médio completo ou equivalente
- Superior incompleto ou equivalente
- Superior completo

Categories: Estuda e trabalha | Nem estuda e nem trabalha | Somente estuda | somente trabalha

Source: Own elaboration based on data from Pnad-C.

In the lives of young people, there are two social spaces that play a decisive role in shaping their identity, worldview and relationship with others: their families and the territories they come from.

Families are decisive players in the progress of their education and insertion into the world of work, and can contribute both positively and negatively. *"...working with young people means working with families", "the family itself doesn't see that it is often everything in young people's lives"*, said participants in the Workshop with the Collaborative. The survey identified several relevant factors in the influence exerted by families: The financial situation can lead to the need to enter job market early and under precarious conditions; the need to dedicate oneself to domestic work, especially in families with many children and/or elderly people, can keep young people away from other occupations; paternity and, above all, early motherhood can interrupt the trajectory of young people; the presence of responsible adults in the household can facilitate dedication to studies; and the encouragement of families (which can be associated with the parents' level of schooling and other social factors) can propel young people on their path.

"I wanted to go to university because my parents encouraged me to be the first in my family to go to university.

higher education" (Young participant)

"My mother's pain, from so many years of work, eats away at me. [...] I know that if she had more time, she'd be more supportive, but she's often exhausted, and we can't talk."
(Young participant)

Danilo Quadra

While territories can be places of belonging and identity, they can also generate a series of barriers for young people to enter the world of work. Among the challenges associated with territories are the lack of opportunities in the territory itself, the precariousness of infrastructure and living in irregular areas, the difficulty of urban mobility and violence in its various forms. As a result, young people often have to commute to other areas of the city, taking up a significant amount of their time and energy and putting a strain on the family budget. For these reasons, they may also face prejudice and difficulties in proving their residence, lack the necessary conditions to work remotely and live in a state of insecurity and unpredictability. These circumstances hinder young people's access to educational experiences and the search for employment and lead to the reproduction of the cycle of precariousness in the territories.

Danilo Quadra

"It's dark at home right now, the power went out today and that interrupted my geography homework on the fourth industrial revolution. It's ironic really, because I live in the same era, but I often feel like I'm in the second one, when energy was new and everyone was shouting in surprise at the

invention..." (Young

participant)

Hélio Presta

"It took me almost three hours [...] passing along the Yellow Line, on the sides of the road, I saw some dividers (as if they were walls), I asked myself 'what for? are any good?"

(Young participant)

"Today was very tense, I couldn't even go to the course, there was an operation this morning. They always do, but today was different... when they got there they shot two people, both of them were victims and one of them was mine friend"

(Young participant)

Danilo Quadra

In this context, in the public debate, young people who are neither studying nor working are often associated with stereotypes of idleness and unproductivity, and in some cases it is suggested that this condition increases the chances of young people getting involved in illicit practices such as drugs and crime. What the literature indicates, however, is that many of these young people **are dedicating themselves family care activities, carrying out domestic activities, in a gestational or post-gestational period, involved in sports and artistic activities, doing voluntary work, doing odd jobs or in a transition between school and work in a pre-university course.** None of these actions are captured by the databases. In addition, the literature points out that the condition of being out of school and out of work is often transitory, oscillating between periods of greater and lesser activity.

Finally, it is important to note that concern for this group of young people arose in the context of the productive restructuring that took place in countries like England and Japan in the 1980s and 1990s. This is a period in which the adoption of new technologies has led to a reduction in occupations and many young people have become NEETs (neither in employment nor in education or training). Over the years, the term has become popular in discussions about young people and in Brazil the term "young nem-nem" has been used more frequently. The concern is certainly relevant insofar as the period of youth is a critical stage in people's lives and there is a growing challenge to which young people are called to respond. However, it is equally important to recognize the responsibility we have as a society to create pathways for these young people in a changing world of work.

02. THE WORLD OF WORK IN THE CITY OF RIO DE JANEIRO

Over the last ten years, the city of Rio has gone through a period of economic crisis, and young people have been particularly affected. Despite the improvement in indicators, young people still suffer in this scenario. As the following graphs show, the percentage of young people in formal employment remains 10% below the pre-crisis period (2014-2015) and the gap with the general population has widened. At the end of 2023, 30% of young people were in formal employment, while the figure was 39% for the general population. In terms of unemployment, young people have also experienced significant increases in recent years. At the end of 2023, the rate remained close to 10%, while for the general population it was around 5%.
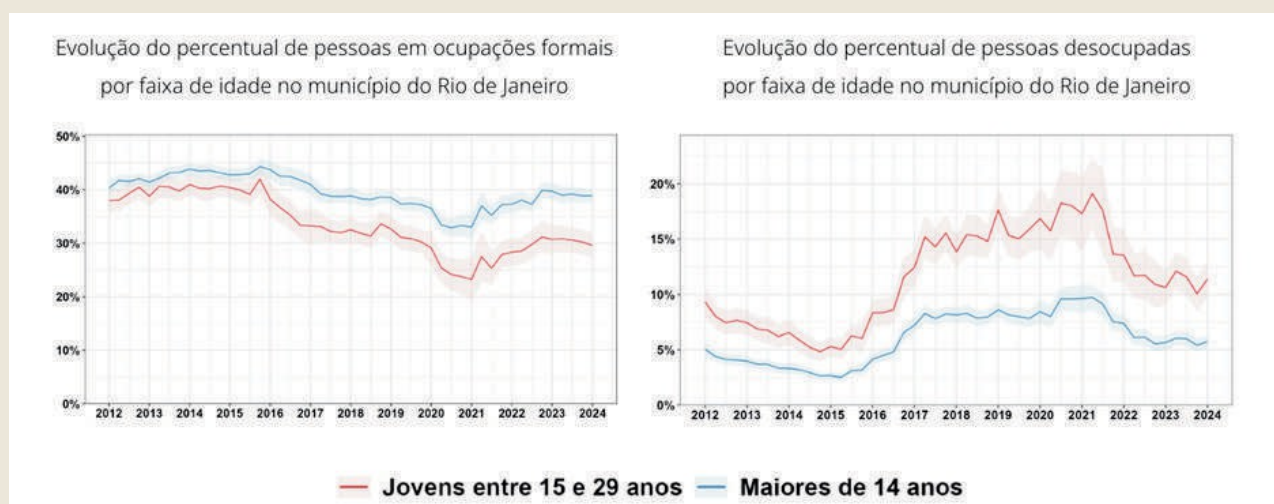
Source: Own elaboration based on data from Pnad-C.

When we analyze the variation in occupations in the sectors between 2018 and 2023 in the city, it seems that **an adaptation of the labor market** is taking place**, generating three different types among the economic sectors in the city:**
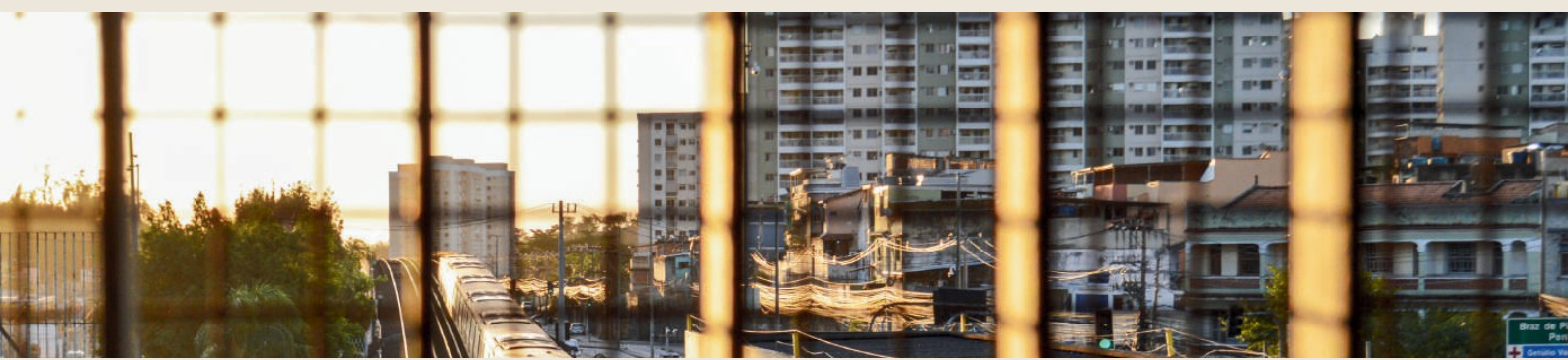
1. **Traditional sectors where young people face competition from other age groups.**

These are sectors with a large number of occupations and which continue to offer opportunities for young people, albeit at a lower growth rate than the general population. This is the case of the following sectors: Information, communication and financial activities (+10%); and Education, human health and social services (+10%).

2. **Stagnant or shrinking sectors for employing young people.**

This group also includes traditional sectors, but they seem to be offering fewer and fewer opportunities for young people, even though the population as a whole is growing. This is the case of the following sectors: Trade, vehicle repair (81%); General Industry (810%); Construction (852%).

3. **New sectors with growth for young people, but marked by precariousness.**

Finally, there are some sectors that have shown particularly high growth for young people, but seem to be related to jobs on apps and platforms or in positions without all the benefits of a formal job. This is the case of the following sectors: Transport, storage and mail (+73%); Public administration, defense and social security (+24%); Other services (+16%).

In terms of the types of occupation that are growing the most, it is possible to highlight three opportunities for young people in the city, although each of them faces challenges that must be considered.

- **Science professionals and intellectuals.** Demand grew by 8% in 5 years, suggesting a demand for young people with higher education. However, growth was below that of the total population (21%), indicating a scenario of competition for young people.

- **Plant and machine operators and Technicians and mid-level professionals.** They have seen the biggest increases in the last 5 years, 61% and 39%, above the average for the total population. However, young people may struggle to find quality technical and professional education or have an interest in the area.

- **Elementary occupations.** These showed the third highest growth rate, with 24% over 5 years. However, the occupations in this case require low formal qualifications and generally involve simple, routine tasks, which is why they are unlikely to create the conditions for young people to have quality occupational trajectories.

Given this panorama of opportunities, it is also important to highlight some characteristics of occupations. According to Pnad data, in 2023, 48% of **employed** young people work in small companies (up to 10 employees), while large companies (more than 50) account for 40%, which reveals **different contexts for young people.** In terms of place of work, 73% of employed young people work in their own establishment, indicating the **limits of remote work.** According to RAIS data, **formal jobs are concentrated in large companies,** reaching 58% of this form of employment by 2022. However, young people often **face high turnover** in formal jobs. 53% indicated that they had been in the same job for less than a year. And in spatial terms, there is a concentration of formal jobs in the neighborhoods of **Barra da Tijuca and Centro,** which account for around 25% of the jobs held by young people.

Young people find themselves in an increasingly competitive job market that is still impacted by the crisis of recent years. There has been a reduction in the number of jobs available, not least due to the advance of digitalization, and working relationships have become more flexible. As a result, young people are finding it harder to accumulate relevant experience, while companies are demanding new skills and increasing levels of technical qualification. In this scenario of restrictions, the opportunities available are often in precarious working conditions and with low salaries.

In these circumstances, there are a variety of factors that can have an impact on young people's mental health, which can even lead their career being interrupted. Among these factors are: the workload, the long commute from home to work, the difficulty in accessing public health services; the lack of emotional support from family; the need to combine work with studies; caring for family members; and the prejudice (physical, linguistic, racial) suffered within companies. Recognizing these challenges reinforces the need to adopt an increasingly integrated and continuous approach to young people, going beyond the demands of training and connection to jobs).

"Everything in my life in terms of achievements was difficult from the start. So 's it, right? You always have to be twice as good, twice as , twice as fast. If we slip up a little, it's over, we've lost our chance."

(Young participant)

"I found it very nice to know that all the pedagogical coordination at work cares our mental health, the team makes me feel very welcome. A few months ago I wanted to give up the course, I couldn't balance work, studies and responsibilities at home. I was mentally exhausted.
It's very difficult to reconcile these things"

(Young participant)

Danilo Quadra

03. ANALYSIS OF THE ECOSYSTEM OF INTERVENTIONS IN THE CITY

The productive inclusion ecosystem in the city of Rio involves government actors, the S system, companies and the third sector. Due to the limits of this project, the analysis focused on public actors at the state and municipal levels and on the S system, in those programs that are explicitly related to productive inclusion. In this exercise, 52 interventions were identified, which seek to benefit the entire city of Rio de Janeiro.

When analyzing the mapped set of interventions, the following observations were made:

- In general, there are a **large number of actions** being offered in the city, but there is a **significant difficulty in accessing information.**

- There is **little attention to , languages and digital skills**, which can exclude young people who are more vulnerable and limit their access jobs in strategic sectors of the local economy.

- There are many professional qualification courses being offered in the city, but **intermediation services are** more lacking**.** Many certificates and few real opportunities.

- There is **little attention paid to mentoring, socio-emotional skills and professional guidance,** which hampers their chances of consolidating their position in the market.

- Different strategies have been used to increase presence in the territories – online platforms, mobile units, partnerships with CSOs, decentralized units - but the **challenge of promoting the development of the territories** remains.

- Attention to promising economies has focused particularly on the creative and digital economies, while the **green and care economies have received less attention.**

- Young people are treated as a homogenous group, **there are no approaches that consider dimensions of equity,** perpetuating inequalities.

When analyzing the ecosystem in the city, perceptions and analyses were also gathered about highly relevant interventions in the city that contribute in a different way to productive insertion. This is the case with Secondary Education, the Apprenticeship Law, various Community Projects, Technical and Professional Education, Higher Education and Entrepreneurship programs. The following are considerations about each of these interventions in the city.

a) **Secondary education** is a relevant policy because it has reached the vast majority of young people in the city and the schools have a wide reach in the territories. However, there are several references that point to young people's dissatisfaction with this stage of basic education, with a gap between the current educational model and their expectations and needs – leading to a lack of interest and a lack of belonging. In Rio de Janeiro, the challenges are particularly significant, since in 2023, the state school system ranked second to last in the country, with an Ideb score of 3.3. At the level of the state and municipal governments, there seems to be a persistent gap in attention to secondary education in the city. It's possible that the federal government's new policies – Novo Ensino Médio and Pé de Meia – will open up space to improve this stage of education.

b) The **Apprenticeship Law** is also seen as important because it creates the possibility for young people to gain experience with companies. There are various organizations in the city that operate programs of this kind. However, there are challenges: in the state, companies only meet just over half of their apprentice quotas; the opportunities don't reach the most vulnerable groups; the programs face challenges in terms of the quality of training, monitoring young people and future hiring; and participation in the programs can lead young people to give less importance to their formal education process.

c) As well as being involved in the apprenticeship program, in parallel to their educational process, many young people get involved in **community projects,** which aim to develop skills and improve life in the territories. These programs are promoted by a variety of CSOs, but also include government programs such as the Pact for Youth. Despite their role in young people's lives, these projects are often not recognized as relevant and the skills they develop are overlooked. Community initiatives have difficulty accessing funding and their programs face limits in establishing partnerships with contracting companies and in encouraging the projects they create to become viable businesses.

d) Given the growth in technical occupations for young people in the city, **technical and vocational education** has become important. However, when looking at the range of courses on offer in the city, it is possible to see a strong predominance of short-term courses, while opportunities for **technical secondary education** are more restricted. In 2020, there were 181 schools with EFA programs in the city, with only 27,000 enrolments in integrated, concurrent or teaching programs, and 36,000 in the subsequent format. Several actors pointed out that the number of vacancies falls short of the city's demand, in addition to the fact that many of the quality programs are paid for and the possibilities of accessing scholarships are restricted.

Professional qualification courses are the most frequently offered programs in the city and the axes with the highest number of enrolments are "management and business" and "environment and health". However, there is often no robust support in technical and higher education or connection to vacancies, restricting career prospects. Most of these courses are offered by the private sector, which can be costly for young people.

e) Over the last few years, policies have been implemented – such as SISU, ProUni, FIES and social and racial quotas - which have made it possible to democratize access to **higher education.** , it remains a reality that the higher your social class, the more likely you are to go to university. Young people who come from a background of poverty often have gaps in their basic education and there is no policy to support popular pre-university courses, which makes access more difficult. But staying in school is also a challenge. As young people have to work, they sign up for evening courses, which are typically paid for, and they may struggle to pay the fees. In addition, there is often a disconnect between the university curriculum and young people's expectations; and the choice of course is often more associated with its price and location than with the students' vocation.

f) The city also has programs aimed at **entrepreneurship**, with Sebrae as the main player and some city hall initiatives such as Naves of Knowledge, Youth Spaces and Empreenda.Rio. During the research, it was observed that while entrepreneurship should be considered a valid and qualified possibility, attention needs to be paid to two issues. Firstly, initiatives focused on entrepreneurial education predominate, losing sight of the complete journey of entrepreneurs. Secondly, it is important to avoid the danger of romanticizing entrepreneurship or making it the only option for young people.

"I can't stop thinking about exams and assessments in general. Could it be that life is really made up of pre-Finished Phases and these assessments are the key to passing? I've been told that you don't get a second chance... It's obviously problematic that you study just to pass a grade, but that's how we are taught."

(Young participant)

"Most of us are going to graduate and look for a job, because even though we want to, College It's gray matter, it's impalpable, it doesn't seem to fit."

(Young participant)

Danilo Quadra

04. YOUNG PEOPLE'S ASPIRATIONS AND PROMISING ECONOMIES

When building pathways into the world of work, it is important that the opportunities in line with the interests of young people, with activities that are meaningful to them. Although the topic of aspirations did not receive systematic attention in the project, the following perceptions were drawn from the dialog with young people:

- **Identity and Belonging:** young people want to work in spaces where they are recognized, respected and valued, looking for environments that embrace their identities and trajectories.

- **Working with peers:** working together with other young people, especially those with similar life experiences, generates inspiration and motivation.

- **Transformation of reality:** there is a desire for careers linked social transformation and community impact, which contribute to concrete changes in their realities.

- **Art and Culture:** young people see these areas as potential fields of professional activity, associating them with expression, resistance and social transformation.

"It's just that the work we do, projects in the third sector, end up not being seen as work in our surroundings. For example, my family started to listen to me more when I joined the Young Apprentice program, because I had a formal contract. Often the jobs that are giving meaning to our lives aren't paying. So how can we achieve this one day, unite the two?"

(Diary content analysis workshop)

"It's interesting and very important to have a critical look at how art and culture can provide incredible moments for young people like me, showing that the periphery is not just about robberies and drug trafficking, but about resistance, leisure and culture. Through these artistic and cultural interventions, we can take a young person out of the world of crime and offer them a new perspective of life".

(Young Participant)

At the same time as trying to connect with the interests of young people, **it is important to support them in broadening their horizons. This can be done in the context of economies that have been identified as promising:** the green economy, the creative economy, the digital economy and the care economy. Although they have different characteristics, they are all relevant to the city of Rio de Janeiro and have potential to be explored.

The **green economy is considered very promising in Rio de Janeiro, but progress needs to be made in the design of programs that create the paths for productive insertion.** There are estimates that the state has 10% of the country's green jobs and there are plans in the city and studies that point to growth potential, which could generate hundreds of thousands of jobs. The areas that make up the green economy are diverse, including some areas of activity in the blue economy. However, in general, jobs in these sectors have historically been filled by men and young people are under-represented. Despite the strategic recognition of this economy, programs for productive integration are still incipient in the city. The initiatives aimed at young people most often seek to involve them in political discussions about the environment or in care activities, but there is a lack of structured programs aimed at getting them into the job market.

The **creative economy is consolidated in Rio de Janeiro and presents opportunities in activities related to new media and applications of new technologies.** In 2020, Rio de Janeiro was the state with the largest share of the creative economy in the country's GDP, reaching 4.62%. In the state, there are 130,000 companies in this area, 63.4% of which are in the capital – with a particular concentration in the south zone. Most of the companies tend to be micro-enterprises or MEIs, so that employment relationships are often marked by flexible ties and pejotization processes. More recently, there are emerging opportunities with the use of new technologies, with applications for innovation and new media. Unlike the case of the green economy, there are a considerable number of initiatives aimed at the creative economy in the city.

In the case of the digital economy, there is interest in developing it in the city of Rio and existing programs have sought to focus on the use of technology. This is an economy with a globally heated job market and a high demand for professionals. For example, the city government is interested in investing in innovation and technology in the city, making it "Rio, Capital of Innovation". Both Juv.Rio and SMTE have initiatives that seek to introduce young people to opportunities in this area. And the valorization of this economy can also be seen in the SENAI, SESI and SENAC programs, with courses and learning spaces aimed at the adoption of technologies that increase the productivity of companies.

Finally, the care economy seems to be more unknown in the city of Rio de Janeiro and there are few programs focused on it, despite its potential for growth. Given the ageing of the population and the entry of women into the job market, there is significant potential for growth in this area. Both in home health and in the area of well-being. Historically, the activities of this economy have been associated with domestic care, but new specialized activities are emerging and there is a trend towards digitizing some of the services. Despite this context of opportunities, there seems to be little knowledge about this economy in the city and few programs that seek to promote productive insertion in the area.

The analysis of the four economies also pointed to two broad sets of areas of activity for young people to enter. On the one hand, there are areas that require higher levels of qualification and tend to have a smaller number of occupations, while others have lower barriers to entry and may be more numerous. Particularly for the more accessible occupations, it is important to ensure that the opportunities are for decent work. The following table summarizes the areas identified for the four promising economies:

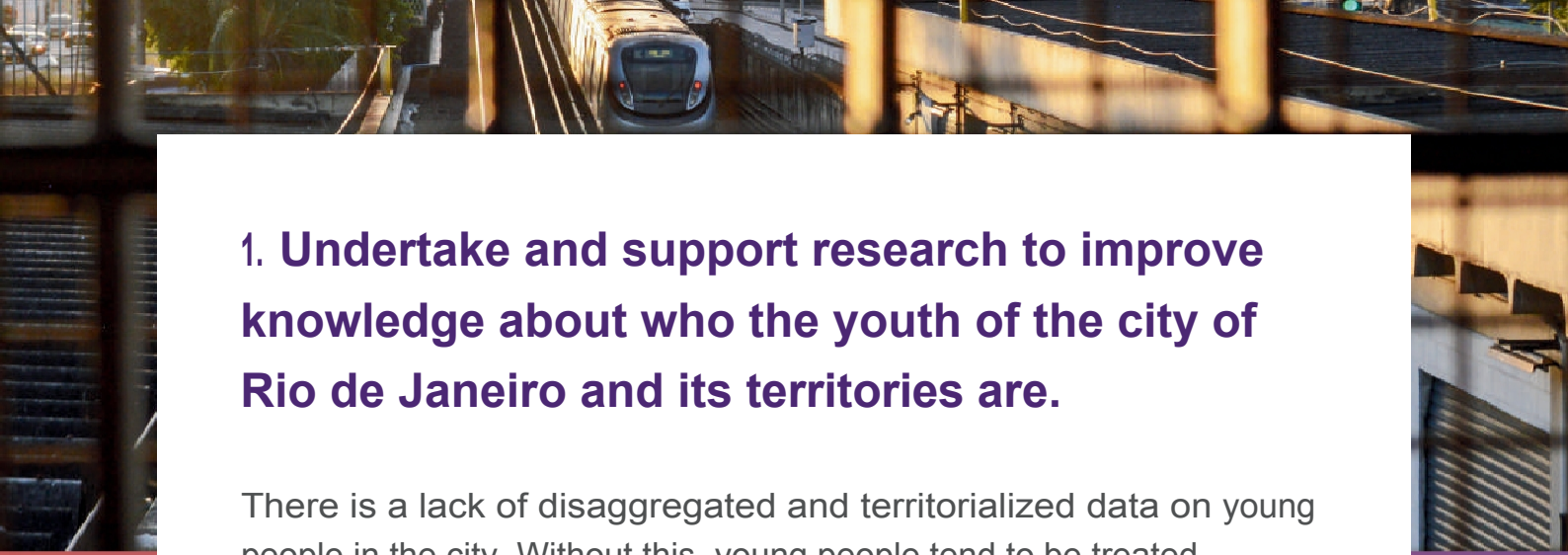| Savings	Smaller barrier areas on entry and/or initial positions	Areas with higher barriers to entry
Green economy	-Transport -Construction -Solar Energy -Ecotourism	-Wind energy -Water Management -Green Infrastructure
Creative economy	-Culture; -Design; -Audiovisual Production; -New media	-Advertising & Marketing; -Architecture; Editorial production
Digital economy	-Programming Careers; -Electronic engineering (service and installation areas)	-Data processing; -Artificial Intelligence; -Electronic engineering (more specialized areas); Cybersecurity
Economy of care	Wellness - physical activities, personal care and beauty	-Wellness - psychologists, psychiatrists -Health

Source: Own elaboration.

05. RECOMMENDATIONS

The development of this research project has made it possible to identify some general guidelines that should be considered in any strategy undertaken:

- Programs need to start **by listening to and information** about the reality of the area and the people they serve. They must take into account the population's life dynamics and the challenges they face, and offer the necessary support to overcome them.

- It is important to **connect with the aspirations** and **interests of young people and** encourage them to **broaden their horizons.** This should boost the engagement of young people and facilitate the implementation of .

- Entering the world of work involves socio-emotional challenges, such as situations of discrimination, lack of support, violence, among others, which can interrupt the trajectory of young people. It is important to **invest in developing socio-emotional skills and promoting access** to **mental health** and psychosocial care **services.**

- Programs are more effective if they are based on **coordination between companies,** public authorities and the third sector. The productive sector can provide information on market demands, support the design of programs and finance their implementation. And it is strategic to strengthen community organizations and leaders who know the territories and can offer **references for young people.**

- **Evaluating and monitoring programs** is a fundamental aspect of tracking their social impact. The development of indicators and evaluation and learning methods can boost the scope and results obtained.

In addition, **7 recommendations** were identified that Decola Cria can consider when designing its strategy for the coming years.
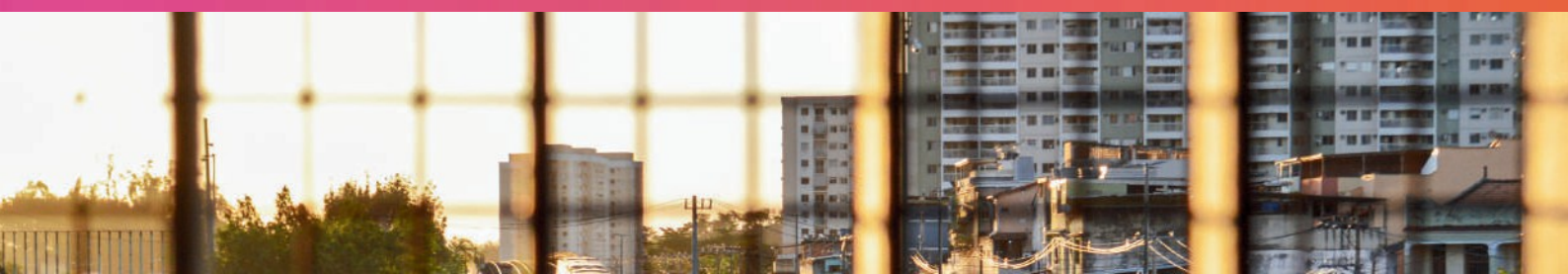
1. **Undertake and support research to improve knowledge about who the youth of the city of Rio de Janeiro and its territories are.**

There is a lack of disaggregated and territorialized data on young people in the city. Without this, young people tend to be treated homogeneously and interventions lose effectiveness.

The use of data from the **2022 Demographic Census** and **the** research conducted in **partnership between the Pereira Passos Municipal Urban Planning Institute (IPP) and Juv.Rio** could offer interesting avenues. In addition to these, research can be carried out that addresses qualitative dimensions, for example, the expectations of young people and companies in specific areas.

2. **Working with public authorities to improve policies that can enable access to quality formal education opportunities.**

There is a set of public policies that are strongly related to integration into the world of work and which, if improved, could bring significant gains for young people.

The **Pé de Meia and Novo Ensino Médio programs** will be implemented from 2025, which could create an opportunity to improve the quality of secondary education and create opportunities for young people to learn more about possible paths their professional lives could take.

Professional apprenticeships can be improved in terms of the selection criteria used and the design of courses that are of interest to young people and the market. In the case of companies, it is necessary to reinforce the application of the law and encourage the creation of spaces to accompany young people.

In the field of **technical education**, it would be interesting to expand the free offer of high school programs connected to promising economies. The new high school and partnerships with the S System can provide a context for this, whenever possible in conjunction with companies.

The creation of a **policy for popular pre-university courses and policies for staying in higher education** could also be promising.

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3. **Creation of a platform to provide access to information about opportunities in the city and to support young people on their path.**

Faced with the difficulty of finding up-to-date information on the programs and opportunities that exist in the city, young people may not find viable paths that pique their interest. , social control of policies is hampered.

The creation of a platform, managed in a collaborative way and with constant updates, which would allow **information** to be **gathered on what is on offer** in the city and **integrate talent banks** could help overcome this challenge.

This platform can be accessed both virtually and at decentralized facilities in the city, since its presence in the territories is identified as relevant. It is important to ensure mobilization so that the platform is used effectively.

As a subsequent development, the platform could be a space to **offer courses of general relevance** (such as preparing CVs), content that can help young people **broaden their knowledge of promising economies** in the city and allow **suggestions to** be made **for young people to continue advancing in their education** (with a cumulative view to lifelong learning).

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4. Support programs in selected territories to train young people, generate experience and broaden their references

Young people are often forced to look for opportunities to become productive in places far from their home territory, which generates mobility costs, cultural shocks and does not change the situation of the territories.

The creation of a program that supports local organizations 8 that know the context and the youth 8 so that they can generate **a quality experience in their own territories** can leave young people better prepared to enter other spaces in the future.

A program of this kind can involve **training** young people, but it shouldn't be limited to that. The program can also include the **development of projects** to put into practice what has been learned, experiencing the dynamics of a job or business 8 as in an apprentice program. If possible, the activities carried out should **meet local demands.**

The **skills** developed can be **certified** and **contact with companies in the area,** including medium-sized and small ones, or **incubators** for entrepreneurs can create possibilities for employment.

5. Raise awareness companies about the inclusion of young people in their work environment.

Most companies are unfamiliar with the contribution that young people can make to their work environment and the challenges and culture shocks they face when they come from more vulnerable backgrounds.

In order to increase the receptiveness of companies and the retention of young people, **training spaces** can be promoted **for** companies' **Human Resources departments**, encouraging a review of the requirements of selection processes (such as a formal address and regular access to the internet) and creating **follow-up strategies** within the company.

At the city level, the **Abdias do Nascimento Seal** of the Municipal Department of Work and Income already seeks to offer recognition to companies that have advanced in the inclusion of young people and other groups. This is a space that could be enhanced with the support of Decola Cria.

6. Increasing engagement and creating the conditions for the inclusion of young people in a selected promising economy.

Although the promising economies are of great importance in the city, the integration of young people is not an automatic process. The analysis of this project showed that all the economies have potential to be developed in the city, even if they present different conditions. In all of them there are occupational opportunities with lower barriers to entry.

The **creative and digital economies** already seem to be receiving attention from different organizations and policies, and could be boosted. The **green economy** seems to be attracting growing political interest, but programs still need to be developed. The **care economy, on** the other hand, seems more unknown, but also has potential for growth.

The choice of which economy to address involves strategic considerations, such as identifying possibilities for coordination between companies, government and civil society, and paying attention to decent work.

In the actions undertaken, it is important to translate the meaning and importance of the chosen economy for young people and other players and to encourage interventions in line with market needs and technological trends.

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7. Presence in social control spaces and strengthening of networks for more effective action in the productive inclusion of young people

The city of Rio de Janeiro has a large number of organizations and initiatives aimed at the productive insertion of young people, but these can remain ineffective if they don't have the necessary support and references.
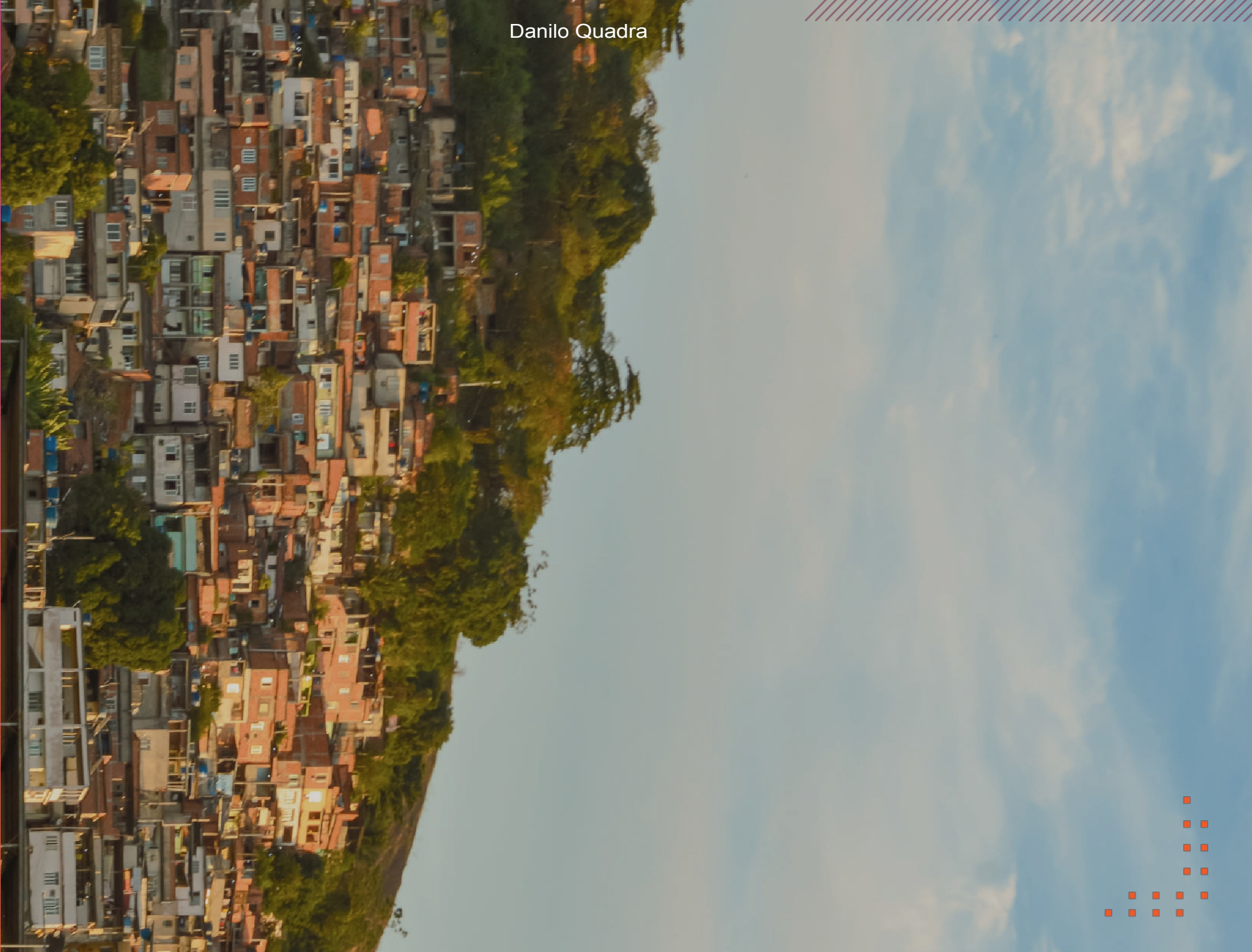
By **participating in social control spaces,** you can actively contribute to the construction of policies and their monitoring and inspection.

These spaces include the Municipal Youth Council of Rio de Janeiro (CMJ8Rio), the Municipal Social Assistance Council (CMAS), the Municipal Education Council (CME8RJ) and the Municipal Solidarity Economy Forum.

In addition, it is important to participate in spaces such as the Municipal Youth Conference, which mobilizes different actors to debate challenges and priorities for Rio's youth.

Among **civil society organizations,** Decola Cria can also play an important role in strengthening networks by offering studies, resources and opportunities to connect with other organizations and initiatives, qualifying the ecosystem and creating a community that learns how to promote the productive insertion of young people.

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TECHNICAL FILE

Access the full study on our website