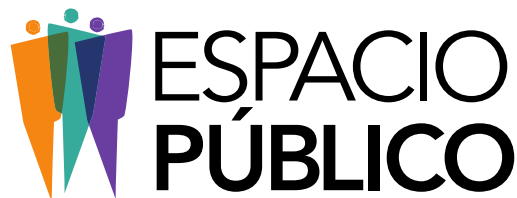


# Millenials in Latin America and the Caribbean: *On violence, discrimination and stigmatization*

Eleonora Nun  
Researcher  
Fundación Espacio Público



# Outline

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1. Overview of the project “Millenials in Latin America and the Caribbean. *Working or studying?*”
2. Methodological facts
3. Theoretical frame: violence, discrimination and stigmatization
4. Main results
5. Conclusions

Research context:

## “Millenials in Latin America and the Caribbean. *Working or studying?*”

- Latin America and the Caribbean (LAC) faces a **human capital constraint** for development: work average productivity is one forth of that of american workers
- Work has changed: **other skills** are required (socioemotional and adaptative skills)
- How **equipped** is our youth for successfully entering this labor market?
- Analyze **education and labor decisions** among young people aged 15-24 years old in 9 countries identifying the role played by traditional (cognitive skills) and non traditional factors (non cognitive skills).

# How does violence reinforces labor and social exclusion?

INEQUALITY

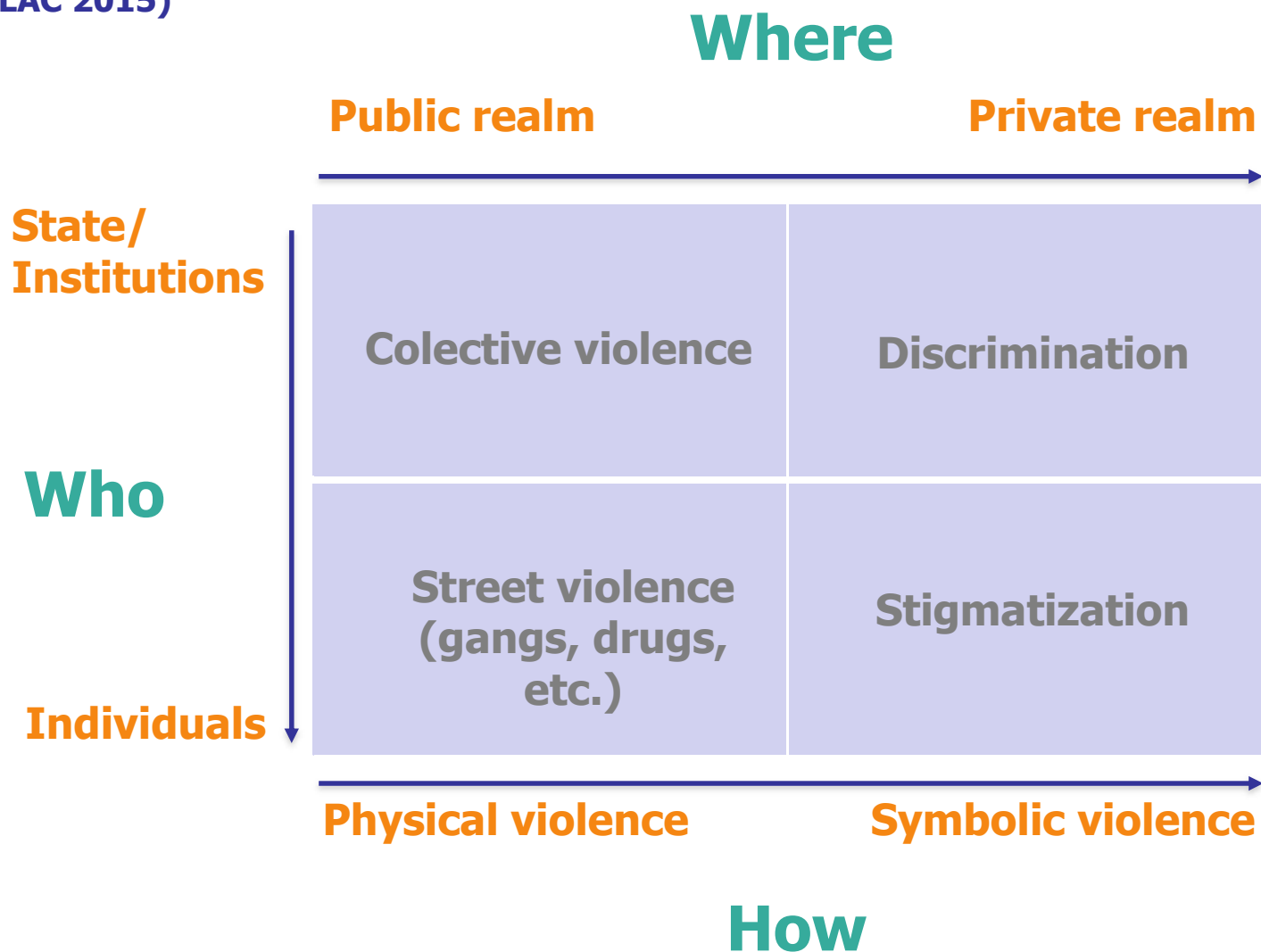


- Over **12,000** youth took the survey, over **400** were interviewed
- The qualitative study methodological strategy was aimed at capturing the discourses of low income youth in **“expected”** and **“unexpected”** life courses
- The **survey questionnaire, focus groups scripts** and the data **analysis strategy** were common to all the countries

Methodological facts		
	Survey sample	Qualitative study
Brasil	1488	6 focus groups
Chile	3560	10 focus groups
Colombia	1500	6 focus groups
El Salvador	1442	16 focus groups and 11 in- depth interviews
Haití	860	4 focus groups
México	2064 youth and 1320 adults	6 focus groups
Paraguay	1536	6 focus groups
Perú	Longitudinal data (Young Lives)	Different techniques
Uruguay	Longitudinal data (ELBU)	9 focus groups

# Theoretical framework

(based on ECLAC 2015)



## Results: Physical violence

### Group 1:

**Chile, Uruguay:** state or gang violence are not perceived as an obstacle for daily activities (besides the risk of “easy money”).

**Colombia:** besides certain level of insecurity, they value the opportunities brought by the city (in comparison with the lack of opportunities their parents had in rural areas)

### Group 2:

**Brasil, El Salvador, México, Paraguay:** insecurity exclude them from education and labor opportunities. Gangs, drug cartels, criminals and the police are perceived as the principal agents of insecurity. Permanent risk of engaging in illicit activities.

### Group 3:

**Haiti:** besides objective insecurity levels, it is considered to be less of an obstacle than subjective constraints (“découragement”)

## Results: Discrimination (1)

- Schools, families (gender role) and work places.
- Social **inequalities** are perceived by all the participants as the main barrier they face for fulfilling their life expectations.
- Entail a difficulty for translating educational credentials into good jobs:
  - Bad **education quality**
  - Lack of **contacts**
- **“It’s all up to you”**: they fail at establishing the link between what they perceive as social inequalities and their own situation
  - Unlike physical violence (which they clearly perceive as an external threat), symbolic violence is internalized
  - Not succeeding in overcoming difficulties leads to **risky behaviors** (feelings of inferiority, depression, low self esteem, self-exclusion, self-inflicted violence)



## Results: Discrimination (2)

### Group 1:

**Chile** and **México**: state is absent and not seen as a support

### Group 2:

**Colombia, El Salvador, Paraguay, Uruguay**: youth aware of the available programs but consider them insufficient (education is public but of a bad quality or restricted to certain areas, no public child care support). They frame the state's field of action mainly to education.

### Group 3:

**Brazil, Haiti**: they are aware of the programs available and demand much more (in the realm of financial and psychological support). They feel they need it to even the field and overcome their situation.

## Results: Stigmatization (1)

- Physical appearance (clothes, haircuts, tattoos), area of residence, sexual orientation, racial and gender considerations
  - Extremely hard for those in “atypical trajectories” (drop-outters, adolescent mothers)
  - No experience no work, no work no experience.
    - **reinforced exclusions**
- Results in perceived **little returns to education**:
  - Constant feeling of being **humiliated** at work (i.e. performing tasks for which they are over skilled): it’s not worth the sacrifice
  - Quality educational credentials are required with independence of the job:
    - Education drop-out (even if they finish, their credentials are not good enough)
    - Self-employment
      - **reinforced exclusions**

## Results: Stigmatization (2)

Successive barriers between youth position  
and social inclusion.

### Group 1:

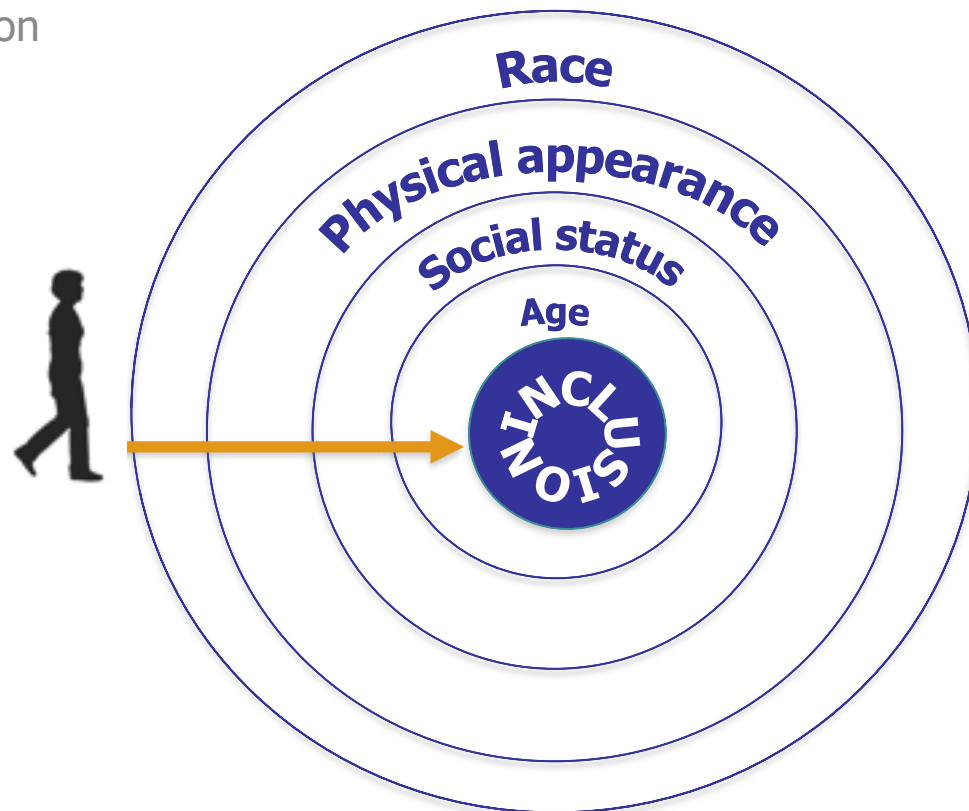
Chile, Uruguay

### Group 2:

Colombia, El Salvador, México,  
Paraguay

### Group 3:

Brazil, Haití



# STATE AND PUBLIC POLICIES

- Presence of State institutions can have a **positive impact**
- However, depend on how they are **framed**

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