The influence of the social project "Ponto de Leitura Marista Sul" (Reading Point South Marist) for adolescents' quality of life

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ABSTRACT

Social projects may produce positive changes in socially vulnerable communities. The social project named "Ponto de Leitura Marista Sul" inspired this research on the evaluation of potential benefits reading and debating on the quality of life of teenagers. This research investigates the quality of life of the teenagers using the WHOQOL-bref test to provide an objective assessment on quality of life. In addition to that, this research also exploits a socio-demographic background questionnaire and interviews with teenegers who participated in the project, as well as their family members. The quantitative evaluation using WHOQOL-bref presented limited results on the objective of providing evidence to the benefits of social projects on teeneagers. On the other side, the quantitative analysis provided relevant data such as advances in language and expansion of critical sense that may inspire new debates and longitudinal studies.

Keywords: Social projects, Teenagers, Quality of life.

1 INTRODUCTION

The theme of this research aims to investigate the quality of life of adolescents who are integrated in social projects, especially the Social Project Ponto de Leitura Marista Sul. To delimit the theme of this project, the National Social Assistance Policy (PNAS) (BRASIL, 2005) was taken as a reference. Koga (2003, p. 25) states that:

> The direction of public policies is intrinsically linked to the quality of life of citizens themselves. It is in the relational clash of public policy between government and society that the ongoing process of social exclusion will be ratified or combated.

It is understood that it is of vital importance for the development of a healthy society to ensure the quality of life of the population. In view of the growth of social projects – often governed by non-governmental organizations (NGOs) – aimed at adolescents and whose objective is to impact in some way the thinking as well as the attitudes of the participants, the hypothesis arises that social projects

promote quality of life to the public served. Therefore, it was necessary to investigate the influences that such projects have on social demands.

In the current context of communities, the problematic attitudes and behaviors of adolescents towards social norms are noticeable. The relevance of this research was precisely linked to the levels of influence that the South Marist Social Project exerted on the thinking of adolescents, promoting quality of life, as well as on the comparison between groups of adolescents who participate in social projects and groups that do not, through the application of the scale for quality of life. WHOQOL-bref.

The research also relied on the qualitative analysis of data collected in interviews. The interviews were applied to adolescents and families who attend the Marist South Reading Point Social Project, bringing important subjective data. Regarding its purpose, the applied research was experimental in nature, with quantitative and qualitative approaches.

2 LITERATURE REVIEW

There are many social projects aimed at young people, with a view to improving their living conditions and providing their autonomy and protagonism in the face of social demands. Saviani (2005, p. 28) also considers that institutions are naturally social and that "to satisfy human needs, institutions are created as units of action". And it continues to bring some meanings arising from the originality of the word "institution". The author mentions the idea of ordering and articulating what was dispersed, as well as the very practice of educating and teaching.

The social project points out that one of the human needs is to express feelings and emotions, bringing to light the conceptions of investigative spaces and the way in which such an institution executes this need, through actions that enable the handling of discussions, art, literature, music, among others (ROCHA; KASTRUP, 2008). The Marist South Reading Point Social Project promotes debates based on readings in the face of the experiences of the adolescents served. Reading and debates compose a social scenario, whose objective is to give voice to readers, not as spectators in the act of reading, but as subjects of rights.

For Freire (2008), the literacy student is a creative subject in the act of reading, as he actively participates in a process. For the author, the act of reading a word in a text is dynamically linked to the reading of the world that surrounds the reader, which promotes critical awareness and critical attitude, objectives of the Project.

2.1 ADOLESCENCE

Adolescence is a period of transition from childhood to adulthood and this transition is marked by major changes in the physical, cognitive, social and emotional domain of the subject

(EISENSTEIN, 2005). According to the World Health Organization (WHO, 1989), the age group between 10 and 19 years is called adolescence. Adolescence "is a time of discovery that is characterized by profound and comprehensive changes in physical and psychological aspects, with individual, family and social repercussions" (LIRA; DIMENSTEIN, 2004, p. 37-45).

According to Knobel (1991), during adolescence the individual must reformulate concepts about himself, seeking to establish an adult identity. To do this, he will experiment with different roles and perform different symbolic mournings (child body, bisexuality, parental separation). As a result, some psychological characteristics may appear more markedly in adolescent behavior, such as impulsivity, immediacy, omnipotence and losses resulting from the symbolic mourning to be performed.

Brêtas *et al*. (2008), in their work with adolescents in the city of Embu, São Paulo, say that among the experiences lived by the adolescence process, the elaboration of grief is certainly the most lived. According to the authors, we have: grief for the child's body, for childhood parents, for bisexuality, which is reflected in the exit from parental dependence to adult independence. Thus, the adolescent will also seek identity outside the family environment, which requires a lot of elaboration on their part, culminating in the definition of their role in society.

Normal adolescence, according to Aberastury and Knobel (1981), is a culturally recognized moment of life, physically marked by changes that are even neurological and influence their behavior, in addition to being a very distressing moment for parents. It adds a certain degree of pathology according to the authors, because the stabilization of the personality is not an easy path, considering the demands and demands that the adolescent goes through.

According to Papalia and Feldman (2013), adolescents enter the developmental stage that Piaget called *formal operative*. At this point in their development, they are able to develop skills to think in abstract terms. The authors point out that adolescents are not always able to enter this stage of development, and through questions and strategies this reasoning can be taught and learned.

In Rego (1995) we have that social interaction occupies a very important place in human development. The author points out that development is intimately related to the historical and cultural context of the individual through a dynamic and dialectical process. Rego (1995) elaborates his conceptions supported by Vygotsky, who discusses the use of language present in the relationships between individuals, stating that it promotes the insertion of the child (including the adolescent) in historically constructed social practices and incorporates forms of behavior consolidated by human experience.

The role of interactions in the development of child and adolescent subjects is developed by Vygotsky (1999) when he elaborated the concept of *zone of proximal development*. In this sense,

speaking, reading and writing are instruments both to stimulate logical reasoning and to exercise a political attitude when affirming one's own word, as Freire (2008) states.

For the author, with more experienced partners and through social interactions, the child advances from his or her actual level of development to the level of potential development, when learning is mediated by the most capable partner, through language. Language is a cultural and human practice and through it concepts are elaborated and increasingly complex abstractions are made, because:

Senna and Dessen (2012), when discussing contemporary adolescence, recognize the importance of social interactions in the development of adolescents, which, in the bioecological and holistic perspective proposed by Bronfrenbrenner, can produce both competencies and dysfunctions to the development of the adolescent subject, who is an active subject and producer of his own development.

Observing adolescence beyond the biological and environmental aspects, bringing up cultural and social aspects is to ensure that this moment of the life cycle is not reduced to a class or culture, since when talking about adolescence it should be considered that it is necessary, therefore, the presence of more experienced partners in the adolescent's life who question and instigate him. including moral aspects, promoting mediation, social learning and cognitive development.

Coutinho (2005) points out contemporary and Western adolescence as a moment consolidated by the ideals of individualism, that is, a moment of life that takes place in the individualistic sociocultural scenario, where each subject is responsible for managing his destiny and finding his role within society, which does not happen in tribes that mark this period by rites of passage.

For the author, adolescence in our current society can be a symptom of society, in which hyper-individualism and the maxim of freedom are valued, which end up weakening relationships and strengthening consumerism in order to exclude a portion of society that experiences this moment of life.

2.2 ADOLESCENT QUALITY OF LIFE

Eisenstein (2005) points out that quality of life is the individual perception that the subject has of himself in the context in which he is inserted, considering the culture and social values of his environment in relation to his goals, expectations, standards and concerns (SOARES et al., 2011).

Fleck *et al.* (2008) conceptualize quality of life based on broad observations about the individual, recalling that attribution of quality and well-being had models underlying the ideas of satisfaction and functionalism. The satisfaction model would be related to satisfaction with the domains of life that are important to this individual, and the functionalist model would be related to

the meaning of the word; Individuals with quality of life would need to perform their social and functional activities satisfactorily.

According to these authors, quality of life "is the ability of an individual to perform activities of daily living, considering their age and social role" (p. 22). In this sense, the quality highlighted by them is a broad concept, which, even though it is related to health conditions, is not limited to it, as it encompasses the way in which physical health, psychological state, independence, social life and individual beliefs interfere with the subject's perception of the environment.

Soares *et al.* (2011) also state that quality of life involves multidirectional patterns, since they vary according to history and culture, as it reflects the way society appropriates experiences throughout history. Fleck *et al.* (2008) contribute by stating that the World Health Organization (WHO) considers quality of life as a complete state of physical, mental and social well-being, overcoming the idea of quality of life as the absence of disease.

Regarding quality of life, Campos *et al.* (2014) conclude that this is greatly influenced by human values of love, happiness, solidarity, as well as by the fact that the individual is inserted in society and has professional fulfillment. In his study, the author demonstrated that the best scores he obtained using instruments such as WHOQOL (*Word Helth Organization Quality of Life Measures*) were for adolescents with greater empowerment assisted by a philanthropic institution. In this sense, Campos (2014, p. 245) corroborates:

> Young people need to be encouraged to have a critical view of themselves and the world, because naturally this is a phase marked by conflicts. Often this means fighting against a social stereotype that they don't know what they're talking about (...) knowledge can be a tool for transforming structures (CAMPOS, 2014, p. 245).

Cruz (2010) explains that Fleck (2008) proposed some models that explain quality of life. The satisfaction model considers life characteristics, personal goals, and your satisfaction in its various domains. The combined model for importance and satisfaction emphasizes that the same domain of life will have different importance for different people, so instruments that assess this domain can ensure the choice of weight for the scores. The occupational model states that happiness and satisfaction are related to environmental and social circumstances for the fulfillment of basic needs. The dynamic model emphasizes that, even under adverse conditions, the individual is able to maintain a stable level of satisfaction considered through cognitive and conative activities.

According to Cruz (2010), quality of life models express the multidimensional nature of the definition and measurement of quality of life. For Fleck *et al.* (2008) the best accepted definition of quality of life is that of the WHO. The author also affirms three fundamental aspects for ensuring quality of life: subjectivity, which varies according to each person's judgment; multidimensionality,

considering that quality of life is composed of several dimensions and the presence of positive and negative dimensions of life.

According to the WHO, regarding the link between quality of life, health and physical activity, it is possible to conclude that not all subjects have quality of life, and that it is necessary to make an effort to obtain it.

Pires *et al. (*2012), in a study conducted in professional and non-model adolescents with the WHOQOL instrument, presented compatible data for a similar quality of life between model and non-model adolescents.

Bueno, Strelbov and Câmara (2010) present, through studies carried out in a cross-sectional sample of adolescents, the relationship between quality of life, sex, self-esteem, satisfaction and formal groups. In their research, they demonstrated how participation in formal groups can be a positive indicator in the sense of promoting health and quality of life for adolescents who benefit from them.

3 METHODOLOGY

An exploratory research was carried out with the objective of identifying evidence about the importance of social projects in locations of social vulnerability. To identify this evidence, tools were used for quantitative and qualitative analysis through interview analysis, bibliographic and field research. The databases used were *Scielo, Virtual Health Library VHL* and Google Scholar. The universe of the research was a group of adolescents from the South Marist Sector, in Aparecida de Goiânia. The population is young people who participate in social projects in the same region. The sample included eighteen adolescents, ten participants of the Marist South Reading Point project and eight adolescents who did not participate as a control group. The period was between August 12 and October 25, 2017.

To achieve the objectives of the research, the techniques and instruments used were a sociodemographic questionnaire and the application of the WHOQOL-bref. The research did not pose risks to the adolescents, did not offend, did not harm their emotional, physical, psychic, moral, intellectual and spiritual integrity. The benefits included the understanding of the importance that the Social Project has in relation to the development of adolescents in different aspects, as well as the preparation for adult life.

4 RESULTS AND DISCUSSION

The data were recorded in a Microsoft *Excel* spreadsheet. A single database was created and analyzed using the IBM *Statistical Package for Social Sciences* (SPSS), version 23. The characterization of the intervention and control groups was performed by means of contingency tables using the chi-square test. The parametricity of the data was performed using the Shapiro-Wilk test. The

reliability of the WHOQOL-bref questionnaire was tested by calculating Cronbach's alpha coefficient (α) to verify the internal consistency of the instrument for the sample studied (CRONBACH, 1996). The comparison of the WHOQOL-bref domains between the groups was performed using the Student's t-test, while the analysis considering the items individually was performed using the non-parametric Mann-Whitney test.

Table 1. Characterization of the sociodemographic profile of the intervention and control groups.

Group Profile	Groups n (%)		Total	P
	Intervention 10 (55.6)	Control 8 (44.4)		
Age	15.2 ± 2.4	13.6 ± 1.5	14.5 ± 2.2	0,12*
Gender				
Female	5 (50,0)	3 (37,5)	8 (44,4)	0,59**
Male	5 (50,0)	5 (62,5)	10 (55,6)	
Color/Race				
White	2 (20,0)	0 (0,0)	2 (11,1)	
Black	4 (40,0)	5 (62,5)	9 (50,0)	0,36**
Curtain	4 (40,0)	3 (37,5)	7 (38,9)	
Religion				
No	3 (30,0)	4 (50,0)	7 (38,9)	0,39**
Yes	7 (70,0)	4 (50,0)	11 (61,1)	
Which religion				
Catholic	4 (66,7)	2 (66,7)	6 (66,7)	0,99**
Evangelical	2 (33,3)	1 (33,3)	3 (33,3)	
Schooling				
Elementary School	4 (50,0)	2 (28,6)	6 (40,0)	
Middle school	4 (50,0)	4 (57,1)	8 (53,3)	0,45**
Higher education	0 (0,0)	1 (14,3)	1 (6,7)	
Household income				
Up to a salary	3 (30,0)	3 (37,5)	6 (33,3)	
Up to two salaries	5 (50,0)	4 (50,0)	9 (50,0)	0,89**
Above three salaries	2 (20,0)	1 (12,5)	3 (16,7)	
Practice physical activity				
No	7 (70,0)	2 (25,0)	9 (50,0)	0,06**
Yes	3 (30,0)	6 (75,0)	9 (50,0)	
Do you have any illness				
No	9 (90,0)	8 (100,0)	17 (94,4)	0,35**
Yes	1 (10,0)	0 (0,0)	1 (5,6)	
Project contributed				
No	0 (0,0)	0 (0,0)	0 (0,0)	On
Yes	10 (100,0)	0 (0,0)	10 (100,0)	
*t-test; **Chi-square; na = not applicable				

The table above describes the sociodemographic questionnaire applied to the group of adolescents, most of whom study in public schools. The objective of this study was to characterize the sample as well as to verify its homogenization, showing that there is no discrepancy, i.e., a significant difference between the control group and the intervention group with regard to sociodemographic data.

Assuming the p-value<0.01 (i.e., 99% significance[1]) it is possible to consider that there is no difference between the control and intervention groups.

However, the significance of 80% is commonly used in studies that evaluate human behavior due to the high variability and scarcity of samples, as in Schneider and Andretta (2017) and Brunes, Gudmundsdottir and Augestad (2015). Assuming a significance of 80%, it is considered that there was a discrepancy between the intervention group and the control group in terms of age and sports practice. In particular, these characteristics may be related to the profile of the adolescents who decided to join the project, given that the sample of the control group was randomly selected among adolescents.

Table 2.Results of the comparison of the WHOQOL-bref domains between the intervention and control groups.

WHOQOL-bref domains	Groups (Mean ± SD)		Total	$p*$
	Intervention	Control		
Physical	65.71 ± 11.33	73.65 ± 10.62	69.24 ± 11.44	0,15
Psychological	61.26 ± 11.63	79.70 ± 7.19	69.46 ± 13.48	**0,001**
Social	50.84 ± 23.05	66.68 ± 18.38	57.88 ± 22.04	0,13
Environment	53.76 ± 14.65	65.23 ± 11.49	58.86 ± 14.23	0,08
Overall score	57.91 ± 12.40	71.31 ± 7.90	63.87 ± 12.41	**0,02**
Student's Test				

Table 2 describes the comparison of the WHOQOL-bref domains between the intervention and control groups. Physical, psychological, social, environmental and general score profiles were evaluated. This instrument is able to position quality of life in relation to the two traditions of its conceptualization: the internal biopsychological mechanisms related to the responses of satisfaction and gratitude with life and the external mechanism that triggers the reactions of the internal mechanism, and the perception of quality of life is variable for each individual. The literature evaluates that regarding the psychological domain and the general score, there were some significant differences between the samples.

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[1] The 99% significance means that assuming that there is no difference between the control group and the intervention group, the observed (or greater) difference would be obtained in 1% of the studies due to sampling errors.

Figure 1. Bar graph comparing the WHOQOL-bref domains between the intervention and control groups.
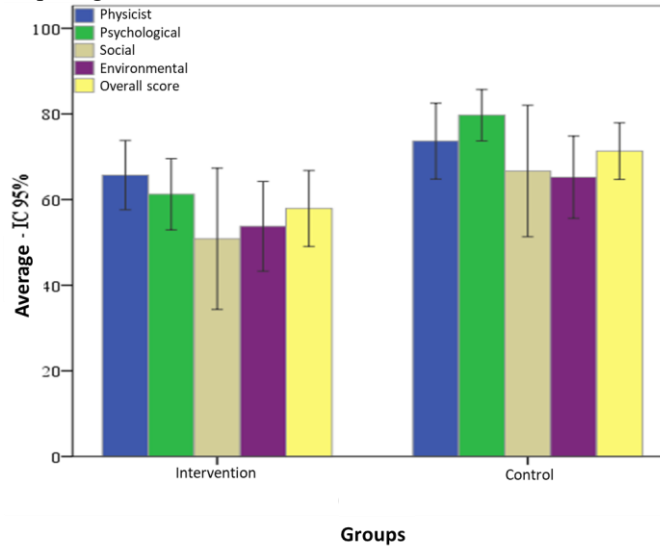

Table 2 shows that there was a significant difference between the results of the control and intervention groups, since the control group answered 79.11% regarding psychological well-being, compared to 61.26% in the intervention group, assuming a significance of 80%. It is necessary to consider that the randomly chosen sample of the control group is younger and also practices more physical activities than the intervention group, which may have directly altered the results collected.

Table 3. Results of the comparison of general quality of life and satisfaction with one's own health between the intervention and control groups.

	Groups n (%)		Total	p*
	Intervention 10 (55.6)	Control 8 (44.4)		
Quality of life in general				
Neither good nor bad	2 (20,0)	0 (0,0)	2 (11,1)	0,18
Boa	6 (60,0)	4 (50,0)	10 (55,6)	0,64
Very good	2 (20,0)	4 (50,0)	6 (33,3)	0,18
Satisfaction with one's own health				
Neither satisfied nor dissatisfied	3 (30,0)	1 (12,5)	4 (22,2)	0,37
Satisfied	5 (50,0)	3 (37,5)	8 (44,4)	0,60
Very satisfied	2 (20,0)	4 (50,0)	6 (33,3)	0,18
*PostHoc Chi-square				

Table 3 describes the comparison of overall quality of life and satisfaction with one's own health between the intervention and control groups. Regarding quality of life in general, Fleck *et al*. (2008) emphasizes quality of life not as the absence of disease, but as a state of physical, psychological and social well-being. "(...) It is a reflection of the way the patient perceives and reacts to his or her health status and other non-medical aspects of his or her life (FLECK et al., 2008, p. 22)."

There is similarity between the results of tables 2 and 3 regarding the scores obtained, giving evidence that the control group performed better than the intervention group. Considering the hypotheses depression in older adolescents, physical activity and cognitive abilities for abstraction, it is observed that the objective test seemed insufficient to measure the benefits of the Social Project. In this sense, interviews were conducted with adolescents and their families to enable the collection of more subjective data. The **interview with the adolescents** provided data for the construction of the categories of significance, as follows:

Category 1: Saturday activities before the project

Ad. 1	- I watched movies, didn't do anything, and it was repetitive, which made me bored.
Ad. 2	- I would stay at home watching TV, and go to my aunt's house. There weren't many benefits, and the detriments were sedentary lifestyle and alienation.
Ad. 3	- Stayed at home. It had no benefits and the losses were sedentary lifestyle and alienation.
Ad. 4	- I usually went to some rehearsals and after I finished I stayed home
Ad. 5	- I was on my phone.

It can be noted that the teenagers before the project stayed at home watching TV without having much to do on Saturdays. According to Hanaver (2005), "people are going from leaving the house to have fun with friends to being in front of the computer typing with other people". Thus, we realize that technology subtly replaces traditional habits such as social interaction, creating a dependence on technology, given that electronic devices have quick and easy accessibility. This indiscriminate use potentiates the isolation of the individual through a sedentary lifestyle, preventing full physical and psychological development.

Mattoso (2010) clarifies that technology and its advances compromise people's health, as they assume a sedentary life, based on the speed of information, since convenience reduces the interest and commitment of individuals in seeking other possibilities of entertainment, occupation, studies and work.

Category 2: Activities as a project participant

Ad. 1	- I read books that interest me, participate in the groups giving my opinion and listening to the opinion of others and helping with the organization of the project.
Ad. 2	- We discuss controversial issues that most of the time require acceptance from society. I only see benefits, since I joined the group I see the world in a different way (a different good).
Ad. 3	- We discuss subjects that help a lot, both in relation to everyday life and at school.
Ad. 4	- I participate in the project, I go back home, if I have a book to read, I read it. If I don't watch some humorous videos.
Ad. 5	- I go to groups and read books.

The adolescents, after they started participating in the project, began to read more about subjects of interest to them and to participate in the groups. It is known, according to Freire (2008), that it is by exercising the act of reading that one learns to be a good reader, since "if it is by practicing

that one learns to swim, if it is by practicing that one learns to work, it is also by practicing that one learns to read and write. Let's practice to understand AND learn to practice better (FREIRE, 2008, p. 47)".

Reading is more than an individual process, it is also a social practice, as reading is very important so that young people can have a different view of the world. It is worth mentioning that the formation of a critical reader is made from the moment the individual feels the pleasure of reading, which can be done individually or in a group and contributes to the development of the human being, to the transformation of society and the expansion of interpersonal relationships. When young people practice the habit of reading, their senses and the values they have about the facts of the world, about life and people, come into contact with the values and meanings conveyed in the texts. And this broad reasoning enables him to express and hear opinions on various subjects with other individuals.

Freire (2008) shows that when reading, one must think right, that is, know how to argue and have one's own opinion. He says: "When we learn to read and write, the important thing is to learn to think right. [...] Learning to read and write is not about memorizing 'pieces' of words and then repeating them" (FREIRE, 2008, p. 56).

In this way, the young person who reads and interprets creates a taste for reading, because he can argue and understand what is written. With this habit you will reveal a better performance, because you will be able to position yourself in the face of facts, events and will be able to select the texts that meet your needs, to better interpret and produce.

Martins (1986, p. 84) argues that "man is a thinking being by nature, but his reasoning capacity needs as much training as his physique does, for example, to become an athlete". For the author, cognitive abilities need stimulation. The reading and the debates carried out in the Social Project Ponto de Leitura Marista Sul have promoted the exercise of reading not only within the project, which can be seen in the answers of the adolescents. This attitude reflects a critical attitude of those who learned to say their own word, which was proposed by Freire (2008), as well as promoted training and daily exercise to expand the reasoning capacities of the researched group.

Each individual must initially figure out what they like to read, because regardless of what they are reading, reading offers challenges to the brain. If the individual reads what he likes, he will later create a reading habit and will have an easier time with varied genres. According to Paulino (2001, p. 156): "readings, in their diversity, mobilize emotions, incite reflections, transmit knowledge, involving, as we have seen, different types of knowledge".

Category 3: Importance of project activities	
Ad. 1	- Yes, I'm open-minded about things that I didn't care about or liked to talk about before.
Ad. 2	- Yes, it helped to expand my mind, and to see that not everything is as we think, so it is very important.
Ad. 3	- Yes, I believe that I have developed methods for interpersonal relationships and not being so shy. I became more empathetic. And of course, I started to read 100% more than I did.
Ad. 4	- Yes, the activities have been important as I have started to read more, and this has influenced and improved my writing and reading. I started to communicate more and that helped me a lot of public speaking as I started to use formal language more.
Ad. 5	- Interaction and communication.

Adolescents 1 and 2 present in their answers indicators of the appearance of critical thinking and judgment capacity, through the terms: "open mind" and "expand my mind". In Papalia and Feldman (2013) we have that brain maturation is not yet complete in adolescence, it still goes through growth spurts until the beginning of adulthood. The adolescent tends to use more of the amygdala to make decisions and make judgments, as the frontal area responsible for planning and judging is not yet ready, but it can be stimulated through challenges. According to the authors

> Cognitive stimulation in adolescence makes a critical difference in brain development. The process is bidirectional: the activities and experiences of adolescents determine which neuronal connections will be maintained and strengthened, and this development serves as the basis for cognitive growth in those areas (PAPALIA; FELDMAN, 2013, p. 394).

Aberastury and Knobel (1981) affirm that intellectualization can be a path taken by adolescents in understanding their dilemmas regarding identity, as if they were looking for a safe place. The author argues that the presence of groups can be welcoming, because in this situation the adolescent feels that he is not so alone and realizes that others live the same dilemmas as him.

Bee & Boyd (2011) point out that friendships between adolescents become increasingly intimate and true, the adolescent feels safe in friendships to share secrets and inner feelings. The role of peer groups in adolescence, according to the authors, is to assist as a vehicle for the transition from third childhood, a phase of protection and family care, to adulthood full of responsibilities. It is possible that the adolescent trusts his peers more than his parents. In this sense, the Marist South Reading Point Social Project appears as a place of meeting of peers, of problematization and intellectualization of the anxieties experienced by these adolescents, as well as of welcoming them.

Sifuentes, Dessen and Oliveira (2007) talk about the dynamic character between human development and the socialization process that involves relationships, in this sense, the members of a culture influence it and are influenced by it. Rego (1995) defends Vygotsky's point of view by postulating that development is a process that must consider biological aspects and that these are transformed into cultural ones. The adolescent, therefore, constitutes himself as an interactive subject and, in this process, uses speech as an instrument to organize thought.

> (...) The development of the human subject takes place from the constant interactions with the social environment in which he lives, since the most sophisticated psychological forms emerge from social life. Thus, the development of the human psyche is always mediated by the other (REGO, 1995, p. 61).

The Marist South Reading Point Social Project sought, through culturally significant activities that value the experiences of the adolescent culture itself, to give it a new meaning. In fact, with the use of literature and debate, it promoted critical thinking, broadening, complexifying and diversifying the knowledge of these adolescents.

The statements "I started to read more" and "I started to read 100% more than I used to", reflect the interaction of adolescent culture with knowledge that is historical heritage of humanity and is possible thanks to the socially interactive and relational environment that is the Social Project.

In Freire (2008) we see that dialogue is an educator. In the rupture with verticality, the adolescent who attends the Ponto de Leitura Social Project can problematize their anxieties through the readings and debates promoted, since: "no one educates himself (...), men educate themselves mediated by the world" (FREIRE, 2008, p. 9).

Another important aspect to note is that the quality of the reading that takes place in the Project is different, as it is always being mediated by the more experienced partner. In Papalia and Feldman (2013) we have that the habit of reading promotes vocabulary, stimulates imagination and induces problem-solving skills.

Category 4 – Acquired human values	
Ad. 1	- Wisdom, empathy, reciprocity.
Ad. 2	- Willpower, self-confidence, responsibility and especially empathy.
Ad. 3	- Empathy, gratitude, respect for others... positivity.
Ad. 4	- Knowledge, because many words I didn't know, respect, I started to respect the difference of others, and, finally, I became more responsible, because the books I borrow are lent to other people as well.
Ad. 5	- Respect, humility.

In the table of answers about Human Values, it can be seen that empathy was expressed by all adolescents who attend the Project. The answer: "(...) I began to respect the difference of others (...), it also reflects in a simple way the empathetic attitude that was developed throughout the experiences in the Social Project".

Bee and Boyd (2011) state that empathy involves two aspects: the understanding of the other's emotions and the combination of one's own emotional state.

The encouragement of altruistic attitudes promoted by the South Marist Reading Point Project is reflected both through logical and moral reasoning. In Papalia and Fedman (2013) we see that the peer group, through debates about moral conflicts, also influences the appearance of moral reasoning,

including at a higher level. Another aspect observed is that educational environments can serve adolescents as a place to broaden intellectual and social horizons.

Sifuentes, Dessem and Oliveira (2011) clarify that the subject's choices can be made within socio-historical patterns, they cite the teaching character of relationships. Bringing it to adolescence, it is observed that talking about moral values through reading and debate promotes this advanced moral reasoning, as observed in the adolescents' answers, contradicting the expectation that adolescents from the periphery tend to repeat the violent behaviors of that environment.

In the **Questionnaire to Parents**, the following categories were analyzed:

Category 1: Moving after participating in the project

P. 1	Yes. More affectionate, always in a good mood at home, likes to read, a friend of the group, waits for the time to get another book.
P. 2	Yes, I didn't like to leave the house, now she goes to the project with a lot of joy. He likes to help at parties, he likes to read, he likes to participate in the group, he is excited about his studies.
P. 3	Yes. He is an affectionate son and has greatly improved his attention to his brother and parents, he is very communicative, at school he likes to participate in everything and is a good student.

The answers of the parents who agreed to participate in the questionnaire reflect the joy of the adolescents and the taste for reading, pointing out once again how important the presence of the parents, their involvement with intellectualization and friendship is.

The tendency to intellectualization in adolescents can happen as a way to overcome the incapacity for action that remained after leaving the place of child that childhood provided. Intellectualization can even overcome the fanciful omnipotence of childhood parents. For the adolescent, the theoretical solution is a path to the problems he will soon face: love, work, freedom, marriage, philosophy, religion.

Aberastury and Knobel (1981) also point out that interest groups are places where adolescents will be able to realize that they are not alone. In this sense, these groups enable a welcome that adolescents do not always find in their family environment. Such groups provide pleasure and learning.

Papalia and Feldman (2013) state that friendships occupy an important place in adolescence and the amount of time spent with friends, according to the authors, is greater than in any other phase of the life cycle, in fact, friendships can become more reciprocal and true.

Category 2: What would you like to talk about the project

P. 1	Every teenager should participate
P. 2	I recommend all teenagers to participate. It helps in formation, in respect for others.
P. 3	It is a very good project, it encourages the teenager to study.

We noticed, then, that the parents of the young people encourage the project, because they believe that it helps in the formation, studies and knowledge of their children. They emphasize

established relationships, respect for others. Vygotsky points out that: "man's behavior is formed by peculiarities and biological and social conditions of his growth" (2001, p. 63). Social interaction plays a very important role in individual formation, so we must admit that the learning process needs interactive processes.

It can be said that from the moment a child is born, he is already relating and becoming familiar with the environment in which he is inserted. Thus, learning does not happen in isolation, because from the moment the individual lives with other people, he exchanges information and this interaction plays a very important role in his development.

5 FINAL THOUGHTS

The results of the quantitative research presented data that were initially negative for the quality of life of the adolescents who attend the Marist South Reading Point Social Project in the case of the control group, if we consider the confidence interval = 80%. The following hypotheses were raised based on data analysis: the control group had higher rates for the practice of physical activities and also had a younger age group than the intervention group. Another aspect that can be listed is the maturity that the intervention group demonstrated in responding to the qualitative questionnaire, which may suggest greater awareness of the intervention group to answer the quality of life questionnaire (WHOQOL-bref).

Regarding the qualitative analysis, it was observed the importance of the work carried out with the adolescents of the South Marist Sector in Aparecida de Goiânia. The data suggest that the adolescents have advanced language for their maturational moment, giving indications that both the reading and the debates promoted by the Project's educator provided stimuli to the skills of abstraction, logical and moral reasoning. In addition, the project participants expanded their vocabularies and fostered their critical perceptions about themselves and the reality that surrounds them.

The habit of reading mentioned by the adolescents and confirmed by the parents in an interview proved to be a possible path to intellectualization, which can help the youngsters to problematize their experiences, as well as stimulate creativity and logical reasoning.

There is a possibility that further studies will offer more data on the work carried out by the Social Project Ponto de Leitura Marista Sul, because with few data collected in the interview, a certain subjective richness was observed that objective tests would prove insufficient to measure. Longitudinal studies in the field can contribute to further research, ensuring the place and importance that Social Projects have in involving adolescents who are in a situation of social vulnerability.

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