




SCHOOLING AND SCHOOLING OF ADOLESCENTS IN COMPLIANCE WITH SOCIO-EDUCATIONAL MEASURES IN A CLOSED ENVIRONMENT

ESCOLARIZAÇÃO E ESCOLARIDADE DE ADOLESCENTES EM CUMPRIMENTO DE MEDIDA SOCIOEDUCATIVA EM MEIO FECHADO

ESCOLARIZACIÓN Y LOGRO EDUCATIVO DE ADOLESCENTES QUE CUMPLEN MEDIDAS SOCIOEDUCATIVAS EN ENTORNOS CERRADOS

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ABSTRACT

This article analyzes the schooling process and the educational status of adolescents and young people serving socio-educational measures in closed facilities in the city of Natal, capital of the state of Rio Grande do Norte, Brasil. A critical-reflective analysis was adopted, based on the historical-dialectical materialist perspective, using a literature review, document analysis, and unsystematic observation of data and information, with a qualitative and descriptive emphasis. The results indicate that the low level of education among this population is driven by a deficient schooling process, primarily caused by school dropout. Furthermore, it was found that this educational deficit predates the enforcement of socio-educational measures; however, some progress in schooling is observed during this period. The study concludes that it is necessary to develop educational policies and pedagogical approaches that take into account the specific characteristics of the socio-educational system and the institutionalized individuals within it, to effectively address the issue of low educational attainment in this group and to expand their access to other public policies.

Keywords: Socio-education. Education. Public policy. Socio-educational measures. Children's rights.

RESUMO

Este artigo analisa o processo de escolarização e a situação de escolaridade de adolescentes e jovens que cumprem medida socioeducativa de meio fechado no município de Natal, capital do Estado do Rio Grande do Norte. Adotou-se uma análise crítico-reflexiva, na perspectiva do materialismo histórico-dialético, baseada em pesquisa de revisão da literatura, análise documental e observação assistemática de dados e informações, com ênfase qualitativa e descritiva. Os resultados indicam que a baixa escolaridade desse público é motivada por um processo de escolarização deficitário, causado principalmente pela evasão escolar. Além disso, constatou-se que esse déficit educacional antecede o cumprimento das medidas socioeducativas, havendo, contudo,

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alguns avanços na formação escolar durante essa fase. Conclui-se que é necessário construir políticas educacionais e propostas pedagógicas que considerem as especificidades do sistema socioeducativo e dos corpos institucionalizados nesse contexto, de modo a possibilitar o enfrentamento qualificado da baixa escolaridade desse público, além de ampliar seu acesso às demais políticas públicas.

Palavras-chave: Socioeducação. Educação. Políticas públicas. Medidas socioeducativas. Direito da criança.

RESUMEN

Este artículo analiza el proceso de escolarización y la situación educativa de adolescentes y jóvenes que atienden medidas socioeducativas en un entorno cerrado en la ciudad de Natal, capital del Estado de Rio Grande do Norte. Se adoptó un análisis crítico-reflexivo, desde la perspectiva del materialismo histórico-dialéctico, basado en la investigación de revisión de literatura, análisis documental y observación asistemática de datos e informaciones, con énfasis cualitativo y descriptivo. Los resultados indican que el bajo nivel de educación de este público está motivado por un proceso de escolarización deficiente, ocasionado principalmente por la deserción escolar. Además, se encontró que este déficit educativo precede al cumplimiento de las medidas socioeducativas, aunque hubo algunos avances en la formación escolar durante esta fase. Se concluye que es necesario construir políticas educativas y propuestas pedagógicas que consideren las especificidades del sistema socioeducativo y de los órganos institucionalizados en este contexto, a fin de posibilitar el enfrentamiento cualificado del bajo nivel de educación de este público, además de ampliar su acceso a otras políticas públicas.

Palabras clave: Socioeducación. Educación. Políticas públicas. Medidas socioeducativas. Derechos de los niños.



INTRODUCTION

In Brazil, with the promulgation of the Federal Constitution of 1988, one of the most significant milestones in the recognition of the rights of children and adolescents was established: Law No. 8,069, of July 13, 1990, known as the Statute of the Child and Adolescent (ECA). This legislation is based on a new paradigm of child and adolescent care, based on the Doctrine of Full Protection. It is a legal theory that addresses the rights of children and adolescents from the perspective of full and special protection, that is, a set of norms and principles that recognizes them as subjects full of social and human rights.

This change in the conception of children and adolescents, as minors in an irregular situation to a person in need of protective care, marks the passage from the doctrine of irregular situation to the doctrine of full protection. Possessors of rights, children up to twelve years of age and adolescents up to eighteen years of age have come to be defined as citizens, in the peculiar condition of people in the development phase, thus eliminating the labeling of minor, offender, needy, abandoned, classifying all as children and adolescents in a situation of personal risk (Paes et al., 2010, p. 70).

From then on, children and adolescents, previously seen as a risk to society and mere objects of intervention to adapt to the order, often labeled as "minors" or "maladjusted", began to be recognized as subjects of rights. In this new paradigm, society itself came to be understood as a possible risk factor for these subjects (Brasil, 1988, 1990, 2012; Fernandes, 2024).

From this perspective, legislation aimed at this public recognizes the peculiar condition of development of childhood and adolescence, ensuring absolute priority in the care and formulation of public policies aimed at their full protection. When it comes to, for example, adolescence and the commission of an infraction, it is observed that, despite the consolidation of the socio-education policy in the country, the result of an intense process of mobilization and social debate, there is still a scarcity of studies and several gaps in the scientific field on the subject under discussion.

By socio-education, according to the National Plan for Socio-Educational Assistance, it is possible to understand the specific public policy that, formally, would be directed to the reparation of a historical debt that the Brazilian State and society have towards boys and girls in compliance with socio-educational measures. These measures can occur in the Open Environment (without total deprivation of liberty, allowing family and social life) or in the Closed Environment, where the adolescent is

deprived of liberty and stays in an institution of internment or semi-freedom, but not deprived of the right to full protection proposed in the ECA (Brasil, 2012; Silva; Alberto; Costa, 2022; Fernandes, 2024).

In this way, the socio-education policy is committed to the dissemination of the "[...] construction of a just society that cares for its adolescents" (Brasil, 2013, p. 8). However, there are still limited studies that seek to evaluate the correlation between the doctrine of full protection and the socio-education of children and adolescents, which points to a scientific gap to be filled.

We know that socio-educational care has been developed with a focus, mainly, on guaranteeing the rights of these subjects, on strengthening their autonomy and protagonism, for the construction of new life projects and for the exercise of their citizenship. Law No. 12,594, of January 18, 2012, established the National Socio-Educational Service System (SINASE) and regulated the execution of socio-educational measures aimed at adolescents who commit an infraction. From this perspective, the

The National System of Socio-Educational Assistance arises to standardize actions in the field of assistance to adolescent offenders, proposing principles and criteria for strengthening and conducting socio-educational actions, of a political, pedagogical, legal and management nature. It is configured as a public policy for the inclusion of adolescents in conflict with the law that mobilizes different social institutions, consolidating the System of Guarantee of Rights (Paes et al., 2010, p. 11).

Education, as one of these rights, has been guaranteed in our country for at least three decades, with reference to article 205 of the Federal Constitution of 1988 (Brasil, 1988). In the political pedagogical projects of the CASEMI Nazaré and CASE Pitimbu Units (Government of RN, 2021), formal and professional education is placed as one of the pillars for socio-educational action and the implementation of the principles of socio-education, as well as the goals and objectives of the Individual Service Plan (PIA) of each adolescent. However, in daily social life, we still face several challenges to ensure its access and the full experience of this right by certain sectors of society. Article 43 of the ECA (1990) defines that "children and adolescents have the right to education, aiming at the full development of their person, preparation for the exercise of citizenship and qualification for work." (Brazil, 1990, p. 43)

Despite the constitutional guarantees regarding the provision of education as a public policy and duty of the State, the number of children and adolescents who are without schooling or out of school, as well as in a situation of illiteracy in our country, is

still alarming. The situation worsens when we turn our gaze to the socio-educational system. Added to this is the understanding of Waiselfisz (2004), for whom schooling is related to school attendance. Thus, when talking about schooling, reference is made to the presence in some formal educational institution.

A report by Alfano (2024) presents a survey by the Brazilian Institute of Geography and Statistics (IBGE), based on data from the National Household Sample Survey (PNAD), which shows the persistent high rate of illiteracy in Brazil, affecting about 9.3 million people. According to this author, "in the age group of 15 to 17 years, there are 50 thousand people who do not know how to read and write, a reflection of the universalization of basic education. [...] The IBGE survey also points out that Brazilians aged 15 to 29 left school for work (45%), lack of interest (23%) and household chores or taking care of people - 15%" (Alfano, 2024, p. 1).

When we analyze who these Brazilians are, we can infer that they are part of a population in conditions of social vulnerability, mostly due to unemployment and/or lack of family income, and are totally marginalized from access to public policies, which are in precarious conditions. When we reflect on adolescents in conflict with the law, we are faced with the unfortunate reality of a right that, perhaps, is possible to be desired by these individuals, and, when accessed, presents itself with several weaknesses in their communities. In this regard, due to the lack of recent publications by SINASE, little information shows the profile of adolescents in relation to schooling, schooling and the infractions that led to hospitalization for the fulfillment of socio-educational measures in a closed environment (Barros; Carvalho, 2023).

It is important to consider that children and adolescents in these communities are forced to "make do" from a very early age, forcibly building a certain autonomy and independence, also as a result of the situations of helplessness and lack of protection that they experience from a very early age. Thus, they soon assume responsibilities, and work acquires more importance than school education, since the struggle for survival is imposed early on these young people, and often the family is unable or unable to meet the desires and needs of the adolescent, leaving him or her responsibility to support himself and also to help the family (Warpechowski; Conti, 2018, p. 336).

Adolescents in compliance with socio-educational measures are subjects who arrive at the socio-educational system loaded with stigmas, prejudices and various violated rights, such as the lack of access to quality education, and when they are linked to the fulfillment of a socio-educational measure, all of this is aggravated.

Poor adolescents, from peripheral communities and blacks, the main public in compliance with socio-educational measures, already suffer various oppressions and violations before arriving in the system, they are already seen prejudiced as criminals because of their socioeconomic condition and skin color, not only by common sense outside the socio-educational system, but also in the view of the professionals who are working directly with them.

For Dantas (2022, p. 168),

There are several factors that cause involvement with criminality, but there are those situations that are structured of a systemic nature, leaving human beings vulnerable and, at the same time, inserting them in a category of crimes (social class), with stereotyped nomenclatures such as criminal and bandit for the subject.

In this context, professionals in the socio-educational system face significant challenges. In addition to knowing the law, it is essential that they are truly committed to a socio-educational policy that considers the unique moment of each young person or adolescent in development and their particularities in the execution of socio-educational measures. It is necessary that their professional pedagogical actions are always focused on accountability, the development of the autonomy and potential of young people and adolescents, the strengthening of family and community bonds and, above all, the guarantee of their rights.

To ensure that adolescents in compliance with socio-educational measures continue to have access to education, health services and other public policies necessary for them and their families, it is essential to ensure that these services are available. If they are not, it is crucial that they are made possible efficiently and equitably.

With regard to adolescents and young people in compliance with socio-educational measures and access to school, low education is a common reality for this public. However, it should be noted that this low level of education is prior to the fulfillment of a socio-educational measure, since it is common for many of these subjects to be out of school before entering the socio-educational system, or to be in a situation of high age-grade distortion and even in a situation of functional illiteracy.

In his research on the relationship with the knowledge of adolescents in compliance with socio-educational measures in the State of Sergipe, Dantas (2022) identified that 55% of respondents were not attending school at the time of the



infraction, as they had previously dropped out of school. Although this data, in isolation, is not a determinant for the commission of the infraction, the presence of age/grade distortion and school discontinuity after the infraction indicate aspects that deserve attention and analysis.

The learning processes, expressed through pedagogical practices inserted in the daily work of socio-educational professionals, are essential in the socio-educational context, since they contribute to the reintegration of adolescents and young people, to the development of autonomy and their capacities, in addition to strengthening citizenship and enabling a process of personal transformation in the construction of new life projects.

The construction and strengthening of citizen education within the socio-educational system is a great challenge for the various actors that work in this context. It is essential that the State ensures the necessary investments for the development of the school and pedagogical practices in the field of socio-education, but also that professionals are properly trained and qualified to promote citizen education. Such education, based on respect, inclusion, and strengthening of the autonomy and potential of the subjects, should provide adolescents and young people with real opportunities for transformation, guaranteeing and protecting their rights.

This study aimed to analyze the schooling processes and the educational situation of adolescents and young people in compliance with socio-educational measures in the city of Natal, capital of the State of Rio Grande do Norte. In addition, it was sought to understand the data related to the schooling of these subjects before their insertion in the socio-educational context, as well as their school trajectory after entering the system. The analysis included information on enrollment, school dropout, illiteracy and age-grade distortion.

METHODOLOGY

The understanding of social phenomena requires the analysis of multiple surrounding factors, with special attention to the political scenario and the transformations in the world's political and economic configurations, brought about by technological advancement and globalized capital.

For a critical-reflective analysis, from the perspective of historical-dialectical materialism, on the levels of education and schooling of adolescents in compliance with

socio-educational measures in a closed environment regime, located in Natal, capital of Rio Grande do Norte, we opted for a research of unsystematic documentary and observational analysis of data and information, with qualitative and descriptive emphasis.

In the field of socio-educational research, documentary analysis does not aim to directly reflect the reality of the socio-educational experience, but rather to serve as a testimony of records and intentions at a given historical moment. To implement this documentary research, it was necessary to identify the nature of the document, discuss the context in which it was produced, attest to the reliability of the text, delimit its internal logic and analyze the data set (Poupart, 2014). The choice of this method is justified by the fact that our object of study belongs to the scenario of ruptures and continuities of social policies aimed at children and youth in Brazil. Thus, it is safe to say that the nuances of our object of study are a product of the political, economic and social relations and transformations that have occurred in modern society, since the political orientation in force in the country is decisive for the content of institutional initiatives for the public treated in this study. The research field of this work is defined as the Socio-educational Units of FUNDASE located in the metropolitan region of Natal, such as CASE Pitimbu, CASEMI Nazaré, CASEF Padre João Maria and CASEMI Santa Catarina, with reference to the records referring to the year 2024.

The methodological procedures adopted for the execution of the research have a bibliographic and documentary character. The bibliographic review allows an efficient analysis of the documents and literature concerning our object of study and how the political, economic and social transformations have had repercussions on its configurations. Thus, the literature review helped us to understand historically how the phenomenon of policies for children and youth is configured and manifested in the Brazilian scenario.

This review was carried out through articles collected on the "Periódicos Capes" platform during the year 2024, as it is a platform that offers peer-reviewed articles of socially recognized quality. The documentary research used is not characterized as a mere rescue of historical information, but as a material that allows us to dialogue, build knowledge and reinterpret the reality in which the document was constructed. Its procedure is not limited to a single philosophical conception, taking shape according to the theoretical framework that formulates the work in question, requiring from the



researcher a reflective and critical capacity, being directly linked to the epistemological aspect of the researcher (Magalhães Júnior; Batista, 2021).

In this sense, documentary research allows the researcher an indirect interaction with his or her problem through the documents and who developed them. Therefore, we understand that:

"When a researcher uses documents in order to extract information from them, he does so by investigating, examining, using appropriate techniques for their handling and analysis; follows steps and procedures; organizes information to be categorized and later analyzed; finally, it elaborates syntheses, that is, in reality, the actions of the researchers – whose objects are documents – are impregnated with methodological, technical and analytical aspects" (Sá-Silva; Almeida; Guindani, 2009, p. 4).

The practice of observation was also listed as a methodological path of this work, which can be understood as a procedure used in field research, which can be used exclusively or combined with other techniques. Observation, as a research practice, is a technique for collecting data or information that consists of examining facts or phenomena to obtain certain aspects of reality (Lakatos; Marconi, 1992).

In this sense, documentary research is being considered in this study as a powerful source of information for social research, as written or digital texts, available on institutional websites, can be essential both for what they leave out and for what they contemplate. The documents not only express, but also construct the social reality and versions of events. Even so, "it should not be assumed that the documents are neutral artifacts that record social reality independently (positivism), nor that the analysis should be rooted in the nebulous concept of common sense reasoning" (May, 2004, p. 213-214).

In addition, Danna and Matos' (2015) perspective on the observational method was considered a methodological strategy that enabled a better interpretation of nature and the individual, allowing us to discover which behaviors could be influenced by the consequences provided by the investigated environment. Thus, in relation to other methodological procedures, it was possible to obtain information from unsystematic observation to analyze, from the dialectical perspective, historical, bibliographic and quantitative data.

For the execution of this work and our understanding of the political transformations and their repercussions on our educational scenario, we consulted

documents prepared by the Alana Institute (Perondi; Koerich, 2023), which provides a national overview of education in the socio-educational context, as well as the document Guidelines for Youth and Adult Education in Rio Grande do Norte.

At the state level, the State Plan for Socio-Educational Assistance, a document prepared by the Government of the State of Rio Grande do Norte in 2014, was consulted. The document allows us to carry out a historical review of the socio-educational service in the state, in addition to defining the principles and guidelines of the plan. Also in this governmental sphere, the documents referring to the Political-Pedagogical Projects of the socio-educational units of Natal, such as CASE Pitimbu and CASEMI Nazaré, which were the units with the highest volume of service for the scope of this research, were consulted.

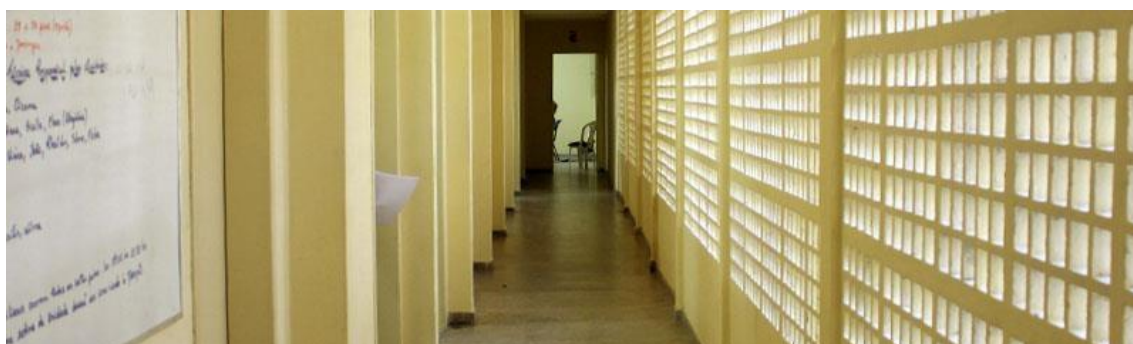
The articles and documents analyzed were vital for understanding the configurations and trends of educational policies for children and youth. In addition to the methods mentioned above, we made use and analysis of data provided by the Information Technology Center of the Foundation for Socio-Educational Service of the State of Rio Grande do Norte (FUNDASE).

RESULTS AND DISCUSSION

SCHOOLING IN THE SOCIO-EDUCATIONAL UNITS OF FUNDASE: THE SPATIAL CUT OF THE CITY OF NATAL-RN

The data on the educational situation of adolescents who comply with socio-educational measures in closed environments of socio-educational care units (Figure 1) of FUNDASE, located in the city of Natal, reveal a reality of low schooling. This condition, however, precedes compliance with the measure, as it is during hospitalization that these young people begin to show some progress, albeit incipient, in the schooling process, which involves both formal education and access to the education system.

Figure 1: Socio-educational service unit located in the city of Natal-RN



Source: Fundase (2024).

It is understood that the analysis of schooling allows the assessment of the highest level of education achieved by the person according to the Brazilian educational system and to which he or she is entitled to certification or diploma. By schooling, it is understood as the process of insertion that occurs in educational institutions, it is added that schooling can take place in a space different from the school in its traditional format.

Thus, it is understood in this work that these are phenomena that are interconnected, have a shared genesis, since low schooling is a consequence of a deficient schooling process. Therefore, it was observed that the target audience referred to in this study reaches a higher level of education during the measure, given the importance of access to education to achieve the goals set forth in their Individual Service Plans (PIA), which become not only an evaluation instrument for their measures, but also an instrument for the universal development of these young people and adolescents.

FUNDASE has the capacity to serve up to 350 adolescents and young people in its 10 socio-educational units, which offer male and female internment, as well as semi-freedom for both audiences. According to the data obtained in November 2024, this Foundation is currently operating at less than half of its total capacity.

Through observations made during the professional practice of the present researcher, it was found that most adolescents and young people are institutionalized in male detention units, such as CASE Pitimbu, the largest in the state, located in the metropolitan region of Natal, in addition to CASE Mossoró and CASE Caicó, located in the respective municipalities of the same name.



Next, the male semi-liberty units stand out, such as CASEMI Nazaré, located in the capital Natal and CASEMI Santa Delmira, located in Mossoró. Finally, the CASEF Padre João Maria units, a women's internment unit, and CASEMI Santa Catarina, a women's semi-liberty unit, both located in Natal, register significantly lower numbers.

In addition, there are provisional detention units, in which adolescents and young people await the definition of their socio-educational measures within a period of up to 45 days. These units are CASEP Metropolitano, located in Natal, CASEP Oeste, located in Mossoró and CASEP Seridó, installed in Caicó. In addition, the CASEF Padre João Maria unit is also responsible for carrying out the provisional hospitalization.

Although the state of Rio Grande do Norte has several socio-educational units, the analysis will be restricted to those located in the municipality of Natal and in the metropolitan region, since these units correspond to the area of professional activity of the researcher and author of this scientific work.

In the case of detention units, classes are held inside these units, which implies a reduction in school dropout rates, given the long period of internment of these adolescents and young people. However, hospitalization does not directly confer the inclusion of these young people in a comprehensive schooling process, since the completion of classes can be hindered by internal safety protocols, which implies classrooms with few participants.

This fact is characterized as a complicating factor for real advances in the schooling of these young people who, despite these problems, can still be seen as the moment of greatest implication of these young people in school. It is necessary to emphasize that adolescents and young people should not be held unilaterally responsible for the failure of their school career, since the school can be a violent institution for the public in situations of social vulnerability, characterized as a demotivating factor for the maintenance of this public in the school environment.

According to the data obtained, which refer to April 2024, CASE Pitimbu had 44 institutionalized adolescents and their levels of schooling can be identified in the following table:

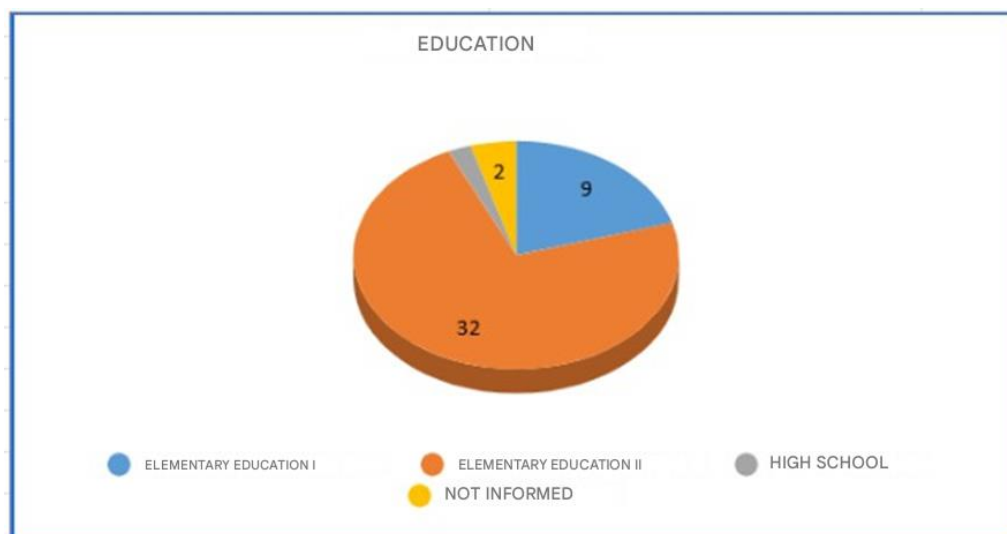
Table 1 – Education of Adolescents and Young People at CASE Pitimbu

SCHOOLING	QUANTITY
ELEMENTARY SCHOOL I	9
ELEMENTARY SCHOOL II	32
MIDDLE SCHOOL	1
NOT INFORMED	2
Total	44

Source: Prepared by the authors (2024).

In view of the visualization of these data, it can also be observed, in Graph 1, that the highest concentration of schooling is in Elementary School II, followed by Elementary School I; 2% of the participants did not inform their education, and high school had the lowest percentage.

Graph 1 - Schooling of Adolescents and Young People at CASE Pitimbu in April 2024



Source: Prepared by the authors (2024).

In addition, part of the adolescents in hospitalization conditions were not enrolled, which may be caused by their recent entry into the system, so the process of their enrollment may not have been completed at the time of passing on this information. As can be seen in the table below:

Table 2 – Enrollment of adolescents and young people at CASE Pitimbu in April 2024

NOT ENROLLED IN THE UNIT	14
ENROLLED IN THE UNIT	30
TOTAL	44

Source: Prepared by the authors (2024).

In addition, of the 44 young people analyzed, it was identified that 20 are over 18 years old, which shows a significant age/grade distortion. This reality deserves attention, considering that, according to the guidelines of Youth and Adult Education (EJA), young people aged 18 and over who have not yet entered high school must be enrolled in this modality, and the minimum age for entry into EJA in elementary school is 15 years old. This indicates that most of these young people are, or will soon be, linked to EJA.

Based on data for the month of November 2024, it was found that CASE Pitimbu maintains 44 adolescents in compliance with internment measures. However, it is not possible to say that these are the same adolescents mentioned in April. In the current scenario, education data were identified for only 14 of these young people, all of whom attended elementary school.

With regard to male semi-freedom, it was found that there were 14 adolescents/young people in compliance with the measure in November 2024. Among them, only 7 had schooling data available, and, like those who are in hospitalization, all are enrolled in elementary school. It is important to highlight that, in the semi-liberty regime, adolescents and young people have the possibility of attending regular school outside the premises of the socio-educational unit.

This flexibility can be considered positive, as it favors the development of the autonomy of adolescents and young people, in addition to promoting their inclusion in the territory and in the public facilities of the municipality and/or the state. On the other hand, this same flexibility can present risks, since, in the absence of directive actions that reinforce the importance of schooling, there is a risk of worsening school dropout rates.

At CASEF Padre João Maria, in November 2024, three adolescents were identified as complying with the measure. However, only two were in permanent hospitalization, while the third was in provisional hospitalization, with the possibility of

release within 45 days. The two adolescents hospitalized were in the final years of elementary school and were of an age compatible with the level of education in which they were enrolled.

With regard to CASEMI Santa Catarina, it was observed that two adolescents/young people were in compliance with a semi-liberty measure during the month of November 2024. However, it was possible to obtain schooling data for only one of them, who is 16 years old and enrolled in the 7th year of elementary school, which already shows an age/grade distortion with the potential for worsening in the short term.

It is noteworthy that the CASEP Metropolitano unit was not included in the present analysis, as it is a provisional hospitalization unit. Due to the high turnover characteristic of this type of service, the collection and systematization of data becomes unfeasible for in-depth diagnosis purposes.

The diagnosis presented in the Ten-Year Plan for Socio-Educational Assistance of Rio Grande do Norte (2014), based on data from 2013, indicated that 8.2% of young people in deprivation or restriction of liberty were illiterate; 89.3% had incomplete elementary school; and 2.4%, incomplete secondary education (Perondi & Koerich, 2023). Thus, a certain congruence is observed between the current panorama and that documented a decade ago, which reveals the persistence of a structural and lasting deficit in the schooling of young people in compliance with socio-educational measures.

The study under discussion also showed difficulties in obtaining properly systematized data on socio-education. This limitation, however, is not exclusive to FUNDASE, reflecting a recurring reality in Brazilian socio-education. This is a problem already identified by other surveys, such as the SINASE National Evaluation Survey (Brasil, 2020).

SCHOOLING AS A CHALLENGE OF SOCIO-EDUCATION IN ITS ENTIRETY

The data presented in the previous section demonstrate that FUNDASE still faces challenges to advance in the schooling of adolescents and young people institutionalized in its facilities. However, this is not a problem exclusive to FUNDASE, being common to the socio-educational scenario at the national level.

In a previous survey of data, based on the State Plan for Socio-Educational Assistance (Government of RN, 2014), it was identified that the fragile schooling

process of adolescents in compliance with socio-educational measures proves a low level of education. In addition, the document records that, among adolescents in deprivation and restriction of liberty, 8.2% are illiterate, 89.36% are in elementary school and only 2.4% in high school, with 0.04% in higher education. School experience or the return to school experience is one of the great challenges of socio-education.

As exposed in the document "National Panorama of Education in the Socio-educational Context", by the Alana Institute (Perondi; Koerich, 2023), the right to education has been secondary in numerous socio-educational scenarios in Brazil, which includes the omission of institutions with regard to enrollment. The law establishing Sinase, of 2012, established that, after a period of one year from its enactment, all adolescents and young people in compliance with socio-educational measures should be included in the public education network, at any stage of the school period, covering the various age groups and levels of education (Brasil, 2012).

However, this right has not been fully implemented, since there are adolescents and young people who are not properly enrolled, as can be seen in the data exposed in the previous section and, according to Perondi and Koerich (2023), it is a reality that is replicated at the national level.

Hypotheses can be established for the reason for the omission of enrollment of this public. Among them, we highlight the secundarization and deterioration of the pedagogical character of socio-educational measures, with an overvaluation of the punitive character within socio-educational service institutions throughout the country. Schools in socio-educational units present particular problems due to the context in which they are inserted, which affect adolescents, such as the lack of autonomy, the school routine organized by the socio-educational unit and the prevalence of punitive and disciplinary aspects over educational ones (Barros, 2015).

However, these institutions should not be blamed alone, since it is not uncommon for schools to refuse to enroll young people in compliance with socio-educational measures, especially those in semi-freedom, due to the reproduction of stereotypes and prejudices. This refusal to enroll contradicts Resolution No. 3, of May 13, 2016 (Brasil, 2016), which states that enrollment in education systems must be ensured without the imposition of any form of embarrassment, prejudice or discrimination, and must be carried out whenever there is demand and at any time, regardless of the presentation of a personal identification document or school transcript.

It is necessary to emphasize that, although the difficulty with schooling in socio-education is an old problem, there are recent facts that have intensified it, including the COVID-19 Pandemic. The social isolation caused by the pandemic had profound effects on Brazilian education, since the alternative of remote teaching for the continuity of classes did not achieve the expected success.

As a result, countless young people and adolescents had their education jeopardized by the conduction of the synchronous teaching format, especially those who attend public education, an educational sphere in which the population with lower purchasing power is enrolled, which includes adolescents and young people in compliance with socio-educational measures. The failure of this format is motivated by numerous reasons, from its emergence, which made it difficult to plan properly, to the lack of material resources for the execution and monitoring of the classes taught, which implied in the dropout of school by significant amounts of young people.

Dropping out of school in early youth, as stated by Perondi and Koerich (2023), is one of the motivating factors of the age-grade distortion that has crossed socio-education over the years. Therefore, it can be inferred that the pandemic was a catalyst for this problem. School dropout and dropout are determining phenomena for the non-completion of studies in this public; Therefore, institutional efforts are needed to solve this social problem.

In 2024, a program was launched with the objective of encouraging school permanence, such as the Pé-de-Meia Program. Established by Law No. 14,818/2024, Pé-de-Meia is a financial-educational incentive program, in the form of savings, which can reach R\$ 9,200 per student. This policy is intended to promote the permanence and completion of school of young people enrolled in public high school, democratizing access and reducing social inequality among students. In addition, it promotes more social inclusion through education, which stimulates social mobility.

Initially, the program was designed only for teenagers and young people in high school. However, it was soon expanded to Youth and Adult Education (EJA), a measure that is characterized as providential and that can be an incentive for adolescents and young people in compliance with or ex-educational measures, since, as exposed in our data, they are mostly enrolled in the Youth and Adult Education modality. With this, we can identify institutional efforts at the federal level to combat school dropout and dropout, which indirectly also address school exclusion. This school exclusion can

represent a significant violation of the rights of these adolescents and leads to the deepening of the process of social vulnerability in which they are inserted through the worsening of the age-grade distortion and the intergenerational reproduction of inequalities (Silva, 2019).

Socio-education reflects and deepens problems present in Brazilian education. The age-grade distortion and the high school dropout rates, as well as the low presence of young people in high school, are not a reality alien to the national panorama, since Brazil only started to universalize high school education in 2009. The mandatory and free Basic Education for the age group from 4 to 17 years old are indicated in the Federal Constitution via Constitutional Amendment No. 59/2009. This was a significant achievement that would make high school compulsory for young people aged 15 to 17, the appropriate age to attend it, "were it not for the inequalities in access to school, the discontinuous itineraries and the distortions within the educational system" (Silva, 2015, p. 370).

It is known that the millions of young people who do not attend high school at the appropriate time, according to Nosella (2011), do not enjoy the most delicate and important cathartic moment of their lives, when the value of autonomy blossoms, which is the freedom to position oneself. These Brazilians lose the opportunity to fully experience adolescence, during which, through guided experiences, they define themselves morally, intellectually and socially. In agreement with the author, it is added that young people in compliance with socio-educational measures are those who lose the most when they do not experience this stage of their lives at an appropriate age.

This compromised access to education also constitutes an obstacle to access to other policies, especially professionalization. According to Rezende (2024), the lack of partners that serve the socio-educational public, as well as discriminatory practices and exclusionary selection criteria for activities, are the main challenges for achieving access to professionalization by adolescents in compliance with socio-educational measures.

This information is also reiterated by the State Plan for Socio-Educational Service of the State of Rio Grande do Norte. According to the document, the low education of adolescents has a direct impact on the possibility of professionalization and, consequently, on employability. Opportunities for professional courses are, in most

cases, incompatible with the education and interests of young people (Government of RN, 2014).

Within this scenario, especially when it comes to the excluding criteria, low education is characterized as a real obstacle, since the criteria adopted by numerous institutions for admission to these courses are far from the reality of young people in compliance with socio-educational measures, being categorically excluding criteria. Thus, it is necessary to think about vocational education proposals with a sensitive look at socio-education, in order to ensure democratized access to professionalization for these young people and adolescents.

It should be added to this analysis that access to professionalization alone does not constitute access to emancipation and citizenship, since low education can reflect in a scarce access to the cultural capital produced by humanity. With this, the increase in schooling, literacy and literacy rates would guarantee significant advances for the accumulation of cultural capital, as well as the use of historically developed technologies, being fundamental for the universal development of this public and not only professionalization, which in many cases is used in a summary way to affirm that the only right that these young people need is to "know how to work".

Based on the data collected and analyzed, as well as on the literature consulted, it is observed that the reality of FUNDASE reflects the national scenario of socio-education. This finding shows that public policies and institutional efforts have a responsibility to improve the quality of this service at the national level, and not just at the local level. Such improvement is fundamental for the integral development of adolescents and young people in compliance with socio-educational measures, representing an initial step towards access to citizenship and emancipation, through quality education with a liberating character.

Based on the descriptive and qualitative analysis of data regarding the schooling and schooling of adolescents in compliance with socio-educational measures in the city of Natal, capital of the State of Rio Grande do Norte, this study contributes significantly to the construction of knowledge aimed at improving care through lasting and long-term public policies. especially when thinking of education as a tool for transformation for these adolescents.

In addition, the data obtained offer relevant subsidies for the discussion of a theme that is still little explored: the schooling of adolescents in compliance with socio-

educational measures. Such a discussion reveals the urgency of a more critical look at this process, not only for those who are deprived of liberty, but also for those who, even after the measure has been complied with, continue to face the social stigma associated with the socio-educational system.

The study also highlighted the need for more in-depth investigations on this topic, including the active participation of the main protagonists: adolescents and young people institutionalized in socio-educational care units. Listening to and directly involving this public are fundamental for the promotion of youth protagonism and for the strengthening of more effective public policies, built from the experiences, demands and realities lived by these subjects.

It is also observed that socio-education, in several aspects, reproduces the structural ills of capitalist society, strongly influenced by a neoliberal perspective that intensifies social inequality. This logic contributes to the maintenance of precarious living conditions for millions of Brazilians, aggravating the impoverishment of families, unemployment, low education and the scarcity of professional qualification. Such problems are often displaced from the field of structural contradictions between capital and labor and transferred to the realm of individual responsibility, leading to the blaming of the subjects themselves for their living conditions.

CONCLUSION

The study in question aimed to understand the particularities of schooling and schooling of adolescents and young people in compliance with socio-educational measures in a closed environment in the municipality of Natal-RN. The results showed that the schooling of this public is impacted by multiple interrelated factors, covering the structural, institutional and individual levels.

At the structural level, the influence of the capitalist model is evident, which perpetuates social inequalities and subjects the most vulnerable layers of the population to precarious living conditions. This context directly contributes to the incidence of infractions, often understood as strategies for material survival. It is not by chance that the majority of young people in compliance with socio-educational measures belong to the most impoverished social strata in the country.

Institutional influences were also significant. The educational system, historically exclusionary, fails to adequately welcome and serve these young people, both before

and during compliance with the measure. In hospitalization, this exclusion is aggravated, as there is no specific pedagogical proposal that considers the peculiarities of adolescence and socio-educational measures. The education offered follows the molds of the regular school, although it counts on the remarkable effort of the educators. Added to this is the fragility of the current educational policy: education professionals are not permanent servants, but hired temporarily, which compromises the continuity and quality of the educational process.

In addition, problems internal to the socio-educational units – such as inadequate infrastructure and conflicts related to security – directly interfere with pedagogical activities, sometimes subordinating the educational character of the measure to institutional control.

Individual problems, although they often blame adolescents for school dropouts, should be understood as a consequence of the structural and institutional contexts mentioned. The lack of school interest, alleged on the part of the students, reflects a perception that the school does not respond to their immediate needs. In this scenario, professional education emerges as a more attractive alternative, as it offers concrete perspectives of insertion in the world of work.

The analysis also revealed that the data observed in the socio-educational units of FUNDASE reflect a national reality. This reinforces the understanding that the low level of education of adolescents in conflict with the law is not an isolated phenomenon, but rather a structural challenge that requires articulated efforts at the national level, including the strengthening of specific and sustainable public policies.

In terms of contributions, this work provided an in-depth analysis of schooling in closed environments, highlighting the urgency of specific educational policies and the importance of considering the voice of adolescents themselves in the construction and improvement of socio-educational actions.

However, limitations were observed, especially regarding the availability and systematization of data in the socio-educational units, which restricts the analytical scope of the research. In view of this, it is suggested that future investigations expand the empirical scope, including other regions and modalities of socio-educational measures, as well as explore the impact of specific educational policies on the process of social reintegration of these young people.



Finally, it is concluded that facing the challenges of socio-education requires combating the punitive logic that still permeates this system. It is necessary to recognize that the problem is structural, deeply rooted in the mechanisms of social exclusion and in the historical demands for repression of the poorest layers. Advancing in this field requires political commitment, planning, inter-institutional dialogue and the strengthening of the emancipatory role of education. The need for effective educational planning within the scope of socio-educational spaces is emphasized, aiming to avoid greater impacts on the learning of children and adolescents in compliance with socio-educational measures and ensuring that one of their fundamental rights, which is schooled education, is not violated (Miranda; Pureza, 2024).

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