



Human Rights Council

Universal Periodic Review (UPR) of Brazil

13th Session (June 2012)

Joint Stakeholders' Submission on:

The Situation on the Rights of the Child in Brazil

Submitted by:

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Geneva, November 2011

I. Introduction

1. This stakeholders' report is a joint submission of the above-mentioned organizations. The report highlights key concerns related to the **Rights of the Child** in Brazil in the following areas: **right to education, work, health, violence against children and discrimination**. Each section conveys recommendations to the Brazilian Government.

2. The data and information obtained for this submission has come from various sources and includes information from IIMA's members in Brazil who interviewed children and their families, teachers, educators, civil society members and health staff from IIMA communities in cities in the south and southwest of Brazil (Anápolis, Aparecida de Goiânia, Barbacena, Belo Horizonte, Brasilia, Cachoeira do Campo, Contagem, Goiânia, Minas Novas, Ponte Nova, São João del Rei, Silvânia, Uberlândia). Additional information was also provided by VIDES International from Belo Horizonte, and Heart's Home who collected information by the members of village Fazenda do Natal in Simões Filhos (State of Bahia), who interviewed also their relatives (children and their family, educators) leaving in the main city. All information concerned the period from April 2008 to September 2011.

3. **IIMA** is an international NGO in special consultative status with the Economic and Social Council. IIMA is present in 93 countries where it provides education to children and adolescents, particularly the most disadvantaged and vulnerable.

4. **VIDES International** is an international NGO in special consultative status with Economic and Social Council. It was founded in 1987 to promote volunteer service at the local and international levels and protects children and women's rights. VIDES is present in 38 countries worldwide.

5. **Association Points-Coeur** is an international Catholic non-profit organization founded in 1990. The organization is a global network of volunteers who assist, promote the dignity, and form deep, personal bonds with troubled, disadvantaged, and socially isolated individuals in some of the world's most desperate areas. Association Points-Coeur is active on five continents, with 41 centers in 20 countries.

II. Context

6. Brazil, has a total population of approximately 190 million, including 60 million minors (less than 18 years old) and 51 million youth¹. This represents about 25 percent of the total Brazilian population. Twenty-eight percent of the Brazilian population lives in poor conditions, of which 45.6 percent are children. Black children or those living in rural areas are the most vulnerable and 70 percent of them live in poverty. For example, in the Region of Semiárido, where approximately 13 million children live, more than 50 percent of children and adolescents are classified as poor.

¹ Youth is considered every young person between 15 and 29 years old (Conselho Nacional de Juventude – CONJUVE 2010)

III. Birth registration

7. Despite the decrease in numbers of unregistered children at birth in some regions of Brazil (from 30.3 percent in 1995 to 8.9 percent in 2008), this coalition noted the persistence of high level of unregistered children in the north and northeast of the country (respectively 15 and 20 percent).

IV. Right to education

8. This NGO coalition welcomes the improvements reached by the Brazilian government in accessing education, in particular for the improvement of attendance rates in primary and secondary education thanks to the increase of the public spending on education in the last years (5.2% of GDP). Brazil highly decentralized the basic education framework, with 26 states, a federal district, and over 5,500 municipal education systems. For this reason the country does not present a uniform situation and many differences exist among regions. While access to education in Brazil has become vastly more equitable over the past 15 years, there is a persistent gap in learning levels and graduation rates between rich and poor, blacks and whites. Brazil's highly decentralized basic education system negatively impacts on education because different states and municipalities implement various, and sometimes controversial, policies. This explains in part the different standards existing among Brazilian municipalities.

9. *Pre-school education.* Approximately one child out of four in Brazil from **4 to 6 years** does not attend pre-school and 64 percent of those belong to poor families.

10. *Primary and lower secondary education.* In Brazil 98 percent of children from **7 to 14 years** attend school. Nevertheless, this ratio is not uniform across the country. In the poorest regions of the country, such as the North and Northeast, only 40 percent of children complete the compulsory and fundamental education, while in the most developed regions, in the South and Southeast this percentage increases to 70 percent. Moreover, in some Northern districts around 535,000 of children do not attend school; 330,000 of them are black.

11. *Upper secondary education.* Concerning adolescents from age **15 to 17**, 73 percent of adolescents attend this education level. Fifty-nine adolescents out of 100 complete the 8th grade and only 40 out of 100 complete intermediate schools. Differing conditions that explain this data includes; social issues (early pregnancy, gang and drug involvement), family instability (unemployment, domestic violence and homelessness), extreme poverty and/or racial discrimination. In fact, there are approximately 300,000 children with adolescent mothers.

12. In general, the enrolment ratio varies greatly from a district to another. Considering adolescents from 15 to 17 years old, we do not register big differences in the large cities (one million or more inhabitants) such as Salvador and Manaus where the enrolment ratios are respectively 88% and 81%. In towns with mid-range populations (from 500,000 - one million inhabitants) as in the case of Santo André, the enrolment ratio for adolescents is stagnant at 87%. In some more difficult areas such as Nova Iguaçu (RJ), Jaboatão dos Guararapes (PE), Maceió (AL) and Duque de Caxias (RJ), we registered less than 80 % of adolescents enrolled in schools. In other towns (populations from 50,000 to 500,000 inhabitants) only São Caetano do Sul registers an enrolment rate of 93%; while all others, Jaru (RO), Sapiranga (RS),

Canguçu (RS), Piedade (SP) and Santa Cruz do Capibaribe (PE), register 60% adolescents attending schools. Nevertheless, in little towns (50,000 or less inhabitants) this coalition notes heightened disparities. In fact, in the towns Adamantina (SP), Américo Brasiliense (SP), Salvador das Missões (RS) and Salinas da Margarida (BA), 90% of adolescents are enrolled in schools; while, in Brejetuba (ES), Quixelã (CE), Buritis (RO) and São Francisco do Guaporé (RO) the rate is less than 35%. Moreover, in the 15-17 age bracket girls attend school more than men and a lower percentage of the black population attends intermediate schools in comparison to the white inhabitants.

13. In general Brazil is still quite far from the average learning levels, secondary education completion rates, and student flow efficiency. In secondary education the government has several issues to face such as upgrading the infrastructure, instructional hours, curriculum, qualifications framework and labour market linkages.

14. **Higher education.** More than 16 million youth between **18 and 24 years** attend schools in Brazil². The coalition welcomes the increase of 3 million students enrolled in the last few years at this educational level, even though many differences among the municipalities persist. Within this age bracket there are several countrywide geographical disparities. Attendance of higher education institutions among rural young people is eight times lower than among young people who live in metropolitan areas, as well as the difference between blacks who are always lower than whites. Forty percent of all public secondary schools register very high dropout level. Among those who do not drop out, some invest many years at this level effectively remaining a secondary school student until adulthood. An estimated 44% of Brazilian secondary school students are at least two years over-age for their grade. And fully 15% of all secondary graduates are over age 25 (7 years behind the official graduation age).³

15. Another major concern related to education is the Brazilian population's **high illiteracy** level. At the national level the illiteracy rate is around 10% but despite the recent progress reached by the governments this NGO coalition registered some regions where the illiteracy rate remains at 75%; such these regions extend to Melgaço and Anajás (PA), Guaribas (PI), Jordão (AC), São João do Carú (MA), Itamarati (AM) and Caxingó (PI). The majority of people living in these towns (adults and the elderly) are those who did not have access to basic education in their childhood or youth and who are not yet included in the adult literacy programs. Moreover, there is still great inequality between whites and blacks in respect to education. The illiteracy rate among blacks is more than twice the rate among whites.

Discrimination in education

16. A large disparity in schooling attainment persists between urban and rural children. Discrimination between black and white students is a reality in Brazil. In fact, the average of years of study for black students belonging to the bracket 7-14 years is 3.78 years versus 4.43 of white students. This data suggests that the drop-out and repetition ratios for black students are higher than among whites and reflects the strong impact of racial discrimination on the success of the Brazilian school system.

² Instituto Brasileiro de Geografia e Estatística (IBGE)

³ OECD 2010 Education at a Glance

17. Another issue of concern is the high repetition rate. In fact, about 13 percent of children repeat a school year. Moreover, children who must repeat a course multiple times are forced to leave school and do not receive coaching or assistance by alternative programs.

18. In general public schools in Brazil are not equipped for children with disabilities. Parents who have children with disabilities are often invited to enrol their child with special needs in a private school. But disabled children belonging to poor families are discriminated against because they cannot have access to private schools that are too expensive for them, so they face financial barriers in their right to education. Moreover, these children are not adequately assisted by the government suffering a lack of medication and the necessary support to travel to health care facilities, which are often far away. All these difficulties worsen their vulnerability.

19. This NGO coalition remain concerned about the high number of children who still live in street situation where they remain vulnerable to abuse, including sexual abuse, and to other forms of exploitation.

Quality education

20. **Rural areas.** Quality education remains a crucial challenge in Brazil. In particular, regional schools are among the most isolated in the country, often located along tributaries in the rainforest. Several problems in these schools persist such as: low number of teachers forced to work alone in unsuitable buildings; teaching classes composed of several different age groups and a lack of classroom materials. These problems negatively impact on children's capacity to learn who drop out of school early as a result.

Many measures could be taken by the government to implement quality education in rural areas as for example: increasing financial resources to rural schools; providing adequate transportation and teacher training and developing appropriate teaching materials to reflect local realities.

21. **Secondary education.** The lack of quality in secondary education is more evident than in primary level. In fact, in several municipalities, especially in little towns, students are forced to attend school in the evening, generally from 6 to 10 pm because they attend classes in the primary school buildings. In fact, full-day schools at the state level do not exceed 10% of total secondary enrolment. In general, students attend classes without desks, which are inadequate for their size. There is a lack of support facilities and those that exist are rudimentary. Walls are filled with graffiti and there is uneven lighting in the hallways punctuates. Teachers are often late and exhausted because their day jobs. The curriculum, that covers a large number of mandatory courses (including sociology and philosophy, mathematics, physics, chemistry, biology, Portuguese, English and Spanish among others), is impossible to be covered in the limited instructional time.

22. **Teachers.** In Brazil, teaching has become a low-status profession. Teachers are recruited from the bottom third of high-school students. Despite the governmental efforts and reforms at national and local levels teachers conditions and training remain critical. In fact, teachers lack a foundation in teaching methodology and spend much of the class time on routine

classroom processes such as taking attendance and collecting papers. They use theory-oriented courses instead of practice-oriented ones with the result that students are not always actively engaged. Moreover, in Brazil there is a persistent belief among some teachers that poor children cannot learn.

23. ***Violence in schools.*** One serious issue affecting students, teachers and school directors is the persistence of violence in schools. Some students bring firearms at school. There is no geographical distinction for this phenomenon as it occurs both in rural and urban areas. Students are both sources and victims of violence. There are reports of arson; physical attacks on teachers and bullying of other students. Males are more prone to violent behaviour (17.5 %) than their females (8.9%). At the same time students feel verbally abused and humiliated by teachers through notes and conduct marks. In addition, some teachers employ physical punishment.

Public and private schools

24. It is important to note that, except for higher education, all the education levels are predominantly in the public sector, in terms of both enrolment and number of schools. The majority of fundamental and intermediate schools are public, in fact only 10 percent of students belonging to wealthy families attend a private school.

25. Despite the uniformity of curricula and programs between public and private schools, private schools have better facilities, more well equipped classrooms, teachers who are better prepared due to continuing training programs and well paid in relation to those in the public sector.

26. On the occasion of the first Universal Periodic Review, Brazil did not commit to taking specific measures to improve the right to education in the country. Despite that, the government accepted to continue and intensify efforts to reduce poverty and social inequality (recommendation 1). This NGO coalition believes that social inequality can be reduced through the improvement of quality education for all. For this reason, we suggest the following recommendations to the Brazilian government in order to implement the right to education:

- a) **Make education equally accessible to all, especially increasing the number of scholarships for students living in vulnerable situations;**
- b) **Increase the completion rate of primary education and ensure that primary education always be free of charge;**
- c) **Increase expenditure on education and ensure the allocation of budgets at all levels, while devising policies that take into account the Committee's General Comment No. 1 on the aims of education;**
- d) **Large investments in the quality of school infrastructure;**
- e) **Strengthen its efforts to improve the quality of education, inter alia, by increasing financial resources to rural schools; providing adequate transportation and teacher training; developing appropriate teaching materials to reflect local**

realities;

- f) Develop a public-private partnerships to orient the vocational content of the curriculum to skills that are in local demand and supporting more results-driven school management;**
- g) Take effective and appropriate measures to ensure that street children have access to education, shelter and health care;**
- h) Establish special education programmes for disabled children and include them in the regular school system to the extent possible;**
- i) Seek technical cooperation from, inter alia, UNICEF and UNESCO Policy Guidelines on Inclusion in Education as a tool that can help take into account the best interests of the child.**

Indigenous children

27. Brazil is one of the richest countries for cultural diversity. In fact, it counts more than four-hundred thousand living in three thousand villages, belonging to two-hundred, twenty-five different ethnic groups and speaking more than one-hundred and eighty different languages. They represent only the 0.24 per cent of the total Brazilian population.

28. In 2006, according to a School Census data INEP / MEC 172,591 students attended courses ranging from kindergarten to high school. The census results indicated, there are about 7,000 teachers in 2,836 indigenous schools, 85% of them had Indigenous origins and they educated students, mostly in elementary school. Among these schools, 24 offered high school education, and only 7 had computers.

29. We recognize and welcome the great efforts made by the Brazilian government during the last years in guaranteeing an adequate education to indigenous children. In particular we welcome the work of the General Coordination of Support to Indigenous Schools (CGAEI) aimed at planning public education policy for the Indigenous schools, with emphasis on initial and continuing training of indigenous teachers, the production of educational materials and the dissemination of indigenous issues for schools. In addition, we acknowledge the new school facilities in the indigenous villages, the diffusion of specific educational material and the respect for indigenous traditions and meals at school.

30. Despite the increase number of students in the last years we note the persistence of the following problems:

- low number of indigenous students attending primary education compared to Brazilian-non indigenous children;
- low number of Indigenous students attending high school ;
- lack of school facilities and appropriate equipment in Indigenous areas;
- insufficient number of indigenous teachers, the scope of their training and inadequacy of school materials.

Adaptability of education

31. We note the efforts made by the Brazilian government to implement the Resolution No.3/99, of the National Education Council, which set national guidelines for the indigenous schools and other measures. Articles 6 and 8 of this resolution recognize that "teaching at indigenous schools will be exercised primarily by indigenous teachers from the respective ethnic group they are going to teach" and that "the training of these teachers should be specific, appropriate, and in conjunction with their own schooling".

32. Our research indicates that the non-Indigenous teachers are only 23.5% of all teachers in indigenous schools, while the other 76.5% are Indigenous. The indigenous teachers predominate in four regions of the country, namely North with 82.7%, Northeast, 78.1%, the Midwest with 73.6% and Southeast with 80.6%. Only in the South the number of non-Indigenous teachers is higher than Indigenous teachers with respectively 53.8% and 46.2%.

33. The Brazilian government should do more for indigenous teachers to complete their basic schooling process and provide specific training for upper-level courses. The training must empower teachers to the development of their curricula in order to be able to promote programs in Indigenous schools, considering bilingual education and the use of an orthographic system of their mother tongues; conducting also anthropological research in order to cover traditional knowledge of indigenous societies and the development of a didactic-educational system.

34. It is important that the Brazilian government implement Resolution No.3/99 which states that the training courses for indigenous teachers should emphasize and develop core competencies with respect to knowledge, values, skills and attitudes (Article 7). The resolution also states that teachers should play a leading role in: a) building curricula and school programs; b) producing educational materials themselves; and c) understanding and employing methods of teaching and research. For this reason such training programs for indigenous teachers should be promoted by the national educational system which should take into account these three main goals in order to promote the training of indigenous teachers with technical and financial support, guide, monitor and evaluate the development of actions in the area of progressive training.

35. Unfortunately, in certain and remote areas of the country we note the persistence of an old educational methodology offered to the indigenous peoples. It has been used for many years with the purpose of integrating the Indigenous into the national society, without regard to cultural and linguistic differences. It is an education "in white" from the perspective of bringing the white culture brought to the Indigenous. In other words, the school is essentially a vehicle for indigenous on how to live and be white.

36. In several indigenous communities the search for education, new opportunities and better lives has caused the exodus of Indigenous Youth to the biggest cities, and contributed to several social problems. Included among these is the loss of the native language and indigenous culture and identity.

37. Furthermore, guidelines, objectives, curricula and programs are often inadequate to the reality of indigenous communities. The teaching-learning material used is insufficient and inadequate, hampering the educational activities. Education is often negatively affected by

discontinued classes due to the insufficient number of fixed teachers in the communities. Other complications are the lack of adequate housing, transportation and food, as well as insufficient training programs for local indigenous teachers who also face language barriers.

38. Two main issues have to be taken into consideration in order to improve indigenous education: a) implementation of appropriate programs based on specific learning methodologies that respond to the specific and special needs of indigenous students, and b) investment in the indigenous educational system through training of human resources and adequate teaching materials.

Discrimination against indigenous people

39. Indigenous people are often victims of prejudice and discrimination because of their socio-cultural and physical features that distinguish them from other Brazilian population. These discriminations are more frequent in the North of the country where Indigenous people are physically different from other indigenous peoples in the country.

40. Another factor degrading the image of the Indigenous children is associated with prejudices against these people. Included among the prejudices are notions that indigenous people are lazy, thieves, poorly dressed and ill-groomed.

41. These forms of discrimination make indigenous children extremely vulnerable to unwarranted accusations. In white schools they are often the first to be suspected and shoulder the blame when things have gone awry. This and other forms of discrimination contribute to a feeling of inferiority which can seriously affect their social skills.

42. Concerning indigenous children this NGO coalition recommends the Brazilian government to :

- a) Take adequate measures to combat illiteracy and allow all citizens the enjoyment of the right to education ;**
- b) invest in the indigenous educational system through adequate training of indigenous teachers, allocate resources to provide research to the promotion of teaching materials that best serve the special needs of indigenous students;**
- c) take adequate measures in order to provide protection for the rights of indigenous children and plan an educational system aimed at preserving their historical and cultural identity, customs, traditions and languages ;**
- d) Pursue measures to effectively address the limited opportunities for indigenous children by providing training and awareness-raising activities to combat racial discrimination and eliminate structural inequalities.**

V. Economic and sexual exploitation of children

43. In Brazil, there is an authoritarian relationship between adults and children and adolescents. Children and adolescents are often subject to adult authority. Article 20 of the Brazilian Constitution forbids boys and girls under 16 from employment in work. Despite the progress and the reduction of child exploitation, this NGO coalition registers children between the ages of 10 and 12 years, who are forced to leave the school to find a work in order to help their families. In 2011, despite the measures taken to monitor child labour, we found an increase in the number of children who were no longer attending school but instead were found in the streets or in public transportation.

44. Generally, children and adolescents belonging to poor and disadvantaged families are involved in the labour market at a young age. Other vulnerable groups are blacks and mulattos. Approximately 600,000 children and adolescents work in the country, 10 percent of them are aged 15 to 17 years and 5 percent from 10 to 17. In general young girls are more involved in domestic works and the sexual market, while boys are involved in criminality especially drug trafficking. Children and adolescents sexually exploited suffer from moral, physical, psychological problems because they are deprived of their dignity. Sexual exploitation occurs both in family and extra family contexts.

45. Concerning economic and sexual exploitation this NGO coalition recommends the Brazilian government to :

- a) Ratify the Convention on Decent Work for Domestic Workers and undertake more efforts to comply with its obligations in labor regulations.**
- b) Support income-generating initiatives for disadvantaged families in order to eradicate child labour;**
- c) Provide former child workers with appropriate recovery and educational opportunities;**
- d) Take appropriate measures to eradicate sexual exploitation and prosecute and impose appropriate sanctions on any perpetrator of the alleged violations;**
- e) Implement the CESCER recommendation to provide protection to victims of sexual exploitation and trafficking, especially prevention, social reintegration, access to health care and psychological assistance in a culturally appropriate and coordinated manner, including by enhancing cooperation with non-governmental organizations and with neighbouring countries; and adolescents should be established.**

VI. Right to work

46. In Brazil youth aged 15 to 24 form 21.5 percent of the total Brazilian population. Brazil has the highest percentage of young people in the world. Youth do not have the same opportunity to access the labour market. Different reasons can explain these disparities among

groups: racial discrimination, gender discrimination, educational level and the family situation.

47. With respect to disparities between poor and rich groups, youth belonging to poorest families have more difficulties both to accessing the formal labour market and obtaining an adequate salary. While the official unemployment rate in Brazil was 6.1 percent in January 2011, 14 percent of unemployed belong to the 15-24 age bracket. Among this subgroup, 26.2 percent belong to poor families and 11.6 percent to wealthy ones. Furthermore, poor workers are often not regularly registered in the formal register of workers. Of the 41.4 percent of poor workers 74.3 percent are registered, while this percentage is 77.1 percent for rich workers group.

48. People living in extreme poverty either have no access to work or who have poor working conditions where they are employed. In particular this NGO coalition remains concerned about people, especially young women, who migrate internally from the same state or other states in the northeast region in search of better living conditions. They work in poor conditions and never receive health insurance, vacation, or retirement.

49. Moreover, young people living in difficult situations because of the lack of a family context (death or separation of parents, those from juvenile facilities) experience great difficulties in the labor market due to both a lack of training and a lack of self-confidence.

50. With respect to youth living in urban or rural areas, the data indicates there are fewer young people in rural areas compared to urban, (15.4 percent and 84.6 percent respectively). In fact, rural people have a tendency to migrate to urban centres in order to search for better opportunities. Unfortunately, urban areas are not able to respond to the increasing influx of people from rural areas. One consequence of this increased supply of labour is that migrating youth are often part of the informal market lacking adequate salary. The lack of skills and education causes many of those from disadvantaged families to remain unemployed. Another consequence is a strain on social services and public assistance

51. Moreover, blacks have salary levels that are 50% lower than whites because of their lower educational level and of racial discrimination.

52. Persons with disabilities still suffer discrimination in access to employment despite the quotas for the employment of persons with disabilities in both the public and private sectors.

53. Other discrimination can be found between women and men and those with lacking information technology skills.

54. With respect to the right to work we suggest the following recommendations to the Brazilian government:

- a) **Strengthen legal and institutional mechanisms aimed at combating discrimination in the field of employment and facilitating equal access to employment opportunities for women and for persons belonging to racial, ethnic and national minorities;**

- b) **Initiate policies which support the employment of vulnerable groups, young people returning from drug treatment centers, and people with disabilities;**
- c) **Provide to youth, especially attending technical and higher education, professional training oriented to the needs of the labor market.**

VII. Right to Health

55. **Alcohol and drug addictions.** Children and adolescents in Brazil are deeply involved in cigarettes, cigars, alcohol and drug consumption. The average age at which children acquire addictive habits is less than 13 years of age. In general young boys are more involved than their young girls. Generally children who smoke are more vulnerable to the early alcohol abuse and drug addiction. In general 71.4 percent of children and adolescents admit to drinking alcohol. Moreover, students of public schools are more influenced compared to their colleagues of private schools.

56. Drug addiction is a very serious issue in Brazil. Cannabis is the most common illegal drug in the country and 18 percent of adolescents aged 15 years admitted to using it. In general boys prefer cannabis and crack cocaine while girls prefer amphetamines and anxiolytics. Other drugs are consumed by youth include cola, popper, and ecstasy.

57. Since 2010, crack cocaine has become the cheapest and most popular drug for young people. In Salvador da Bahia, the number of deaths related to drug sales reached more than 1,000 in June 2010. Police raids are commonly conducted to kill the leaders of drug trafficking groups. Despite these raids, the groups are reconstituted quickly after the death of their leaders, therefore rendering this method inefficient.

58. **Early pregnancy.** Despite the governmental efforts and public campaigns aimed at reducing early pregnancies in the country, this NGO coalition is concerned by the high rates of early pregnancy that mainly affect the socially underprivileged segments of the society.

59. **Suicide.** In the last years in Brazil we registered an increased number of suicides (4.5 suicides every 100,000 persons). This problem affects many vulnerable groups of the Brazilian population such as youth, indigenous, elderly people, workers in the agriculture sector, very young pregnant girls, especially living in the streets. Porto Alegre has the highest incidence of male suicides with 16 suicides every 100,000 men.

60. **Murders.** In 2009 around 45,000 youth aged from 15 to 24 years were killed in Brazil. Most of them live in vulnerable situations and lack of education, food, housing, work, and health. Often they were drug addicts.

61. **Violence against children.** About 9.5 percent of children in school aged were victims of violence in a family context. This percentage is higher in disadvantaged families, living in rural areas.

62. Concerning the right to health this NGO coalition recommends the Brazilian government to:

- a) Monitor of the application of laws against corruption, an inquiry following every death caused by firearms and compensation for persons in cases where the state failed in its obligation to the protect of the human right to life;**
- b) Provide informal education as an alternative to drugs and violence and recruit and train social assistants to monitor young people at risk;**
- c) Plan and develop awareness campaigns addressed to youth, teachers, health care workers, educators, and community leaders in order to sensitize young girls on health and social risk linked to early pregnancy and help parents, teachers, and health care workers to be more “youth friendly” in providing young people with information and supplies to prevent pregnancy;**
- d) Implement awareness campaigns and take measures to reduce social exclusion factors that affect vulnerable groups at risk of suicide;**
- e) Prohibit corporal punishment in the family, school and penal institutions, and undertake education campaigns that educate parents on alternative forms of discipline.**