imds
instituto mobilidade e desenvolvimento social

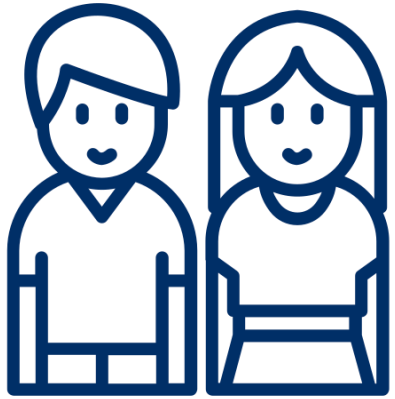
IMDS – Elections 2022

Social mobility: state indicators and public policies

September 2022

Introduction

- In this presentation, we bring the state indicators most directly related to inter- or intragenerational social mobility. Throughout it, we explain how this relationship occurs at each stage of the life cycle involving individuals, families and the territory in which they live, in order to foster reflection on the interdependence between different characteristics for the gradual accumulation of potentialities, or deficiencies, throughout the stages of life. The indicators were extracted from dashboard Imds - Elections 2022.
- In parallel, we exemplify public policies and social programs already implemented, in Brazil or in other countries, and whose evaluations point to promising results in alleviating a myriad of issues raised by the indicators. In this way, the examples can help managers and candidates for elections, as well as society in general, think about possible measures to improve the conditions of their localities. The examples brought here are part of a larger collection, built by Imds to be a living tool at the service of public managers, the third sector, the press and society - the Social Mobility Impact Platform.
- Finally, we also bring promising Brazilian experiences, finalists of the Evidence Award and Imds Trophy – Social Mobility, which were not necessarily evaluated, but which bring scientific evidence in their formulation.



Childhood and adolescence

Social mobility in childhood and adolescence

- Poorer parents tend to have more limitations, whether financial, socio-emotional or informational, to invest in the housing, health and human capital conditions of their children. Thus, in the absence of equalizing public policies, there is a great risk that children belonging to families in poverty do not reach their potential and fall behind from an early age in literacy and learning outcomes at the beginning of school life.
- Due to income restrictions, poorer families tend to live in places in cities where access to public goods is more limited – for example, with a lack of adequate basic sanitation, with few public apparatuses (to illustrate, we can think of health services, education, social assistance or urban mobility) – and job opportunities are scarcer. In addition, they may be more exposed to harmful environmental factors, such as pollution, violence and stress, which are associated with learning difficulties and worse health conditions, including preventive.
- All of this can interfere with mothers' ability to perform prenatal care, provide adequate nutrition and immunization in time due to their children. Failure to perform these activities can cause harm to children, preventing them from developing at the right time and generating negative impacts throughout their lives. This is because health in childhood is an important factor to ensure conditions of full development, and its absence can generate successive challenges throughout life, with implications for education, health in adulthood, employment opportunities and wages, and also reproduction of these patterns for new generations.
- In addition to the limitations of access to services, the lack of access to information, or even availability of time, can impact on the beliefs of the poorest families and lead them not to accurately measure the importance and value of education in its various aspects (children in school receive cognitive stimuli, acquire learning necessary for access to university and insertion in the labor market, in addition to being in a safer environment). Thus, it is possible that these families do not follow so much the school performance of children and adolescents, or even do not encourage their permanence in school.

Childhood and adolescence

Poverty

- Children and adolescents from 0 to 17 years old in situation of extreme poverty (%)
- Children and adolescents from 0 to 17 years old in situation of poverty (%)
- Children and adolescents from 0 to 17 years old in situation of poverty (%) – boxplot inequality
- Children and adolescents from 0 to 17 years of age in situation of poverty living in households that receive BFP (%)
- Average income gap among children and adolescents from 0 to 17 years old in situation of extreme poverty – R$

Childhood and adolescence

Health

- Proportion of live births with 7 or more prenatal visits
- Live births with 3 or fewer prenatal visits – mother's schooling (%)
- Infant mortality rate per thousand live births
- Infant mortality rate per thousand live births – mother's schooling
- Hospitalization rate for respiratory diseases among children under 5 years of age per 100,000 inhabitants
- Births of children to mothers aged 15 to 19 years (%)
- Births of children to mothers aged 15 to 19 years – mother's schooling (%)
- Women aged 15 to 19 years with children in relation to the total number of women aged 15 to 19 years (%)

Childhood and adolescence

Education – Early Years

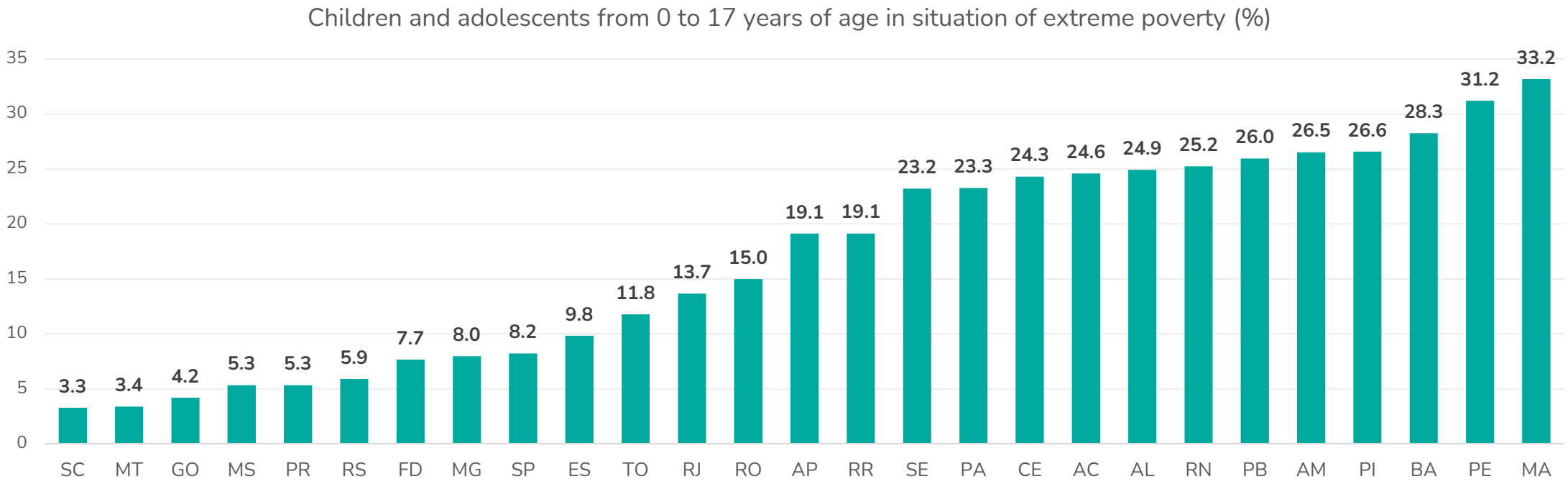
- 3rd grade Elementary School students with adequate proficiency – Reading (%)
- 3rd grade Elementary School students with adequate proficiency – Writing (%)
- 3rd grade Elementary School students with adequate proficiency – Mathematics (%)
- 5th grade Elementary School students with below-basic proficiency – PL (%)
- 5th grade Elementary School students with below-basic proficiency – MT (%)
- 5th grade ES students with adequate proficiency – PL – by mothers' level of schooling (%)
- 5th grade ES students with adequate proficiency – MT – by mothers' level of schooling(%)
- IDEB elementary school early years
- Age-grade distortion rate elementary school early years

Childhood and adolescence

Education – Final Years

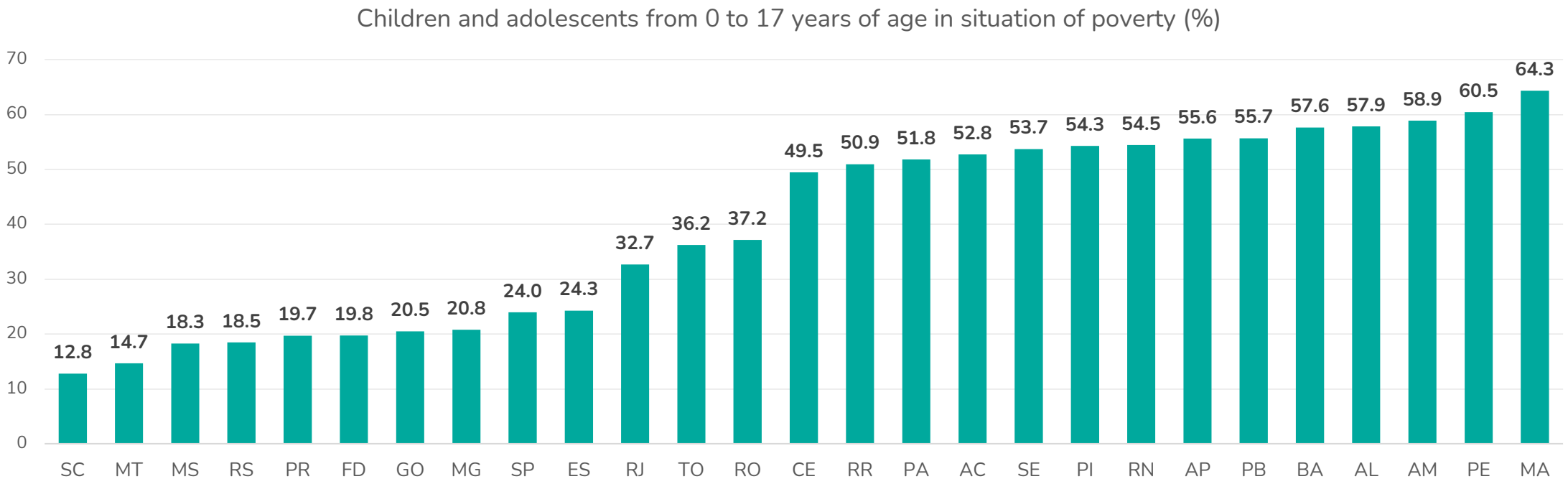
- 9th grade JHS students with below-basic proficiency – PL (%)
- 9th grade JHS students with below-basic proficiency – MT (%)
- 9th grade JHS students with adequate proficiency– PL – by mothers' level of schooling (%)
- 9th grade JHS students with adequate proficiency– MT – by mothers' level of schooling (%)
- IDEB junior high school final years
- Dropout rate from junior high school final years
- Age-grade distortion rate in junior high school final years
- Female students aged 13 to 17 years, among those who have had sexual intercourse, who have become pregnant at some point in their lives (%)
- Female students aged 13 to 17 years, among those who have had sexual intercourse, who have become pregnant at some time in their lives (%), public x private school
- Students aged 13 to 17 whose friends used illicit drugs in their presence (%)
- Students aged 13 to 17 years whose friends used illicit drugs in their presence (%) – public network x private network

Children and adolescents in situation of extreme poverty – 2021



The indicator represents the number of children and adolescents aged 0 to 17 years with per capita household income below the extreme poverty line, divided by the total population in this age group. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) – regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, NCPI. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Children and adolescents in situation of poverty – 2021

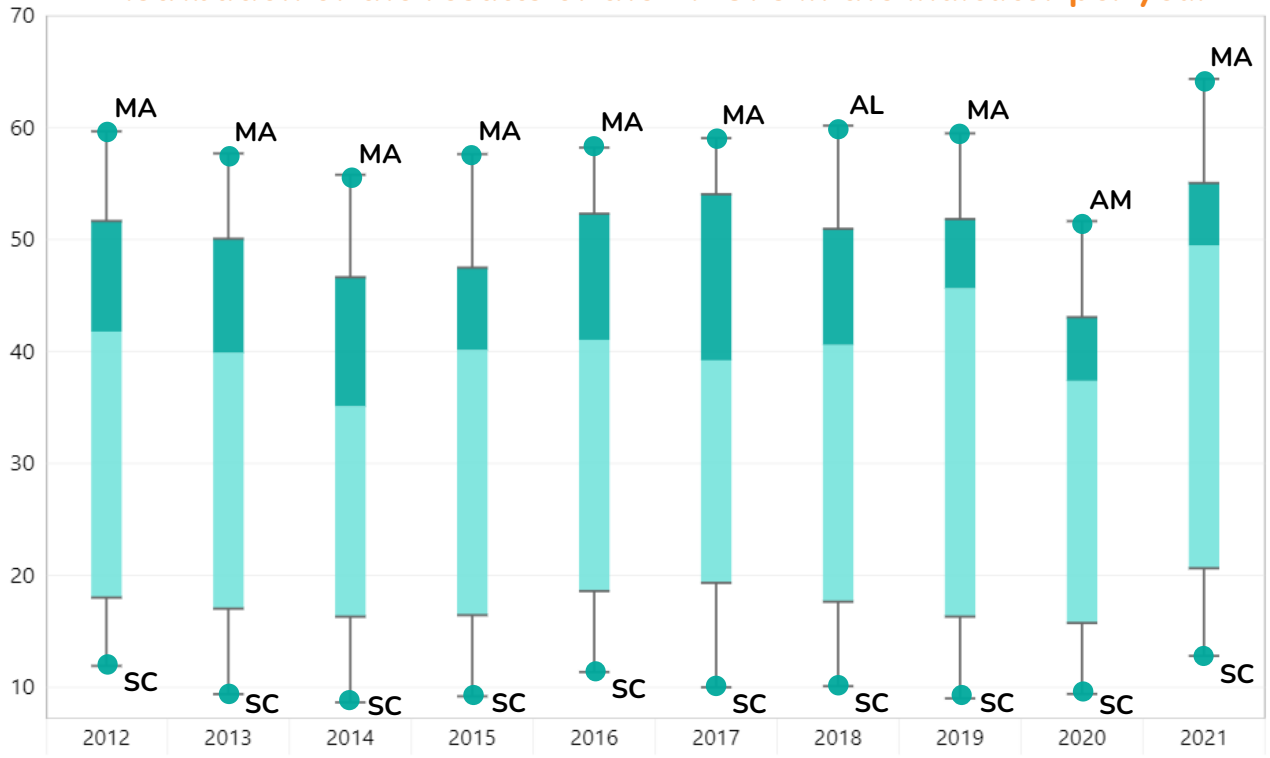


The indicator represents the number of children and adolescents aged 0 to 17 years with per capita household income below the poverty line, divided by the total population in this age group. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) – regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, NCPI. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Children and adolescents in situation of poverty (%)

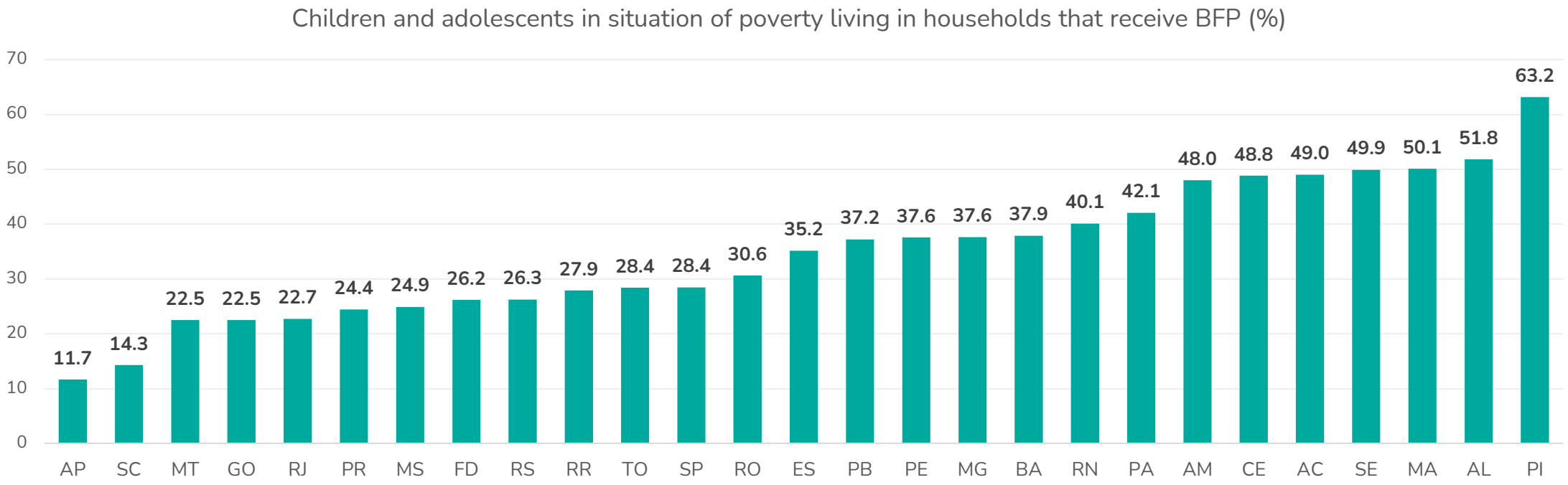
How to interpret the graph?

Distribution of the results of the 27 UFs in the indicator per year



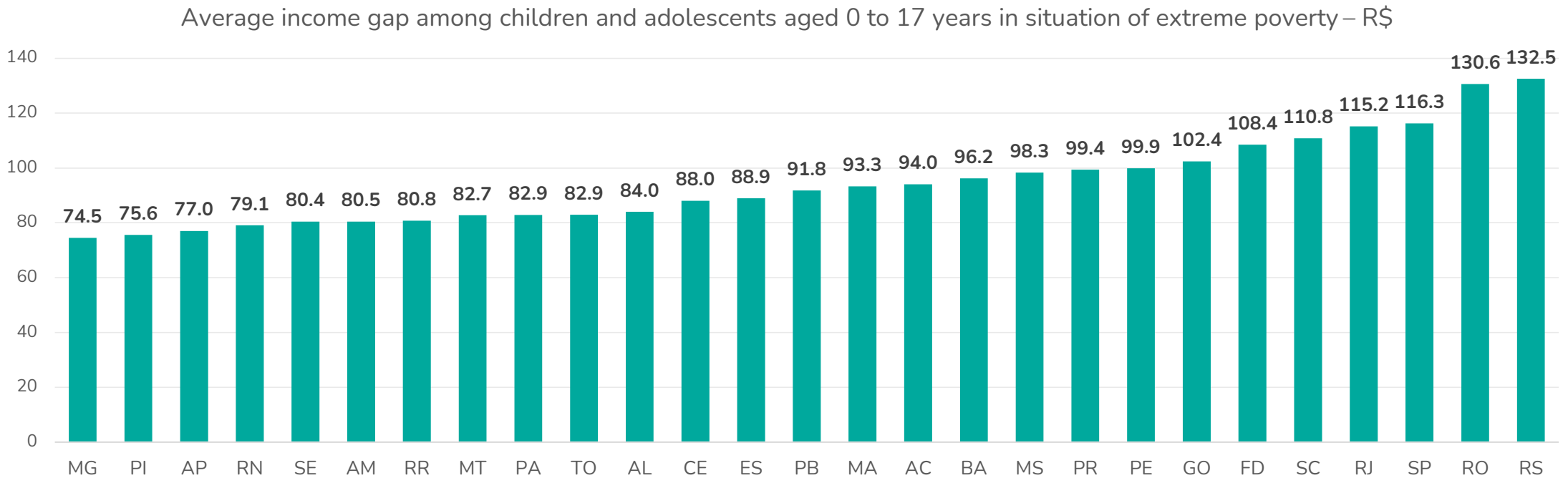
The boxplot above presents the inequality of the distribution of the indicator among the 27 Units of the Federation. The lower and upper tails represent, respectively, the minimum and maximum value of the distribution (excluding outliers). The rectangular box represents the second (light green) and third (dark green) quartiles, and the line dividing the two shades of green represents the median of the distribution. The line below the box represents the 25% UFs with the lowest values for the indicator, while the line above the box represents the 25% UFs with the highest values for the indicator.

Children and adolescents in situation of poverty living in households that receive BFP (%) – 2021



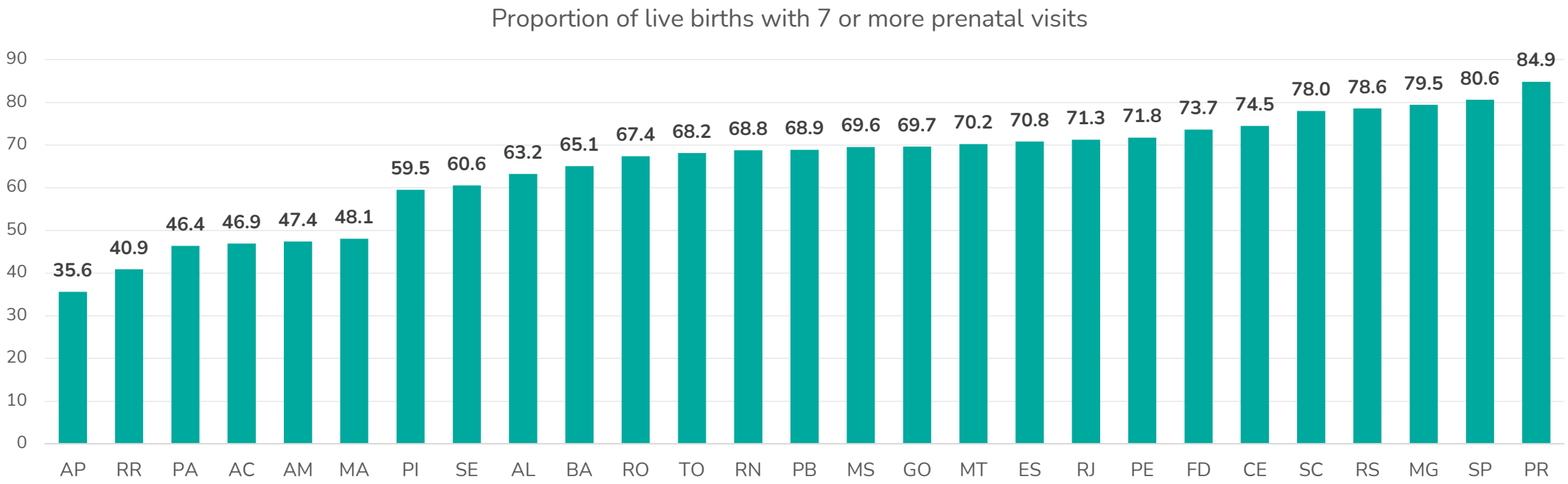
The indicator represents the number of children and adolescents aged 0 to 17 years with per capita household income below the poverty line and who live in households with at least one beneficiary of the *Bolsa Família* Program (BFP), divided by the total number of poor children and adolescents. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) - regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, NCPI. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Average income gap among children and adolescents aged 0 to 17 years in situation of extreme poverty – 2021



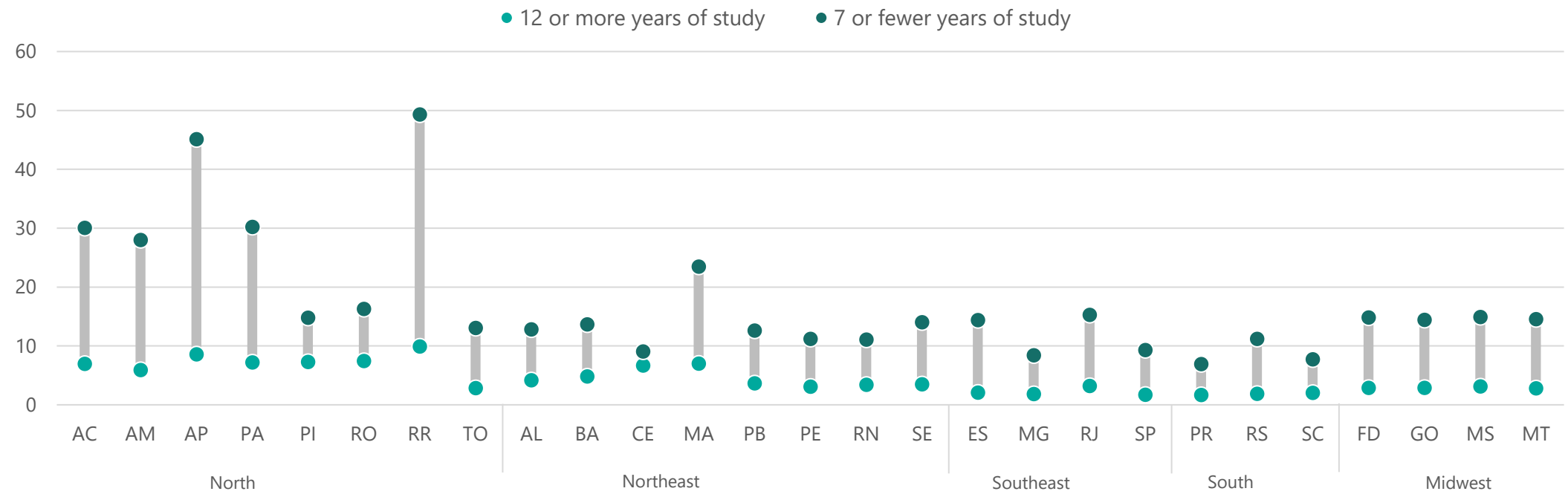
The indicator represents the sum of the distances, in monetary terms, between the per capita household income of children and adolescents aged 0 to 17 years in situation of extreme poverty and the extreme poverty line, divided by the number of children and adolescents aged 0 to 17 years in situation of extreme poverty. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) – regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, INPC. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Proportion of live births with 7 or more prenatal visits – 2020



The indicator represents the number of live births to mothers with seven or more prenatal visits divided by the total number of live births. Source: DATASUS, Tabnet.

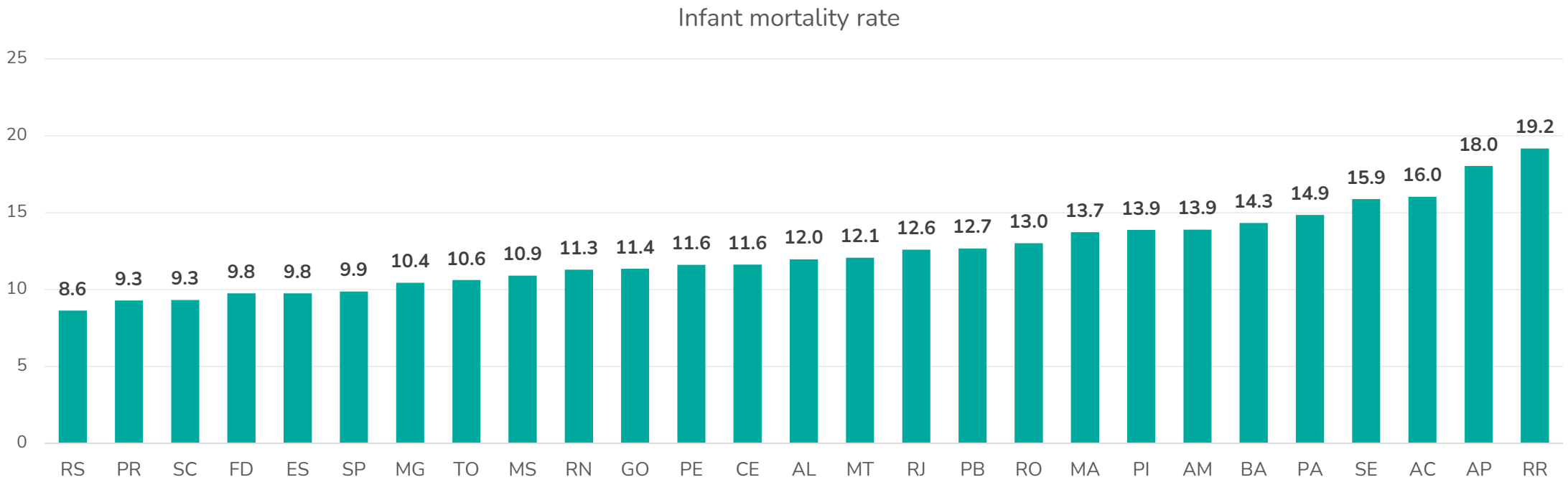
Live births with 3 or fewer prenatal visits (%) – 2020



The indicator represents the number of live births to mothers with three or fewer prenatal visits divided by the total number of live births. Source: DATASUS, Tabnet.

Infant mortality rate – 2020

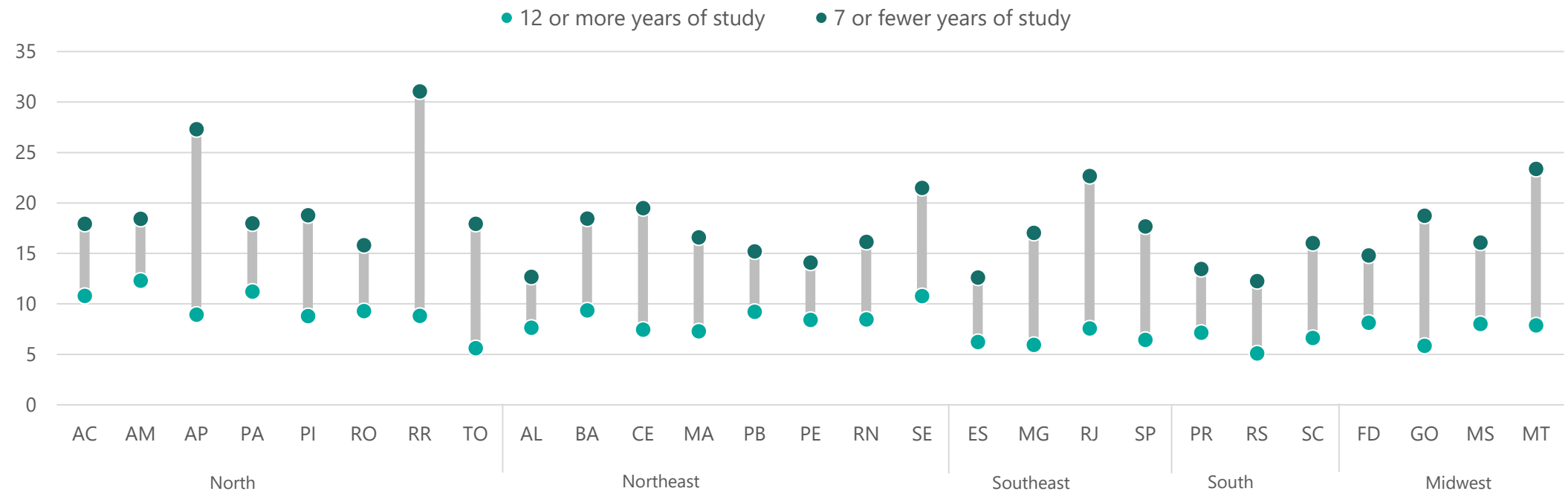
Per thousand live births



The indicator represents the number of infant deaths (under 1 year olds) divided by the total number of live births. The result is multiplied by a thousand and provides the infant mortality rate per thousand live births. Source: DATASUS, Tabnet.

Infant mortality rate – mother's schooling – 2020

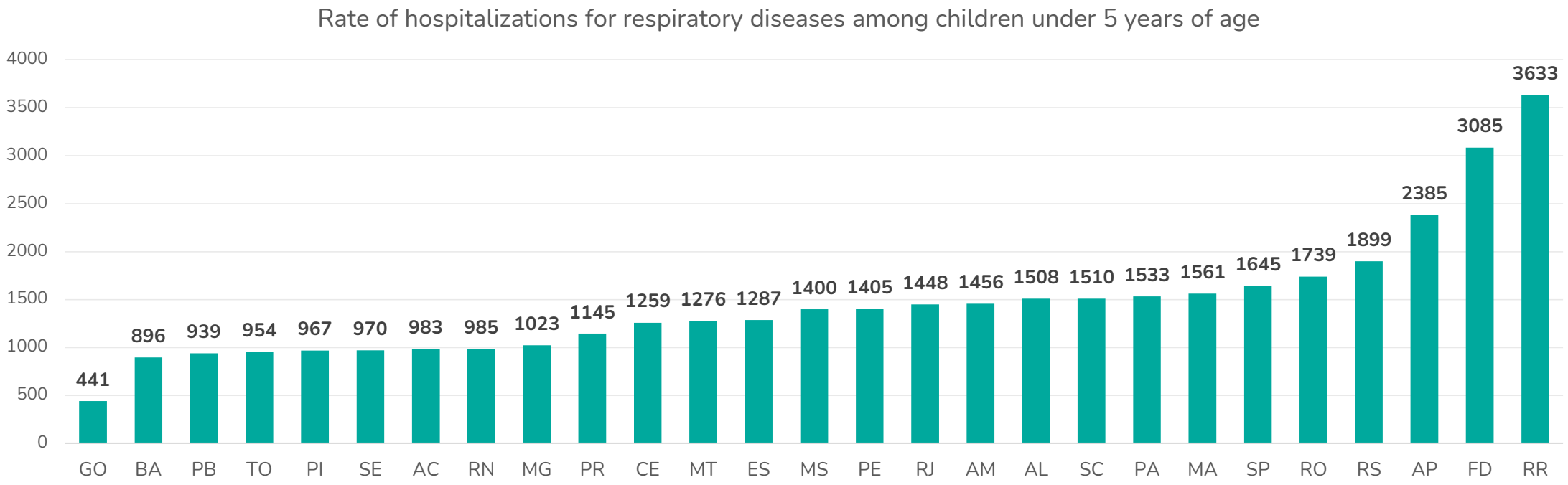
Per thousand live births



The indicator represents the number of infant deaths (under 1 year olds) divided by the total number of live births. The result is multiplied by a thousand and provides the infant mortality rate per thousand live births. Source: DATASUS, Tabnet.

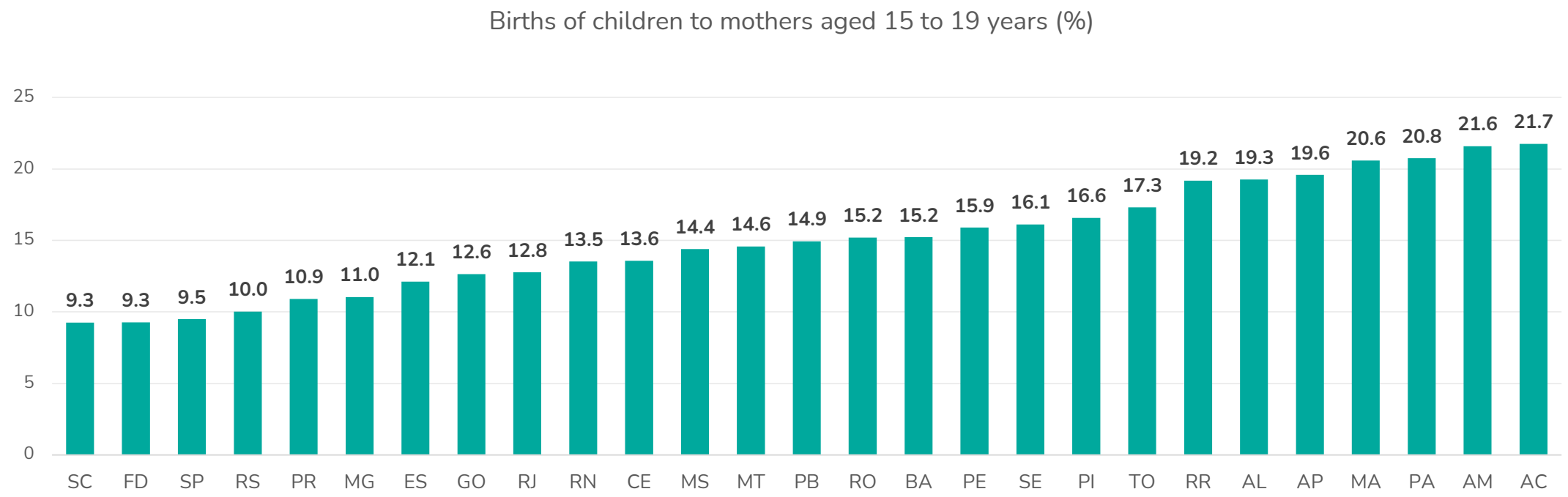
Rate of hospitalizations for respiratory diseases – children under 5 years of age – 2021

Per 100 thousand inhabitants under 5 years of age



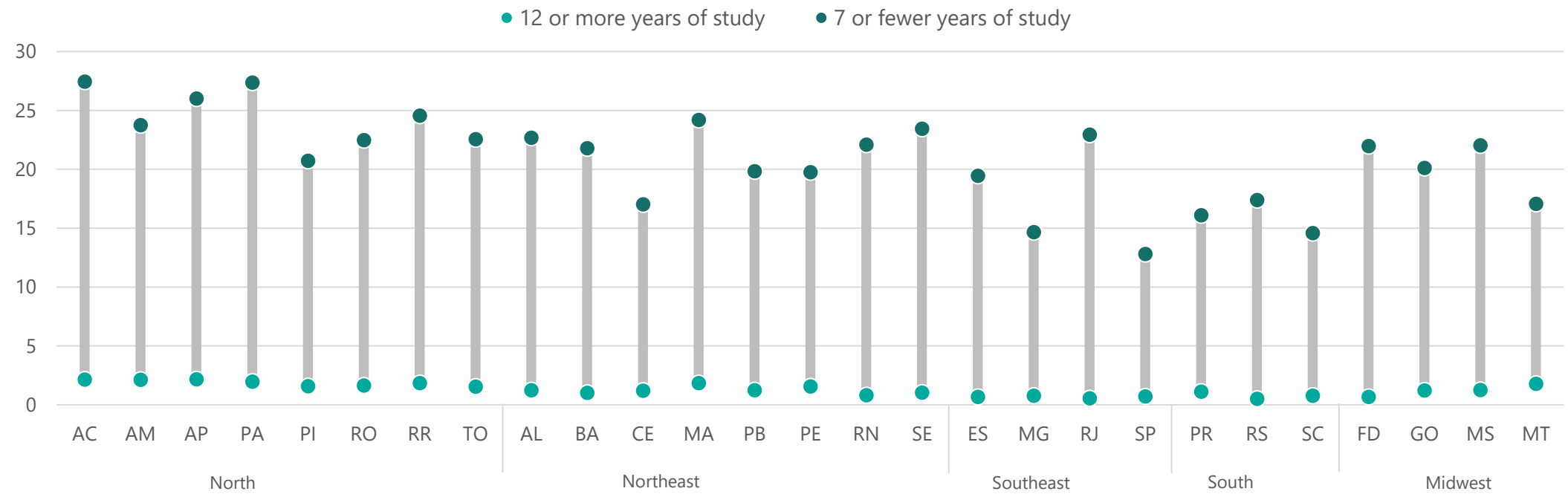
The indicator represents the rate - per 100,000 inhabitants - of hospitalizations for respiratory diseases considering only children under 5 years of age. Chapter X (Diseases of the respiratory system) of the International Classification of Diseases (ICD-10) and the number of hospitalizations per location of hospitalization were considered. To calculate the population, the population projection of the Ministry of Health for the 0-to-4-year-old age group was used. Source: DATASUS, Tabnet.

Births of children to 15-to-19-year-old mothers (%) – 2020



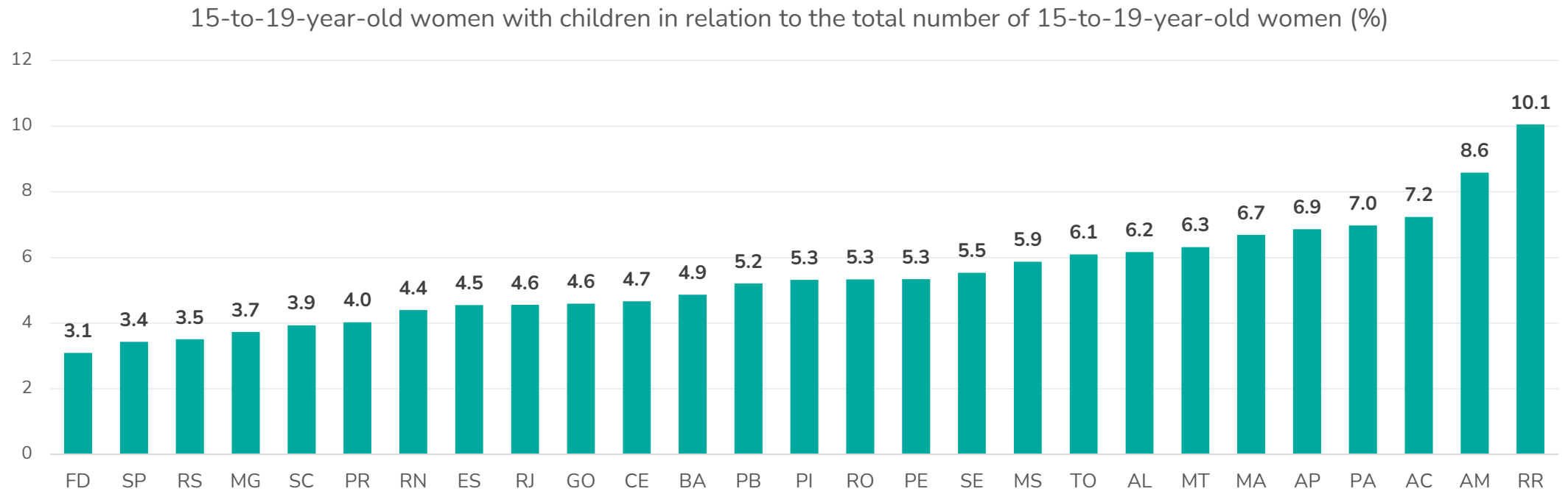
The indicator represents the number of live births to mothers aged between 15 and 19 years divided by the total number of live births in the reference year. Source: DATASUS, Tabnet.

Births of children to 15-to-19-year-old mothers (%) – mother's schooling – 2020



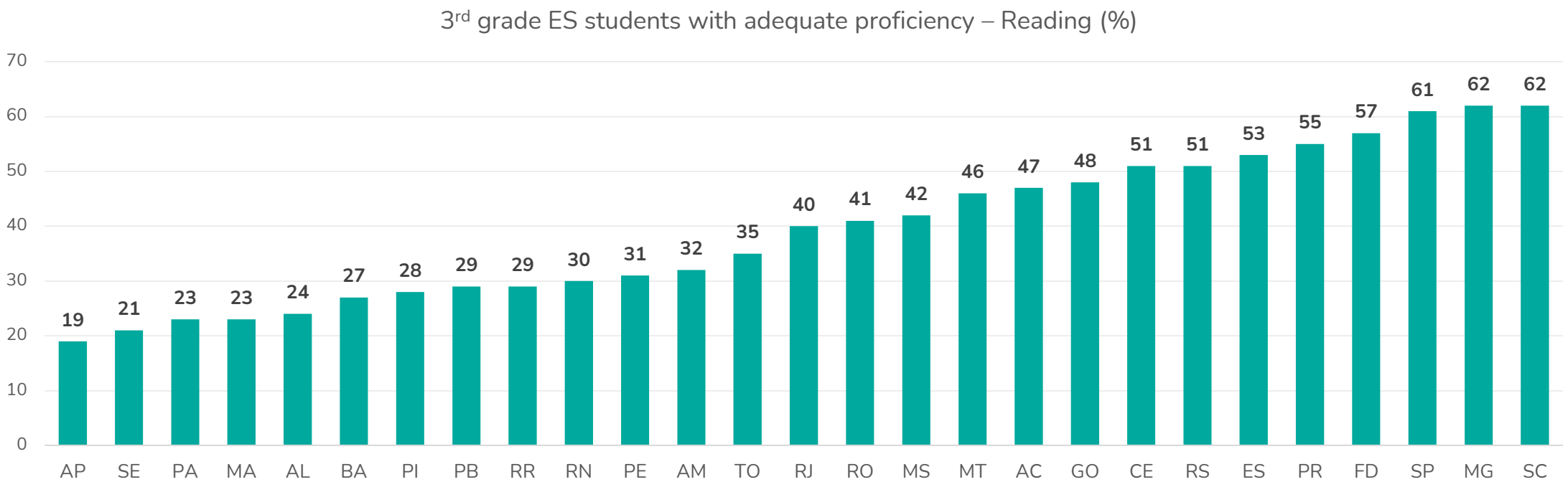
The indicator represents the number of live births to mothers aged between 15 and 19 years divided by the total number of live births in the reference year. Source: DATASUS, Tabnet.

15-to-19-year-old women with children in relation to the total number of 15-to-19-year-old women (%) – 2020



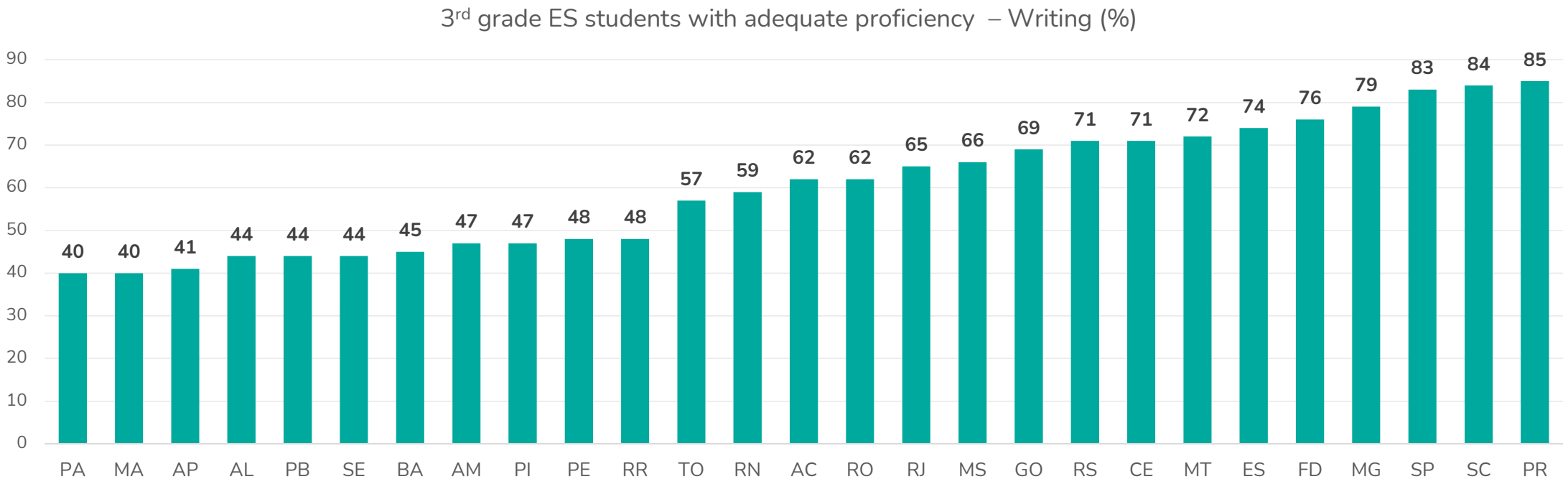
The indicator represents the number of live births to mothers aged between 15 and 19 years in the reference year divided by the population of live women in this same age group. Source: DATASUS, Tabnet.

3rd grade elementary school students with adequate proficiency – Reading (%) – 2016



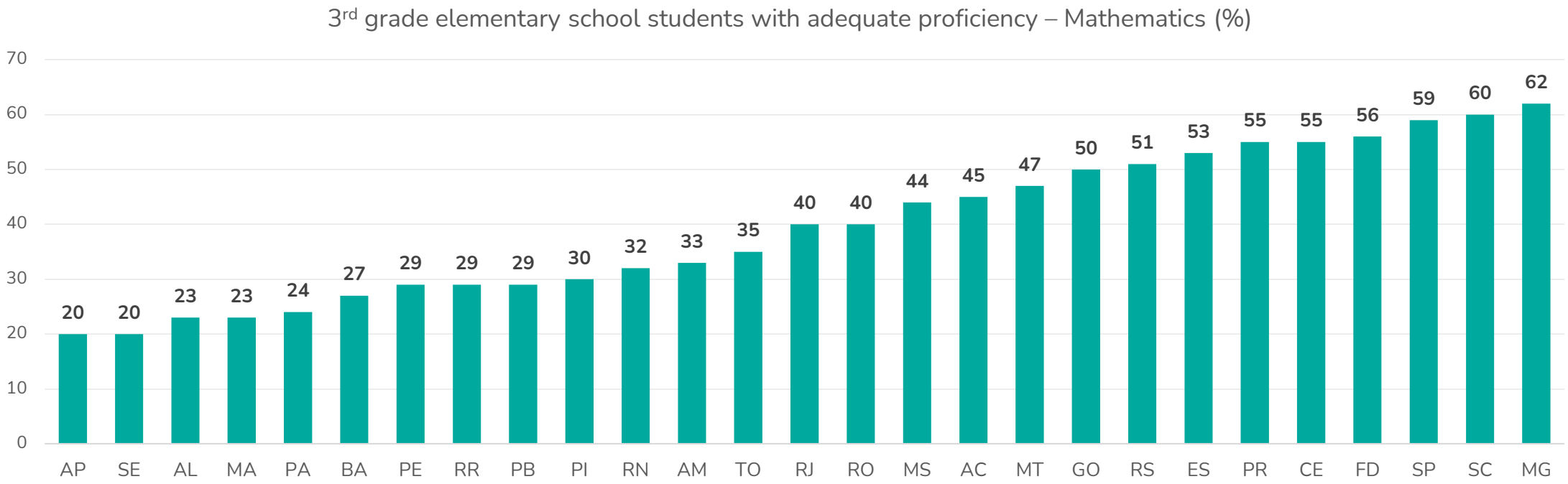
The indicator corresponds to the percentage of 3rd grade public elementary school students who obtained an adequate level of proficiency in Reading. Levels 3 and 4 of proficiency were considered adequate. Source: Inep/ANA.

3rd grade elementary school students with adequate proficiency – Writing (%) – 2016



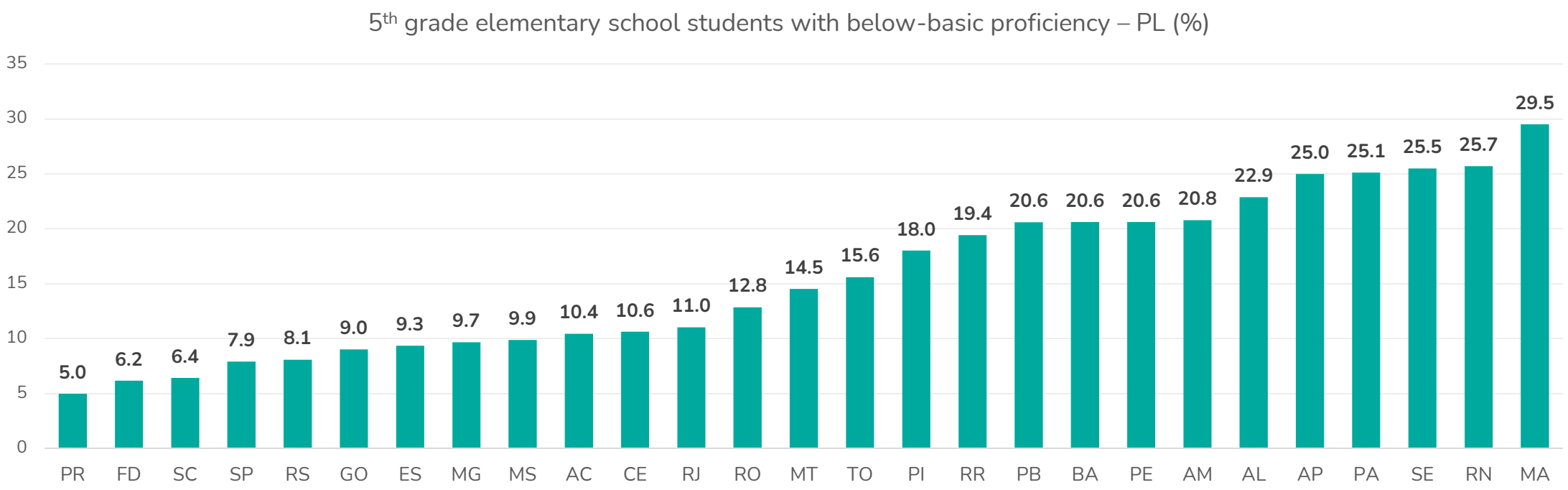
The indicator corresponds to the percentage of 3rd grade public elementary school students who obtained an adequate level of proficiency in Writing. Levels 4 and 5 of proficiency were considered adequate. Source: Inep/ANA.

3rd grade elementary school students with adequate proficiency– Mathematics (%) – 2016



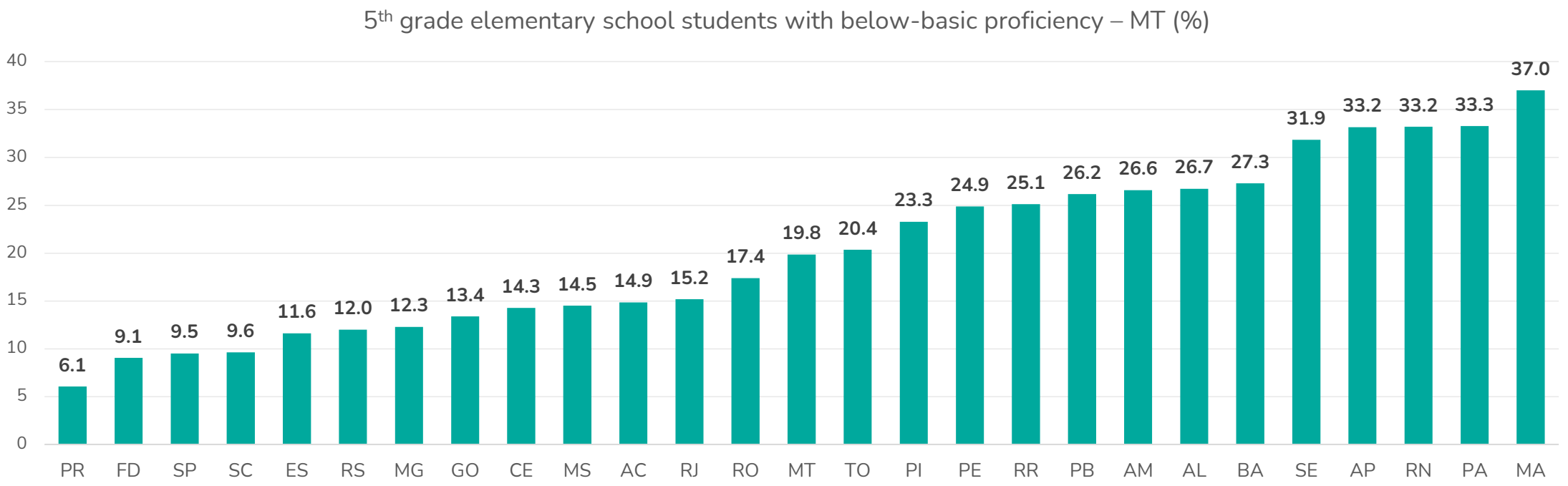
The indicator corresponds to the percentage of 3rd grade public elementary school students who obtained an adequate level of proficiency in Mathematics. Levels 3 and 4 of proficiency were considered adequate. Source: Inep/ANA.

5th grade elementary school students with below-basic proficiency – Portuguese Language (%) – 2019



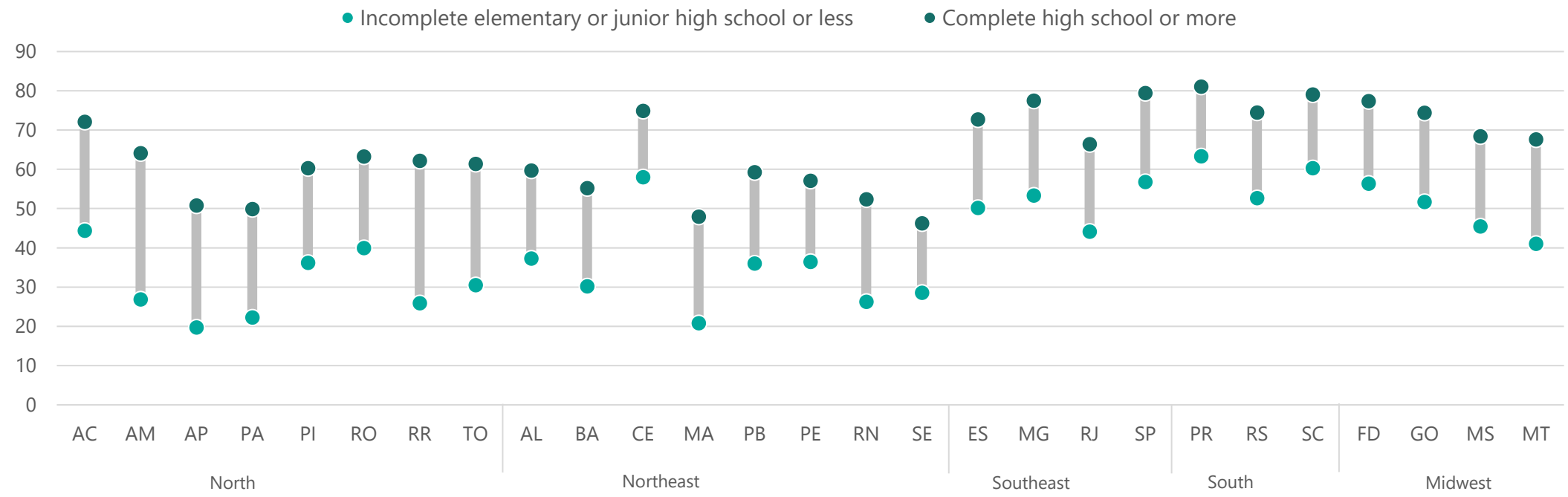
The indicator corresponds to the percentage of 5th grade public elementary school students who obtained below-basic level proficiency in Portuguese Language according to the Saeb scale, available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: Inep/Saeb.

5th grade elementary school students with below-basic proficiency – Mathematics (%) – 2019



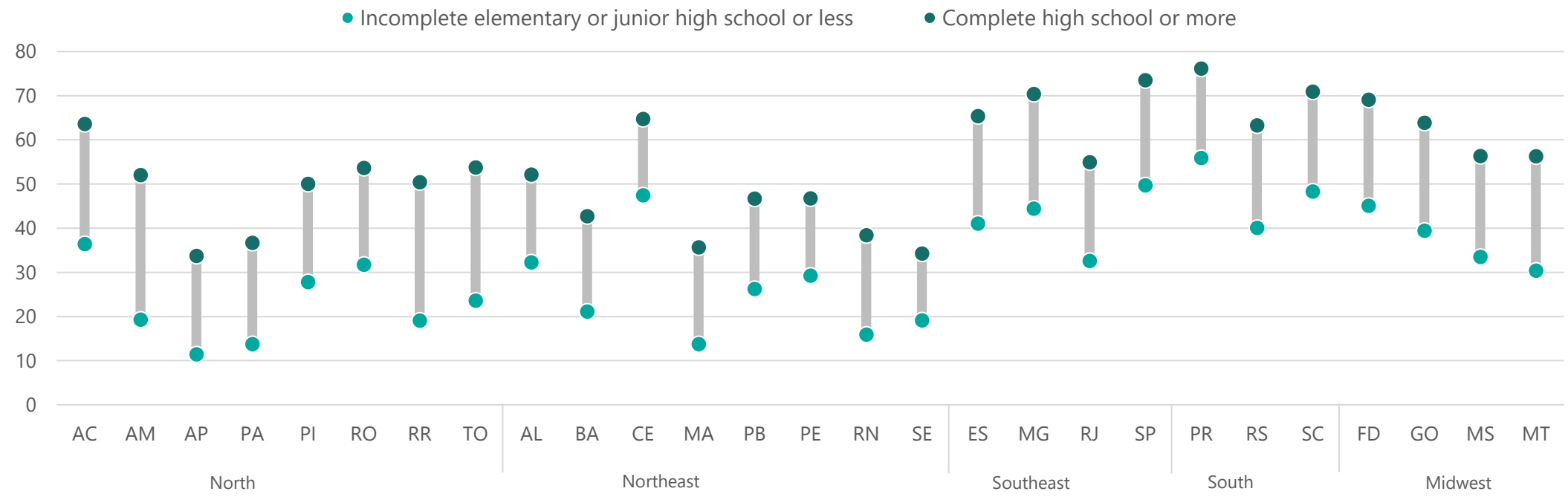
The indicator corresponds to the percentage of 5th grade public elementary school students who obtained below-basic level proficiency in Mathematics according to the Saeb scale, available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: Inep/Saeb.

5th grade elementary school students with adequate proficiency – Portuguese Language (%) – by mother's level of education – 2019



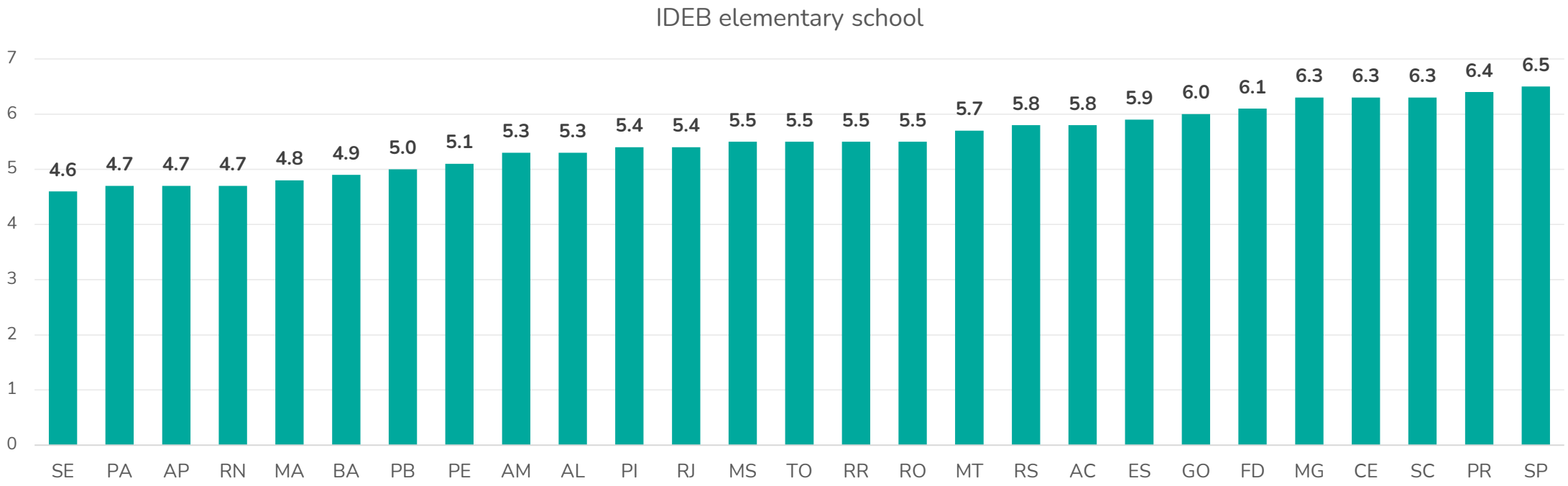
The indicator corresponds to the percentage of 5th grade public elementary school students who obtained an adequate level of proficiency in Portuguese Language according to the SAEB scale available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: INEP/ SAEB.

5th grade elementary school students with adequate proficiency – Mathematics (%) – by mother's level of education – 2019



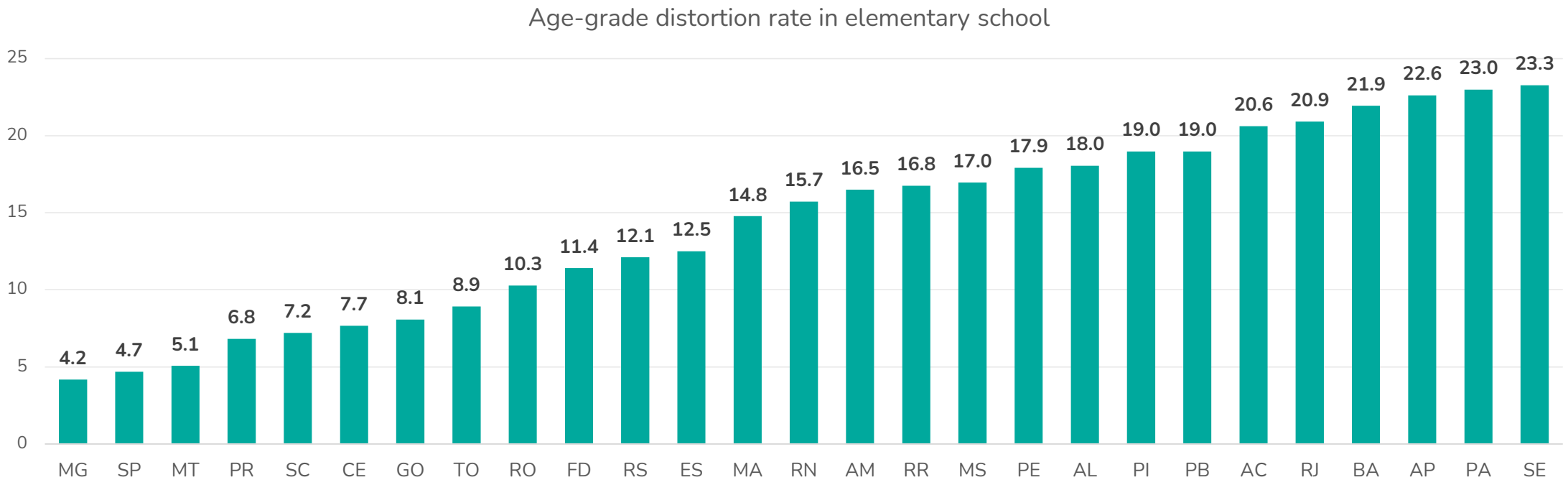
The indicator corresponds to the percentage of 5th grade public elementary school students who obtained an adequate level of proficiency in Mathematics according to the SAEB scale available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: INEP/ SAEB.

IDEB elementary school – 2019



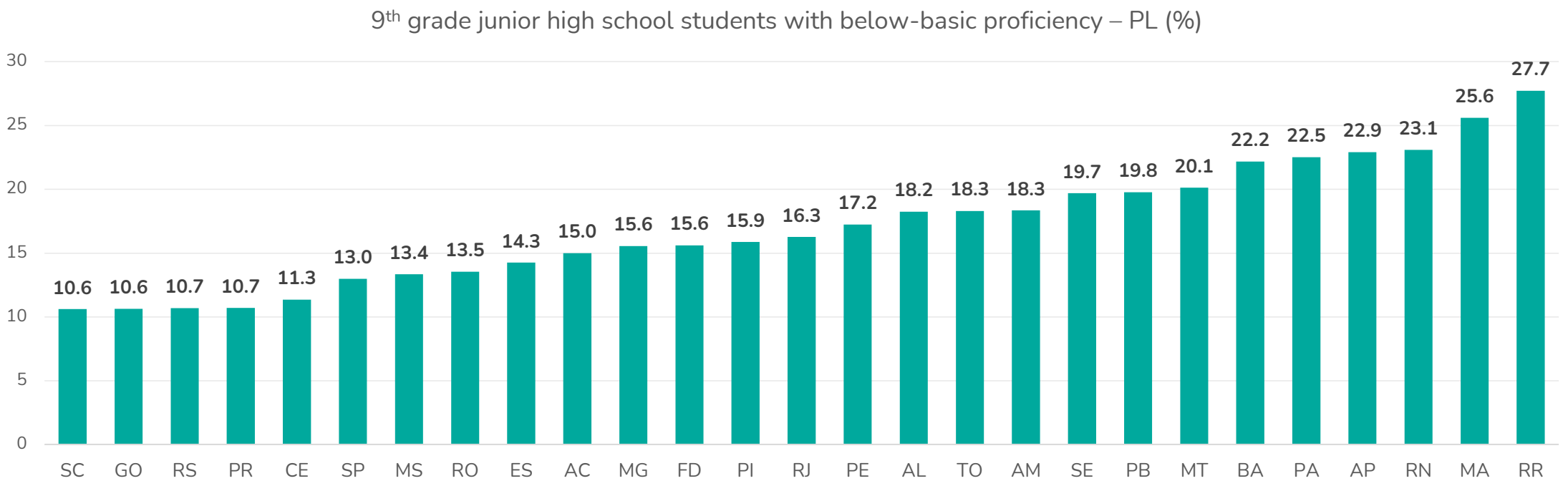
The indicator corresponds to the Basic Education Development Index (Ideb) of public elementary school classes (1st to 5th grade). This index evaluates the quality of basic education through the results of school flow (School Census of Basic Education) and the average performance in the evaluations of the National System of Evaluation of Basic Education (Saeb). Source: Inep/Ideb.

Age-grade distortion rate in elementary school – 2019



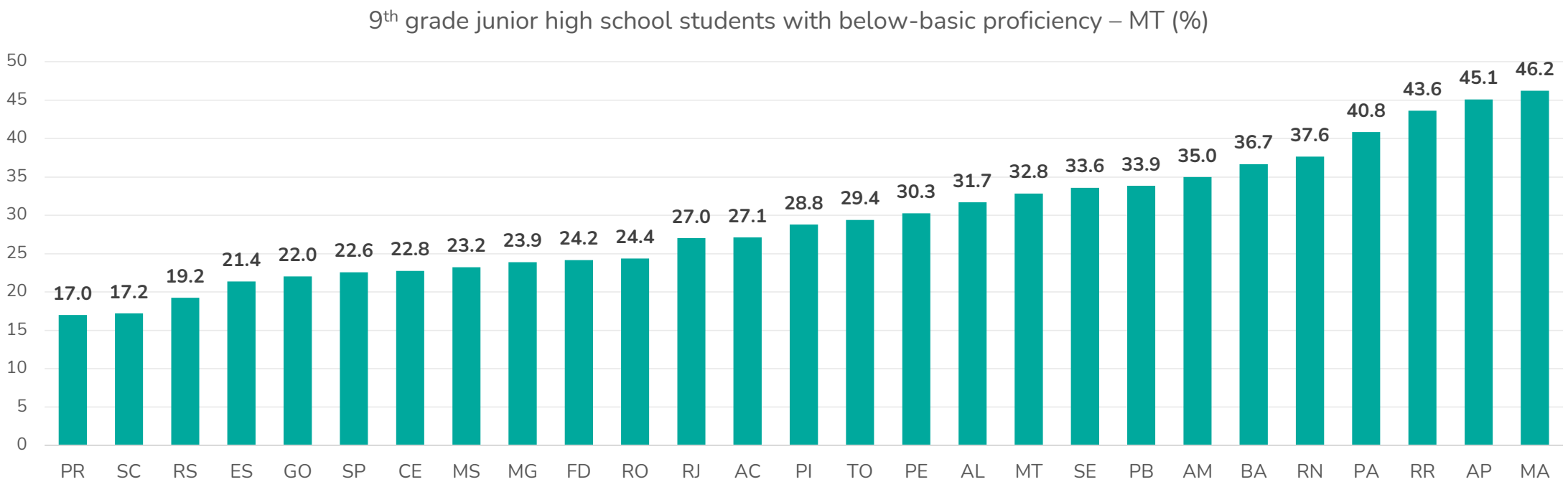
The indicator corresponds to the percentage of public school students with 2 years or more of school delay in public elementary school (1st to 5th grade). In Brazil, 6 years is the age considered adequate for entry into 1st grade of elementary school, and 14 is the age expected at the completion – 9th grade of junior high school. Source: Inep/School Census.

9th grade junior high school students with below-basic proficiency – Portuguese Language (%) – 2019



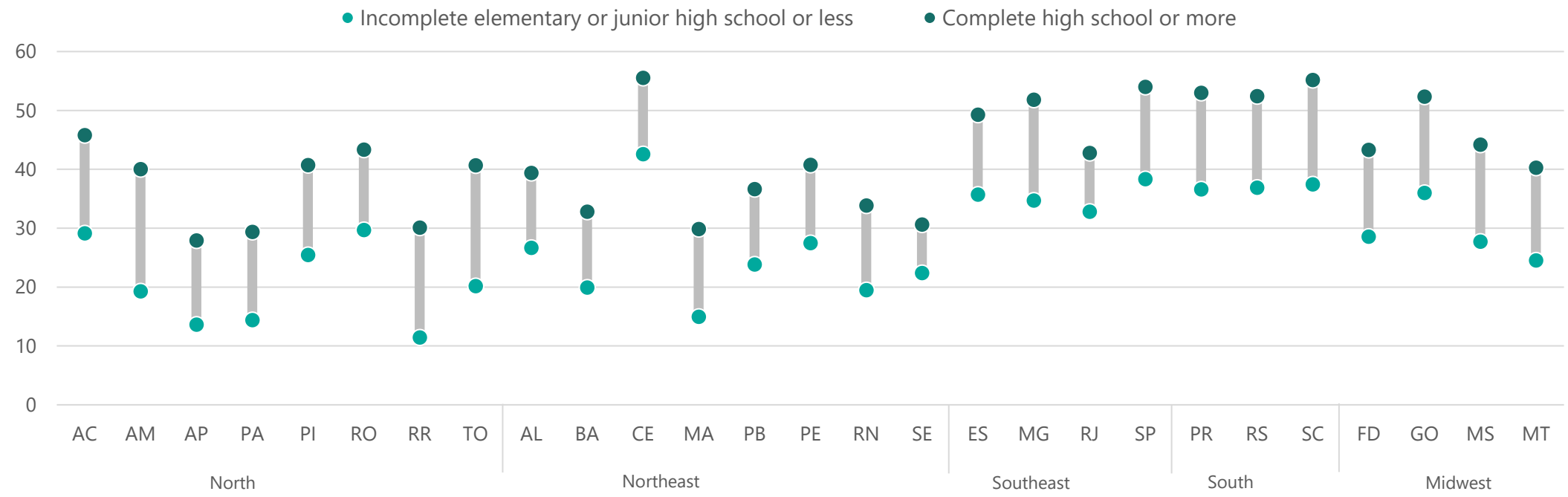
The indicator corresponds to the percentage of 9th grade public junior high school students who obtained below-basic proficiency level results in Portuguese Language according to the Saeb scale, available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: Inep/Saeb.

9th grade junior high school students with below-basic proficiency– Mathematics (%) – 2019



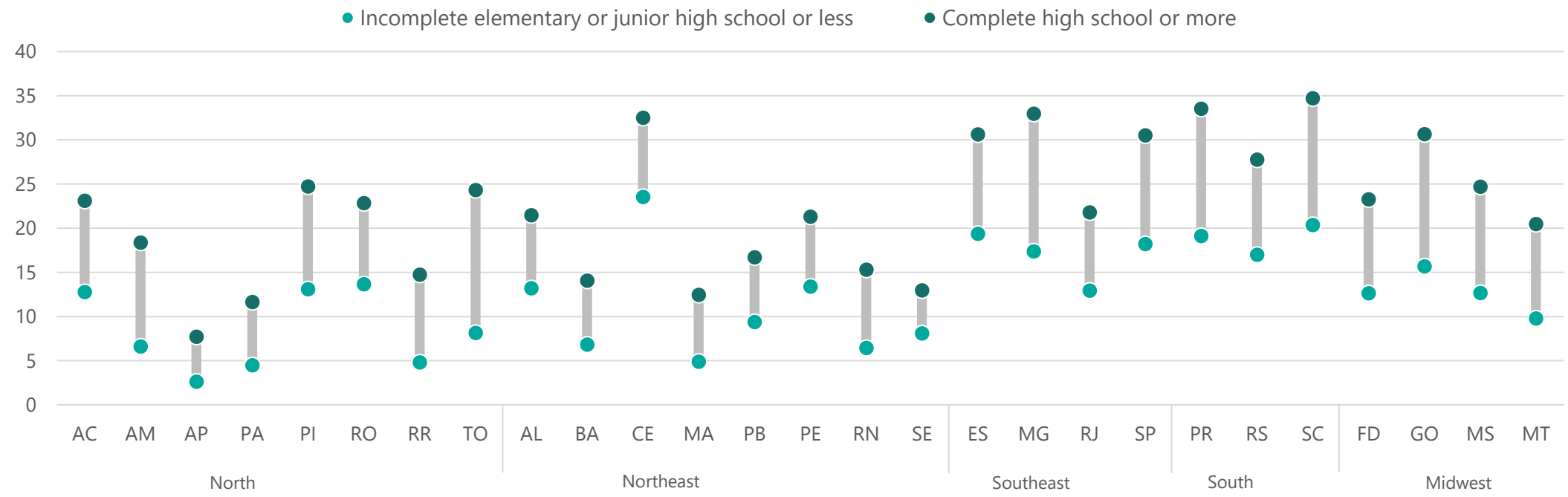
The indicator corresponds to the percentage of 9th grade public junior high school students who obtained below-basic proficiency level results in Mathematics according to the Saeb scale, available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: Inep/Saeb.

9th grade junior high school students with adequate proficiency– Portuguese Language (%) – by mother's level of education – 2019



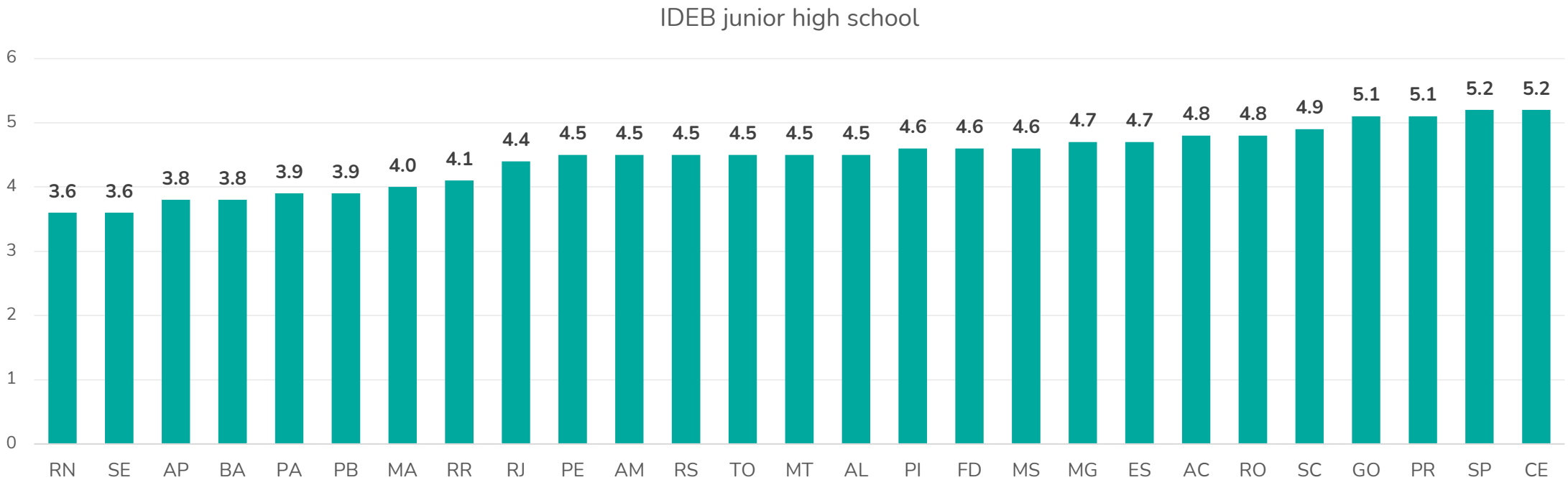
The indicator corresponds to the percentage of 9th grade public junior high school students who obtained an adequate level of proficiency in Portuguese Language according to the SAEB scale available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: INEP/ SAEB.

9th grade junior high school students with adequate proficiency– Mathematics (%) – by mother's level of education– 2019



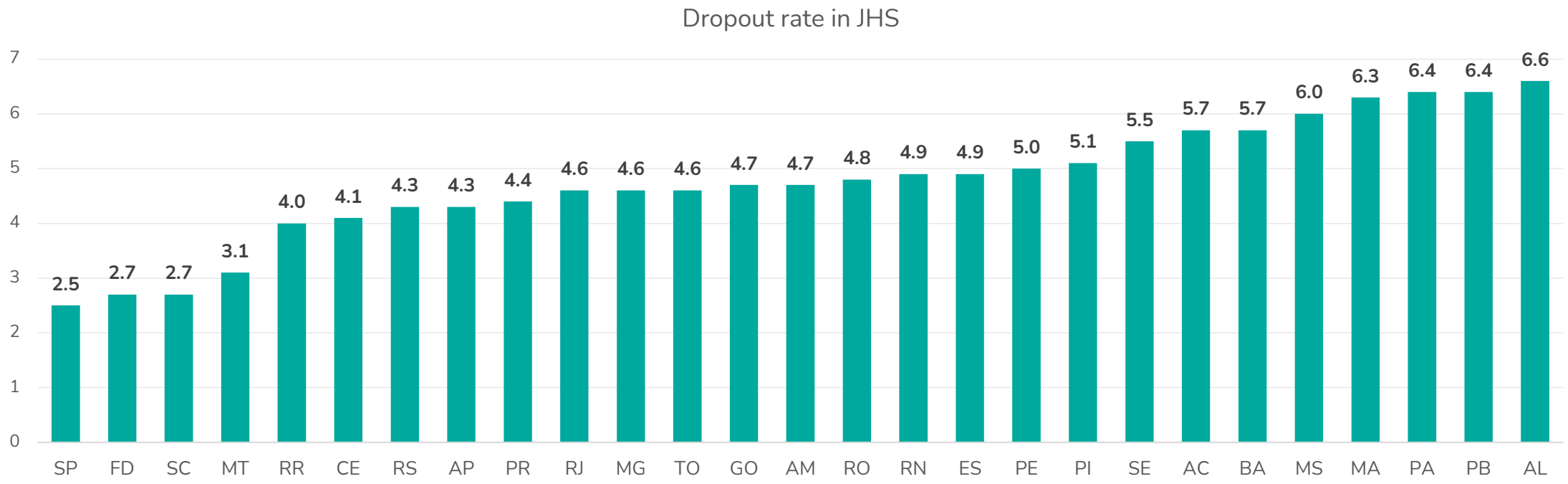
The indicator corresponds to the percentage of 9th grade public junior high school students who obtained an adequate level of proficiency in Mathematics according to the SAEB scale available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: INEP/ SAEB.

IDEB junior high school – 2019



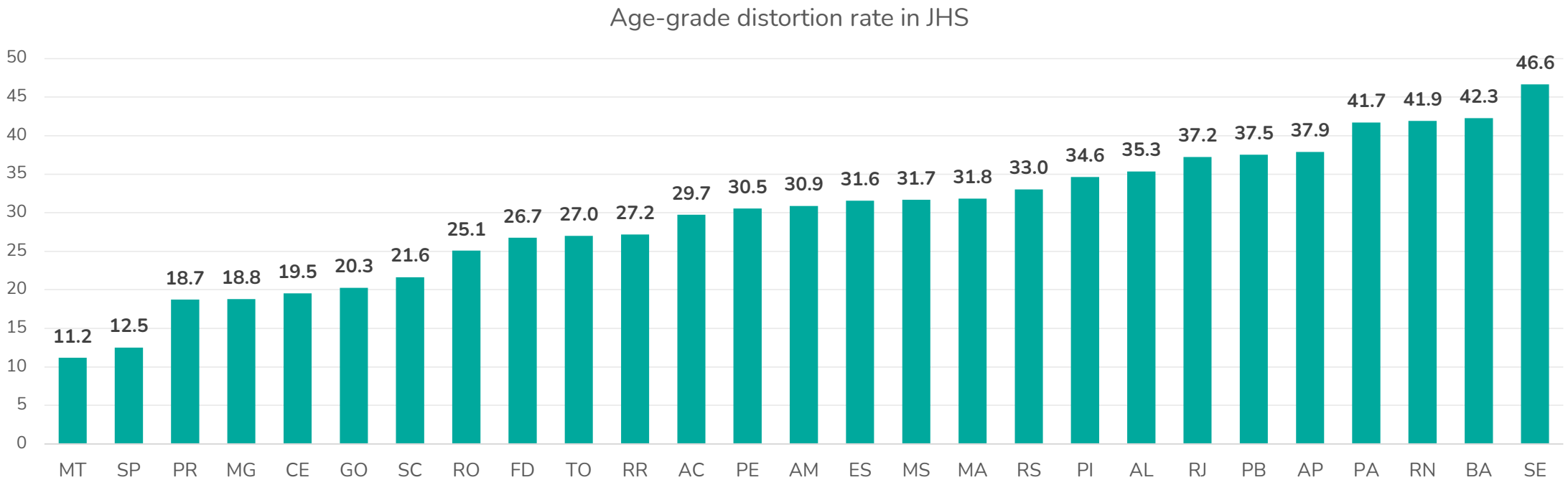
The indicator corresponds to the Basic Education Development Index (Ideb) of public junior high school classes (6th to 9th grade). This index evaluates the quality of basic education through the results of school flow (School Census of Basic Education) and the average performance in the evaluations of the National System of Evaluation of Basic Education (Saeb). Source: Inep/Saeb.

Dropout rate in junior high school – 2018-2019



The indicator corresponds to the dropout rate in JHS (6th to 9th grade). The dropout rate represents the percentage of students enrolled in year t who did not enroll in year t+1, except those who in t attended the last grade of junior high school and were approved. The year shown in the graph represents the period t to t+1 of the dropout. For example, the 2018-2019 result refers to students enrolled in 2018 who did not enroll in 2019. Source: Inep/Transition rates.

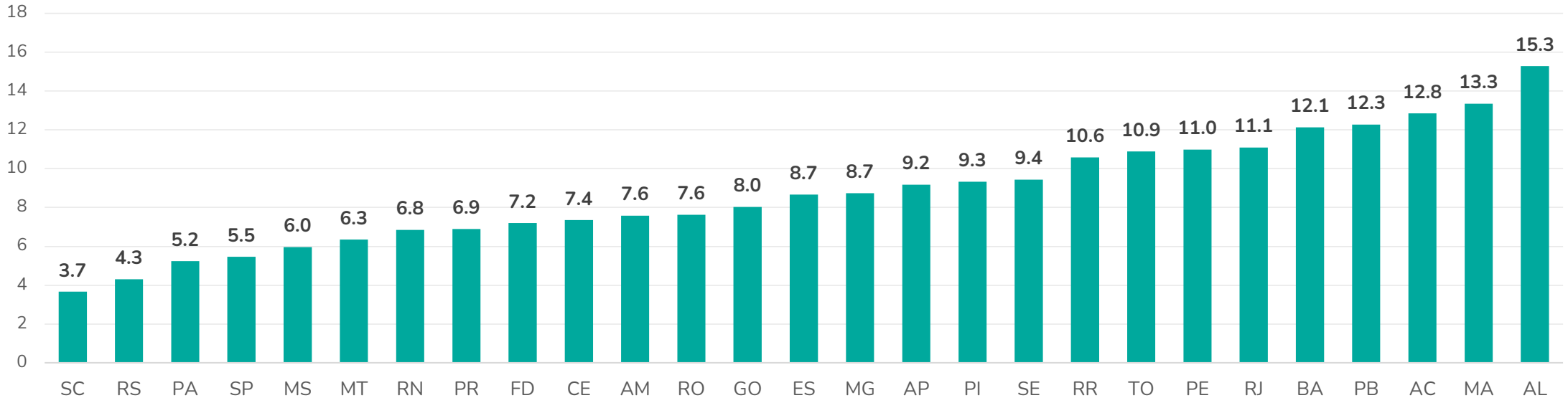
Age-grade distortion rate in junior high school – 2019



The indicator corresponds to the percentage of public school students with 2 years or more of school delay in public junior high school (6th to 9th grade). In Brazil, 6 years is the age considered adequate for entry into the 1st year of elementary school, and the completion of the 9th year is expected at 14 years of age. Source: Inep/School Census.

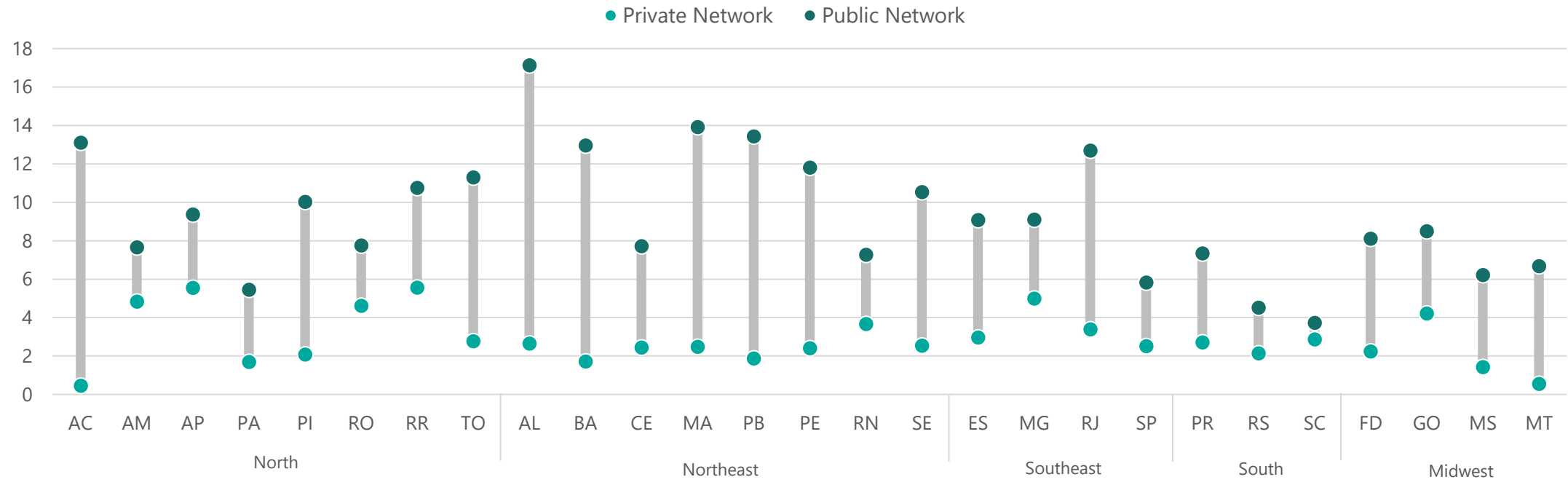
Female students aged 13 to 17 years, among those who have had sexual intercourse, who have become pregnant at some point in their lives (%) – 2019

Female students aged 13 to 17 years, among those who have had sexual intercourse, who have become pregnant at some point in their lives (%)



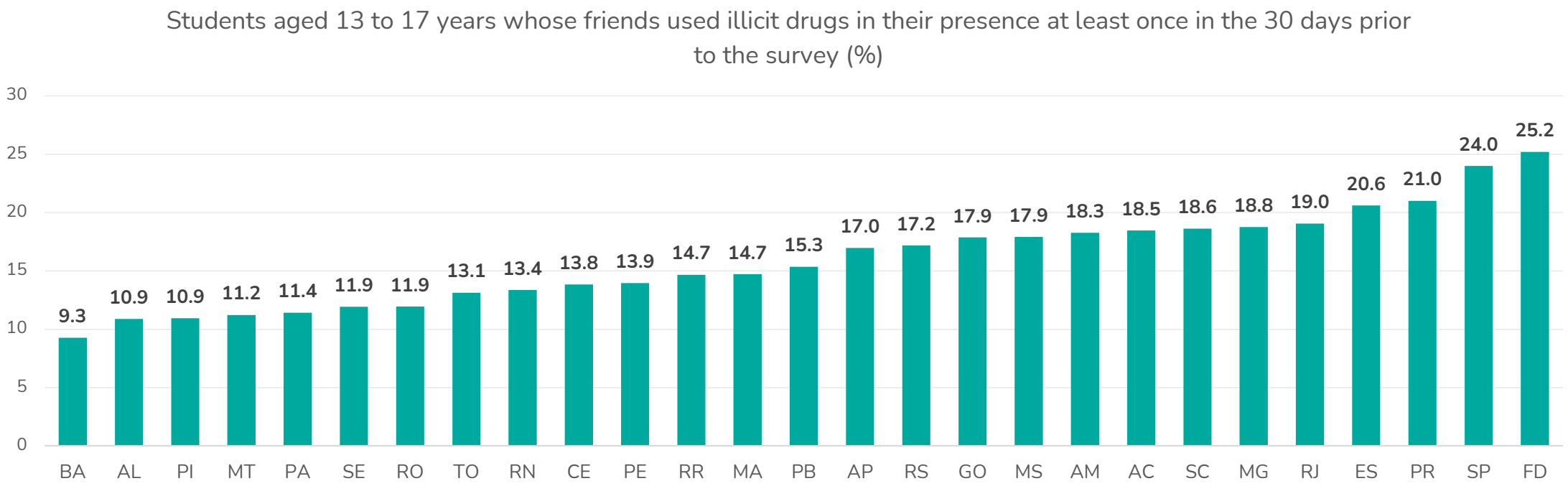
The indicator represents the percentage of female students aged 13 to 17 years, among those who have already had sexual intercourse, who have become pregnant at some point in their lives. Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

Female students aged 13 to 17 years, among those who have had sexual intercourse, who have become pregnant at some point in their lives (%) – 2019



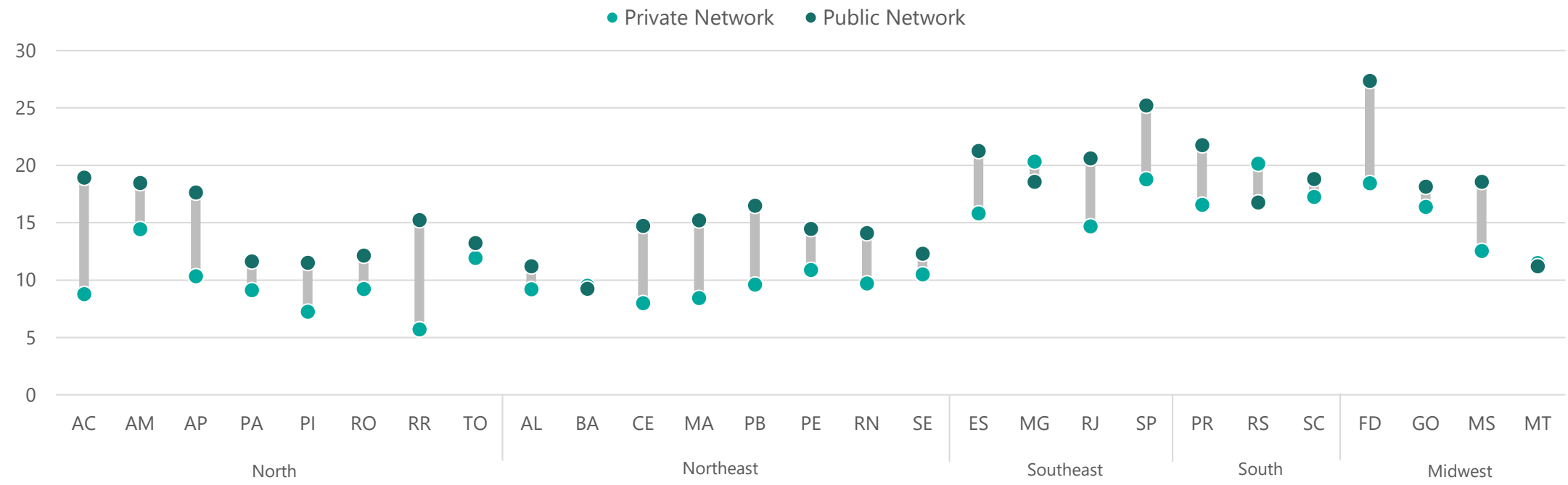
O indicador representa o percentual de escolares mulheres de 13 a 17 anos, dentre aquelas que já tiveram relação sexual, que engravidou alguma vez na vida. Fonte: IBGE, Diretoria de Pesquisas, Coordenação de População e Indicadores Sociais, Pesquisa Nacional de Saúde do Escolar, 2019.

Students aged 13 to 17 years whose friends used illicit drugs in their presence at least once in the 30 days prior to the survey (%) – 2019



The indicator represents the percentage of students aged 13 to 17 years whose friends used illicit drugs in their presence at least once in the 30 days prior to the survey.
Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

Students aged 13 to 17 years whose friends used illicit drugs in their presence at least once in the 30 days prior to the survey (%) – 2019



The indicator represents the percentage of students aged 13 to 17 years whose friends used illicit drugs in their presence at least once in the 30 days prior to the survey.
Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

Public policies and social programs

Some examples that have had positive results in poverty and health

To find programs like the ones listed below, go to Platform click on Policies and Programs and select the topic of interest in the Search Axes. In this case, in ***Target audience*** *select* ***Children from 0 to 6 years of age****. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **Program: *Thinking Healthy* - Psychotherapy for Pregnant Women and Mothers in Pakistan**
  This program trained community health agents to help pregnant women and mothers develop strategies to deal with the problems they experienced and to change common cognitive and attitudinal patterns of depression, with the aim of mitigating the negative impact of the disease on their decision-making process and child development.
- **Program: *Cuna Más* - Home Visits for Early Childhood Stimulation and Development in Peru**
  The public policy implemented a structured curriculum of stimulation aimed at early childhood development through weekly home visits conducted by community health agents.
- **Program: *Child Development Grant* - Support for Child Development in Nigeria**
  In this program, mothers received information about healthy practices related to pregnancy and infant feeding. Families also received financial transfers with an amount defined as sufficient to sustain a diverse household diet.

Public policies and social programs

Some examples that had positive results on education in elementary school years

To find programs like the ones listed below, go to Platform click on Policies and Programs and select the topic of interest in the Search Axes. In this case, in ***Target audience*** *select* ***Elementary School students****. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **Program: - Reshaping the Literacy Educational Curriculum in Uganda**
  This program supported literacy teachers in identifying more effective pedagogical literacy practices and provided didactic material with a structured curriculum.
- **Educational Technology *Cogmed* - for Stimulating Working Memory in Germany**
  The program integrated into the daily routine of the students the use of a learning software that was intended to systematically stimulate the ability of children to store and process information mentally.
- **School Program to Encourage Perseverance and Personal Planning in Turkey**
  The program provided seminars for teacher training on the topic, focusing on building a mindset geared toward student development, encouraging perseverance in the face of failure, and valuing the ability to set and pursue goals.

Public policies and social programs

Some examples that had positive results on education in junior high school years

To find programs like the ones listed below, go to Platform click on Policies and Programs and select the topic of interest in the Search Axes. In this case, in ***Target audience*** *select* ***Junior High School students****. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **Program: *Community Schools* – School Shift at Glasswing International in El Salvador**
  The program offered, in the after-school shift, activities aimed at the development of strategies to deal with conflicts and activities related to the strengthening of social skills.
- **School *Charter - Promise Academy* in New York**
  This school has adopted systematic measures aimed at student learning, such as major daily time dedicated to instruction and encouragement to the idea that school success requires discipline and hard work.
- **Program to Stimulate Parent-School Engagement in Elementary and JHS Education in France**
  The program brought the school and parents closer to the students, offering a space for reflection and learning about issues related to discipline and future schooling.
- **Program: Online Tutoring during the Covid-19 Pandemic in Italy**
  This program represented an effort to mitigate the learning losses of disadvantaged students due to remote activities during the pandemic and help them cope with social isolation.

Public policies and social programs

Some promising Brazilian examples, not necessarily evaluated, but formulated based on evidence

- **Program: Family Prosperity in São Paulo**

  The program provides, over the course of 12 months, mentoring, training, financial encouragement and emotional support for poor single-parent families with children in early childhood.

- **Program: Learning to deal with money in Goiás**

  The program seeks to attack the problem of truancy in the transition between junior high school and high school, better preparing students to enter the labor market and offer a curriculum more contextualized in the real world, through financial education in the discipline of mathematics.

- **Program: Tell me in Brazil**

  The program is inserted in the National Literacy Policy and focuses on involving the family in the literacy process, promoting family literacy through informal practices in the context of the family, but with pedagogical intentionality, in order to prepare children for formal literacy.

- **Program: Recovery and Deepening Learning in São Paulo**

  The program is implemented in the state network and focuses on recovering and deepening the outdated learning of students, so as to ensure that they develop essential skills for school life, in particular aligning these skills with what is expected in the stage of teaching in which they are attending. The activities take place during the school term and during the holidays.

Youth

Social mobility in youth

- Looking at youth, many issues that present themselves are similar and cumulative to those discussed in childhood and early adolescence. Added to these are the fact that the vulnerability of the family (financial, social-emotional and informational) and school delays and learning disabilities tend to aggravate the already existing limitations. This situation ends up generating distortions between the appropriate age for the school grades and the age of the students, amplifying the inadequacies of content assimilation and, often, causing the rupture of the ties between the student and the school, in cases of dropout.
- These problems culminate in the difficulty of inserting young people in the labor market, since they arrive with few skills and end up being unoccupied, working in informal occupations or even falling into discouragement, as in cases in which the young person does not study, work or seek employment.
- In addition to the issue of productive insertion, there are also risks that are exacerbated in adolescence and youth, such as violence, early pregnancy, alcohol and other psychoactive substances, some of which will be treated here.

Youth

Education – High School

- 3rd year high school students with below-basic proficiency – PL (%)
- 3rd year high school students with below-basic proficiency– MT (%)
- 3rd year high school students with adequate proficiency– PL – by mother's level of education (%)
- 3rd year high school students with adequate proficiency – MT – by mother's level of education (%)
- IDEB high school
- High school dropout rate
- Age-grade high school distortion rate

Youth

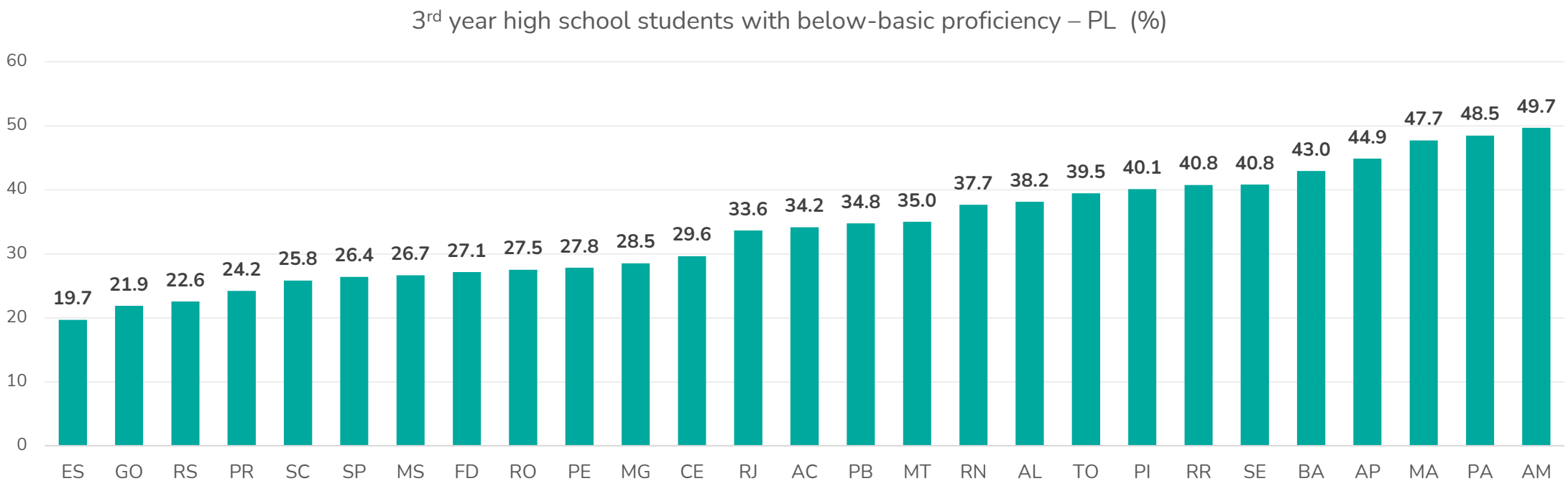
Productive insertion

- 18-to-24-year-olds who neither work nor study (neither-nor) (%)
- 18-to-24-year-olds who neither work nor study (neither-nor) (%) – by sex
- 18-to-24-year-olds not occupied in the household (%)
- Informality rate among 18-to-29-year-olds (%)
- 18-to-29-year-olds occupied with income from labor of up to 1 MW (%)
- Average labor income of people aged between 18 and 29 – R$ (thousand)

Risks

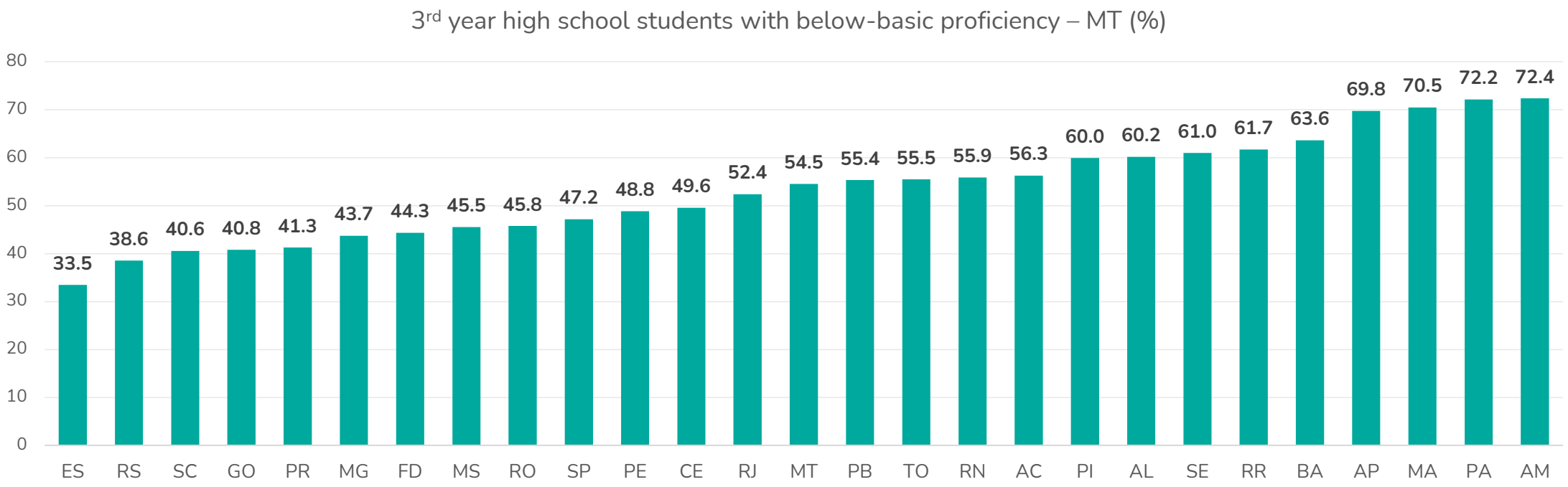
- Youth homicide rate by firearm per 100,000 inhabitants
- Hospitalization rate of young people per 100 thousand inhabitants – Alcohol
- Hospitalization rate of young people per 100,000 inhabitants – Other psychoactive substances

3rd year high school students with below-basic proficiency – Portuguese Language (%) – 2019



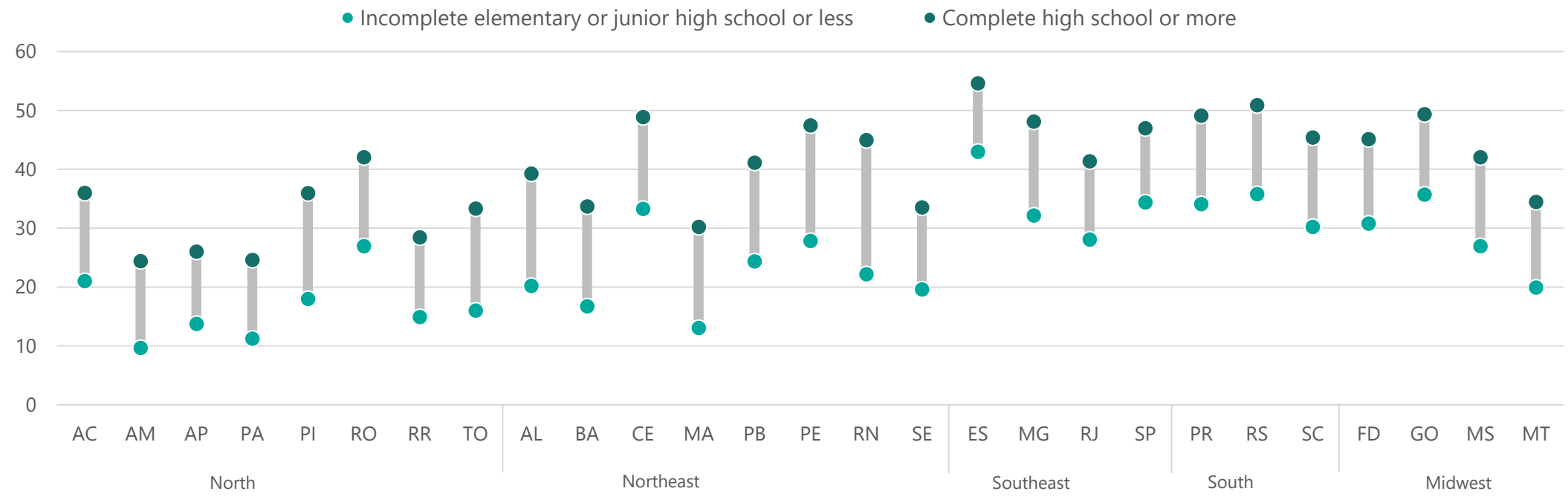
The indicator corresponds to the percentage of 3rd year public high school students who obtained below-basic proficiency level results in Portuguese Language according to the Saeb scale, available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: Inep/Saeb.

3rd year high school students with below-basic proficiency– Mathematics (%) – 2019



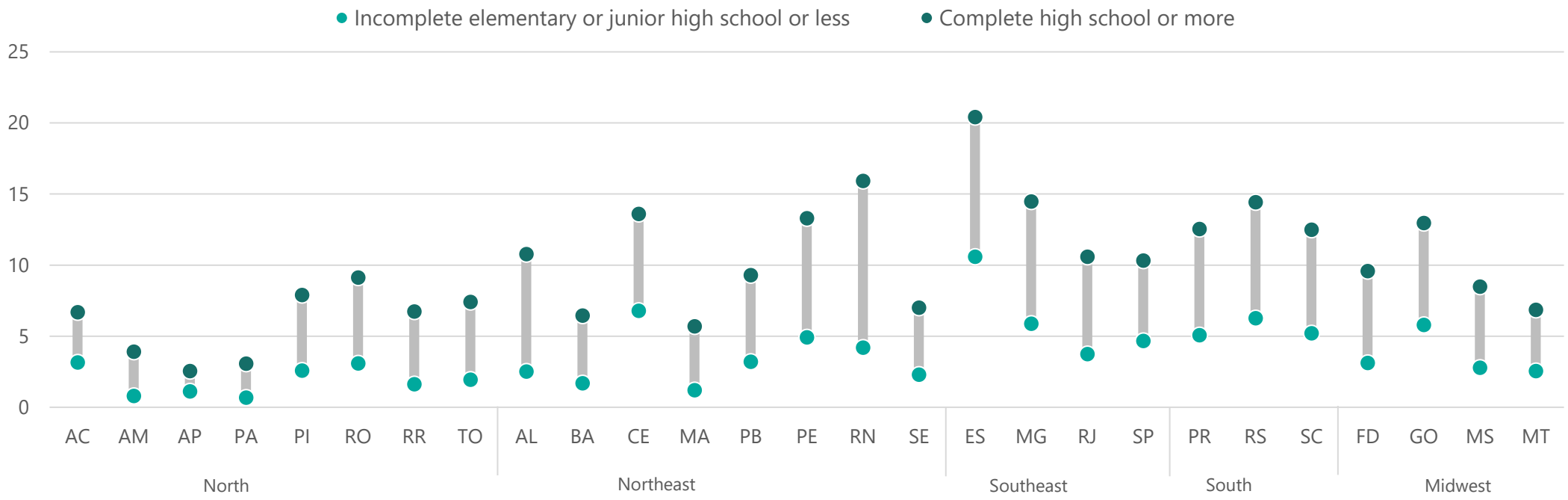
The indicator corresponds to the percentage of 3rd year public high school students who obtained below-basic proficiency level results in Mathematics according to the Saeb scale, available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: Inep/Saeb.

3rd year high school students with adequate proficiency – Portuguese Language (%) – by mother's level of education – 2019



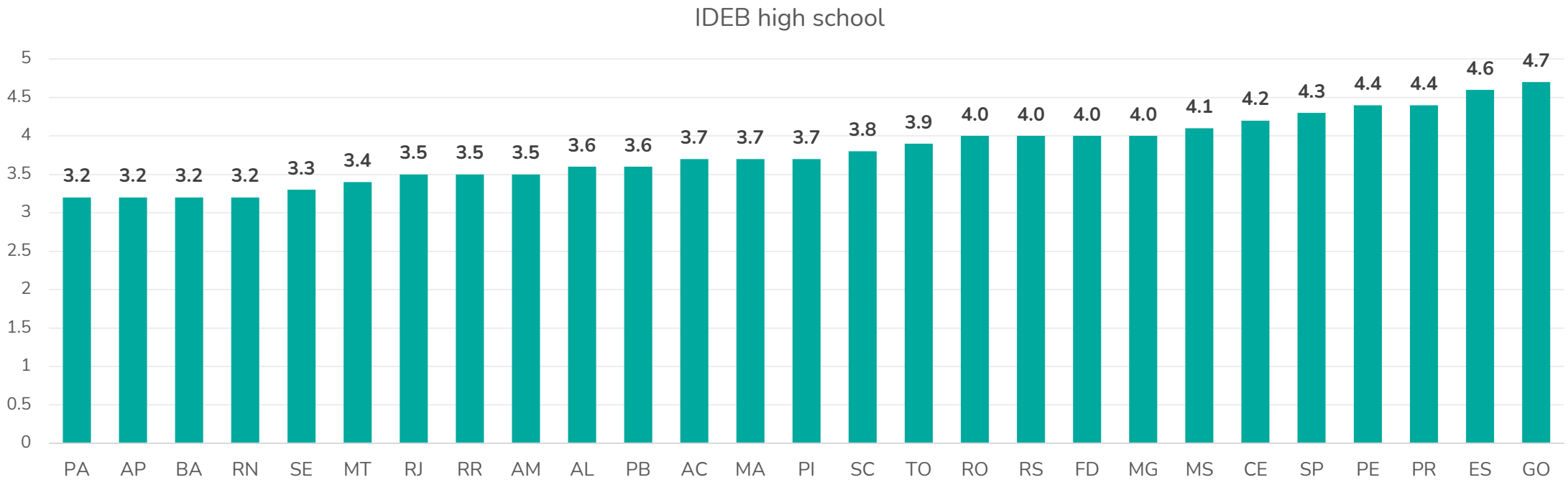
The indicator corresponds to the percentage of 3rd year public high school students who obtained an adequate level of proficiency in Portuguese Language according to the SAEB scale available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: INEP/ SAEB.

3rd year high school students with adequate proficiency– Mathematics (%) – by mother's level of education – 2019



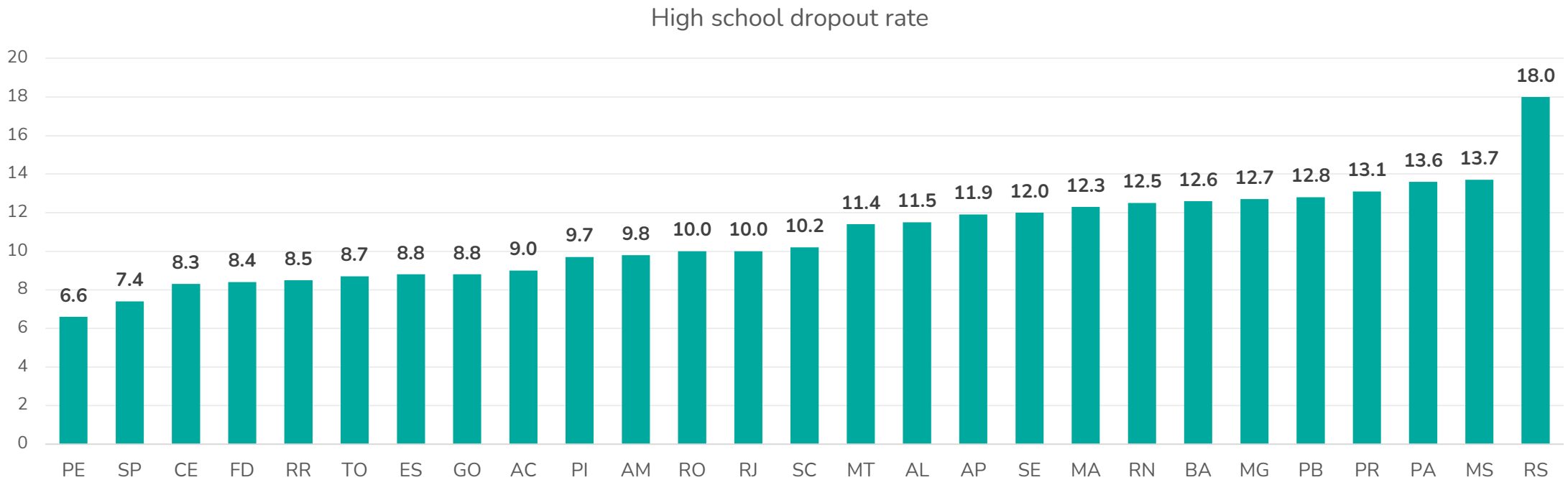
The indicator corresponds to the percentage of 3rd year public high school students who obtained an adequate level of proficiency in Mathematics according to the SAEB scale available at: https://academia.qedu.org.br/prova-brasil/aprendizado-adequado/. Source: INEP/ SAEB.

IDEB high school – 2019



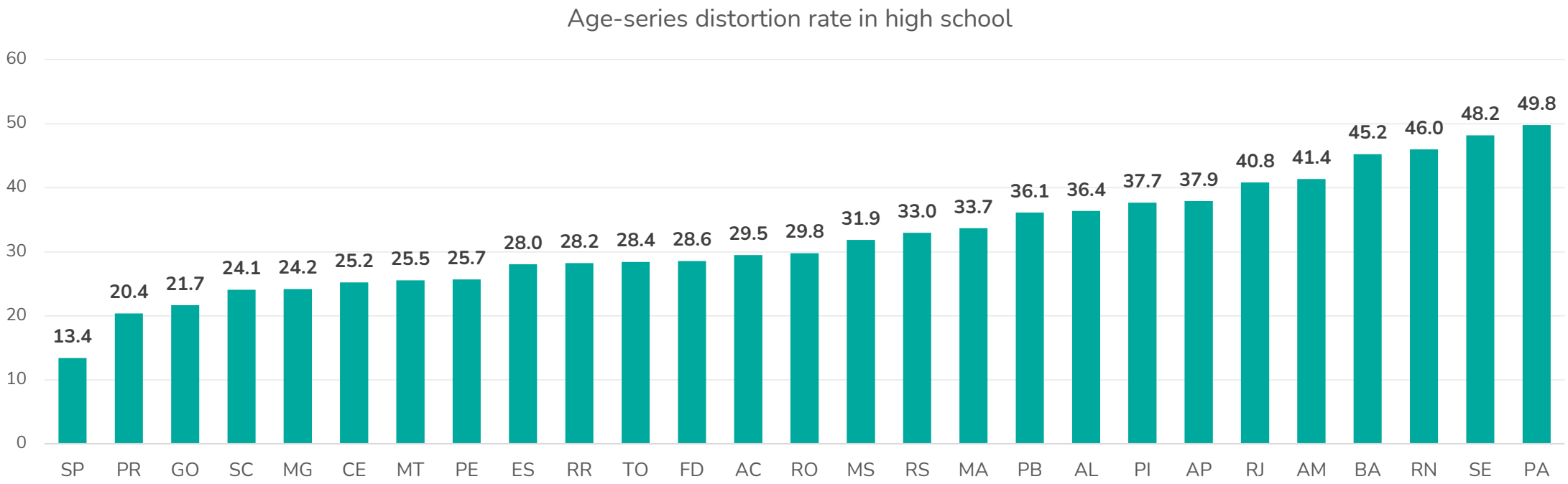
The indicator corresponds to the Basic Education Development Index (Ideb) of public high school classes. This index evaluates the quality of basic education through the results of school flow (School Census of Basic Education) and the average performance in the evaluations of the National System of Evaluation of Basic Education (Saeb). Source: Inep/Saeb.

High school dropout rate – 2018-2019



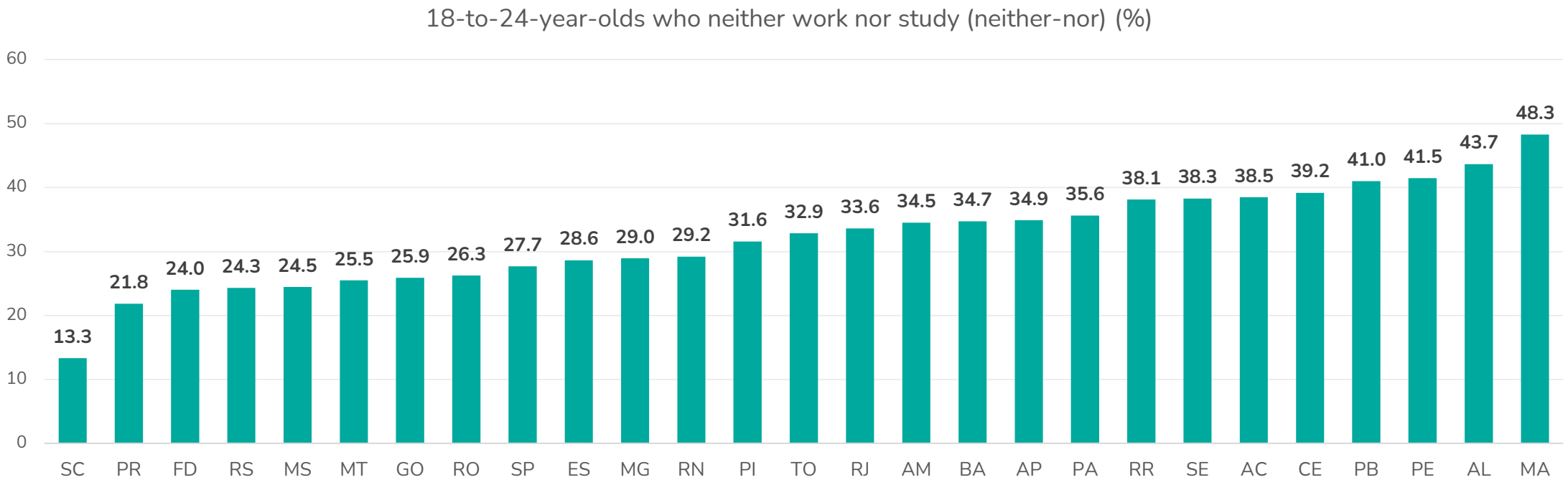
The indicator corresponds to the dropout rate in public high school classes. The dropout rate represents the percentage of students enrolled in year t who did not enroll in year t+1, except those who in t attended the last year of high school and were approved. The year shown in the graph represents the period t to t+1 of the dropout. For example, the 2018-2019 result refers to students enrolled in 2018 who did not enroll in 2019. Source: Inep/Transition rates.

Age-grade distortion rate in high school – 2019



The indicator corresponds to the percentage of public school students with 2 years or more of school delay in public high school classes. In Brazil, 6 years is the age considered adequate for entry into the 1st year of elementary school, and the completion of the 9th year is expected at 14 years of age. Source: Inep/School Census.

18-to-24-year-olds who neither work nor study (neither-nor) - 2021

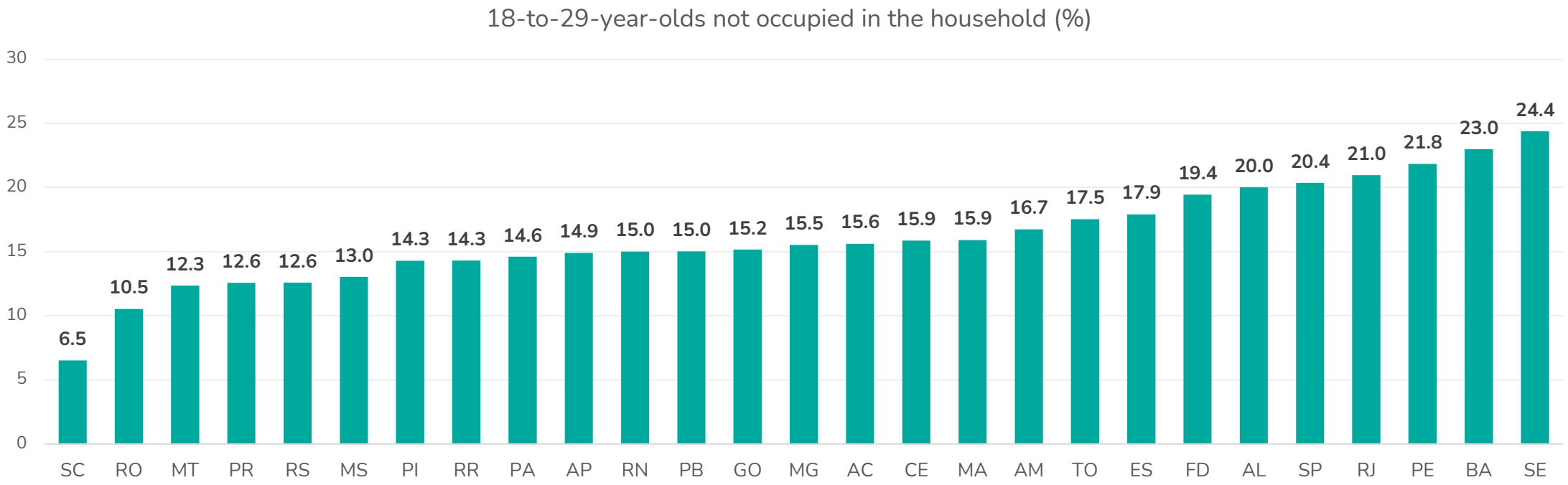


The indicator represents the percentage of people between 18 and 24 years of age who were neither studying nor occupied in the reference week of the survey. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

18-to-24-year-olds who neither work nor study (neither-nor)– by sex – 2021

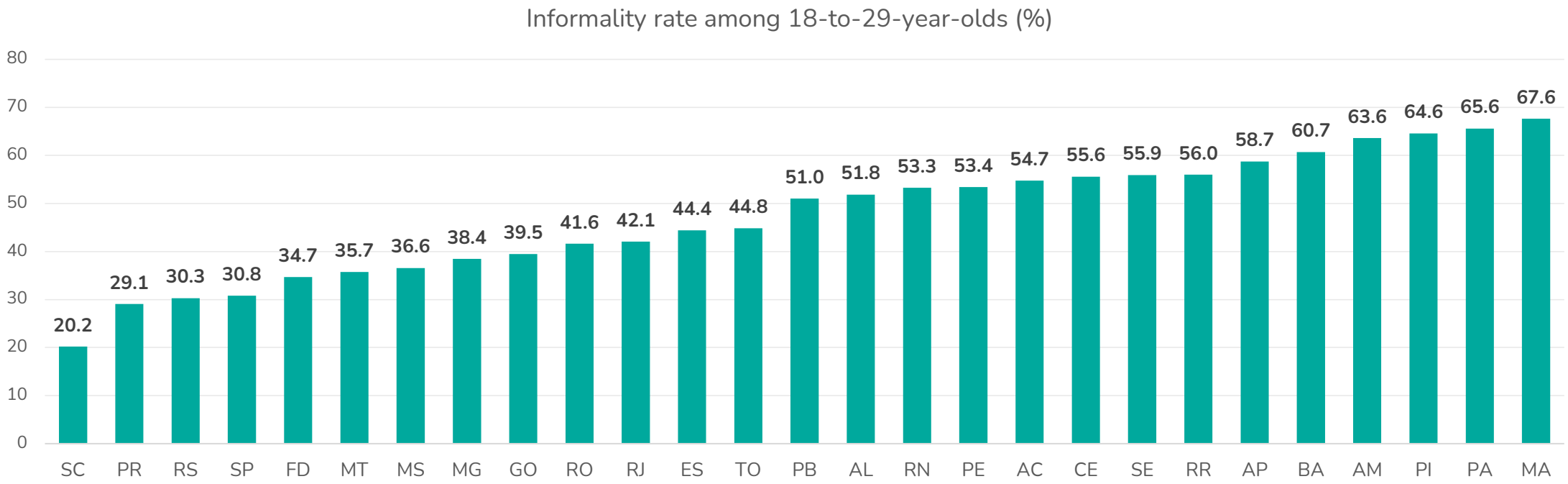
The indicator represents the percentage of people between 18 and 24 years of age who were neither studying nor occupied in the reference week of the survey. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

18-to-29-year-olds not occupied in the household – 2021



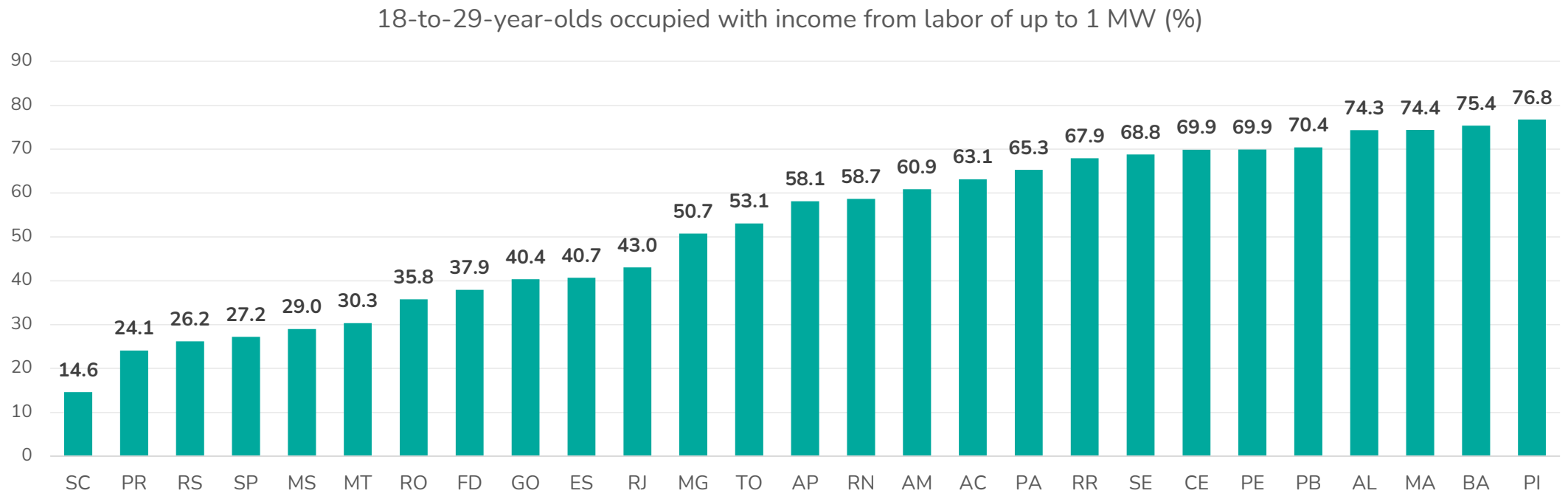
The indicator represents the average percentage of unoccupied components of households in the reference week of the survey among those aged 18 to 29 years. According to IBGE, people without work in occupation in that week who took some effective measure to obtain work in the reference period of 30 days, and who were available to assume it in the reference week, are classified as unoccupied in the reference week. People without work in the reference week who did not take effective action to obtain it in the reference period because they had already achieved it and would start it in less than four months after the last day of the reference week are also considered unoccupied. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Informality rate among 18-to-29-year-olds – 2021



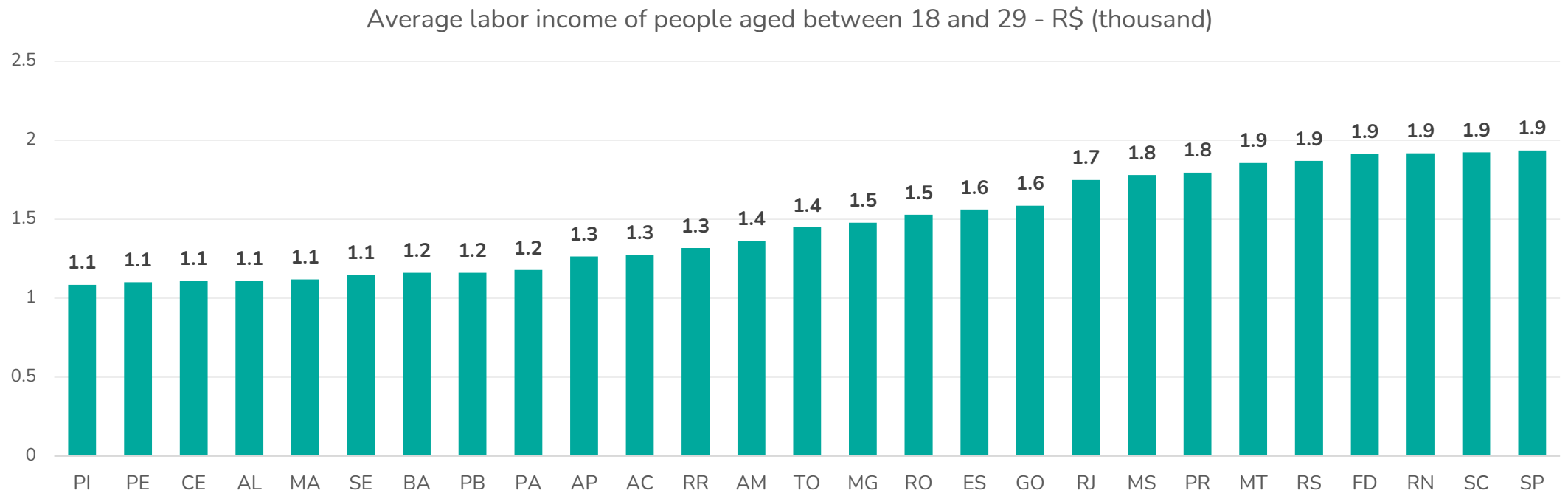
The indicator represents the percentage of people between 18 and 29 years of age who were occupied in the informal sector of the economy in the reference week of the survey. In the informal sector, people whose situation in occupation was among the categories of (2) Employed in the private sector without a formal contract, (4) Domestic worker without a formal contract, (10) Auxiliary family worker, (8) Employer, and (9) Self-employed that did not have CNPJ. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

18-to-29-year-olds occupied with income from labor of up to 1 MW (%) – 2021



The indicator represents the percentage of people between 18 and 29 years old with income from work of up to 1 minimum wage, among those who had some income usually received from all jobs in the reference week of the survey. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

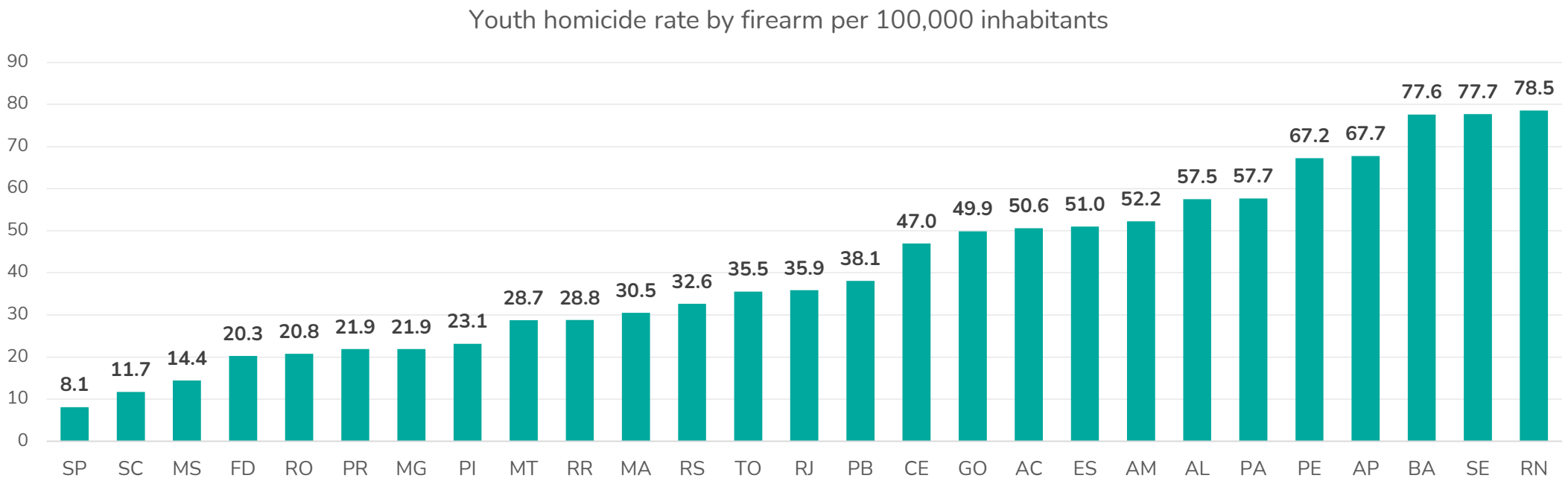
Average labor income of people aged between 18 and 29 – R$ (thousand) – 2021



The indicator represents the sum of incomes from all work of people aged between 18 and 29, divided by the number of people in this same age group with some income from work. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Youth homicide rate by firearm – 2019

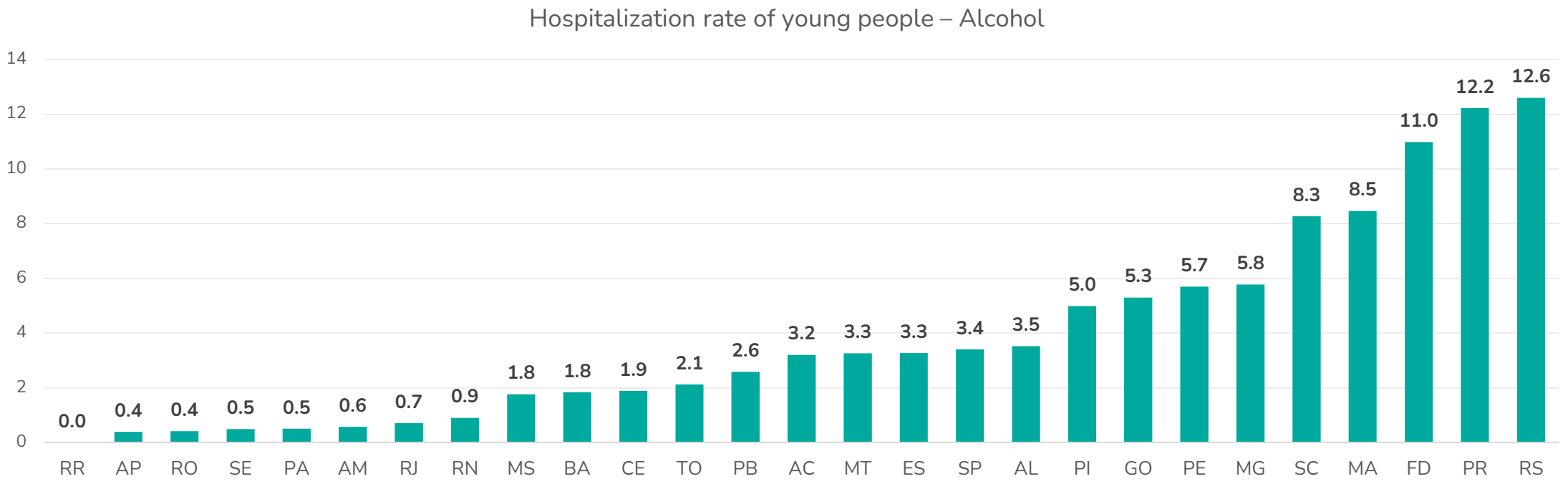
Per 100 thousand inhabitants



The number of youth homicides by firearm includes the cases of death of people between 15 and 29 years of age caused by the use of handguns and by larger calibers. Data are obtained by the codes of the International Classification of Diseases (ICD-10): X93-X95. Source: Ipea, Atlas of Violence.

Incidence of mental and behavioral disorders due to alcohol use among young people – 2021

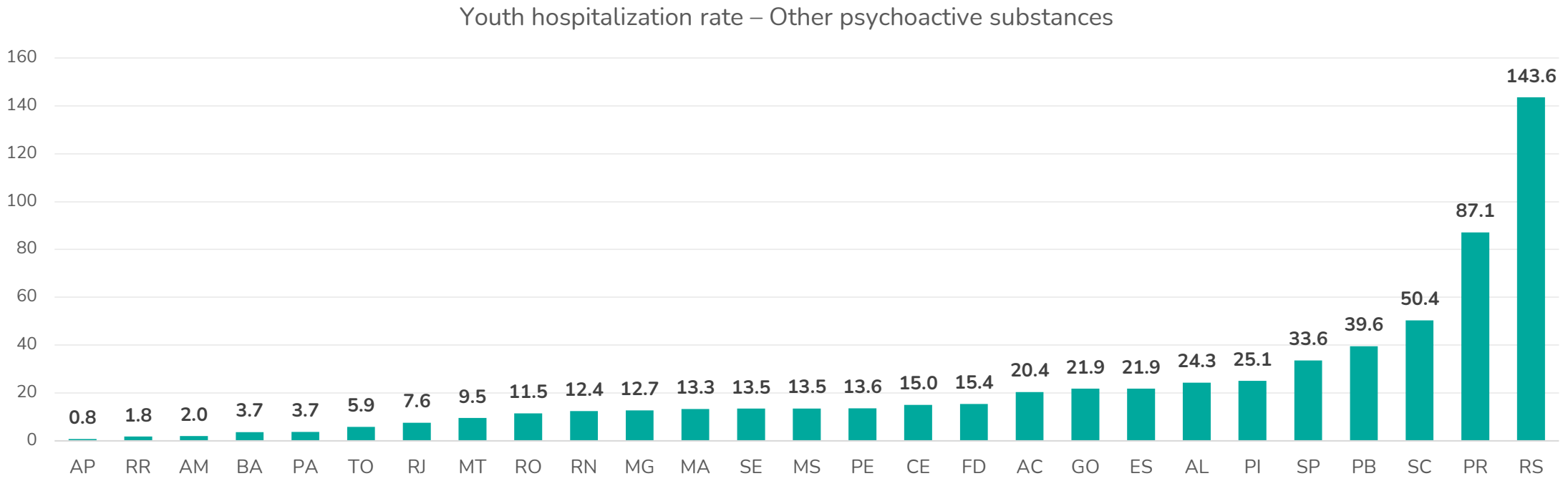
Per 100 thousand inhabitants



The indicator represents the rate - per 100,000 inhabitants - of young people aged 15 to 29 years hospitalized for mental and behavioral disorders due to alcohol use. The F10 code of the International Classification of Diseases (ICD-10) and the number of hospitalizations per place of hospitalization were considered. To calculate the population, the population projection of the Ministry of Health for the age group of 15 to 29 years was used. Source: DATASUS, Tabnet.

Incidence of mental and behavioral disorders due to the use of other psychoactive substances among young people – 2021

Per 100 thousand inhabitants



The indicator represents the rate - per 100,000 inhabitants - of young people aged 15 to 29 years hospitalized for mental and behavioral disorders due to the use of other psychoactive substances. The codes F11-F19 of the International Classification of Diseases (ICD-10) and the number of hospitalizations per place of hospitalization were considered. To calculate the population, the population projection of the Ministry of Health for the age group of 15 to 29 years was used. Source: DATASUS, Tabnet.

Public policies and social programs

Some examples that have had positive results on indicators in youth

*To find programs such as those listed below, enter the Platform, click on Policies and Programs and select the topic of interest in the Search Axes. In this case, on the **Area** axis, select **Youth,** or on the **Target Audience** axis, select **High school students**. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **Piauí Youth Savings Program in Brazil**
  This public policy introduced a system of financial incentives—more specifically, cash transfers—that rewarded students for engaging with school life during high school.
- **Becoming a Man School Program for Cognitive Behavioral Therapy in the United States**
  This program offered mentoring sessions, based on principles of cognitive behavioral therapy, with the aim of increasing the ability of adolescents to identify roots of the patterns of their behaviors.
- **Pathways to Education Program to Broadly Support High School Students in Canada**
  This program provided financial resources conditioned on school participation and a network of support and counseling to increase the high school graduation rate of youth in low-income communities, thereby increasing their range of opportunities in the future.
- **New York City's Summer Youth Employment Program for Youth Employment in the United States**
  The program offered jobs to young people during the holidays, paid with the local minimum wage, and workshops aimed at promoting skills important for future success in the labor market.

Public policies and social programs

Some examples that have had positive results on indicators in youth

*To find programs such as those listed below, enter the Platform, click on Policies and Programs and select the topic of interest in the Search Axes. In this case, on the **Area** axis, select **Youth**, or on the **Target Audience** axis, select **High school students**. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **National Credit Programs for Higher Education in Chile**
  These public policies provided loans to poor young people that covered much of the enrollment and tuition costs of universities.
- **Big Brothers Big Sisters Mentoring Program in the United States**
  This program connected young people from single-parent families with mentors, with the goal of forming a meaningful bond that could positively influence their lives.
- ***Jóvenes en Acción* Program for Professional Training in Colombia**
  This program provided vocational courses, internship in companies and development of the life project of young participants, in addition to covering food and transportation costs, elements applied with the objective of inserting young adults in social vulnerability in the labor market, in occupations of higher quality.

Public policies and social programs

Some promising Brazilian examples, not necessarily evaluated, but formulated based on evidence

- **Youth of the Future Program in Espírito Santo and 10 other UFs**

  The program establishes school management protocols, with continuous monitoring and readjustments, in order to improve learning and reduce school dropout.

- **Pact for Education Program in Pernambuco**

  The program aims to improve the educational outcomes of high school, in learning, approval and school dropout, through monitoring, evaluation and continuous adaptations of management, in partnership between the departments of education and planning and management.

- **Recovery and Deepening Learning Program in São Paulo**

  The program is implemented in the state network and focuses on recovering and deepening the outdated learning of students, so as to ensure that they develop essential skills for school life, in particular aligning these skills with what is expected in the stage of education in which he is attending. The activities take place during the school term and during the holidays.

Family

Social mobility and the family

- From the discussions of the previous sections, it is possible to notice that an important part of the development of individuals begins to be nourished in the family and at home. Therefore, the family unit, and its challenges, should be the target of the attention of public managers and society, as well as an integral, if not central, part of the planning of public policies and social programs – especially when it comes to families in situations of social vulnerability.
- In households in poverty or extreme poverty, deprivations are often not only financial. Added to these are more fragile work bonds, translated into informal jobs, or even unemployment or non-participation in the labor force, factors that lead to a lower and more unstable participation of labor income in per capita household income, for example. Still, there are implications on the number of people who share the residence, translated into excessive household densification, or even access to services, such as the internet.
- Such factors, among others not listed here, have an influence on the health and development – physical, cognitive and socio-emotional – of individuals, in a cycle that feeds back in the same generation and between generations, in the absence of remedial interventions. Income transfers (which we present here as a percentage of income from social transfers in per capita household income) and family assistance programs are policies that have somehow already been mapped here, through indicators. But other policies and programs that target families and seek to mitigate some of the issues discussed here will be presented at the end of this section.

Family

Poverty

- People in situation of poverty (%)
- People in situation of extreme poverty (%)
- People in situation of extreme poverty (%) – Boxplot inequality
- Average income gap among people in situation of poverty – R$
- Total income gap among people in situation of poverty over Net Current Revenue (%)

Social assistance

- Share of household income from social transfers (%)
- 13-to-17-year-old students who have missed classes or school without permission from parents or guardians (%)
- 13-to-17-year-old students who have missed classes or school without permission from parents or guardians (%) – public network X private network

Family

Health

- Vaccination coverage rate (%)

Labor market

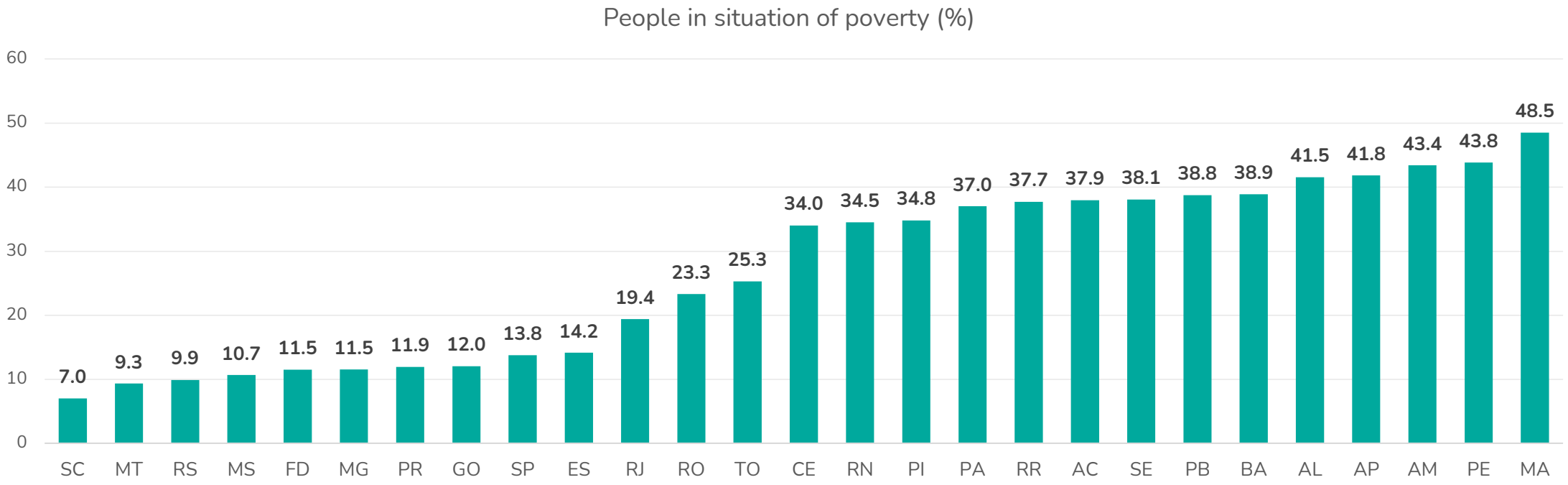
- Unoccupied members of the household (18 to 64 year olds) (%)
- Economically active population of the household (18 to 64 year olds) (%)
- Informality rate (%)
- Share of household income from labor (%)

Family

Housing

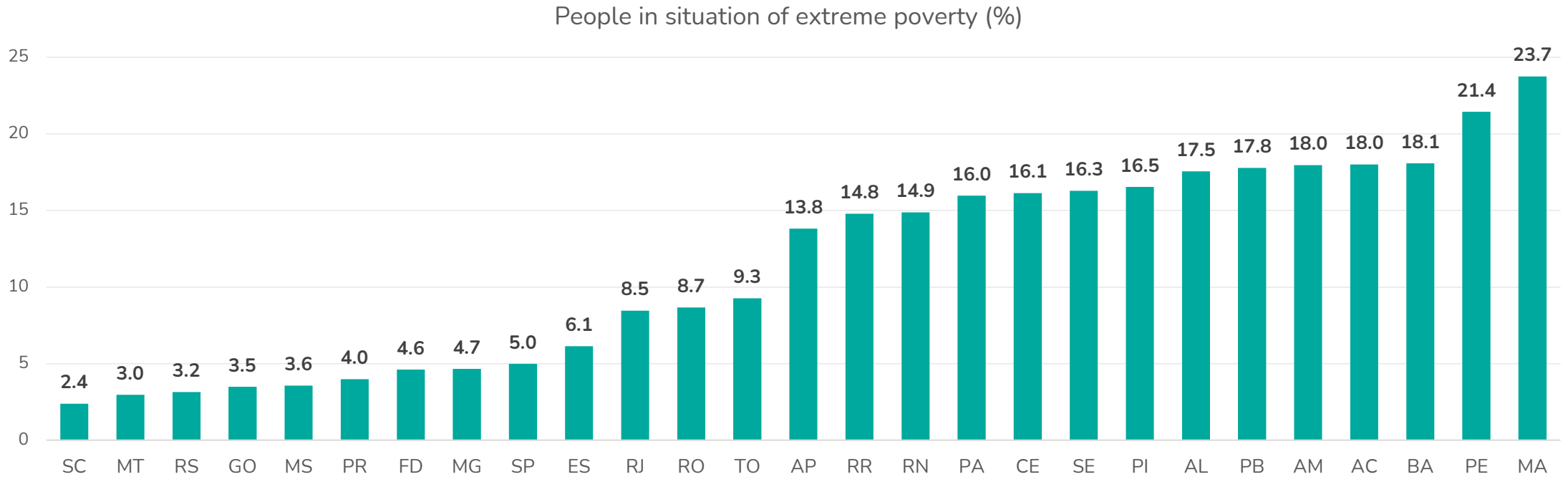
- Living in households with excessive household density (%)
- Living in households with excessive household density (%) – Children and adolescents (0-to-17-year-olds) – boxplot inequality
- Living in households without internet access (%)
- Living in households without internet access (%) – Children and adolescents (0-to-17-year-olds) – boxplot inequality

People in situation of poverty – 2021



The indicator represents the number of people with per capita household income below the poverty line, divided by the total population. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) – regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, INPC. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

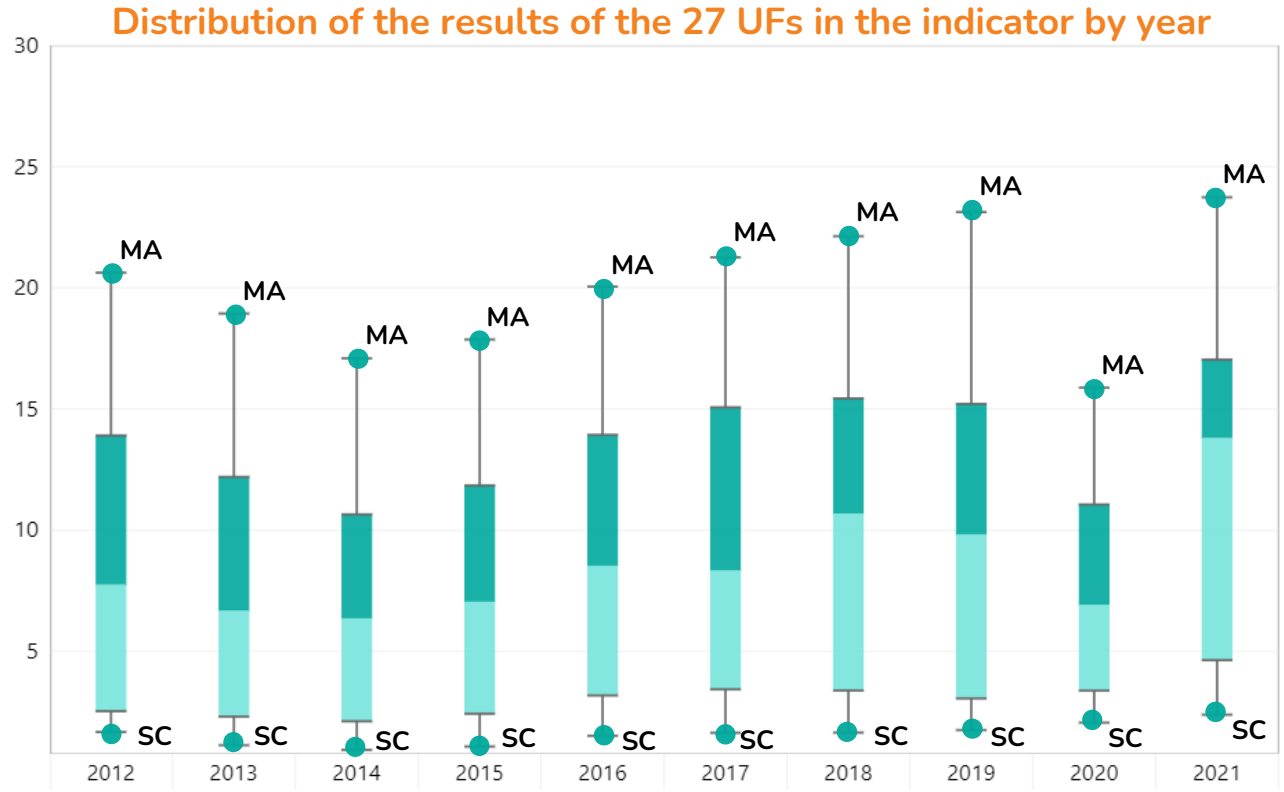
People in situation of extreme poverty – 2021



The indicator represents the number of people with per capita household income below the extreme poverty line, divided by the total population. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) – regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, INPC. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

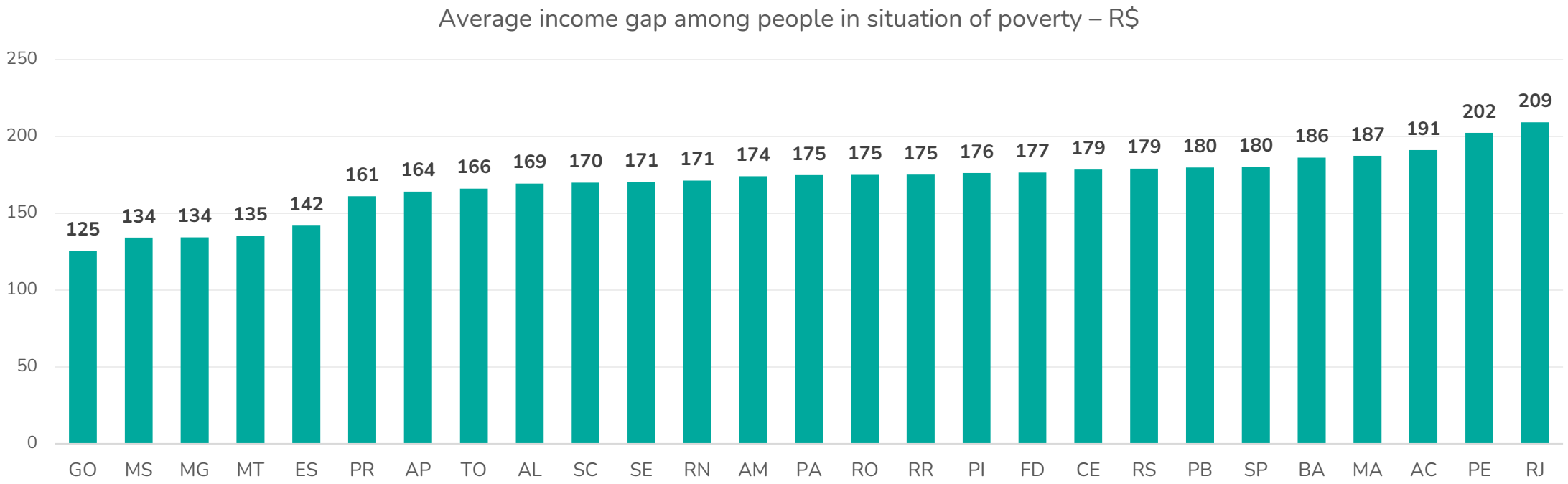
People in situation of extreme poverty (%)

How to interpret the graph?



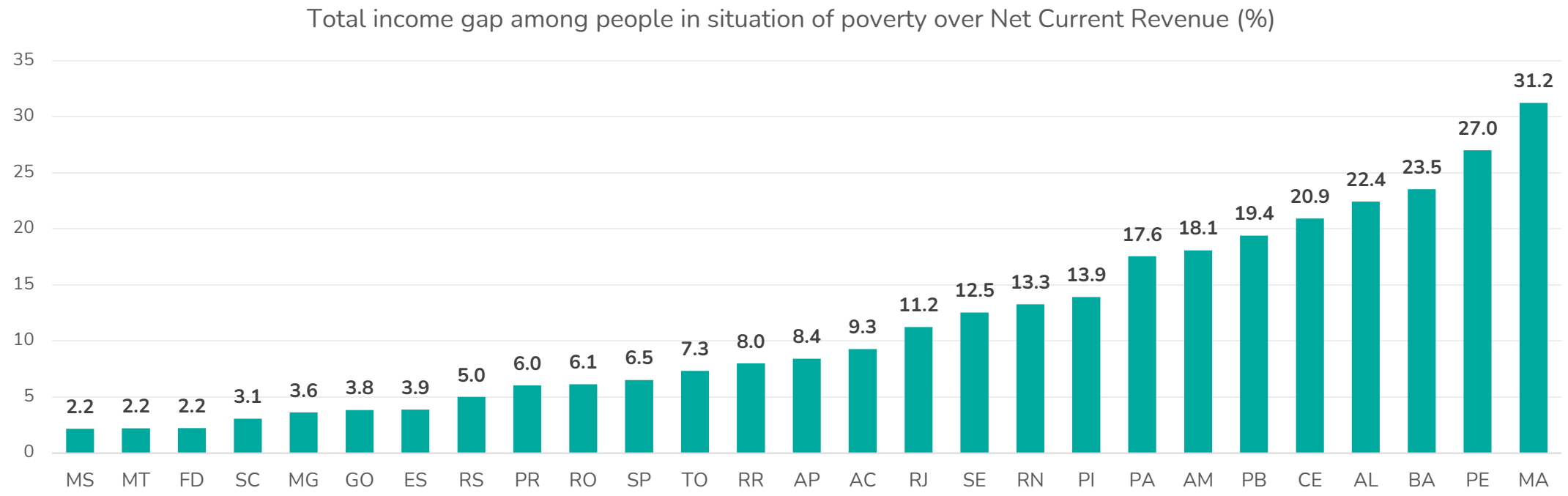
The boxplot above presents the inequality of the distribution of the indicator among the 27 Units of the Federation. The lower and upper tails represent, respectively, the minimum and maximum value of the distribution (excluding outliers). The rectangular box represents the second (light green) and third (dark green) quartiles, and the line dividing the two shades of green represents the median of the distribution. The line below the box represents the 25% UFs with the lowest values for the indicator, while the line above the box represents the 25% UFs with the highest values for the indicator.

Average income gap among people in situation of poverty – 2021



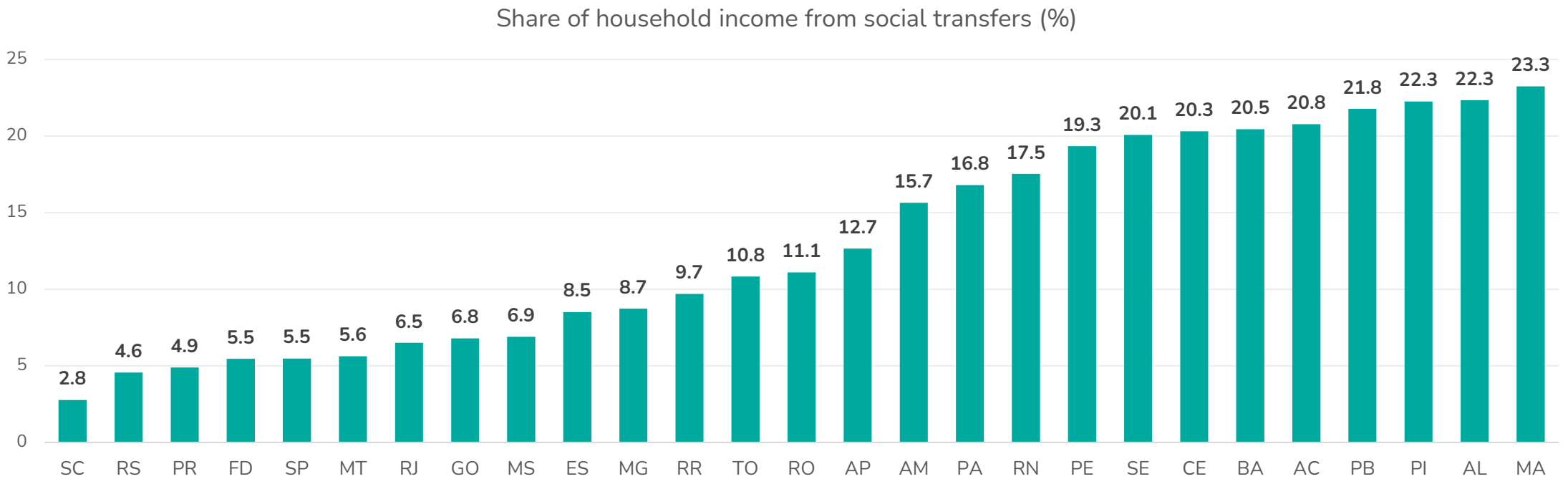
The indicator represents the sum of the distances, in monetary terms, between the per capita household income of people in situation of poverty and the poverty line, divided by the number of people in situation of poverty. On poverty lines: this panel analyzes poverty according to lines proposed by Ipea, IBGE and ECLAC (1997) – regionalized lines. The regionalized poverty lines, constructed based on the POF 1995/1996, were adjusted from the National Consumer Price Index, INPC. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Total income gap among people in situation of poverty over Net Current Revenue (%) – 2020



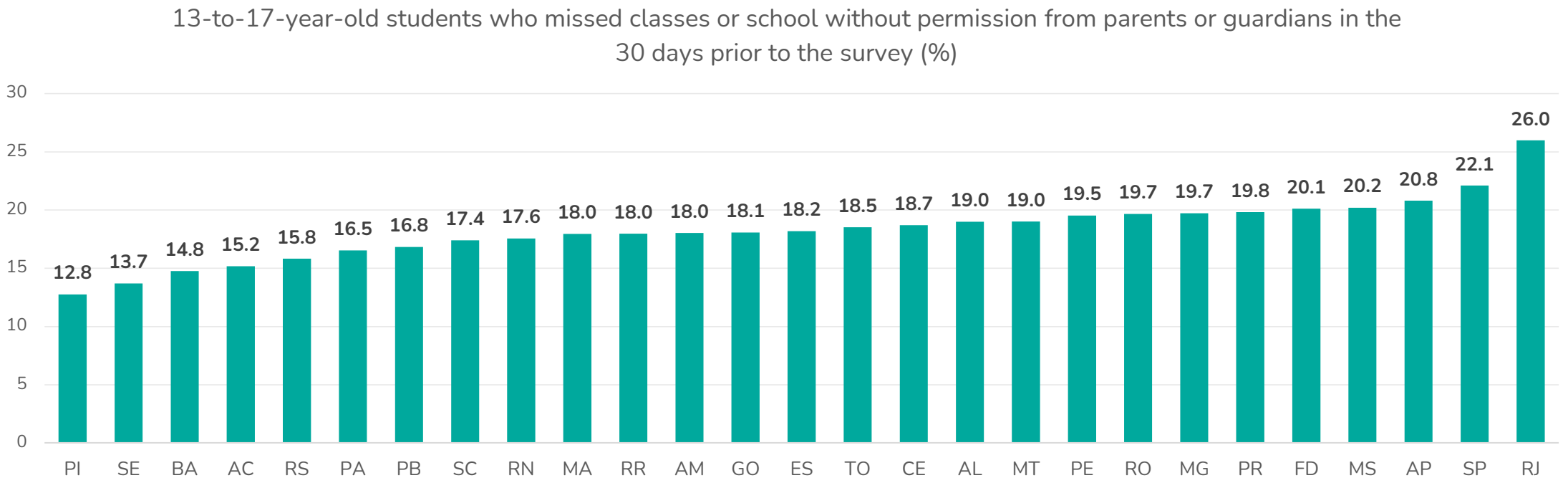
The indicator represents the ratio between the total income gap among people in situation of poverty and Net Current Revenue. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021); National Treasury, Bulletin of Finance of Subnational Entities.

Share of household income from social transfers (%) – 2021



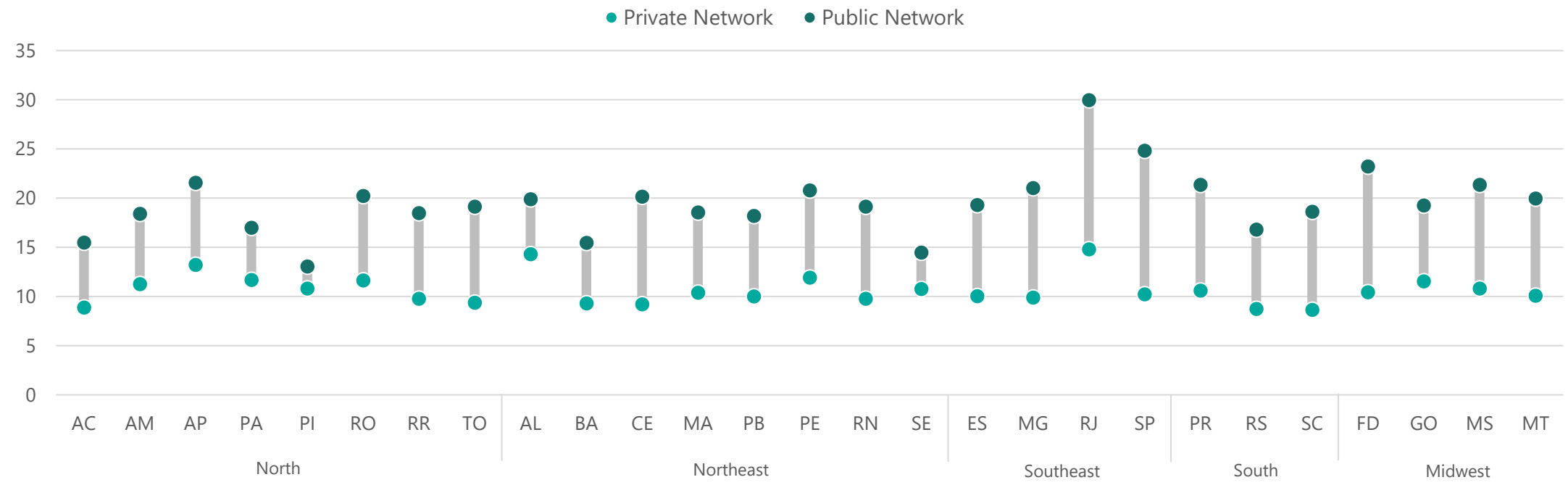
The indicator represents the average percentage of household income of households from social transfers. Social transfers are: BPC-LOAS, *Bolsa Família*, other government social programs and unemployment insurance or closed insurance. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

13-to-17-year-old students who missed classes or school without permission from parents or guardians in the 30 days prior to the survey (%) – 2019



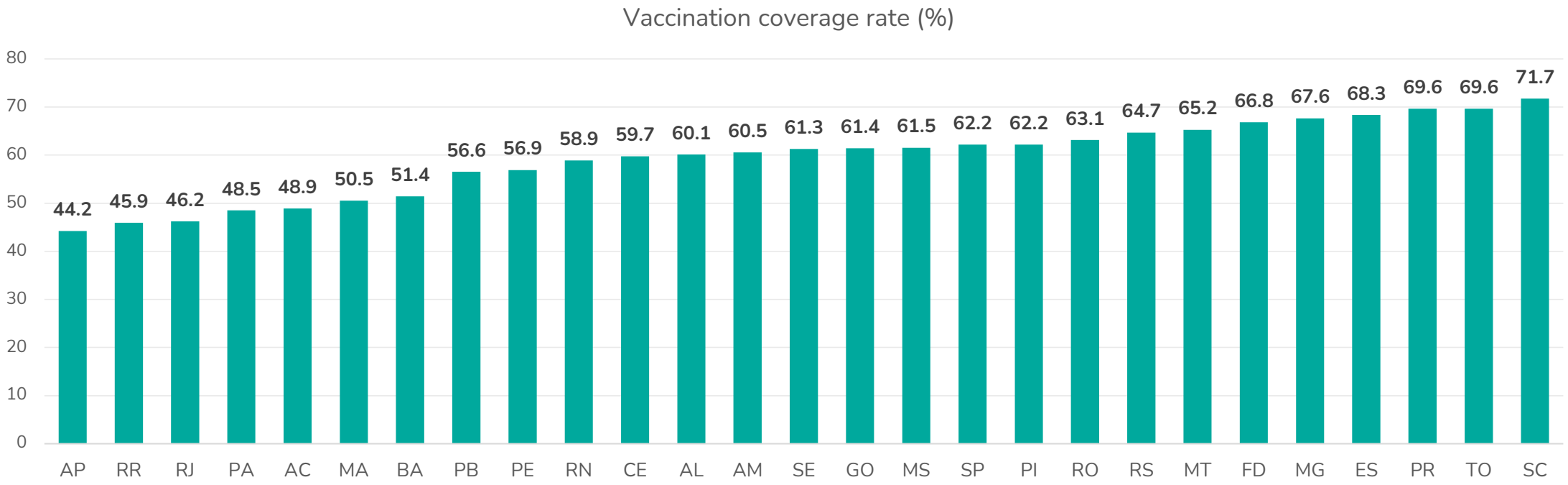
The indicator represents the percentage of students aged 13 to 17 who missed classes or school without permission from parents or guardians in the 30 days prior to the survey. Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

13-to-17-year-old students who missed classes or school without permission from parents or guardians in the 30 days prior to the survey (%) – 2019



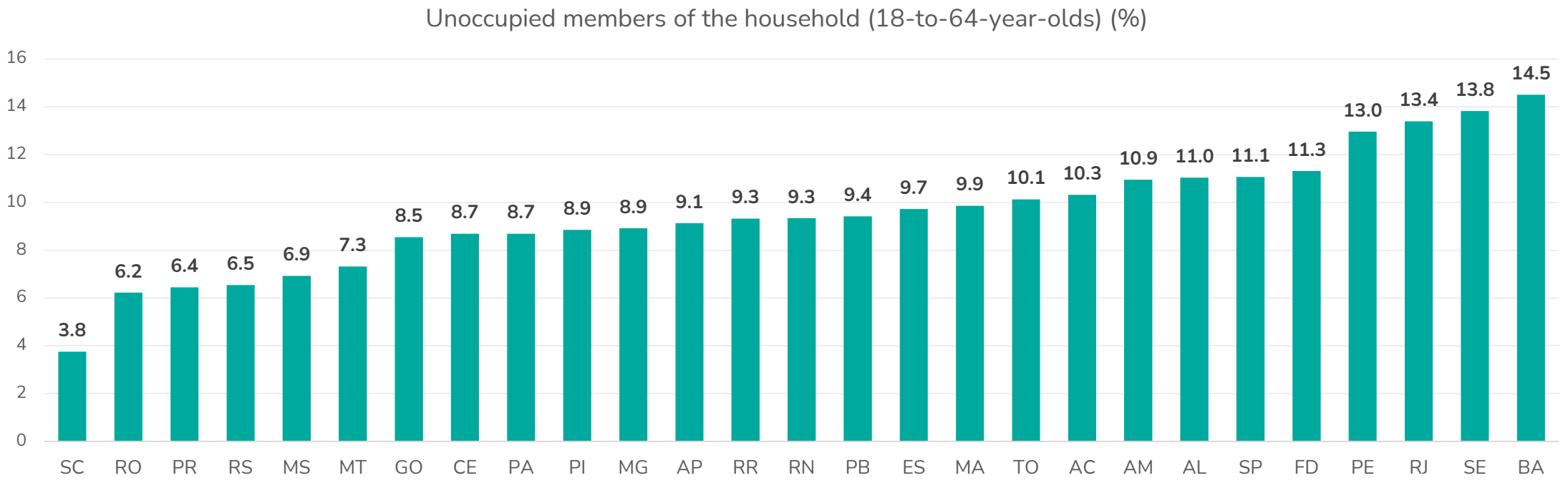
The indicator represents the percentage of students aged 13 to 17 who missed classes or school without permission from parents or guardians in the 30 days prior to the survey. Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

Vaccination coverage rate (%) – 2021



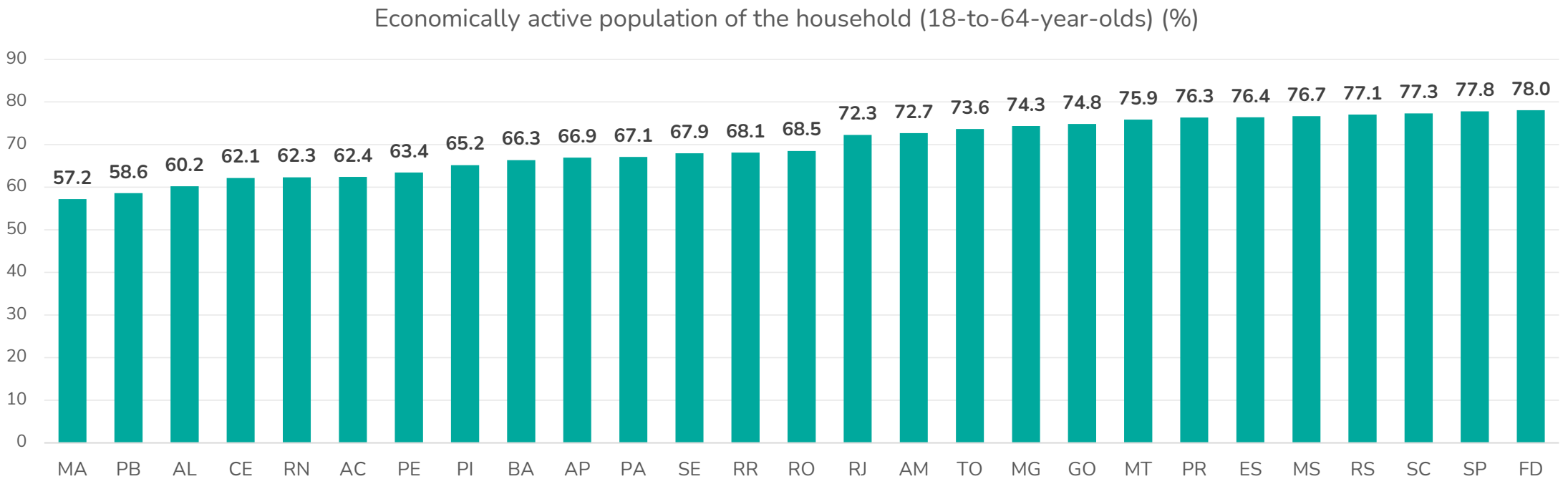
The indicator represents the number of doses applied of the indicated dosage (1st, 2nd, 3rd dose or single dose, according to the vaccine) divided by the target population, multiplied by 100*. Example: for Tetravalent (DTP/Hib), the number of third doses applied in the age group of children under 1 year is considered. For the oral human rotavirus vaccine, coverage of 1st and 2nd doses can be evaluated. *The indicator is under review in the source system, so it is possible that there are differences between the results displayed here and those made available by DATASUS. Source: DATASUS, Tabnet.

Unoccupied members of the household (18 to 64 year olds) – 2021



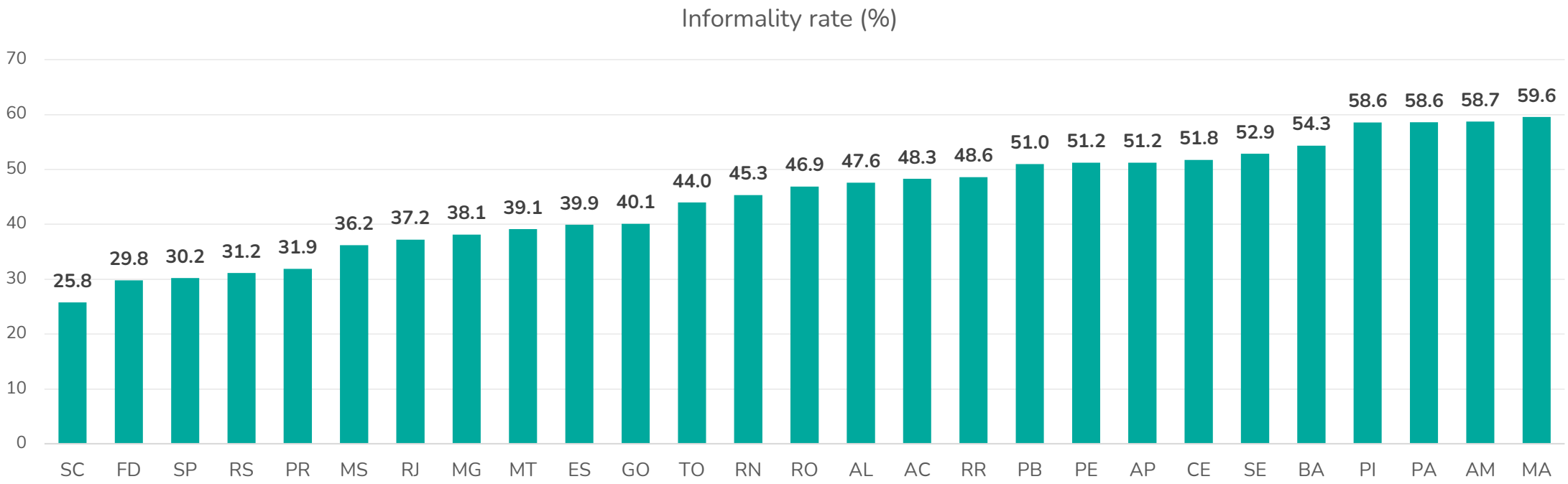
The indicator represents the average percentage of components of households unoccupied in the reference week of the survey among those aged 18 to 64 years. According to IBGE, people without work in occupation in that week who took some effective measure to obtain it in the reference period of 30 days, and who were available to assume it in the reference week, are classified as unoccupied in the reference week. People without work in the reference week who did not take effective action to obtain it in the reference period because they had already achieved it and would start work in less than four months after the last day of the reference week are also considered unoccupied. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Economically active population of the household (18 to 64 year olds) – 2021



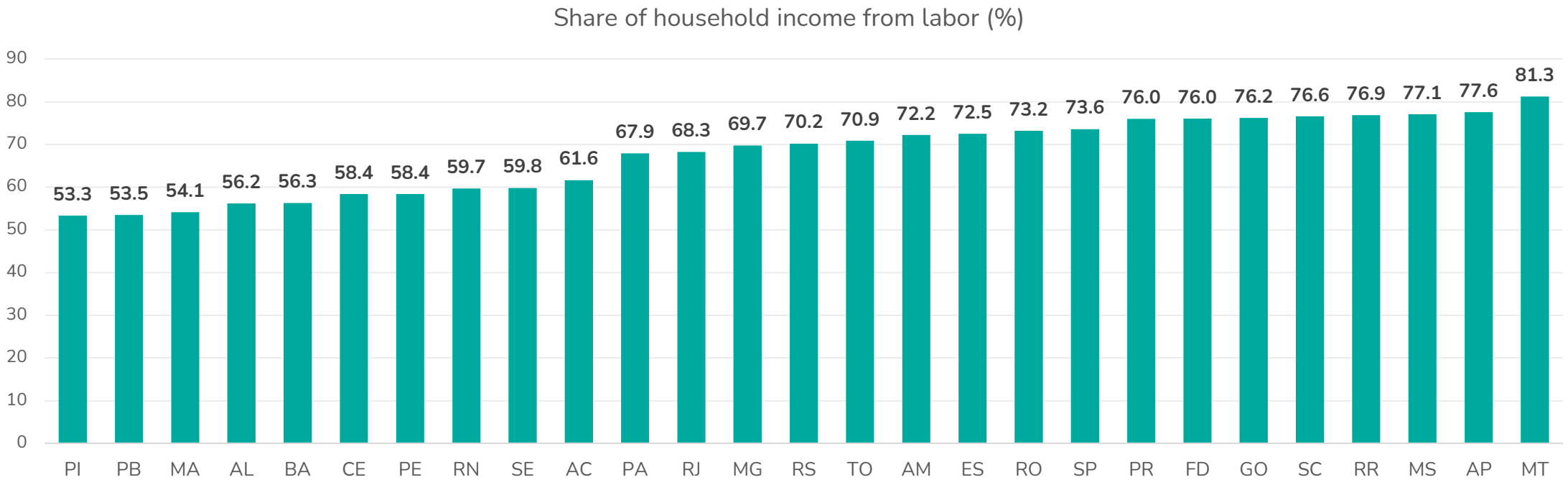
The indicator represents the average percentage of components of households occupied or unoccupied among those aged 18 to 64 years. According to IBGE, occupied and unoccupied people make up the Economically Active Population (EAP). Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Informality rate (18 to 64 year olds) – 2021



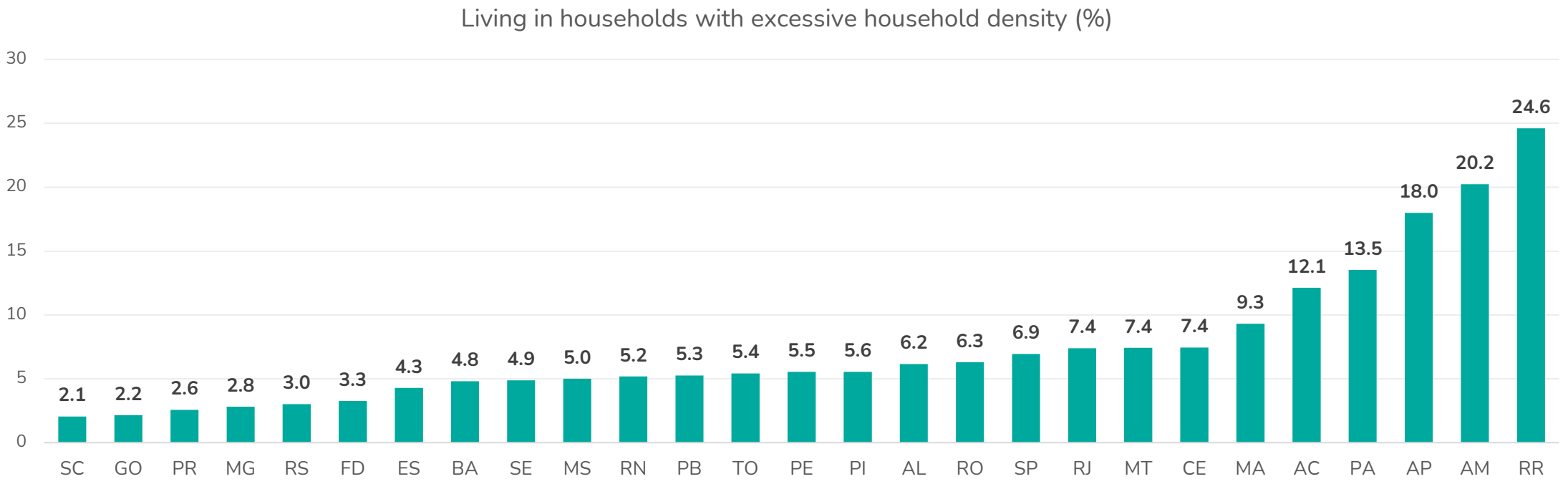
The indicator represents the percentage of people who were occupied in the informal sector of the economy in the reference week of the survey. In the informal sector, people whose situation in occupation was among the categories of (2) Employed in the private sector without a formal contract, (4) Domestic worker without a formal contract, (10) Auxiliary family worker; and (8) Employer and (9) Self-employed that did not have CNPJ. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Share of household income from labor (%) – 2021



The indicator represents the average percentage of household income of households from labor income, main or not. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

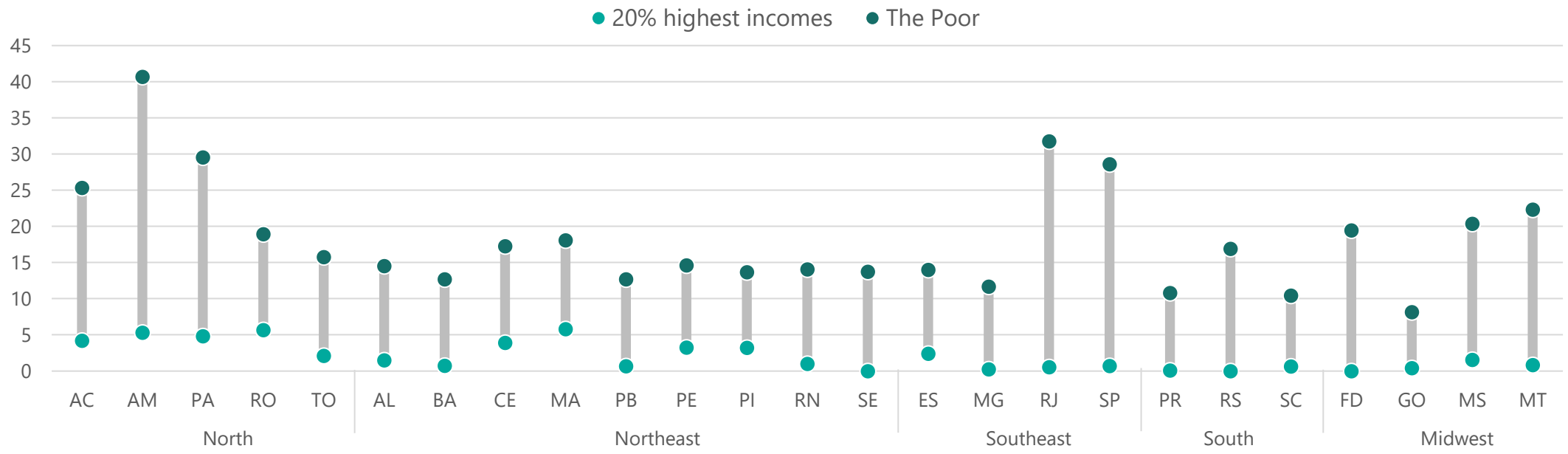
Living in households with excessive household density (%) – 2019



The indicator represents the percentage of people living in households where excessive household density occurs. According to IBGE, the household in which the average number of residents per room used as a dormitory is greater than three was considered to have excessive household density. The information needed to calculate this indicator is contained in the microdata of Visit 1 of the Continuous PNAD from 2016. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuus) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

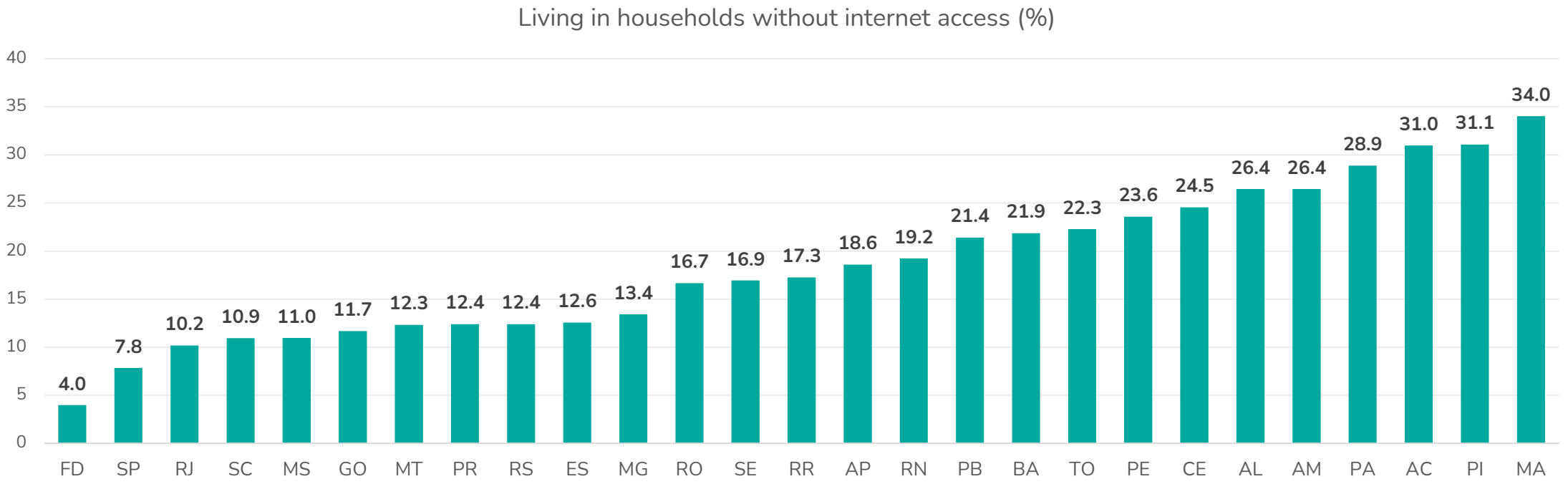
Living in households with excessive household density (%) – 2019

0-to-17-year-old children and adolescents



The indicator represents the percentage of children and/or adolescents (0 to 17 year olds) who live in households where excessive household density occurs. According to IBGE, the household in which the average number of residents per room used as a dormitory is greater than three was considered to have excessive household density. The information needed to calculate this indicator is contained in the microdata of Visit 1 of the Continuous PNAD from 2016. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. In this case, RR and PA were not included in the visualization because they did not have enough sample. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous), Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

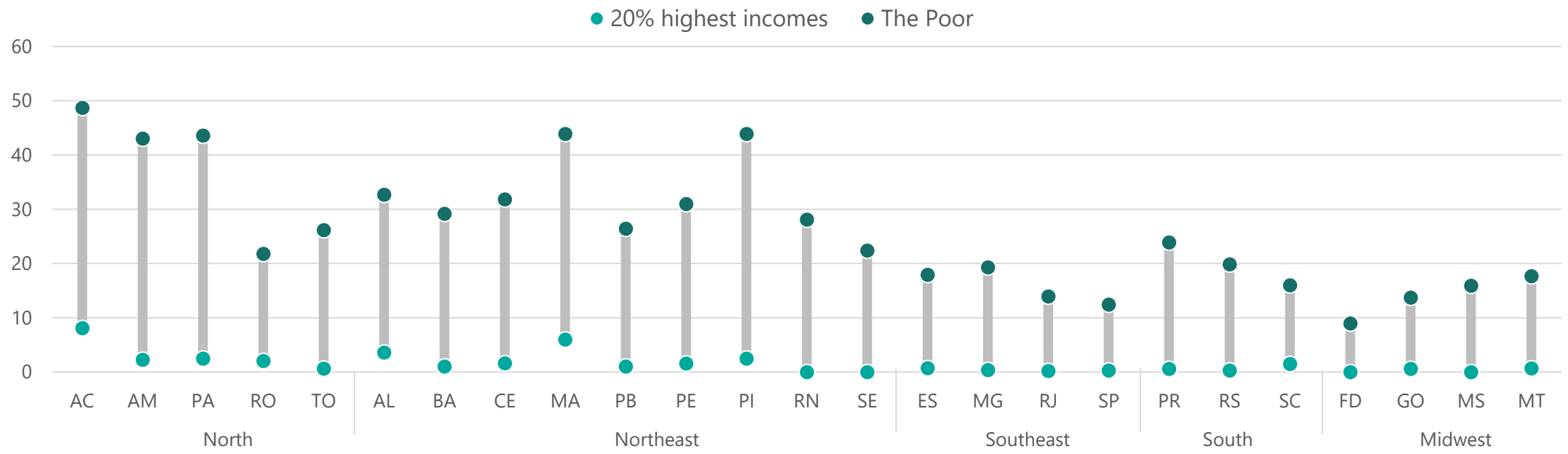
Lack of internet access (%) – 2019



The indicator represents the percentage of people who make up households that do not have access to the internet. The information needed to calculate this indicator is contained in the microdata of Visit 1 of the Continuous PNAD from 2016. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Lack of internet access (%) – 2019

0-to-17-year-old children and adolescents



The indicator represents the percentage of children and/or adolescents (0 to 17 year olds) who make up households that do not have access to the internet. The information needed to calculate this indicator is contained in the microdata of Visit 1 of the Continuous PNAD from 2016. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. In this case, RR and AP were not included in the visualization because they did not have a sufficient sample. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Public policies and social programs

Some examples that had positive results on family indicators

*To find programs such as those listed below, enter the Platform, click on Policies and Programs and select the topic of interest in the Search Axes. In this case, in the **Area** axis select **Social Assistance**. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- ***Atención a Crisis* de Renda Transfer Program in Nicaragua**
  This program structured a short-term safety net for poor families by providing cash transfers, preventing adverse events from having effects on food consumption in the household or on children's schooling.
- **Food Stamps Coupon Program for Food in the United States**
  This public policy aimed to increase the amount and nutritional value of food consumed by poor families and their children by distributing coupons that could be exchanged for food in accredited stores.
- ***Piso Firme* Program for Housing Improvement in Mexico**
  This public policy identified homeowners who had dirt floors in rural areas and slums and financed the free supply of concrete to cement the floor of rooms of the contemplated houses.

Public policies and social programs

Some examples that had positive results on family indicators

*To find programs such as those listed below, enter the Platform, click on Policies and Programs and select the topic of interest in the Search Axes. In this case, in the **Area** axis select **Health,** or **Productive Inclusion**. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **Family Health Program in Brazil**
  This public policy structured the primary care network in the country, assigning to multi-professional teams the responsibility for monitoring the health of families in a given geographic area.
- **Job Training Partnership Act Program to Encourage Insertion in the Labor Market in the United States**
  The program was focused on people in situations of social vulnerability and provided a range of services with the objective of increasing the professional insertion of its target audience.

Public policies and social programs

Some promising Brazilian examples, not necessarily evaluated, but formulated based on evidence

- ***Prospera Família* Program in São Paulo**

  The program provides, over the course of 12 months, mentoring, training, financial encouragement and emotional support for poor single-parent families with children in early childhood.

- **Recife's Popular Credit Program in Recife, Pernambuco**

  The program is aimed at supporting small local enterprises in the city of Recife, seeking to serve the most vulnerable population and those who face difficulty in accessing credit.

Territory

Social mobility and territory

- Finally, not everything happens solely at the level of the individual and the family. The surroundings, of course, exert great influence, and access to quality places is determined by the socioeconomic conditions of the families. Therefore, it is important to have a look at how much the territory can provide opportunities or present obstacles and limitations that individuals and families face when leaving their homes, or even inside their homes, but by external factors.
- The degree of urbanization of a locality will determine, for example, the water supply and basic sanitation services that serve the households, and the number and proximity of the buildings that serve as housing, and such factors are directly linked to health issues, such as infectious and communicable diseases. There is also the existence of job opportunities, which play a very important role in social mobility.
- In addition, public health, social assistance and education facilities available nearby are closely related to the access and choices that these families have for their development. In addition, the level of security of the spaces influence the choices – both of movement of people, as well as of professional occupation, for example – and in the health of individuals – who may be subjected to stress and trauma, often from an early age, which impacts on their possibilities of development.

Territory

Safety

- Homicide rate per 100,000 inhabitants – per 100,000 inhabitants
- Rate of intentional lethal violent crimes – per 100,000 inhabitants
- Rape rate (including the vulnerable) – per 100,000 inhabitants
- 13-to-17-year-old students who have been physically assaulted by someone other than their guardian (%) – men/women
- 13-to-17-year-old students who were physically assaulted by one of their schoolmates (%) – men/women
- 13-to-17-year-old students in schools that had to suspend classes due to violence (%)
- 13-to-17-year-old students who did not attend school due to lack of security along the way (%) – public network x private network
- 13-to-17-year-old students who were involved in a fight in which someone used a firearm (%) – public network x private network

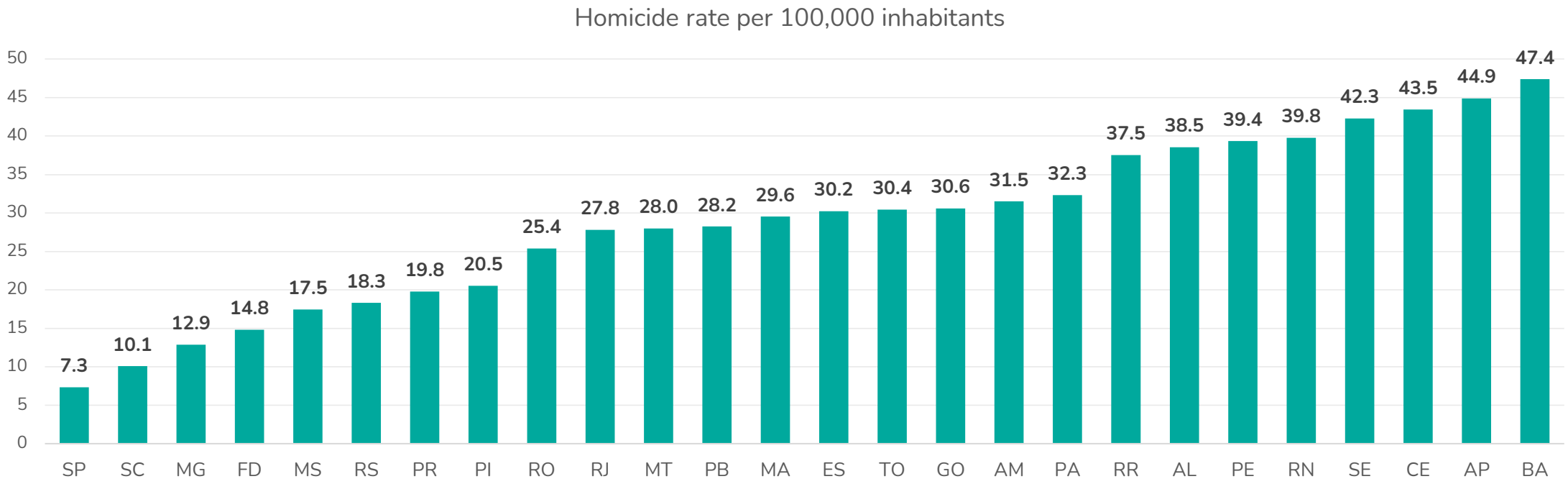
Territory

Housing conditions (urbanistic)

- Living in households with inadequate access to water (%)
- Rate of confirmed tuberculosis cases per 100,000 inhabitants

Homicide rate – 2020

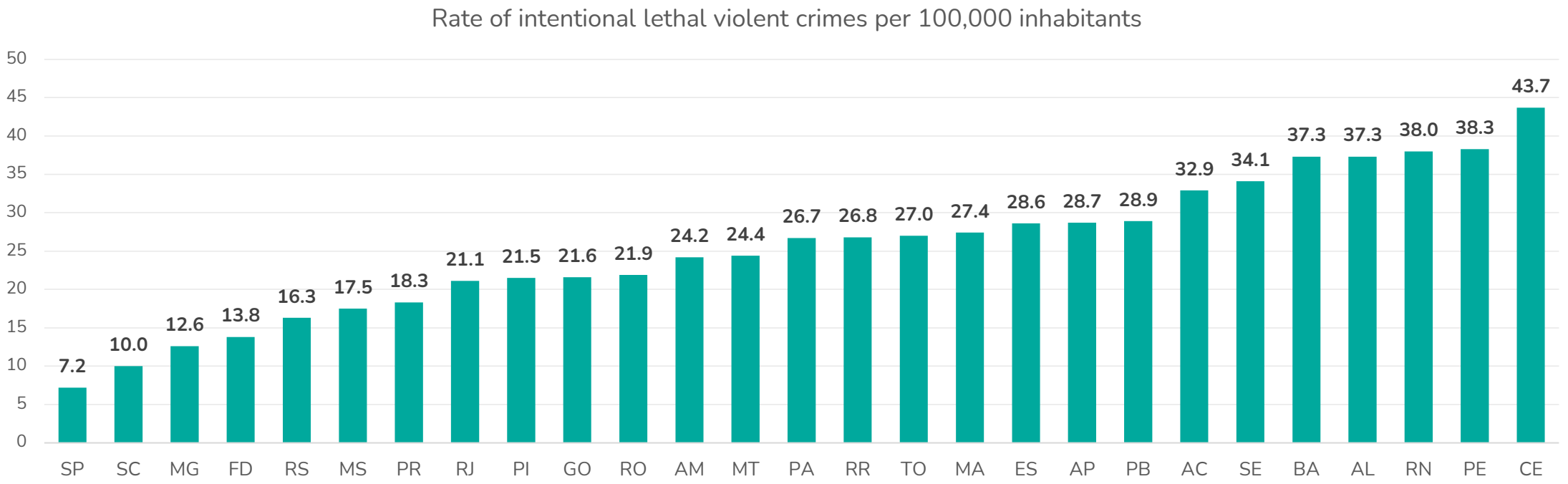
Per 100 thousand inhabitants



The number of homicides includes deaths caused by aggression and legal intervention. The data are obtained by the codes of the International Classification of Diseases (ICD-10): X85-Y09 (aggression) and also Y35-Y36 (legal intervention). Source: Ipea, Atlas of Violence.

Rate of Intentional Lethal Violent Crimes (CVLI) – 2020

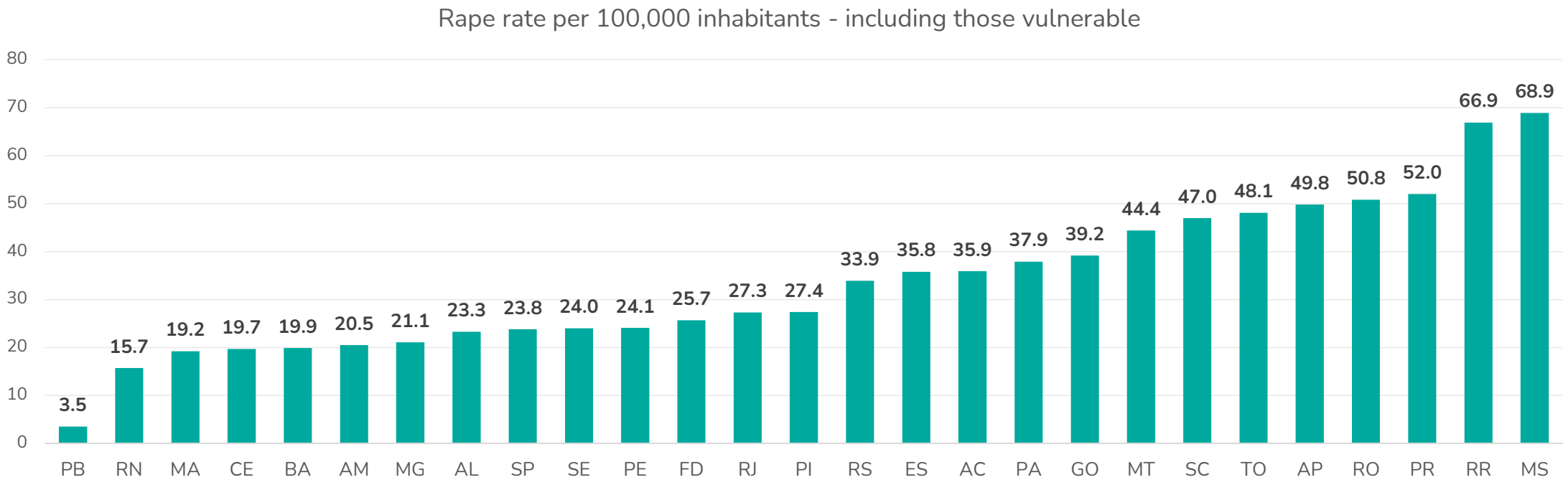
Per 100 thousand inhabitants



The indicator of intentional lethal violent crimes (CVLI) includes victims of homicide, robbery and intentional injury followed by death. Source: FBSP, Crime statistics.

Rape rate (including the vulnerable) – 2020

Per 100 thousand inhabitants



The number of rapes also includes those committed against the vulnerable. People are considered vulnerable who are under 14 years of age, who have some kind of mental illness and who are not able to offer any resistance to the act. Source: FBSP, Crime Statistics.

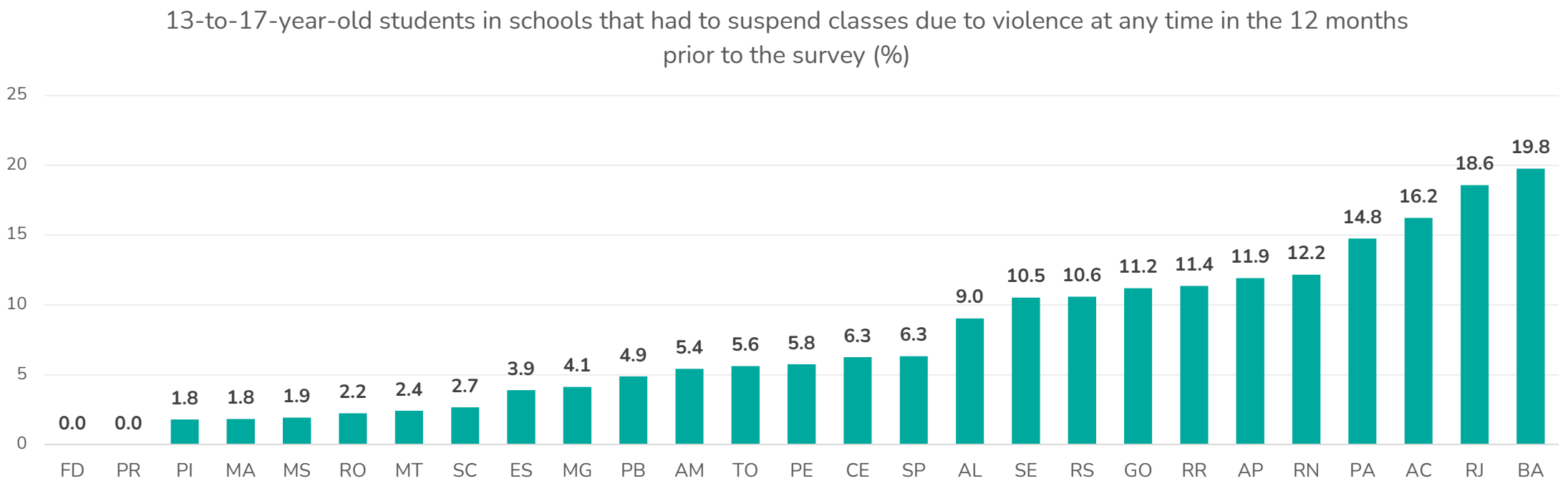
13-to-17-year-old students who were physically assaulted by someone other than their guardian in the 12 months prior to the survey (%) – 2019

The indicator represents the percentage of students aged 13 to 17 years who were physically assaulted at any time by someone other than a mother, father or guardian in the 12 months prior to the survey. Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

13-to-17-year-old students who were physically assaulted by one of their classmates in the 30 days prior to the survey (%) – 2019

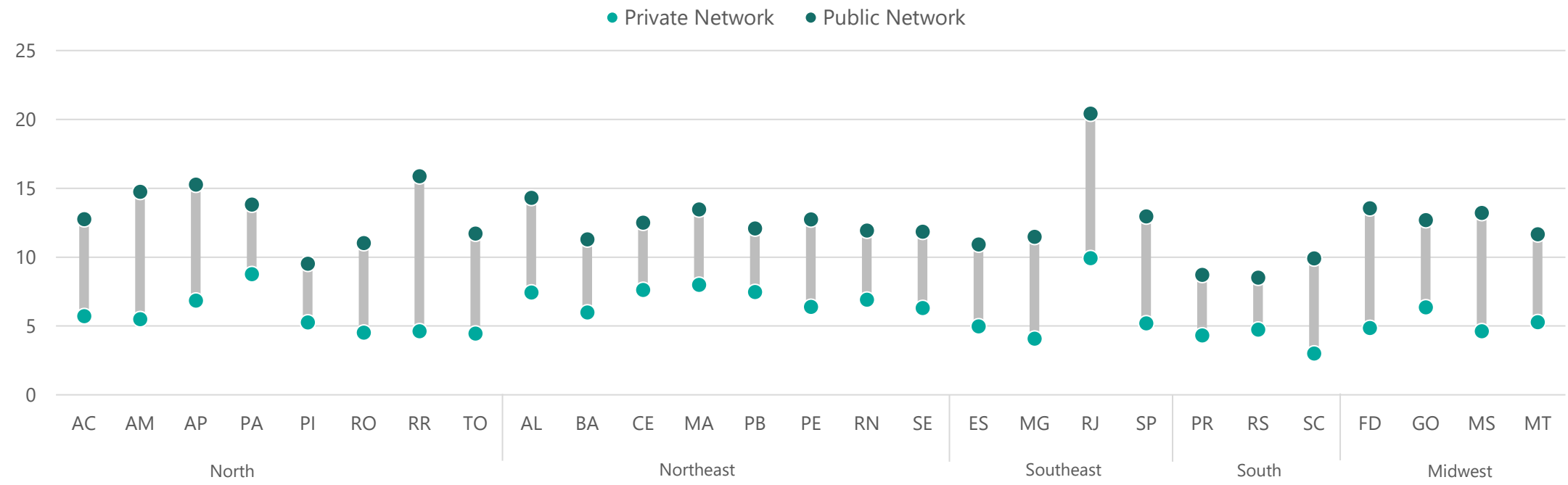
O indicador representa o percentual de escolares de 13 a 17 anos que foram agredidos fisicamente por algum dos seus colegas de escola nos 30 dias anteriores à pesquisa.
Fonte: IBGE, Diretoria de Pesquisas, Coordenação de População e Indicadores Sociais, Pesquisa Nacional de Saúde do Escolar, 2019.

13-to-17-year-old students in schools that had to suspend classes due to violence at any time in the 12 months prior to the survey (%) – 2019



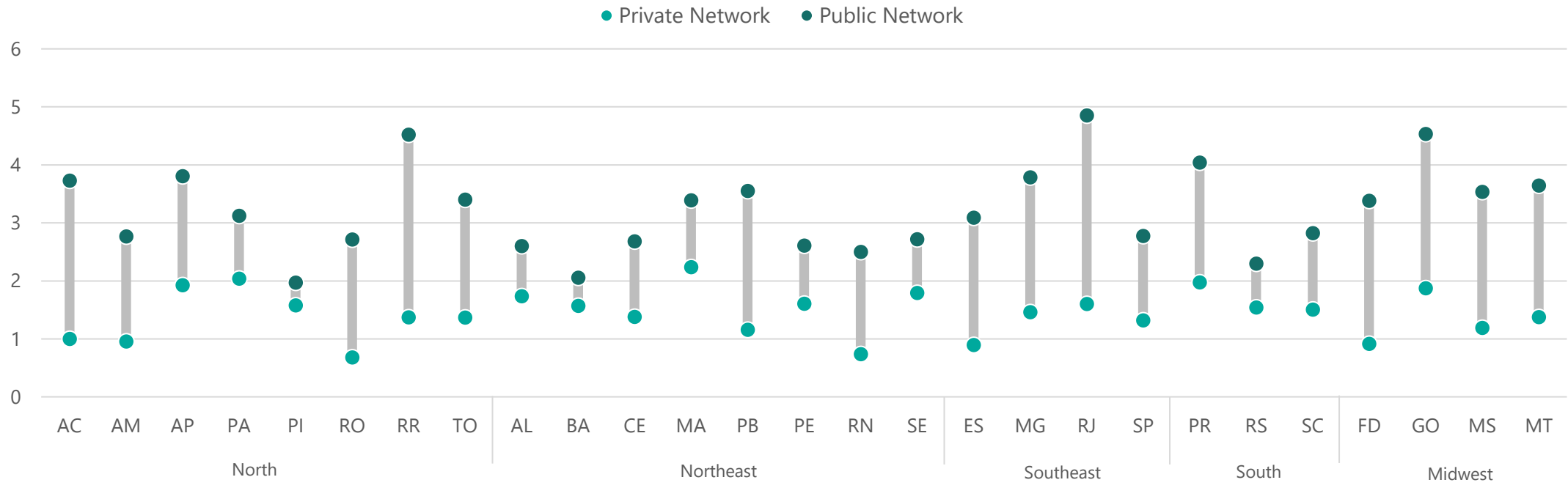
The indicator represents the percentage of students aged 13 to 17 in schools who had to suspend or interrupt their classes for reasons of safety in terms of violence at any time in the 12 months prior to the survey. Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

13-to-17-year-old students who did not attend school due to lack of safety along the way in the 30 days prior to the survey (%) – 2019



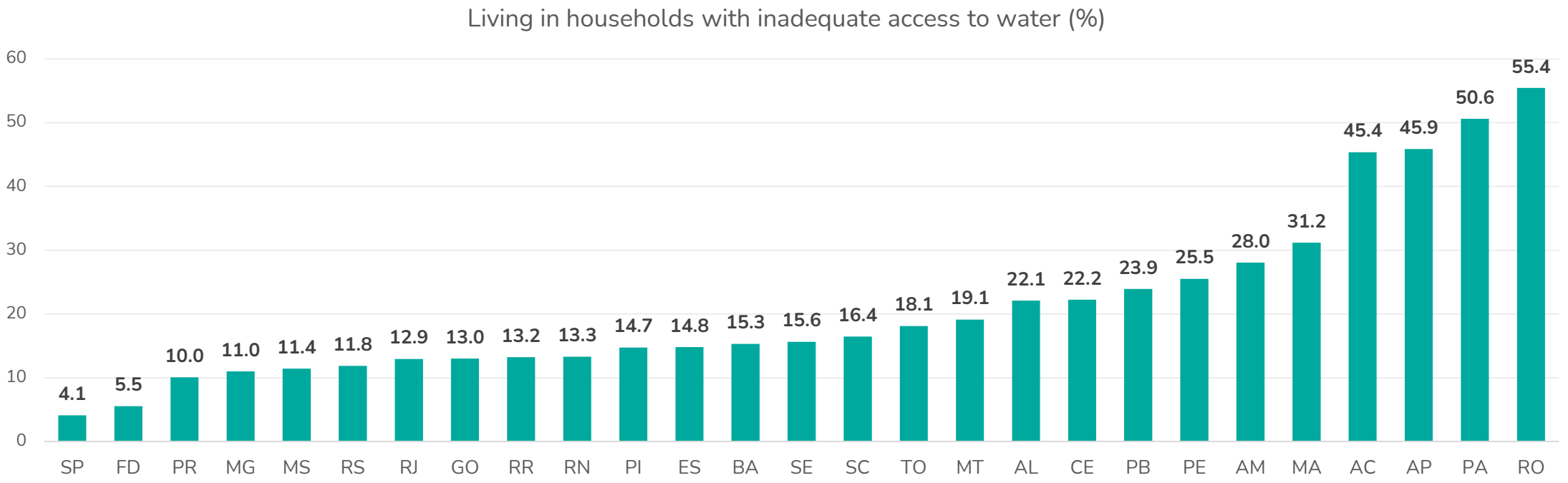
The indicator represents the percentage of students aged 13 to 17 who did not attend school due to lack of security along the way from home to school and back in the 30 days prior to the survey. Source: IBGE, Directorate of Research, Coordination of Population and Social Indicators, National Survey of School Health, 2019.

13-to-17-year-old students who were involved in a fight in which someone used a firearm in the 30 days prior to the survey (%) – 2019



O indicador representa o percentual de escolares de 13 a 17 anos que estiveram envolvidos em briga na qual alguma pessoa usou arma de fogo nos 30 dias anteriores à pesquisa. Fonte: IBGE, Diretoria de Pesquisas, Coordenação de População e Indicadores Sociais, Pesquisa Nacional de Saúde do Escolar, 2019.

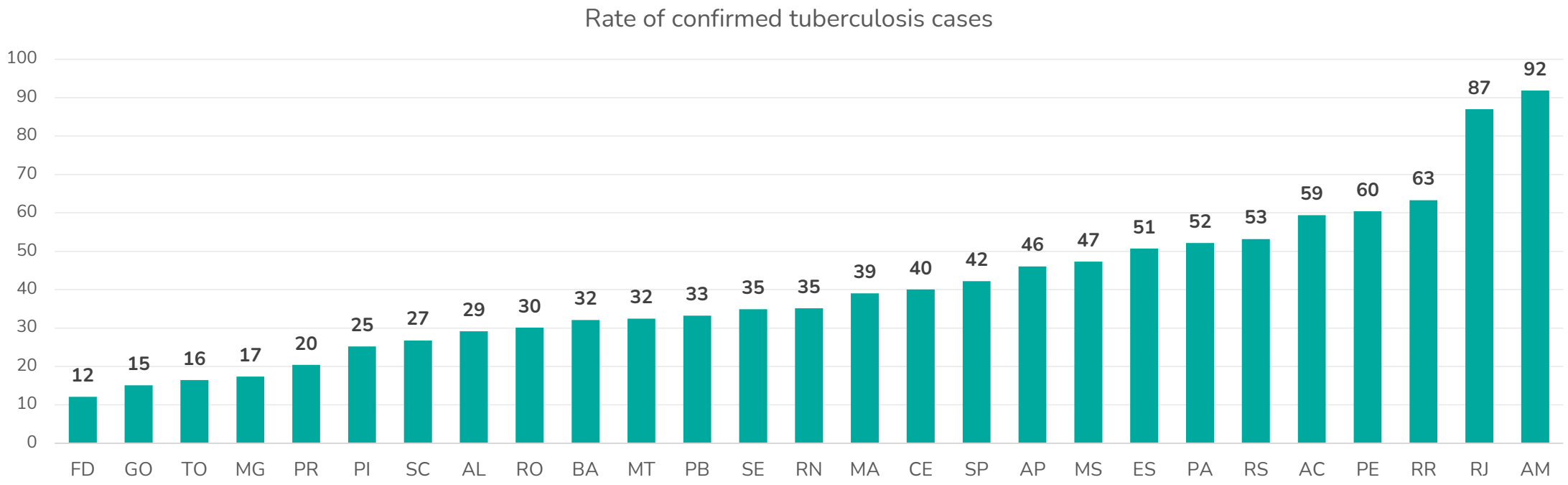
Living in households with inadequate access to water (%) – 2019



The indicator represents the percentage of people living in households with inadequate access to water. According to IBGE, the household in which the main form of supply is not by general distribution network was considered to have inadequate water supply. The information needed to calculate this indicator is contained in the microdata of Visit 1 of the Continuous PNAD from 2019. Results from sample surveys should be analyzed with caution. We used as a criterion to present the estimates only for UFs that have a sample of at least 200 observations in the denominator of the indicator. Source: IBGE, National Continuous Household Sample Survey (PNAD Continuous) Annual Visit 1 (2012 to 2019) and Visit 5 (2020 and 2021).

Rate of confirmed tuberculosis cases – 2021

Per 100 thousand inhabitants



The indicator represents the rate - per 100,000 inhabitants - of confirmed reported cases of tuberculosis. To calculate the population, the population projection of the Ministry of Health was used. Source: DATASUS, Tabnet.

Public policies and social programs

Some examples that have had positive results

*To find programs such as those listed below, enter the Platform, click on Policies and Programs and select the topic of interest in the Search Axes. In this case, in the **Area** axis select **Housing and Territory**, or in **Target Audience** select **Families in situation of poverty**. By selecting other filters, you'll further refine your search and find policies or programs targeted to your goal.*

- **Moving to Opportunity Voucher Program for Residential Relocation in the United States**
  This program subsidized part of the value of rents for families who changed their place of residence.
- **Creating Moves to Opportunity Program in the United States**
  This program provided support for families who received vouchers to rent homes in areas with high rates of upward income mobility.
- **School Program to Combat Verminosis in Kenya**
  This program provided vermifuge treatments for children in school and information on prevention of worms, emphasizing hygiene habits in the community, generating positive results in health, education, and in the labor market.

Appendix

Appendix: explanation of the boxplot

Illustrative example of interpretation of the boxplot using the indicator "People in situation of poverty (%)".

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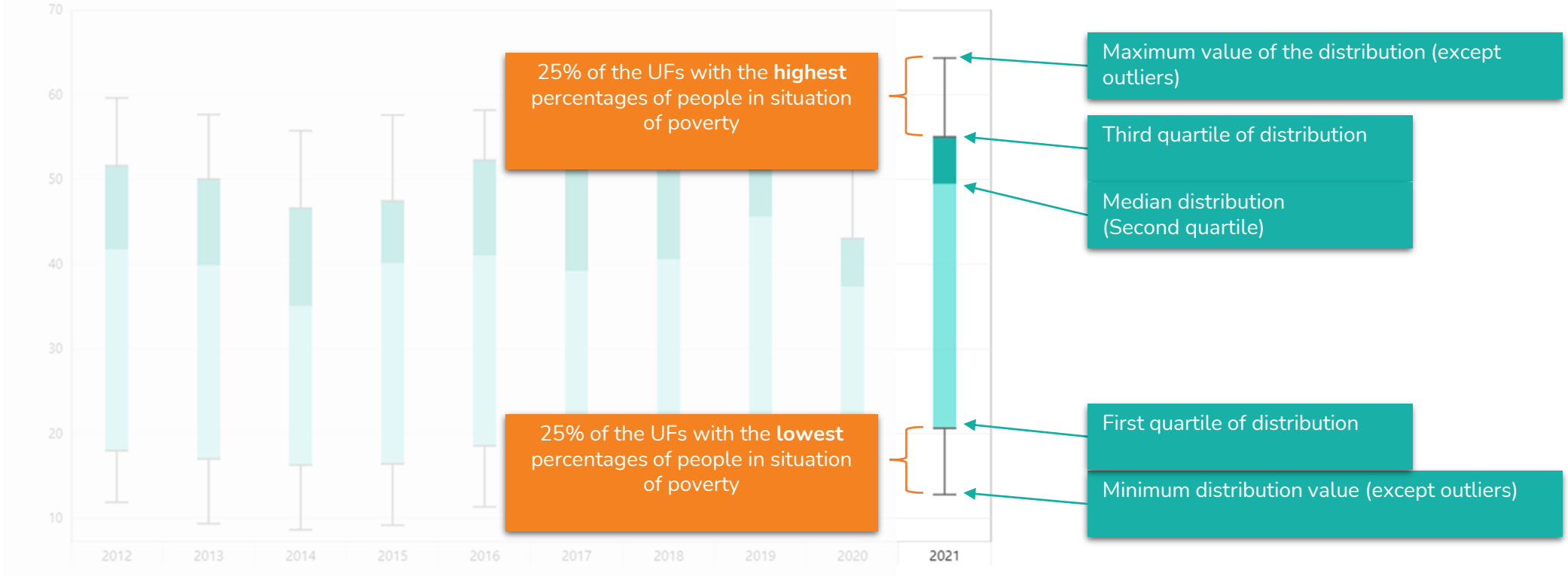

The boxplot above presents the inequality of the distribution of the indicator among the 27 Units of the Federation. The lower and upper tails represent, respectively, the minimum and maximum value of the distribution (excluding outliers). The rectangular box represents the second (light green) and third (dark green) quartiles, and the line dividing the two shades of green represents the median of the distribution. The line below the box represents the 25% UFs with the lowest values for the indicator, while the line above the box represents the 25% UFs with the highest values for the indicator.

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