

**THE SCHOOL LEARNING OF ADOLESCENTS SERVING PROBATION IN
CEILÂNDIA –DISTRICT FEDERAL**

**A APRENDIZAGEM ESCOLAR DE ADOLESCENTES EM CUMPRIMENTO DE
LIBERDADE ASSISTIDA EM CEILÂNDIA – DISTRITO FEDERAL**

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LIBERTAD ASISTIDA EN CEILÂNDIA – DISTRITO FEDERAL**

 <https://doi.org/10.56238/sevened2025.030-085>

Letícia Maria Mendes Rogae¹

ABSTRACT

This article aims to reflect on the most appropriate teaching proposal to promote school learning among the group studied. Individual interviews were conducted with 10 adolescents and a focus group with 6 adolescents in order to understand the adolescents' perception on the subject. Among the main results found, the participants' perception that there is a need to rethink or improve the teaching and learning process stands out, through the construction of a school that effectively considers the individual particularities of students, promoting the conduct of teaching with attention, respect and effectiveness of learning. The results found contribute to the school learning of adolescents serving socio-educational measures of supervised release, as well as to the reformulation of the education policy for these students.

Keywords: Education. Socio-Education. Supervised Release. School Learning.

RESUMO

Este artigo tem o objetivo de refletir sobre a proposta de ensino mais adequada para a promoção da aprendizagem escolar do grupo pesquisado. Realizou-se entrevistas individuais com 10 adolescentes e grupo focal com 6 adolescentes em busca de compreender a percepção dos adolescentes sobre o tema. Dentre os principais resultados encontrados, destaca-se a percepção dos participantes de que há necessidade de repensar ou aprimorar o processo de ensino e aprendizagem, por meio da construção de uma escola que considere efetivamente as particularidades individuais dos alunos, promovendo a condução do ensino com atenção, respeito e efetividade da aprendizagem. Os resultados encontrados contribuem para a aprendizagem escolar dos adolescentes em cumprimento de medida socioeducativa de liberdade assistida, bem como para a reformulação da política de educação para esses estudantes.

Palavras-chave: Educação. Socioeducação. Liberdade Assistida. Aprendizagem Escolar.

RESUMEN

Este artículo tiene como objetivo reflexionar sobre la propuesta de enseñanza más adecuada para promover el aprendizaje escolar entre el grupo estudiado. Se realizaron entrevistas individuales con 10 adolescentes y un grupo focal con 6 adolescentes con el fin de

¹ Master in Public Policies for Children and Youth. Universidade de Brasília (UNB).
E-mail: leticiarogae@gmail.com Orcid: <https://orcid.org/0009-0005-8089-6058>
Lattes: <https://lattes.cnpq.br/5280077279409130>

comprender la percepción de los jóvenes sobre el tema. Entre los principales resultados encontrados, destaca la percepción de los participantes sobre la necesidad de repensar o mejorar el proceso de enseñanza y aprendizaje, a través de la construcción de una escuela que considere efectivamente las particularidades individuales de los estudiantes, promoviendo una enseñanza con atención, respeto y eficacia en el aprendizaje. Los resultados obtenidos contribuyen al aprendizaje escolar de los adolescentes que cumplen medidas socioeducativas de libertad asistida, así como a la reformulación de la política educativa dirigida a estos estudiantes.

Palabras clave: Educación. Socioeducación. Libertad Asistida. Aprendizaje Escolar.

1 INTRODUCTION

This article originated from research carried out for the preparation of a Master's dissertation and aims to reflect on the most appropriate teaching proposal for the promotion of school learning according to the perception of adolescents in compliance with assisted freedom at GEAMA in Ceilândia I – North.

In the context of the Federal District, the execution of socio-educational measures is carried out by the State Secretariat of Justice and Citizenship, through the Undersecretariat of the Socio-educational System, specifically in the units called Open Environment Service Managements – Geama (DISTRITO FEDERAL, 2022).

The socio-educational monitoring of the measure of assisted release in the Federal District is guided by national and district legislation. Among the main norms that regulate socio-educational care in the Federal District, the following are mentioned: Federal Constitution of 1988; Statute of the Child and Adolescent (ECA); National Socio-Educational Service System (SINASE), Pedagogical Political Project of Socio-Educational Measures of the Federal District, Flow of Service in Open Environment and Joint Ordinance No. 10.

In all legislations there is a provision about the mandatory insertion and monitoring of school, as well as the importance of the school in the process of resocialization of adolescents accompanied by open environment measures. It is clarified that the adolescent serving an assisted release measure attends primarily the schools in his region in the region where he resides.

However, it is observed that adolescents in the universe surveyed have shown a trajectory of withdrawal from school due to situations that make it difficult to stay in school and learn (DISTRITO FEDERAL, 2023). Considering the observed context, the guiding question arises: in the perception of the socio-learners, what is the most appropriate teaching proposal for the effective promotion of school learning of adolescents in compliance with a measure of assisted freedom linked to GEAMA of Ceilândia I – North?

2 DEVELOPMENT

2.1 SCHOOL LEARNING

Learning is a complex process by which human beings acquire, modify, or reinforce knowledge, skills, attitudes, and values through interaction with others and the environment around them (DEMO, 2018; WALNUT; LEAL, 2015).

School learning, on the other hand, is a specific subgroup of everyday learning, which proposes the sharing of scientific knowledge, occurring specifically in the school environment, with the use of specific contents, methods and assessments aimed at certifying the learning of the knowledge taught at school (LIBÂNEO, 2005; WALNUT; LEAL, 2015).

Regarding learning in the adolescence phase, Anjos (2017) and Ferreira (2015) state that the process of youth development and learning occurs in social interactions, and therefore the school is a privileged space for learning in this phase. The beginning of adolescence coincides with major changes in the school routine, such as the learning of abstract concepts, changes in both the content of knowledge and the way of teaching, the introduction of several subjects and different teachers - each with different requirements, demanding new mental mechanisms to understand the new context. Thus, during adolescence, the school is an important space for learning not only about school content, but also about aspects related to social values, living in society and preparing for adult life.

For Ferreira (2015), school education for adolescents must consider the characteristics of this phase of development, as well as the sociopolitical context of today's society. In this context, Demo (2018) teaches that the school should be concerned with learning, with the formation of the personality, autonomy, authorship and protagonism of the young student, abandoning the simple movement of teaching and transmitting content.

That said, Demo (2018) highlights that the human brain learns in an authorial way through a deep subjective experience involving reason and emotion. This means that in the learning process, logic and emotions are intertwined in the brain, so learning is not only about understanding and analyzing information in a rational way, but it also involves our emotions and personal experiences. Therefore, when we learn something, we are using both our reasoning ability and our emotional responses, which makes the learning experience quite complex.

That is why it is essential to think of a school education that is capable of uniting theory and practice, bringing everyday knowledge closer to scientific knowledge and considering the emotions involved in the adolescence phase in order to ensure real and meaningful learning for students who commit infractions.

2.2 METHOD

The research was carried out in the Management of Service in Open Environment of Ceilândia I - North, Federal District and the execution was divided into three phases. Phase

1: Individual interviews with 10 adolescents being monitored at Geama; Phase 2: Focus group with the participation of 6 adolescents; Phase 3: Content analysis and discussion of the collected data (BARBOUR, 2009; BARDIN, 1977; LAKATOS, 2017).

In the individual interview phase, the participants were asked about their identification (age, race, gender) and school profile, as well as the participants' perception of learning difficulties, relationship with school workers, importance of the school and suggestions for improvement for a more appropriate school for school learning.

For the focus group phase, after prior analysis of the data obtained in the interview phase, adolescent students from the 7th, 8th and 9th grades of elementary school, 1st and 2nd year of high school and higher education were invited to participate in the group. In the focus group, the participants were asked about their perception of the most appropriate school for them, what would be in that school, what would be taught, how the contents would be taught and what is the best way/strategy to learn what is taught in school.

In the analysis and discussion phase, the data were organized as follows: 1. Profile and school trajectory of all participants, 2. Aspects related to the individual perceptions of the participants and 3. Aspects related to the perceptions of the focus group.

The analysis of aspects related to the individual perceptions of the participants covers four themes: school profile and trajectory, school relationships, reasons for attending school and suggestions for improvements for the school that impact on the improvement of learning.

The analysis of the aspects pertinent to the perceptions of the focus group resulted in three categories: basic and socioeconomic conditions, student-teacher relationship and possibilities for school learning of adolescents in assisted freedom.

The procedures related to ethical care with research included: Authorization to carry out research by the Court of Execution of Socio-Educational Measures of the Court of Justice of the Federal District and by the Undersecretary of the Socio-Educational System; Authorization from the Research Ethics Committee of the Institute of Human Sciences of the University of Brasília (CEP/CHS); Prior authorization from the guardians of the underage participants and consents from the participants via the Informed Consent Form (ICF).

2.3 ANALYSIS AND DISCUSSION OF THE RESULTS - INDIVIDUAL INTERVIEWS

Table 1

Profile and school trajectory of the participants

Participant	Age	Race	Registration	School Attendance	School year	Mode	History of Failures	Learning Disability
A1	17	Brown	Yes	No	8th EF	EJA	1x 7th, 8th EF	Yes
A2	15	Brown	Yes	No	9th EF	EJA	1x 9th EF	No
A3	16	Brown	Yes	Yes	1ST IN	Regular	-	No
A4	15	White	Yes	No	8th EF	-	3x 8th EF	Mat.
A5	15	Black	Yes	Yes	1ST IN	Regular	-	Yes
A6	17	Brown	Yes	Yes	1ST IN	EJA	2x 3rd EF	Mat.
A7	17	Black	Yes	Yes	1ST IN	EJA	2x 1st IN	No
A8	18	Brown	Yes	No	2ND IN	Regular	2x 2ND IN	No
A9	14	Brown	Yes	No	7th EF	Regular	1x 3rd EF	No
A10	18	Brown	Yes	Yes	Higher education	-	-	No

Source: Prepared by the authors based on the data obtained in the survey (2023).

Table 1 shows the self-declaration profile and school trajectory of the participants. It appears that all participants are enrolled, but only five attend school regularly. When asked about the reasons for not attending school, the following justifications were obtained: "*work*"; "*take care of family members*"; "*lack of transportation*" and "*boring school*".

The justifications used are related to the socioeconomic conditions of the families, with the need for older children to take care of their younger siblings, especially in vulnerable and single-parent families, conditions present in the profile of families accompanied by socioeducation, as verified in the study of the sociodemographic profile of socio-learners carried out by the Federal District (2023). They also presented justifications related to the distance between school spaces and residences and also to possible conflicts that occurred between the school community.

The history of failures in the school trajectory of the participants was also observed. In their perception, the reasons that justify the failures are: "*EJA and bad influence of friends*"; "*expulsion*", "*teachers' annoyance*"; "*work*", "*absences*" and the justification "*I didn't learn to read*" stands out.

The justification "*I didn't learn to read*" is related to the "unlearning effect" (DEMO, 2021). Saviani (2011) teaches that we attend school to learn elementary knowledge (learning to read, write, count and calculate) skills acquired during the literacy period, from the 1st to the 3rd year of elementary school, which can occur up to the 5th year of elementary school

in a continuous process throughout school life. The relationship between the justification and the "unlearning effect" and the author's teaching made it possible to question the literacy methods used and the criteria for evaluation, promotion and school failure.

Another factor observed in the school trajectory of the participants is the finding of school discrepancy that is related to multiple factors such as socioeconomic conditions, school infrequency, failure, learning difficulties, among others. School discrepancy is a worrying aspect in the participants' history, as it contributes to demotivation with school and to school dropout.

The aspect of learning difficulties was also observed, which was described by one participant as a situation disregarded by the school, as reported: Adolescent 5: *The school never paid attention to this situation to try to take action. The only time they paid attention, they gave me a routine that, in the end, didn't help at all and sometimes gave me 1 hour of rest, to use the cell phone, but it ended up breaking the routine completely.*"

It was observed that the school was aware of the student's learning difficulties and promoted a strategy to try to solve the issue, but the strategy was not followed up in order to measure its effectiveness, and it was decided to allow the use of the cell phone for rest, as a strategy to silence the adolescent and make his difficulty invisible. It was also observed that the participant's perception is one of frustration and complaint in relation to the strategy adopted by the school, since for him the intervention did not contribute to the resolution of the problem.

It was also observed that the participants reported learning difficulties only in mathematics, as reported: Adolescent 4: *Only in mathematics, because the teacher did not teach properly, then it created doubt.* And Adolescent 6: *I have more difficulty only in the exact sciences.*

The reports are also related to the occurrence of the "unlearning effect" of mathematics, since in the Federal District the rate of adequate learning of mathematics is only 61.3% in the initial years of EF; 28.1% in the final years of EF and 17% in high school (DEMO, 2021).

The reports of learning difficulties make it possible to reflect on the need for individualized monitoring of adolescent learning. It is not a matter of offering individual teaching, in the sense that there is no interaction between students, teachers and other school professionals, since we are social beings. It is, however, a matter of offering specific strategies for each student, according to each specificity presented during the school career.

In this sense, knowing the individual needs of each student can be a strategy for the elaboration of more assertive interventions in relation to the needs presented.

2.3.1 School relations

The relationship with teachers and school workers (management and coordination, lunch and cleaning professionals) was described as "*calm*", despite some occasional conflicts related to discipline and behavior in the classroom. However, there were reports about the perception that teachers "*kept marking*", according to the highlighted excerpt. Teenager 6: *Nowadays the relationship is "good", but in the past there was this issue of markings. From the sixth to the ninth grade, the teachers who kept marking me.*

Another report refers to a conflicting relationship with the principal, especially due to the students' school history. The perception is that the direction "*gets on the foot*" due to facts that occurred in other schools, but accessed by the current school through the school record, as observed in the report of Adolescent 1: *No, it's because, as I already have a long history, sometimes I arrive at school already "stepped on", then I get on my feet.* (Researcher): *When you say that the school persecutes you because of your background, do you think that the school saw the things you did in other schools or your infraction record?* (Adolescent 1): *No, I had the infraction this year, I was already out of school.*

The school's approach to the reported situations is perceived as an approach of disciplinary control (FOUCAULT, 1987) that disregards human development (BOCK, 2007; VIGOTSKI, 1996) when considering that facts related to some type of "bad behavior" are enough to judge students as "messy" and surround them with surveillance, control and punishment. This relationship seems to be surrounded by prejudices, pre-judgments and disbelief as to the possibilities of changing the students' trajectory.

The favoring of dialogue (FREIRE, 1996), through the use of active, empathetic and more understanding listening, as well as the conduction of the teaching-learning process permeated by a relationship of respect that considers the condition of adolescent development, socioeconomic issues, the life trajectory and the school trajectory of students is understood as a strategy that favors the improvement of school relationships.

2.3.2 Reasons for attending school

School attendance is perceived as important even with all the contradictions related to this space. The participants referred to the importance of attending school to *learn the school contents* and to *obtain better possibilities in the future*.

The understanding that it is important to attend school to learn school content is related to the notion that the acquisition of this knowledge contributes to personal development, to advance in the steps of schooling or even to obtain better opportunities in the labor market, emphasizing the need for fundamental skills for the progress of individual and social formation.

On the other hand, the perspective of an education for the future allows the questioning of the meaning of education in the present life of adolescents. The perception seems to be that all current effort and dedication to the school will only be recognized in the future and adduces a connection between educational training focused on the world of work and the social understanding of greater recognition for individuals who attend higher education and have good jobs in a school perspective of training focused on the labor market, disregarding the formation of other skills necessary for life in society.

2.3.3 Suggestions for improvements

The perception of the participants indicates that in order to stimulate school attendance and contribute to the school learning of adolescents in assisted freedom, *investments in school infrastructure are necessary*, emphasizing the need for air conditioning and fans in classrooms, improvements in snacks, improvements in school furniture, improvements related to the organization and cleanliness of the school, and improvements in uniforms.

The learning of more meaningful content *for everyday life* was also suggested, highlighting the relevance of studying content that has a practical and direct application in their lives with the inclusion of more flexible classes and activities outside the classroom that can enrich the educational experience, making learning more engaging and relevant, as stated by Adolescent 5: *Learning what will really impact our life. How do I know, a financial education? Learn to take care of finances, right? And even sex education, which is something very important to us, because, "that thing", most of the cases are happening inside our homes. It would be important for children to know this.*

It was observed that the current curriculum can be perceived by the participants as too theoretical and disconnected from the reality and daily needs of the students, demonstrating

the need to reformulate the current curriculum in order to include new contents in the existing curriculum that can add knowledge to the students, but without abandoning the traditional contents necessary for daily life.

Also highlighted was the suggestion of improvement in *dialogue* (FREIRE, 1996), especially related to dialogue with teachers during the teaching/learning process and also the *abandonment of traditional practices such as copying content*, as shown in the following excerpt: Adolescent 1: *Needs to improve patience. Teachers also need to understand the age group (of students) because they think you have to learn this there, you have to learn it anyway, you know? But no, right, it's not like that! There are people who can't learn, they need to be a little more calm, patient. You copy, but copying is one thing. But do you understand, have you read what you're writing? No, right? The only thing I had to do was go to school and show activity. Passing the test by passing a cheat there is easy, it just cheats, but you don't learn. The evening teacher arrives, sits down, passes a lot of "stuff" on the board and sits down again. Explain nothing, give nothing, just talk. Just write, then you copy, in the next class you deliver and that's it.*

It was observed the appreciation of teachers who demonstrate patience, empathy and care about well-being, learning and favor an environment of trust and respect for students and criticism of teachers who assume a posture of disrespect for students.

There was also a warning about the need for teachers to be aware of the different ways students learn, respecting the development condition and the learning difficulties they may present. This warning is in agreement with the teachings of Vygotsky (1996) regarding the developmental condition of adolescents and the acquisition, at different ages, of cognitive and emotional skills and levels of maturity, which influence the way students learn and interact with the content, highlighting the importance of teachers recognizing that not all students learn at the same pace or in the same way and that learning requires patience and calm, since teachers' anxiety and haste can be counterproductive, leading to student frustration and disengagement.

It was also observed the criticism of teachers (of EJA) who use mistaken traditional teaching methods and techniques through the copying of information that does not contribute to learning, as well as the posture of some teachers regarding the mediation of learning that occurs by requesting copies of content that is not explained and that the student is also not given the opportunity to request a better explanation, motivated by a perception that EJA teachers adopt a posture of differentiated treatment among students.

2.4 ANALYSIS AND DISCUSSION OF THE RESULTS - FOCUS GROUP

2.4.1 Basic and socioeconomic conditions

Collectively, the participants verbalized about the social and economic conditions faced by them and their families to remain in school, as reported:

Teenager 2: *To think about a dream you have to see the reality that is Brazil. I know a lot of people who have a great income, have a good life and are receiving all the aid, and the people who need it really can't get it. I myself am trying to run after government aid because I don't have a fixed income and I can't.*

Adolescent 3: *My mother doesn't have money to buy a bag of rice for the house, how are you going to buy the notebook, buy a pen, pencil, eraser? Computer? Impossible!*

Adolescent 6: *Most of them start the class soft, weak, but then later, when it was close to the time to eat, he would cheer them up again.*

There was a criticism of the country's income distribution system, which makes it impossible for adolescents to dream and verbalize about improvements in education, motivated by a feeling of injustice in the face of the reflection that many receive aid unnecessarily, while those who need it most do not access the benefits offered by the government.

The impacts of poverty on access to food and the reflection of food deprivation on the learning process were also observed. The perception related to students showing greater energy and engagement in class after eating at school enables the affirmation that there are no learning conditions when living with food insecurity.

2.4.2 Student-teacher relationship and emotional support

There was a great emphasis on the relationship between teachers and students during the focus group, with reports of situations that occurred in the school routine, which, in their perception, could be improved. There was a suggestion to adopt more playful learning methods that contribute to a feeling of lightness during the process, citing as an example the teachers of the early years who provided greater assistance for learning, but after entering the second cycle of elementary school, this support ceased.

It was observed the perception of a significant change between the style of teacher and the style of teaching in a comparison between the initial and final years of elementary school, indicating a dissatisfaction with the quality of the teaching staff from the 6th year of elementary school and mentioning the lack of more qualified teachers and suggesting that,

In addition to mastering traditional content, teachers need to have pedagogical and emotional skills to deal with students.

There was a suggestion related to the need for teachers to have emotional skills or to hire psychologists to meet the demands of adolescents in relation to school issues and also related to the need for understanding, welcoming, guidance and positive influences from teachers and the school. This suggestion is justified by the perception that the non-availability of positive role models in the school generates the search for negative influences on the street and in crime.

Reports related to episodes of prejudice, disrespect and dubious professional conduct of teachers were also observed, suggesting the perception that teachers may discriminate against or ignore students due to the presence of stereotypes and prejudices in the school environment, and that some students do not receive the necessary school assistance, a factor that impacts learning and motivation to study. as reported by Adolescent 3: *Teacher has prejudice for appearance. They look at the person's face and already judge. You are studying a whole year with him and during the whole year the teacher did not come to help you because of prejudice, this also encourages students to stop studying.*

Participants indicated communication and the approach in the classroom to more meaningful content as strategies that can improve the relationship between teachers and students. Vigotski (2006) teaches that communication is the main activity of developing adolescents. In this way, the suggestion of improvements in communication between teachers and students enables a healthy development and more meaningful learning for young students.

2.4.3 Possibilities for school learning for adolescents in assisted liberty

The participants verbalized about the strategies for teaching school content and about the contents or themes that could be addressed by the school to contribute to the school learning of adolescents in assisted freedom, reporting on a perception of differentiation between the contents addressed in public and private education. There is a feeling that they do not learn everything that should be learned in public school, motivated by a perception that Enem includes issues that public school students are not able to solve, generating a feeling of inequality of conditions for access to higher levels of education and also demotivation in continuing their studies.

It was observed that adolescents perceive that students from public schools learn less (in quantity and quality) than students from private schools, a factor that is out of step with legislation that presupposes equal conditions for all Brazilian adolescents regardless of conditions (socioeconomic, race, gender, among others).

It was also observed a perception about the need to simplify teaching and reduce the amount of content covered during the school year, questioning the quality of learning in a teaching model based on an approach of excess content and copies of large amounts of material without apparent need and without receiving adequate explanations about the content, as verbalized by Adolescent 5: *You have to simplify business more! Why in a class do I have to think about "34 different things"? "Like" in biology: in a class you are learning about ecosystem and "out of nowhere" you are already explaining the difference between biosphere and other "stuff" there. They could take just one class to explain just one "mess", because the year gets too busy. And they put a lot of things for us to copy and don't explain it. And when he explains, he explains complicated.*

The perception indicates the use of a traditional pedagogical approach by some teachers, enabling mechanical learning that adds little knowledge to students and is in disagreement with what is defended by theories of development in adolescence as strategies for learning in adolescence (BOCK, 2007; FERREIRA, 2015; LIBÂNEO, 2005).

It was also observed as suggestions for strategies for the learning of school contents, the stimulus to a teaching based on the valorization of creative thinking (authorial) in substitution of memorized thinking (traditional), motivated by a need to express their own ideas and to learn current and important content and themes for life in society that add practical and significant knowledge to the practical life of students.

This observation can be seen in the report of Adolescent 3: *I think that schools and teachers should teach us to think creatively, not in a memorized way. Most of them already come with their thoughts memorized and this gives a lot of anxiety. One day you have to memorize that and give the right answer the way you have it is there. Now, creativity is not. You respond with your way of thinking and have more than one correct way. And I think that sex education should be taught, for example, with children, right? Because that's a given, right? That most child abuse happens inside the home.* And in the report of Adolescent 2: *Financial education in high school would be "top". Even more so since it is in high school that we start working. When I went to the second year, I went to invent living alone, that's when I saw the difficulty of paying the bills.*

Finally, it was observed that the suggestions for adolescents in compliance with assisted release to learn what is taught at school include abandoning segregationist practices of separating students by a criterion of "*good or bad*" behavior in order to "*not disturb those who 'have a future'*"; the need to adopt personalized pedagogical strategies that consider the needs of students and training teachers to work with adolescents.

3 CONCLUSION

The study allows the conclusion that in the perception of the participants there is a need to rethink or improve the teaching and learning process, through the construction of a school that effectively considers the individual particularities of the socio-learners, promoting the conduction of teaching with attention, respect and effectiveness of learning.

To ensure the effective reach of school learning, it is necessary to reformulate the curriculum through the analysis of the proposed contents, with re-elaboration or elimination of excess content and appreciation of the most significant content for daily life and in society. Requiring the improvement or overcoming of traditional teaching methods, such as the procedure of copying content. Thus, it was observed the suggestion of the participants regarding the adoption of more simplified teaching and learning methods that ensure the students' understanding of the contents covered and stimulate and value creative thinking (authorial) instead of memorized thinking (traditional).

In addition, it was found that it is urgent that there be a treatment based on ethics and respect, in the relations between students and school workers, especially with the abandonment of segregationist and prejudiced practices that separate students.

Adolescents value and recognize the school space, even in the face of adversities faced, as a space that, in addition to being a learning environment, is also a space for socialization and personal development. The importance attributed to school reflects an awareness of the need to be prepared for the challenges of adult life, for the job market and for living in society, seeing school as a crucial opportunity to broaden their perspectives and build a better future. This perception emphasizes the urgency of strengthening and transforming the current educational policy, so as to ensure that the school not only maintains its symbolic value, but also effectively becomes a space of meaningful learning, where all adolescents can fully develop.

Teachers are seen as essential elements in the learning process, and their attitudes and teaching methods are decisive for the quality of the students' educational experience.

The criticisms directed at those teachers who do not establish a respectful and constructive relationship with students, as well as those who limit themselves to mechanical pedagogical practices, such as copying content, without promoting effective teaching, evidenced the dissatisfaction of adolescents with professionals who adopt unengaging approaches.

Thus, the research highlights the urgent need for a reassessment of educational policies and practices, in order to create a more equitable school environment adapted to the real needs of adolescents in assisted freedom. The suggestions presented by the participants offer valuable guidelines for the implementation of changes that can transform the school into a truly welcoming and effective space, capable of promoting meaningful learning and the integral development of all students.

It is essential, therefore, that the school meets the needs and particularities of the socio-learner, recognizing him as a unique and valuable individual, as well as that it offers an educational experience that facilitates the construction of fundamental knowledge for his reintegration into society, in addition to promoting the critical and conscious exercise of his rights, with his effective participation. The socio-learner seeks personal affirmation, acceptance, a sense of belonging and acceptance. Meeting these needs is crucial to favor school learning, the development of critical thinking, autonomy and emancipation.

As a social contribution, the study highlights the mismatch between legislation and the educational reality faced by adolescents in assisted liberty and promotes a debate on the importance of ensuring that all students, regardless of their circumstances, have access to quality education that respects their particularities and needs. This has the potential to reduce social inequalities and promote greater educational justice.

However, without intending to exhaust the theme, the present study allowed the effective realization of the reflection on school learning, in a perception of the socio-learners in compliance with assisted freedom of GEAMA Ceilândia Norte.

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