



Me Encontrei Action Programme

Comercial Professional Learning - SENAC MT



**Social Development, Education
and Professional Training for adolescents.**



SENAC | National Commercial Training Service

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Presentation

The purpose of this Guidebook is to guide employers and training providers regarding procedures to be followed for hiring apprentices in the light of Administrative Order MTE No. 723, 2012, and the guidelines of the “Me Encontrei” Action Programme.

Studies show that unemployment and turnover are much higher among youths - not because they do not know what they want or the market does not want them, but because, in most cases, they enter the labour market precariously, without access to adequate qualification and with working hours that discourage them from continuing their education.

We hope this Guidebook will be a source of information and encouragement for education institutions and companies to be increasingly involved in training young apprentices through the “Me Encontrei” Action Programme, preparing our youths to perform competently in the workplace, but also helping them improve their social relations and participate as citizens in determining Brazil’s future.

Gilsane de Arruda e Silva Tomaz
Regional Director - SENAC/MT

Introduction

The “Me Encontrei” (Found Myself) Action Programme is an action strategy based on the coordination of social development, education and professional training policies aimed at the inclusion of 14 to 17-year-olds in the formal labour market, with a view to contributing to the fight against child labour, especially its worst forms, in the context of a comprehensive and coordinated action in the municipality of Cuiabá, through the apprenticeship strategy.

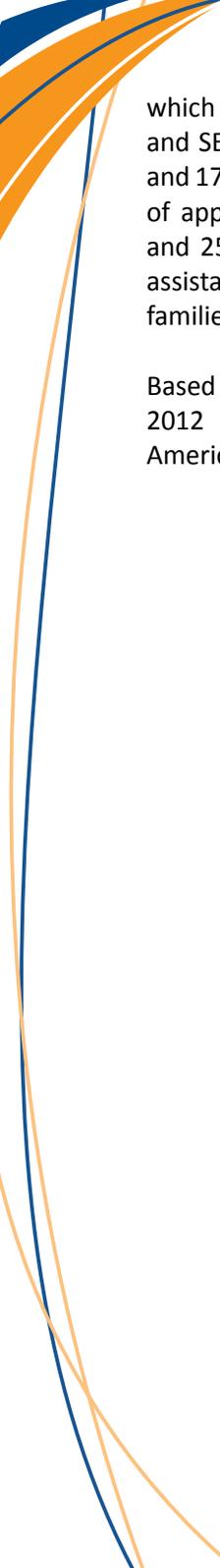
The project provides job training, full protection and youth employment in different productive sectors to adolescents in child labour or at risk of involvement in the worst forms of child labour. The project is supported by the Mato Grosso State Forum for Child Labour Prevention and Eradication (FEPETI/MT), comprised of federal government, state government, civil and legal organisations.

The project has two main approaches to fight child labour. The first is to rescue youths and children who already perform economic activities, through enforcement actions. The second is focused on vulnerable children and youth, i.e., those who are likely to be engaged in child labour

Youths, aged 15 years and above, are referred to professional apprenticeship. The apprenticeship combines theory and practice, by means of a partnership carried out with organisations linked to the S system and private companies. The S system develops the theoretical framework of the apprenticeship, through SENAC-MT. This is complemented by practical training, through a partnership with companies that hire youths as apprentices. In addition, during their apprenticeship, the youths receive social assistance and their families are referred to social and capacity building programmes provided by the government.

It is important to raise awareness of society and companies with respect to apprenticeship quotas and their social responsibility role. When a company hires youths in a vulnerable situation, it is contributing to their development and preventing them from being seduced by marginalisation and drugs.

Between 2012 and 2013, 237 adolescents in a situation of social vulnerability participated in the “Me Encontrei” project in Mato Grosso,



which provided assistance and training courses to them at the SENAC and SENAI units. Of these, 62 youths were removed from child labour and 175 participated in the project preventively. As regards the inclusion of apprentices in the labour market, 75% were admitted by industry and 25% by trade. Through home visits and inclusion in government assistance programmes, about 500 children and adolescents from the families of the project's beneficiaries were also reached.

Based on this model, the “Me Encontrei” project received throughout 2012 visits of authorities from several Brazilian states and South American countries with an interest in replicating the programme.

“Me Encontrei” Action Programme”

What is it?

An action strategy based on coordination of public policies for social development, education and professional training, which provides job training, full protection and youth employment to adolescents in child labour or at risk of involvement in the worst forms of child labour in different productive sectors

Objective

To generate qualification opportunities for adolescent workers aged 14 to 17, through theoretical and practical professional training strategies, in the Apprenticeship system, in partnership with the S System and other institutions authorized to provide Training courses (Technical Schools and Non-Profit Institutions aimed at providing assistance and professional education to adolescents, registered at the Municipal Council for the Rights of Children and Adolescents).



Learn More: Apprenticeship

Constitution

Article 7. Night time, dangerous or unhealthy work is prohibited for persons under the age of eighteen and any work is prohibited for persons under the age of sixteen, except as apprentices, as of the age of fourteen.

Article 227. It is the duty of the family, society and the State to ensure for children and adolescents, with absolute priority, the right to (...) professional training (...).

Law No. 10,097/2000

Establishes that all medium and large companies are required to hire adolescents and youths between 14 and 24 years of age and people with special needs without upper age limit.

This is a special labour contract for a fixed period of up to two years.

The young beneficiaries are hired by companies as apprentices in occupations included in the Brazilian Classification of Occupations - CBO of the Ministry of Labour and Employment, and at the same time they are enrolled in training courses in recognized training institutions that are responsible for providing the youths' certification.

The workload under the contract should allow the time necessary to experience the work practices at the company and the learning of theoretical concepts taught in the training institution.

According to current legislation, the quota of apprentices is fixed between 5% minimum and 15% maximum, per establishment, calculated over the total number of employees whose duties require professional qualification. The employer may hire the number of apprentices that best meets the company's needs, within the established limits.

The institutions qualified to provide training courses are the National Training Services (National Industrial Training Service/SENAI, the National Commercial Training Service/SENAC, the National Rural Training Service /SENAR, the National Learning Transport Training Service/SENAT; the National Cooperative Training Service/SESCOOP), the Technical Education Schools, including agro-technical schools; and Non-Profit Organisations aimed at providing assistance to adolescents and professional education, registered in the Municipal Council for the Rights of Children and Adolescents (Articles 429 and 430 of the Labour Code).

"S" System

Refers to the set of corporate organisations aimed at professional training, social assistance, consultancy, research and technical assistance, which, besides having names starting with the letter S, have common roots and similar organisational characteristics. The following are part of the S system: National Industrial Training Service (SENAI); Trade Social Service (SESC); Industry Social Service (SESI);

and National Commercial Training Service (SENAC). The following are also included in the system: National Rural Training Service (SENAR); National Cooperative Training Service (SESCOOP); and Transport Social Service (SEST).

Companies pay contributions to the institutions of the S system based on rates that vary depending on the type of contributor, defined by their classification in the Welfare and Social Assistance Fund (FPAS) code

Potential partners

- Federal Executive - Ministry of Labour and Employment, through its Regional Superintendencies.
- Companies.
- S System.
- Technical Education Schools (including agro-technical schools)
- Non-profit organisations aimed at providing assistance to adolescents and professional education, registered at the Municipal Council for the Rights of Children and Adolescents.
- Ministry of Labour.
- Municipal Executive Bodies - Municipal Social Assistance Secretariats.
- State Executive Bodies - State Education Secretariats.
- Universities.
- Child Labour Eradication Forums.

Activities and Key Instruments

Coordination of different State policies aimed at poverty reduction with the participation of the private sector.

Focus on social protection, emphasizing comprehensive training with professional opportunities in professional areas that recognize adolescents' unique development characteristics and the assurance of their rights.

Steps of the “Me Encontrei” Action Programme

Step 1 - Planning

- Work plan design formulation.

- Definition of institutional players.
- Definition of public policies that can be coordinated.
- Establishment of agreements for comprehensive management.

Important:

At this stage, coordination with the State Education Secretariat is crucial for the adolescents to continue or start attending public school, ensuring their basic academic education.

It is the stage for raising awareness of companies to ensure their compliance with the Apprenticeship Law and that they will hire the programme's beneficiaries.



Step 2 - Preparation

Adolescents enter the Programme in different ways:

- Convocação específica de alguma empresa.
- Through direct contact established by social service professionals (CRAS, CREAS, Child Protection Councils, etc.) in schools and communities.
- Through the actions of labour inspectors that remove adolescents from child labour and invite them to participate in the Programme, with referral to CRAS and SMASDH.

Next Steps

Once a potential beneficiary is identified, he/she is included in the Unified Registry and his/her file in the “Me Encontrei” action programme is filled out:

1. The municipal social assistance body presents the Programme to the adolescent and talks to him/her and his/her family to explain the benefits of professional training and support them throughout the

process;

2. The Education Secretariat checks whether the adolescent is attending an education institution and takes appropriate action (school or shift transfer) so that the Apprenticeship will not interfere with school hours or (re)integration into school life;

3. The Regional Labour Superintendence raises awareness of companies so that they will join the Programme, comply with the Apprenticeship Law and hire beneficiary adolescents.

Step 3 - Implementation

- This step is aimed at enabling coordinated management of different sectors and institutions to ensure comprehensive care and job training.

- The agency responsible for technical and financial implementation of the action programme and of members of the Steering Committee are defined.

- The professional training process is implemented by the S System or organisation authorized to provide training, which also provides basic education tuition (Portuguese and math classes), in order to fill education gaps and teach corporate sociability skills.

- Guidance and support are provided to families aimed at: strengthening emotional bonds; job training; support in finding employment for parents; enrolment of other family members in school; promoting access to health services.

- When entering the Programme, the adolescent enters a work contract with the company and begins to earn a proportional salary.

- Duration of training is one year, with four months of learning in class and eight months of practice in a company, which may extend the contract for more than one year.

- At this stage, there is a continuous monitoring process to verify the commitment of the participating organisations, adoption of corrective measures to ensure beneficiaries will stay in the programme and the adolescents' attendance in at least 75% of training activities

throughout the year.

Step 4 - Control and Evaluation

- During the training process, two formal monitoring sessions are held to identify the changing conditions of vulnerability to child labour.
- Once the training period is finished, the adolescent participates in an evaluation to identify the effects of the Programme in his/her preparation for professional life, the strengthening of socio-economic conditions of families and learning derived from work under protected conditions.



Design and Implementation Participants Expected Results

Institution	Responsibilities and Powers
SRTE (MTE)	<ul style="list-style-type: none">- Responsible for identification and awareness raising of companies and formalisation of apprenticeship contract for all apprentices in vulnerable situations;- Monitor along with the S system the progress of the apprentice's school phase and professional practice as provided in the course plan, participate in meetings to evaluate performance indicators, promote continuous improvement of the project;

<p>S System or organisations authorized to provide Apprenticeship</p>	<ul style="list-style-type: none"> - Coordinate actions, promoting tutoring and professional qualification of adolescents removed from child labour or in vulnerable situations. - Provide physical spaces, classrooms, workshops and library and provide uniforms and student kits; - Certify apprentices who attended more than 75% of the course and reached performance compatible with the criteria established in the respective school regulations; - Inform students' monthly attendance during the school phase of the course to the companies sponsoring the apprenticeship contracts and partners involved in the project, with a copy to the technical manager at the Regional Department; - Monitor with the company sponsoring the apprenticeship contract the execution of the professional practice of the apprentices, with a duration of 400 hours as provided in the course plan; - Promote the continuing training of teachers, focusing on the target audience.
<p>Companies</p>	<ul style="list-style-type: none"> - Comply with the number of quota students determined by SRTE to be hired for the professional training programme; - Sign the Apprenticeship contract and send a copy to the organisation of the S System that is offering it; - Pay the apprentice the minimum hourly wage and other benefits as provided for under Decree Law 5,598 of December 2005; - Appoint a monitor to monitor the apprentice's professional practice as provided for in Decree Law 5,598 of December 2005; - Report to the S System the apprentice's monthly attendance during the 400 hours of professional practice as provided in the course plan; - Priority in filling the quota of apprentices when there is a need to expand the company's workforce; - Provide Accident insurance to the apprentices during the school phase and professional practice lasting 400 hours;

<p>State Education Secretariat</p>	<ul style="list-style-type: none"> - Liaise with Municipal Social Assistance Secretariats, through the Social Assistance Reference Centres, in identifying youths that meet the prerequisites for access to the course; - Monitor the development of the qualification and make adjustments to ensure the beneficiaries' (re) integration or adaptation of shift to balance the apprenticeship process with school life.
<p>Municipal Social Assistance Secretariats</p>	<ul style="list-style-type: none"> - Make initial registration of potential candidates, carrying out the survey and observing the definition of the target group for insertion in the project (age, education, location); - Forward to the S system the list of students in a situation of vulnerability and social risk, PETI graduates, those enrolled in the CADÚNICO, to be enrolled in the project, in compliance with the guidelines set forth in the Technical Cooperation Agreement and course plan; - Visits to family unit for insertion into the Project and support to the beneficiary and his/her family throughout the process; - Mapping of schools where the candidates are enrolled; - Academic support, in partnership with the Municipal Education Secretariats, of students (apprentices) included in the Project.
<p>Labour Prosecutor's Office</p>	<ul style="list-style-type: none"> - Collaborate with federal, state and municipal bodies in inspections and enforcement actions to fight child labour, particularly its worst forms, and in integrating this target group in the programme and/or existing projects that meet this specificity; - Attend meetings to evaluate the programme's performance indicators, sending a representative, with a view to promoting continuous improvement of the project; - Collaborate with the allocation of financial resources related to compensation for collective moral damage, originating from Lawsuits, Terms of Conduct Adjustment and/or Judicial Agreements, at the discretion of the Prosecutor involved in the respective procedure.

- Strengthening of family ties and improvement of socioeconomic conditions of families.
- Greater awareness of families, institutions and employers on child labour, worst forms of child labour and rights.
- Coordinated management among partners.
- Coordinated management between school system and labour system.
- Proposal to work on oversight of companies, especially from an awareness raising perspective.
- Generation of ideas to change and increase flexibility of public policies.
- Regulation of the Apprenticeship process with social protection guarantees.
- Decision of bodies and State to work in coordination in order to strengthen actions that provide better opportunities to adolescents from the most vulnerable communities.

Challenges

1. Integrate and coordinate management among public institutions and strengthen relations with other participating organisations, in order to maintain a communication flow to reduce unnecessary noise and promptly solve any problems that arise.



Networking Joint conflict resolution

2. Persuade companies to participate in the Programme and accept hiring adolescents who, in most cases, are discriminated against because they belong to vulnerable communities

The S system and companies need to adapt to the new target group, always taking full protection into account.

S system: need to level off classes.

Know how to address disciplinary issues.

Hiring of social assistants and psychologists.

Companies: reinsertion should prevail over selection

3. Lack of investment resources to strengthen the social service structures that provide care to beneficiaries.

Seek to convert the programme into a public policy, with its own budget.

4. Difficulty in implementing some public policies that benefit adolescents and their families.

**Need for constant dialogue with federal, state and municipal executive bodies, so that they will prioritise, as much as possible, the students of the “Me Encontrei” and their families.
(Full Protection Based on Focus on Rights)**

Sustainability Conditions

- Recognition by the different stakeholders of the programme’s impact.
- Definition of coordination by an Executive Group institutionally linked to the MTE and its Superintendencies
- Incorporation of other federal bodies, such as MDS and SEDH
- Allocation of specific resources.

- Supervision of local child labour eradication forums.
- Enforcement of existing regulatory framework with respect to prevention and eradication of child labour, protection of adolescent labour and youth apprenticeship.

SENAC / MT

Strategic foundations of SENAC

Mission:

“To educate for work in the areas of trade in goods, services and tourism.”

Vision:

“To be a sustainable organisation, pursuing excellence in professional education in the state of Mato Grosso until 2020.”

Values:

Transparency; commitment; technological innovation; excellence; valuing people; and social and environmental responsibility.



Apprentice Training Programme (PQA)

At SENAC, young people are taken seriously. Since the institution's inauguration, one of SENAC's priorities is to provide professional training to youths. To this end, we have a programme that creates the opportunity for youths to enter the labour market and develop their skills, thus ensuring a much more promising future.

This programme not only represents the gateway into the labour market, but also the possibility of staying in the company at the end of the programme, depending on the Apprentice's potential.

More than a legal obligation (in compliance with Law No. 10,097 of December 19, 2000), companies and SENAC, through the Apprentice Training Programme, train young workers who become skilled and aware of their strengths, and also play an important social role in training the country's future professionals.

General Objectives

To provide to apprentices comprehensive training, aimed at developing knowledge, skills and basic and specific attitudes for professional practice.

Specific Objectives

- To provide, in accordance with the Law, the skills necessary for professional practice to apprentices of the trade and services sector;
- To provide to apprentices the opportunity to develop initiative, autonomy, responsibility and ethics, essential qualities in today's world;
- To use instruments that enable creative development and implementation of self-development plans and collective projects aimed at improving quality of life, especially in the workplace;
- To promote the maintenance of supportive behaviour and the exercise of citizenship in professional life;
- To promote comprehensive training of apprentices, developing their basic personal skills, professional skills and management skills; and
- Enable apprentices' entry into the labour market.

Access Requirements

- 14 to 18 years of age (the Programme will prioritize adolescents in this age group);

- Attending at least the 7th year (old 6th grade) of elementary school;

- Be enrolled in regular school, not in Supplementary Education or any other equivalent system (youths who have completed secondary education can be apprentices, provided they are in the 14-18 year age group);

- Not having participated in any Apprentice Programme of SENAC;

- Be employed under apprenticeship contract arrangement provided by law, in trade, services or tourism company.

- Registration and enrolment of candidates will be carried out according to the criteria and schedule of the Operative Unit that offers the course.

For the “*Me Encontrei*” Action Programme

be registered in the Unified Register of MDS; be referred by the Municipal Secretariat of Social Assistance and Human Development - SMASDH.

Companies’ Responsibilities

a) Carry out selection and hiring of the Apprentice, taking responsibility for issuing the Apprenticeship Contract;

b) Record in the Apprentice’s work document the corresponding Apprenticeship Contract, registering it at the Professional Identification and Registration Sector of the Ministry of Labour/SRTE-MT within thirty (30) days of hiring the Apprentice;

c) Enrol the Apprentice in the Training Course, delivered by SENAC/MT, according to the calendar and schedules offered, presenting all the documentation required for the enrolment process, noting the

deadline;

d) Provide to the Apprentice technical and professional training, as well as practical activities, in coordination with and complementing the theoretical activities delivered by SENAC/MT under the Apprenticeship Programme;



e) Provide adequate facilities for the apprentices to perform the practical activities, observing the current legislation;

f) Comply with its obligations as an employer, paying the Apprentice's remuneration, social security charges and other labour rights;

g) Dismiss the Apprentice only in the event of serious misconduct that characterises just cause for dismissal;

h) Formally designate a monitor responsible for coordination of the practical activities and supporting the Apprentice in the Company;

i) Familiarize the Apprentice with the Company before the start of classes at SENAC/MT;

j) Monitor the Apprentice's performance and attendance through the "Monitoring Booklet";

k) Deduct from the Apprentice's remuneration the amount equivalent

to the days that he/she is absent from the course's classes, without justification, as recorded in the "Monitoring Booklet";

l) Inform the Apprentice's performance and attendance, through signature, as per record of the Institution in the "Apprentice Monitoring Portfolio";

m) Welcome, monitor, guide, clarify and stimulate the Apprentice during the process of acquisition of practical knowledge;

n) Officially inform SENAC when the Apprentice is dismissed during the development of the course

o) Officially inform SENAC/MT of any irregularities regarding attendance, performance or inappropriate behaviour by the Apprentice;
and

p) Participate in meetings scheduled by SENAC/MT, whenever necessary



SENAC's Responsibilities

a) Enrol the Apprentice in the courses that require professional training, according to the provisions of Decree-Law No. 10,097/2000 and Decree No. 5,598/2005, in classes with preferably at least 25 (twenty five) students;

b) Organize and deliver courses specific to the Apprentice's training;

c) Forward the results and attendance of the enrolled Apprentice to the companies through the "Monitoring Booklet";

- d) Issue Learning Certificate to Apprentices who complete the course with an assessment of “Apt” and 75% (seventy-five percent) attendance;
- e) Provide educational materials and “Learning Kit” to participate in the course’s classes;
- f) Be responsible for all pedagogical support provided to the Apprentices;
- g) Be responsible for the planning, management and technical-pedagogic supervision of the courses to be delivered;
- h) Provide the educational environment, with facilities necessary for delivery of the course;
- i) Carry out the Apprenticeship programmes, teaching the theoretical contents, guiding and supervising the execution of practical activities within the company;
- j) Keep track of the development of the course and monitor the Apprentice performance and attendance in the course; and
- k) Inform the company of any irregularity as regards the Apprentice’s attendance, performance or inappropriate behaviour.

Apprentice’s Responsibilities

- a) Participate regularly in classes and other school activities of the course delivered by SENAC/MT, and comply with the regulations that apply to the Apprentice;
- b) Attend regular school where the Apprentice is enrolled in elementary education or secondary education;
- c) Present him/herself to the employing company to provide services in their establishment in the days and times previously agreed and during school recess periods, always complying with the working hours stipulated in the employment contract;
- d) Submit to the Company, whenever requested, the “Monitoring

Booklet” issued by SENAC/MT proving the Apprentice’s attendance of theoretical activities and his/her results, as well as present to the Company and SENAC/MT documentation related to performance in regular school;

e) Regularly attend the training course in which he/her is enrolled, with daily presentation of the “Monitoring Booklet” for the purpose of recording attendance.

f) Maintain satisfactory performance, i.e. being assessed as “Apt” and maintaining 75% (seventy five percent) attendance;

g) Be present at the Company at the times intended for practical learning, as per hours established in the course schedule;



h) Record in the “Apprentice Monitoring Portfolio” the activities developed during professional practice in the company, to be filled out daily;

i) Comply with the rules established by SENAC/MT in the course’s development, or suffer the appropriate sanctions provided for in the School Rules;

j) Perform with zeal and diligence the tasks provided for in the Apprenticeship Programme;

k) Obey the rules and regulations in place in the Company and SENAC/MT; and

l) Attend meetings scheduled by SENAC/MT, whenever necessary.

SENAC – MT Application Steps

The Training Courses are intended for contributing companies, upon request sent to SENAC, along with the following documentation:

a) Company Documents:

- Social Security Form - GPS (last form) noting the month of payment, as proof that the company contributing regularly;
- GEFIP - FGTS Collection and Social Security Information Form, to check, in the FPAS field – Welfare and Social Assistance Fund, the entry of code 515, which characterises commercial enterprises, and in the “third-party code” field for determining entries 0114 and 0115.
- Registration Form.
- Form for referring the Apprentice to SENAC
- Educational Service Delivery Contract between SENAC and the company completed and signed.

b) Apprentice’s Documents

- School Certificate of applicable school year (with name, CNPJ, address and telephone of school).
- 02 photos for the enrolment form, one for the badge and one for the monitoring booklet.

Copies:

- Apprentice ID
- Apprentice CPF
- ID Person Responsible (mother or father)
- CPF Person Responsible (mother or father)
- Birth certificate
- Proof of residence with ZIP
- Copy of Work Document

For the “Me Encontrei” Action Programme:

to be registered in the Unified Registry of MDS; to be referred by the Municipal Secretary of Social Assistance and Human Development - SMASDH.



Programme Structure

The programme to be developed in each Training course will include general and specific skills for each function, with the reality of the labour market as the guiding element for development of the curriculum.

In a more operational manner, the subject areas will combine formulation and implementation of personal development plans and collective action projects related to the pursuit of citizenship and improvement of quality of life. In addition, they will ensure synergy for the development of work skills, comprising an integrated programmatic whole, based on concepts and common assumptions that converge towards the objectives of each course.

Each programme is divided into blocks, and Block I - Basic Training Nucleus, is basic to all courses in all areas. The remaining blocks will be structured according to the specific skills required for each activity.

All programmes will have a workload related to the Organisational Experience, which will be developed at the Apprentice's company of origin, with support from an instructor and under Pedagogical Guidance from SENAC, through the evaluation of the student's Portfolio and direct follow-up by a Local Monitor.

We consider it essential for Apprentices to have an opportunity to

familiarize themselves with the company, with a view to enabling their integration in the workplace and real work situations. This should take place in between the hiring of the apprentice and the start of classes at SENAC.

There are further details on the Curricular Structure of each Programme in the Course Plan

Methodological Indications

The proposal includes the use of an innovative methodology that seeks to stimulate young apprentices to think critically on professional practice, and the use of experiential and fun strategies that reproduce situations that youths will have to face in real life, Skill-based Teaching Methodology; and Project Pedagogy.

The training process proposes classroom activities that will be individualized, aimed at answering questions, learning orientation and collective moments, with the participation of students and instructors. Supporting these moments, videos will be used, as well as teaching techniques and group dynamics, in order to allow learners to exchange experiences, have discussions and debates, joint building of new thinking, thus enabling a process of active assimilation.

Priority will be given to methodological aspects related to both individual and group work in order to enable the apprentice to learn with autonomy. The proposal goes beyond the methods and techniques, seeking to combine theory and practice with the apprentice's experience and expertise; teaching and research; the form and content relationship; the interaction between subject (apprentice) and the object to be learned (content), as well as:



- Carry out activities that lead the apprentice to develop intellectual skills that enable him/her to create and transfer knowledge, solve problems, cope with new situations, respond to professional challenges, etc.;

- Use various means to build knowledge (movies, videos, texts, specific course material, among others) as well as techniques and group dynamics (various games, role play, integrated panel, GV x GO, among other learning strategies) , interactive and self-assessment activities; problem-solving exercises, etc., in order to provide to the apprentices exchange of experiences, discussion and debates, joint construction of new reflections on everyone's experiences and promote the process of knowledge building and/or ownership.

- Conduct the learning process through working techniques that provide, where possible, real work situations;

- Take advantage of all of the apprentice's knowledge, competencies and skills acquired at school and/or workplace.

- Use methodologies in the classroom space, aimed at meaningful learning, considering the characteristics of the target group.

We also work with the Integration Project, which provides opportunities for apprentices to connect theory and practice according to their learning throughout the course.

Apprentices are encouraged to participate in socio-environmental actions during the course.

Courses Provided:

1. Commercial Apprenticeship in Administrative Services

CBO

- **Receptionist - 4221-05**
- **Administrative Assistant - 4110-10**
- **Personnel Assistant - 4151-05**

Duration: 1,140h

Theme Block I: Basic Learning Nucleus - 200 hours

Interpersonal Relationships; The world of work; Behaviour and Health; Oral and Written Communication (business communication, official documents); Interpersonal Relationship Workshop; Instrumental Mathematics; Basic IT with Internet

Thematic block II: Techniques in Administrative Services - 200 hours

Services: Personnel; Filing and Correspondence; Commercial Department: Purchases and Sales; Billing, Credit and Collection; Stock; Treasury; Accounting.

Theme Block III: Organisational Experience - 740 hours

Organisational Experience in Services: Personnel; Filing and Correspondence; Procurement Services; Sales Services; Stock services; Billing and Collection Services; Treasury Services; and Accounting Services.



2. Commercial Apprenticeship in Supermarkets Services

CBO

- Stockist - 4141-10
- Supermarket operator - 5211-25
- Counter attendant - 5211-10
- Packer - 7841-05

Duration: 1,140h

Theme Block I: Basic Learning Nucleus - 200 hours

Interpersonal Relationships; The world of work; Behaviour and Health; Oral and Written Communication (business communication, official documents); Interpersonal Relationship Workshop; Instrumental Mathematics; Basic IT with Internet.

Thematic block II: Techniques in Supermarket Operations - 200 hours

Introduction to Supermarket Administration; Customer Service; Logistics, Prevention and Losses; Cashier Operation Services; Food Control Programme; Grocery and Bazaar; Fruits and Vegetables; Cold cuts and Dairy; Butcher; Bakery; Ready Food and Snack bar

Theme Block III: Organisational Experience - 740 hours

Organisational experience in services: Administrative; Cashier operation; Poster (Creation); Fruits and Vegetables; Cold cuts and Dairy; Bakery; Reception; Call Centre Operation; Butcher; Rotisserie.

Dynamics of Rotational Experience - Common to the Two Courses:

- 200h Theory (SENAC)
- 200h Practical Experience (at the Company)
- 200h Theory (SENAC)
- 540h Practical Experience (180h (at the Company) + 4h Interpersonal Relationships Workshop (SENAC) + 180h (at the Company) + 4h Interpersonal Relationships Workshop (SENAC) + 180h (at the Company)).

Unique features provided by SENAC to the “Me Encontrei” Action Programme:

- Sensitisation meeting with entrepreneurs to join the Programme, with support from SRTE.

- Workshop with candidate apprentices to learn how to behave, dress for a job interview; the hairdresser course instructors teach grooming (hair, light makeup). Candidates prepare their CV and print it to take to the interview.



