

**UPR BRAZILIAN REPORT
EDUCATION AND YOUTH**

Individual Submission sent to the United Nations High Commissioner for Human Rights as a parallel report of civil society to attend the Universal Periodic Review Working Group in its 41st Session (Nov 2022), 4th cycle of Brazil



Contact information: Instituto de Desenvolvimento e Direitos Humanos - IDDH
(Institute for Development and Human Rights)

www.iddh.org.br

March, 2022

INTRODUCTION

1. The Instituto de Desenvolvimento e Direitos Humanos – IDDH (Institute for Development and Human Rights), is a non-governmental organization, non-profit, created in 2004 in Brazil. Seeking to increase the number of human rights defenders, IDDH develops projects in the areas of education (training and research) and advocacy (articulation and monitoring). IDDH has been organizing training courses on international human rights systems for more than 15 years to strengthen the civic space in Brazil and to increase the number of human rights defenders engaging in international mechanisms.
2. IDDH is in consultative status with the UN Economic and Social Council (ECOSOC) since 2016, is also a member of the [NGO Working Group for Human Rights Education of the United Nations](#), of the Commission on International Obligations of the National Human Rights Council (CNDH), and the [Brazilian Civil Society WG for the 2030 Agenda](#). Since 2017, IDDH coordinates the [UPR Brazil Coalition](#), a national coalition of over 30 Brazilian CSOs from organizations and networks active in the Universal Periodic Review in the country.
3. Since 2020, seeking to expand training spaces and, thus, human rights advocacy in all regions of Brazil, IDDH has expanded its activities to the virtual world, building participatory and dynamic platforms, such as the exclusive teaching platform [Educar DH](#) and the [UPR Brazil Platform](#).
4. The present report is the union of two institutional IDDH's objectives: a) to increase the number of human rights defenders in Brazil by strengthening civil society to act in national and international civic spaces; and b) to promote Human Rights Education (HRE) through the implementation of the United Nations World Program for Human Rights Education (WPHRE - A/RES/66/137, 2011).
5. Regarding the WPHRE, IDDH has been developing since its foundation activities to promote HRE to different audiences such as groups of women, traditional peoples, school educators, journalists, and public servants from the justice system (previous phases of the WPHRE - since 2005). Now, in the [4th phase \(2020-2024\)](#), the UN has selected Youth as a target audience and, therefore, IDDH intends, through the implementation of Sustainable Development Goal 4.7, to expand its activities in HRE to increase the active voice of the young Brazilian population in the defense of human rights.
6. Seeking to follow our mission, implement the 4th phase of the WPHRE, and achieve SDGs 4 (Quality Education), 5 (Gender Equality), and 16 (Peace, Justice, and Strong Institutions), IDDH has recently established a **Youth Program** focused on strengthening the civic participation of young human rights defenders within the international human rights forums.

METHODOLOGY

7. The intern of IDDH's Youth Program organized a workshop with girls and boys from her school, 13 to 17 years old, to work together with the IDDH to assess Brazilian implementation of the UPR recommendations. The workshop was divided into two parts: 1. An explanation about the UPR and how the Youth can engage in this mechanism; 2. The participants were divided into 3 groups, and each of them was assigned with a different category of recommendations. The intern facilitator had studied the recommendations and pre-selected 10 related to education, gender and Youth. With this task, each group had to read about the topics of the recommendations and come to a joint assessment of the status of implementation and justify it with reliable data (laws, public policies, official publications, newspaper articles, among others).
8. The assessment of the recommendations indicates the level of implementation, from "Implemented", "Partially implemented" or "Not implemented", in which case can also be assessed as in setbacks.
9. The recommendations selected were divided into three different sections:
 - First section: recommendations 165, 168, and 199 on **Education and Youth**;
 - Second section: recommendations 68, 174 e 175 on **Minority groups**;
 - Third section: recommendations 152, 169, 170 e 172 on **Education**.

EVALUATIONS:

10. **The recommendations 165, 168, and 199, about the improvement of intercultural teaching and the reduction of inequalities in Brazilian education, are not being implemented and are considered in setback.**
11. Analyzing these recommendations in the current Brazilian context, it is clearly the State's lack of attention to an equitable education. The implementation of the [New High School in Brazil \(Novo Ensino Médio 2022\)](#)¹, also with the elimination of mandatory subjects such as Philosophy and Sociology, puts recommendation 168 in setback. Furthermore, the increase of the [government's incentive for technical education](#)² jeopardizes the prospects of young people entering university, once technical education has the function of quickly forming a specialized workforce - with a technical course, it is not necessary a college degree to enter the labor market. In addition, Brazilian universities require an entrance exam, which can be harder for students from public schools - as a result of the low investment from the Government in school materials, environment, and professors. In 2021, [the number of black,](#)

¹ BRAZIL. New High School - questions and answers. Available at: <http://portal.mec.gov.br/component/content/article?id=40361>

² BRAZIL. New Directions for Education in Brazil, 2021. Available at: <https://www.gov.br/pt-br/noticias/educacao-e-pesquisa/2021/03/novos-rumos-para-a-educacao-no-brasil#:~:text=%C3%89%20um%20increase%20escalated%2C%20year.educates%C3%A7%C3%A3o%20infantil%20e%20t%C3%A9cnico%20professionalizing.>

[brown and indigenous students fell by more than 50%](#)³, exemplifying how current measures in education are not enough to reduce social inequalities.

12. The recommendations 68, 174, and 175, about the inclusion of minority groups, and the elimination of discrimination against these groups through human rights education, are not being implemented.

13. The discrimination and inequality in Brazil are still a reality in all regions of the country. According to [Brazilian Institute of Geography and Statistics \(IBGE\)](#), 71.7% of young people out of school are black, while only 27.3% of these are white⁴. Effective actions to keep young people in school and improve the flow between the grades of the stage remain even more fundamental due to the Covid-19 pandemic. The [Brazilian Basic Education Yearbook \(2021\)](#), shows that of every ten young people aged 15 to 17 in the wealthiest households, nine were in high school. But only seven out of ten residents in the poorest households attend school at the appropriate stage, which means that three are out of school, still in elementary school, or are simply out of school, due to abandonment or evasion. In the North, only 49% of students were in school, compared with 92% in the South and 87% in the Southeast. This data shows how our country is unequal, and how it's necessary to support public policies to reduce discrimination in all forms.

14. In addition, social problems such as homophobia, social inequalities and sexism are not addressed in the national curriculum. The [Brazilian Basic Education Yearbook \(2021\)](#)⁵, pointed out that only 26.1% of Brazilian schools have projects related to combat homophobia, 15.8% have projects about gender inequality, 48.% have projects on ethnic-racial themes and/or racism and 35.9% have on social inequality. The lack of Human Rights Education makes these aspects even more disseminated in the school environment, causing possible aggressions and inconveniences to minority groups.

15. At the same time, there was an increase in violence against children and adolescents between 2018 and 2019, more than 105,000 complaints of violence against women and girls (twelve per hour), more than 95,000 complaints of violations against children and adolescents, according to the [2030 Agenda for Sustainable Development Spotlight Report 2021 Brazil](#)⁶.

16. Another important issue to be addressed is the lack of inclusiveness of the indigenous community in education, which is included in recommendation 175. Despite the Ministry of Education (MEC) having the [National Plan for Indigenous](#)

³ G1. Enem 2021: number of black, brown and indigenous people enrolled drops by more than 50%. Available at: <https://g1.globo.com/educacao/enem/2021/noticia/2021/08/27/enem-2021-cai-negros-pardos-indigenas-inscritos.ghtml>

⁴ BRAZIL. Education 2019. Available at: https://biblioteca.ibge.gov.br/visualizacao/livros/liv101736_informativo.pdf

⁵ Todos Pela Educação, 2021. Available at: https://todospelaeducacao.org.br/wordpress/wp-content/uploads/2021/07/Anuario_21final.pdf

⁶ 2030 Agenda for Sustainable Development Spotlight Report 2021 Brazil. Available at: https://brasilnaagenda2030.files.wordpress.com/2021/08/en_rl_2021_webcompleto_27agosto.pdf

School Education (PNEEI)⁷, containing several measures to improve teaching in these traditional communities, we hardly see these proposals being implemented in the vast majority of schools. In 2019, 1,970 indigenous schools did not have access to clean water and 1,076 did not have electricity⁸, showing how such basic needs for teaching (and living) are not being fulfilled in indigenous education. In conclusion, the Brazilian Government urgently needs to change its measures in approaching inclusive education and human rights.

17. **The recommendations 152, 169, 170, and 172, about the right to inclusive education of the child and the implementation of the Incheon Declaration, are not being properly implemented and are considered in setback.**
18. Regarding the recommendations above, it is noticeable that they are not being implemented. Taking our state, Santa Catarina (SC), for reference, it is possible to understand why: in 2021, more than 10,000 students stopped attending school, and only 2,000 of them returned to classrooms⁹. In Joinville (SC), there is a large portion of public schools accessible to young people from all neighborhoods, but due to having to use school hours to work and help support their families, the students end up not finishing or even stop attending school. In 2020, more than 4.0288.296¹⁰ students were not enrolled in school.
19. Considering the recommendations 152 and 169, more than 7.8% of students with special conditions suffer any form of segregation in education. In 2019, 58.3% of young people declared black and 59.7% declared brown had completed high school with up to 19 years old, while in the white community this number grew to 75%¹¹, showing the disparities in the school environment. In addition to the problems with the inclusion of students, there are financial problems related to the lack of funds for investment in the improvement of public education, which began in 2017.
20. For the implementation of these recommendations, the Brazilian Government needs to establish measures, public policies and guarantee opportunities for children and adolescents from different regions, ethnicities, genders, sexualities, and different social classes.

⁷ <http://portal.mec.gov.br/secad/arquivos/pdf/pne.pdf>

⁸ BRAZIL. MEC works for advancements in indigenous school education, 2019. Available at: <http://portal.mec.gov.br/busca-geral/206-noticias/1084311476/75261-mec-trabalha-por-avancos-na-educacao-school-indigenous>

⁹ SED.State Governor launches "bolsa estudante" (student grant) program to combat school dropout, 2021. Available at: <https://www.sed.sc.gov.br/secretaria/imprensa/noticias/31219-governador-lanca-programa-bolsa-estudante-para-fight-avoidance-school>

¹⁰ UPR Coalition. UPR Report in the context of COVID-19. https://plataformarpu.org.br/storage/publications_documents/pf8qPxasVS5ad6V3FRP7zzhgyNaZzJ6RK5Hkts2y.pdf

¹¹Todos Pela Educação (All For Education). From start to finish: black population has fewer educational opportunities, 2020. Available at: <https://todospelaeducacao.org.br/noticias/do-inicio-ao-fim-populacao-negra-tem-menos-opportunidades-educacionais-2/>

RECOMMENDATIONS

Considering the assessments above, our recommendations are:

- I. Secure enough funding in Education, especially for public schools, providing students and teachers with updated materials and libraries, financial resources, and all training education required. Also investing in public health for the existence of multifunctional schools, with a support network including psychologists, nutritionists, focusing on a humanized education so that children have their well-being taken care of in their school environments;
- II. Assure that all children and adolescents are fully included in the school environment, in particular those with disabilities, indigenous people, quilombolas;
- III. Guarantee the openly discusses on racial, social, LGBTQIA +, and gender thematics in all curriculums;
- IV. Promote public policies so that the Brazilian basic curriculum includes Human Rights Education, as well as the return of subjects such as Philosophy and Sociology;
- V. Guarantee resources to the local communities and Brazilian schools to follow and implement the National Plan for Indigenous School Education (PNEEI), especially educational rights from early childhood through youth, adult, and higher education, promoting diversity and actively resisting and preventing the privatization of education.