**Política Para Jovens (Political Education For Youth)**

Heloísa Areias, Isabella Greco, Júlia Bernardes, Lucas B. Boscolo*

**Abstract**

In view of the considerable Brazilian population's lack of knowledge about its political structure, the Center of Studies and Research about Corruption (CEPC) has developed the project “Política Para Jovens” (Political Education For Youth) in order to instruct high school-age students about political issues, citizenship related topics and Brazilian political structure, hoping, overall, that this reality can start to change. The project consists in classes taught by a UNESP (São Paulo State University) student body, which, in a voluntary way tries to arouse the young's interest about political subject-matter.

**Key words:**
Politics, Education, Youth

---

### Introduction

The “Política Para Jovens” project developed by the Center of Studies and Research about Corruption (CEPC) aims to reduce the political education deficit that exists in the individuals’ school education process. The discredit of the population about the political situation in Brazil is, partly, a result of the negligence of the public education’s program, which is not able to provide the students the basic and necessary understanding of the political system and its related topics such as political structure, citizenship, and political accountability. Facing this reality, some members of the School of Humanities and Social Sciences – UNESP's student body developed the project in 2010 in order to elucidate not just the themes pointed above, but also to discuss corruption in politics with the youngsters. The group developed, and still constantly improving, a material aimed for high school students. The material is written in a way that a person with no previous knowledge about the political structure and related topics can easily comprehend the subjects. The classes are also taught in an easy speech, so the students can follow the discussions and get engaged in the subject. The project is applied in public high schools and youth detention centers located in the city of Franca and region. At the moment, the members are also expanding the activities by developing a material aimed to other aged teens that are not in high school yet (students at the 8th and 9th years).

---

### Results and Discussion

The group organizes its activities according to the demands of the schools that have accepted the project. The original proposition follows the model of 5 lessons that permeate the topics covered in the material produced and provided by the group. The themes have a disposition that was selected following a logical sequence which, at the end of the course, can provide the students all the tools and knowledge to be able to better comprehend the social life arrangement and develop a critical view of the political system and related topics. The classes are taught with the support of group dynamics and different medias sources such as videos and slides.

---

### Conclusions

Considering the huge importance that being aware of the political dynamics can imply in the lives and in the well-being of the population, the “Política Para Jovens” project tries to propagate to individuals, that find themselves at the age of starting their political and citizen participation, a better and conscious understanding about the political structure of their country. The members believe that the project can lead the new generations to better exercise their citizenship in democratic societies, by operating conscious votes and accountability. Facing the current Brazilian political scene of corruption scandals and lack of political engagement by the population, the project has proven itself as an effective and possible way to change this reality and encourage people to be more conscious about the present political issues and organization.

---

### Acknowledgement

We thank the group's coordinator, Profª Drª Rita de Cássia Biason, for supporting the Project and trusting the members. We also thank the support of PROEX for financing the project and helping in its expansion by providing two scholarships in 2016. Thank to all the directors, coordinators and teachers that supported and accepted the project in their schools. And finally we thank all the members that participated in the project since its creation in 2010.

---

* DOI: 10.19146/pibic-2016-51929