

TEACHING AND LEARNING IN CONTEXTS OF DEPRIVATION OF LIBERTY AND SOCIAL ISOLATION: AN EXPERIENCE WITH SOCIOEDUCATORS FROM CASE, MOSSORÓ - RN

ENSINAR E APRENDER EM CONTEXTOS DE PRIVAÇÃO DE LIBERDADE E ISOLAMENTO SOCIAL: UMA EXPERIÊNCIA COM SOCIOEDUCANDOS DO CASE, MOSSORÓ - RN

ENSEÑANZA Y APRENDIZAJE EN CONTEXTOS DE PRIVACIÓN DE LIBERTAD Y AISLAMIENTO SOCIAL: UNA EXPERIENCIA CON SOCIOEDUCANDOS DEL CASE, MOSSORÓ - RN

Areillen Ronney Rocha REGES¹
Emerson Augusto de MEDEIROS²

ABSTRACT: This text aims to present reflections on the educational actions developed by teachers of the Youth and Adult Education Center (CEJA), who work at the Socio-Educational Service Center (CASE / Mossoró - RN), in the period of the COVID-19 Pandemic. It is characterized as an experience report that is based, in methodological terms, both on the approach of the teaching professional experience, and on the reflection on the educational practice with socio-educated students who are serving a measure of deprivation of liberty in the Unit, with a time frame of March 2020 to December 2021. We positively emphasize the different educational practices listed, given that, during the activities carried out at the school, we faced one of the biggest health crises of all time. In view of this, we highlight the importance of interdisciplinary work in the improvement and construction of different knowledge, teaching practices and knowledge about the educational reality at the moment.

KEYWORDS: Socioeducation. Youth and Adult Education. Interdisciplinarity.

RESUMO: Este texto tem como propósito apresentar reflexões acerca das ações educativas desenvolvidas por docentes do Centro de Educação de Jovens e Adultos (CEJA), que atuam no Centro de Atendimento Socioeducativo (CASE/Mossoró - RN), no período da Pandemia da COVID-19. Caracteriza-se como um relato de experiência que se apoia, em termos metodológicos, tanto na abordagem da experiência profissional docente, quanto na reflexão sobre a prática educativa com socioeducandos que cumprem medida de privação de liberdade na Unidade, com recorte temporal de março de 2020 a dezembro de 2021. Ressaltamos, positivamente, as diferentes práticas educativas arroladas, haja vista que, no decorrer das

¹ Federal Rural University of the Semi-Arid (UFERSA), Mossoró – RN – Brazil. Specialist in Geography of the Northeast and Specialist in Child and Adolescent Law. Master's Student of the Post-Graduate Program in Teaching (POSENSINO/UFERSA). ORCID: <https://orcid.org/0000-0001-6136-3727>. E-mail: areillen_ronney@hotmail.com

² Federal Rural University of the Semi-Arid (UFERSA), Mossoró – RN – Brazil. Associate Professor. Permanent Professor of the Graduate Program in Teaching (POSENSINO/UFERSA). PhD in Education. ORCID: <https://orcid.org/0000-0003-3988-3915>. E-mail: emerson.medeiros@ufersa.edu.br

atividades desenvolvidas na escola, enfrentávamos uma das maiores crises sanitárias de todos os tempos. Diante disso, evidenciamos a importância do trabalho interdisciplinar no aprimoramento e na construção de diferentes saberes, práticas de ensino e conhecimentos acerca da realidade educacional frente ao momento.

PALAVRAS-CHAVE: Socioeducação. Educação de Jovens e Adultos. Interdisciplinaridade.

RESUMEN: Este texto tiene como objetivo presentar reflexiones sobre las acciones educativas desarrolladas por docentes del Centro de Educación de Jóvenes y Adultos (CEJA), que actúan en el Centro de Servicios Socioeducativos (CASE/Mossoró - RN), en el período de la Pandemia del COVID-19. Se caracteriza por ser un relato de experiencia que se fundamenta, en términos metodológicos, tanto en el abordaje de la experiencia profesional docente, como en la reflexión sobre la práctica educativa con socio-estudiantes que se encuentran cumpliendo una medida de privación de libertad en la Unidad. con un marco temporal de marzo de 2020 a diciembre de 2021. Destacamos positivamente las diferentes prácticas educativas enumeradas, dado que, durante las actividades realizadas en la escuela, enfrentamos una de las mayores crisis sanitarias de todos los tiempos. Ante ello, destacamos la importancia del trabajo interdisciplinario en el perfeccionamiento y construcción de diferentes saberes, prácticas docentes y saberes sobre la realidad educativa del momento.

PALABRAS CLAVE: Socioeducación. Educación de Jóvenes y Adultos. Interdisciplinariedad.

Introduction

In contemporary times, it is necessary to think as the teacher who works with teaching in basic education aligned with the socio-educational measure, because it deals with the challenges in its teaching practice, trying to consider the educational specificities, the socio-historical contexts of the students and the experiences they carry from the society and culture in which they are inserted. With the emergence of the Pandemic caused by COVID-19, the existing problems intensified and, in addition to uncertainties about the future of education in the country, caused several reflections on the teaching actions to be worked on.

This pandemic period, which we are still facing, has potentiated socioeconomic inequalities and brings great concern to Basic Education throughout the country, especially when it comes to the public network, according to a technical note published by the Institute of Applied Economic Research (KUBOTA, 2020). The world stopped and teachers had to reinvent themselves to maintain education and not cause more harm, especially for the most penalized students, such as those who comply with a socio-educational measure of hospitalization. But what educational strategies could be developed to momentarily rescan the lack of education these young people face?

Remote classes and interdisciplinarity emerged as devices of temporary solution and easing of the educational challenge that was seen. With this, it was necessary to think about new strategies and tools that could supply the physical absence of the teacher and/or the decrease in the number of classes. Technology emerges as an immediate solution and great ally during this time, while becoming a problem of adaptation for teachers who did not "master" the proposed technological tools.

This text, thus, is configured as an experience report, since it emerges to describe the educational practice that teachers working in a system of deprivation of liberty, the Center for Socio-educational Care (CASE/Mossoró - Rio Grande do Norte, Brazil), faced during the Pandemic, having as a time frame the period from March 2020 to December 2021. Therefore, it is illusory not to bring experience from the perspective of the students, in view of the proportional dimension of difficulties faced in the different educational and teaching practices.

As Paulo Freire (1993) points out, it is not possible for educators to think exclusively about didactic procedures and the contents to be taught. From this point of view, the author presents a reflection of a broad and humanized view that educators must conduct in the teaching-learning process. In addition, the didactic and content procedures had to undergo constant changes until they reached a reasonably achievable level, in view of the current moment.

In this perspective, due to the specificities and weaknesses that youth and adult education (EJA) is configured, the teaching modality that assists these students, it is necessary to emerge a reflection on the formative practices and how they should be conjecture in the promotion of efficient pedagogical and interdisciplinary practices, so that one can excel in the quality of teaching and believe in the professional and personal growth of these subjects, mediators of knowledge and life experiences.

We emphasize that we take as a clipping for the text the educational experiences produced in CASE/Mossoró - RN, based on the experiences built by teachers and students in the pandemic period. It is also important to highlight that the experience described in this report was experienced by one of the authors of the text. Thus, we were able to analyze through observation, problematization and reflection of the practices developed in the aforementioned Socio-Educational Unit.

Outlined in this brief introduction, in this work we will, at first, address the structural and educational characteristics of the Socio-educational Care Foundation (RIO GRANDE DO NORTE, 2019), as well as the educational partnership with the Youth and Adult Education Center (CEJA). Later, we will discuss the initial impact that the Pandemic has brought to the

unit's students, reporting the difficulty of communication and access in deprivation of liberty units. We will also bring an approach of the first contact, as well as the first activities developed and which reflections are constructed to follow up on the next pedagogical actions. Finally, we analyze and present reflections on the interdisciplinary approach that teachers worked on, relating to aspects of curricular contents experienced.

Education with subjects deprived of liberty from the perspective of the EJA - Some notes

Access to quality education is a fundamental right for the development of citizenship. The conquest of the right to education, with the obligation of Elementary School, expressed in the Federal Constitution of 1988 (BRASIL, 1988), in the Statute of children and adolescents (BRASIL, 1990) and in the Law of Guidelines and Bases of National Education (BRASIL, 1996), brought a considerable advance for Brazilian education.

Based on these legal frameworks, the Education of Youth and Adults (EJA) was instituted by LDB 9,394/1996 (BRASIL, 1996) as the modality of education that guarantees the educational rights of the population aged 15 years or older, who did not have access to or interrupted their studies before completing Basic Education. It emerges as an important means of social insertion and reduction of the illiteracy rate. In addition to offering flexibility, it also provides a world of teaching and learning possibilities for those who once abandoned their dreams and educational/professional goals.

The socio-educational care units of the State that receive adolescents in conflict with the law should be responsible both for the socio-educational measures, as well as for ensuring the mandatory pedagogical activities and access to school, through the EJA, to the detriment of the configuration of the school profile that the socio-students fit, since they are from different school years. In this context, the school needs to be present actively and regularly during the entire time of compliance with the student's hospitalization measure, which means that these subjects need to be enrolled/assisted and comply with all pedagogical and teaching proposals that regulate the Teaching Institution of the EJA.

The school is a fundamental instrument in the construction of a citizen, especially adolescents who comply with a measure of deprivation of liberty. In this process, the school has an important role that is necessary and especially possible to change the reality and destiny of these marginalized/invisible youth, in order to bring them back to society. With this, there is a lack and, therefore, the need to demystify the paradigms that permeate the systems of deprivation of liberty, and it is also necessary a more humanized look at these spaces and the

subjects who occupy them. Thus, this invisibility ends up reflecting and affecting not only these subjects, but also the professionals involved in the spaces and processes, such as the teachers themselves.

In this sense, the objective of this report is, above all, to show what was experienced in terms of educational actions, in the educational perspective, to health the physical absence of teachers during the Pandemic period and, thus, also to bring visibility and knowledge to the academic community and society in general, about teachers who work in these spaces with students deprived of liberty. From this perspective, we can say that this report becomes an instrument of social and educational relevance, to the extent that it is beyond a certain systematic knowledge that emerges from the experience.

From another perspective, the choice for this report may be based on what is highlighted by Bondía (2002). According the author, the experience is what passes us, what happens to us, what touches us. Every day many things happen, but at the same time, almost nothing happens to us or touches us. In this sense, the author explains that the experiences and their reports should affect and cross the subjects involved, otherwise it is not an experience. Many experiences happen, but not everything crosses us. What affects and transforms us is experience.

Thus, writing about the experiences of this pandemic period in CASE is to show what affected/crossed us and, above all, how these experiences are transformed in learning. But this process is unique, depends on the individual look of each subject. Exemplifying this fact, we can say that the same experience involving several people can affect us, but not to another subject, so the singularity that each moment of experience and in each person manifests itself.

We emphasize that we seek to list the pedagogical and teaching practices that were developed in this time to minimize the damage caused by the stoppage of classes, and it is not appropriate to produce an analysis of the socio-educational measures of the adolescent during his period of hospitalization in Fundase, but of the teaching actions.³

In this sense, it was necessary to identify, in methodological terms, the methods and techniques experienced that connected the subjects of the CASE EJA with the school and their teachers, considering that the classroom classes were not opportune for the moment and that adolescents who comply with socio-educational measures of hospitalization cannot have access to technological devices that offer communication.

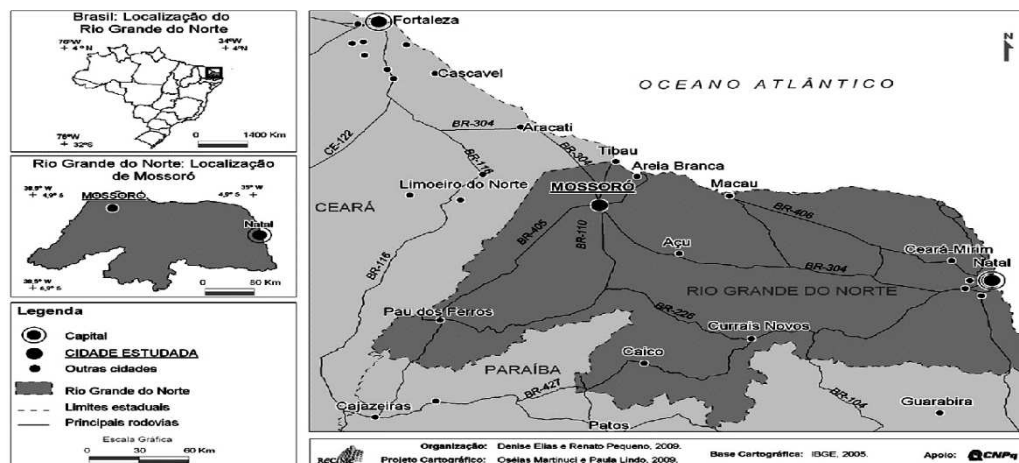
³ The foundation is responsible for assisting/accompanying adolescents who commit an infraction and comply with socio-educational measures in the NB, in all there are 10 units that serve adolescents in conflict with the law, ranging from temporary care units, hospitalization to semi-freedom.

This last report is one of the specificities, among many others, found in units of deprivation of liberty for teachers. It is worth saying that, for the construction of a quality education, it is also necessary to know pedagogical know-how, especially in view of the specificities and problems that can be found in the school routine. Therefore, we listed the educational actions adopted in the pandemic period by CASE/Mossoró - RN.

Teach and learn at CASE, Mossoró - RN, in the pandemic context - an experience

This report has as *locus* of experience the socio-educational care unit of hospitalization of Mossoró-RN. This city is the second most important city in the state and is located in the northwest of Potiguar, between two metropolitan regions, Fortaleza (CE) and Natal (RN) and about 200 km away from each of them. The aforementioned socio-educational care unit is CASE/Mossoró, it assists adolescents in conflict with the law who have committed an infraction and who comply with a socio-educational measure of hospitalization. Map 1, highlighted in the sequence, concerns the location of the city of Mossoró-RN, likewise also shows the good geographical position it holds between the capitals.⁴

Map 1 - Location of the city of Mossoró



Source: Elias and Pequeno (2010)

In Mossoró-RN, among the various institutions working with the EJA, we have the Center for Youth and Adult Education (CEJA) Professor Alfredo Simonetti, which is a state school located in the Santo Antônio neighborhood, which was inaugurated in June 1978, but

⁴ This specific location is pointed out by Elias and Small (2010) as one of the factors of the growth and development of the city, which has been accompanied by a significant increase in crime in recent years, directly reflecting on the growth of the population deprived of liberty.

was only officially established by Dec. 7,707 of October 5, 1979 (1st grade education) and Dec. 9,008 of July 13, 1984 (teaching 2nd grade). With the Mission of "Providing relevant service, in the educational sphere, providing quality education to young people from Mossoró, rural area and neighboring cities", and serving about 1,100 students.

The EJA has an educational/school partnership and is responsible for assisting adolescents who comply with a socio-educational measure at the Socio-educational Care Center (CASE). The CEJA is responsible for sending teaching materials and making teachers available to the socio-educational unit. CASE is one of Fundase's socio-educational care units in Rio Grande do Norte.

CASE is the only inpatient unit in Mossoró and is assisted by the CEJA. The unit's team is composed of Management, Technical Team (pedagogues, psychologists and social workers) and Socio-educational Agents. The adolescents of this unit (male only) comply with at least six months of hospitalization (deprivation of liberty), being reassessed at the end of this time, and may be extended for the same period or progressed to a less burdensome measure, such as semi-freedom and assisted freedom. The latter is the responsibility of the Municipal power, to accompany the family and the socio-educational measure of the adolescent, through CRAS⁵ and CREAS.⁶

The school within the system is mandatory and should be a priority during the period of hospitalization of the socio-student, as mentioned. Despite being considered a "sub-nucleus" of the EJA, the EJA in CASE has a school structure in its premises, with classrooms, auditorium, secretariat and library. Although it is a school structure, the space also brings security elements for both students and servers. Although these elements do not mischaracterize the school environment. The school follows the same teaching system of the CEJA, according only to the particularities of logistics and operation of the Unit.

Due to the age group, the CEJA provides teachers only for elementary school, offering the disciplines of Language (Portuguese and English), Mathematics, Human sciences (Geography, History and Religious Education) and Sciences (Physics, Chemistry and Biology), adopting the multiserial as a teaching organization and seeking to recognize the different levels of knowledge. In this logic, the teachers of the institution teach through the set of disciplines, that is, the professor of Humanities holds the three disciplines of the area.

⁵ The Social Assistance Reference Center (CRAS) is the public unit responsible for providing services, programs and benefits aimed at preventing risk situations and strengthening family and community ties.

⁶ The Specialized Reference Center for Social Assistance (CREAS) is a public unit of Social Assistance that assists people experiencing situations of violations of rights or violence.

During the pandemic period, the CEJA/CASE school had the total suspension of classes, as well as all schools in the State. In the midst of so many uncertainties, something needed to be done to reduce the absence of classes and not penalize even more young people already so socially penalized. With this, there was a need to think about new strategies and tools that could supply this physical absence of the teacher and/or the decrease in the number of classes.

The CASE had four teachers at the time and about 48 adolescents in the Unit - maximum capacity of interns - but not all were enrolled in the CEJA, due to the lack of teacher. Teacher shortages are a recurring problem in the prison and socio-educational systems. Although not enrolled, the teachers, together with the professionals of the Unit, decided to assist all the interns at that time, in view of the isolation they faced and that the material produced could be used with the other.

When communication difficulties were observed, especially when it comes to systems of deprivation of liberty, teachers were challenged by the Sub-Coordinator of Youth and Adult Education (SUEJA) to try to communicate with students through letters, taking into account the period of isolation caused by the Pandemic, in addition to the particularities of access to communication of the Unit itself.

This first indication is one of the most impactful in this process. How to imagine that a globalized, developed and technological world would need to use one of the first and oldest media. However, it was through this first resource that it was possible to re-establish contact with the Unit and consequently with the students, and only from this opening, develop teaching forms and practices that could meet the educational need before the moment.

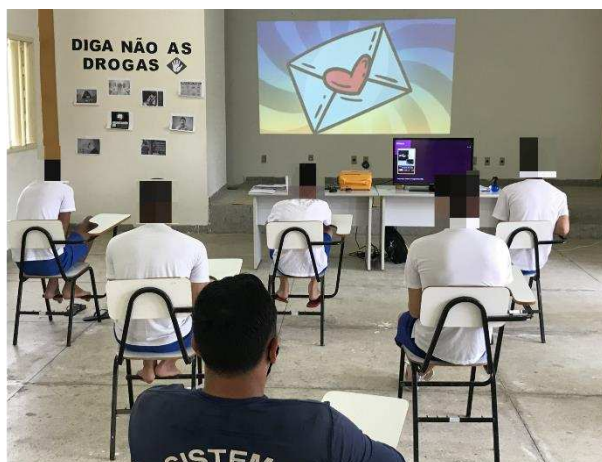
Before addressing the educational forms and practices developed later, it is important to emphasize the importance that this first moment with the letters has brought throughout the process. In fact, this is already one of the possible means of communication used in the country's deprivation of liberty systems for mutual contact between socio-students and family members, but in view of the previously pandemic context little was used, since face-to-face visits and telephone calls, made weekly, were sufficient to establish the link of sociability with family members.⁷

In the pandemic context, the use of the letters caused strangeness, difficulty and curiosity at first contact with students. And these sensations can be explained by the lack of familiarity, as well as by the lack of knowledge of studies on types and classification of cards.

⁷ The Internal Rules of Procedure of the Fundase regulates the functioning of the Socio-Educational Units of the State, the Safety Manual highlights in Art. 15. All letters or any other form of writing made by the socio-students/as will be delivered to the Technical Team for appropriate arrangements, making registration in the case book.

In view of this, teachers were awakened a way of working on this theme, in an interdisciplinary way, in the classroom. This would be the first class planned together to continue in remote classes. Let's look at figure one.

Figure 1 - First remote lesson (letters)



Source: Personal archive of one of the authors (2020)

The photographic record above shows the first classes, in the classroom, after the isolation of the students in the Unit⁸ itself. The letters provided unusual moments and great emotion in such a delicate time, receiving and producing them aroused feelings of link and approximation that, even in face-to-face classes, were never experienced.

Faced with these thoughts, in fact, the classes began with the theme of media and types of letters. Subsequently came the production of letters-response to the teachers. We had access to them, developed a documentary analysis and highlighted that, despite the little skill with writing, the reports brought are impressive and reveal the loneliness of subjects who were isolated/incommunicado within the deprivation of liberty itself.

From this occasion arises the possibility of a temporary and effective solution to maintain teaching: the implementation of Remote Classes. It is important to report that the modality of distance education, until then "prohibited as a priority tool in basic education, becomes the pragmatic solution for the moment of the pandemic crisis" (SOARES, 2020, p. 7). This immediate solution arises in the face of pressure from business and government groups to return to classes and fulfill the school calendar. It would be a way to solve the lack of face-to-

⁸ All the figures presented in the text were blurred. The aim is to preserve and safeguard the image and identity of adolescents deprived of liberty, as provided for in the Child and Adolescent Statute (ECA). These personal rights, considered fundamental and listed in the form of a standing clause in the Federal Constitution of 1988.

face classes, even if it is a new and different tool, in which teachers had to master and become familiar urgently.

In addition to the lack of digital and electronic resources that schools face, another possibility that may explain the lack of skill of teachers with these resources is what Gomez (2008) points out as "the school's negative perspective on the culture of the media". In this sense, the author points out that this is due to old stereotypes attributed to media content, revealing a historical resistance of the school with means of communication and technology, using it as a mere reproduction tool.

In contrast to this, Freire (2001, p. 46, our translation) draws attention to the importance of critical posture about technology "as a form of increasingly sophisticated intervention in the world, [...] to be subjected to ethical and political sieve, [...] and as it gains importance] the need for ethical vigilance over it, an ethics at the service of the people, of its ontological vocation to be more". Given the specificities that a unit of deprivation of liberty brings, it was necessary to align technology and mechanization with the connectivity of a humanization work.

Due to this scenario, another point to be observed is the lack of structure and technological tools that the Unit had to conduct virtual classes, in addition to the health requirements and protocols to reduce the risk of contamination of the COVID-19 virus. Therefore, we observed that, like several schools in the country, CASE/Mossoró also faced structural/technological difficulties and, given the situation, it was necessary to ensure that non-face-to-face activities were developed in an organized, safe and rigorous manner in terms of the circulation of knowledge. The viability of remote classes only became feasible in view of the concomitant planning and execution efforts among the Foundation team, The EJA, coordinators and teachers of the Unit.

With the possibility of following through virtual classes, new practices of educational actions have been developed and the need and importance of interdisciplinarity in this process is notorious. With this, SUEJA proposed three axes of guide affairs (The Planet, Social Inequality and Social solidarity and Care). According to Freire (1987), it is possible through interdisciplinarity to develop an action that encompasses 'more people', breaking with the notion of a work segmented in disciplines, practices and knowledge. One of the various contributions of Paulo Freire's theories and practices is the notion of interdisciplinarity.

In this sense, in addition to these axes, several other themes, contents and activities to be developed emerged, some of them in the current and context panorama of the school, despite the many problems and specificities faced in the Unit. In view of this, the permanent training of teachers assumes a unique place in the construction of the pedagogical project of the school

in this period, an opportunity to make a space for the construction of teaching knowledge and techniques, considering interdisciplinary practice.

We know that the concept of Interdisciplinarity goes beyond content and disciplinary teaching proposals developed together. According to Medeiros (2018), interdisciplinarity in Education is realized from attitudes and actions towards knowledge, which require collaboration, interaction, engagement, contextualization and reciprocity between the knowledge produced and reality. From this perspective, it is necessary to exchange knowledge between disciplines, containing in itself planning, methodology and evaluation. According to Medeiros (2018, p. 171, our translation), we emphasize interdisciplinarity in Education:

In educational interdisciplinarity, the technical aspects, purposes and procedures aim to add and favor the teaching and learning process, respecting the knowledge of the students and their interaction with disciplinary knowledge. It is not intended to break with disciplines or create new ones, nor does disciplinary training be denied [...] it is a question of making them communicative with each other, conceiving them as historical, social and cultural processes, making them significant at the center of problems and phenomena of different scopes.

In view of the author's foregoing, when pointing out the educational actions developed in CASE/Mossoró in the pandemic context, we consider that this perspective of education materialized at the time of activities in schools. Having said that, we will follow up on the chronological analysis of the construction of these activities. Due to the lack of structure and equipment in the Unit (internet, computers and TVs), the remote classes in the course of the year 2020 were carried out through videos previously recorded by teachers, as shown in the following figure.

Figure 2 - Recorded class



Source: Personal archive of one of the authors (2020)

At that time, classes were already taking place in the classroom and no longer in the school auditorium. Due to the new location, the classes had to be fractionated and chosen according to the logistics of the Unit, also respecting the social distancing and the limit of space. It is important to always associate the way classes are conducted with the current picture of the pandemic. At the time, mid-August 2020, the numbers of COVID-19 were alarming, although it did not reach the peak of cases of contamination and deaths, the vaccine was still being developed and tested and a face-to-face return was something very distant. That said, the planning and executions followed and took place according to the situation put.⁹

Figure two also depicts a problem caused by the recorded video lesson method. That was didactically planned, the model did not present itself positively and delayed the student's learning. In this aspect, we can highlight as the main factor of this inefficiency the lack of interaction and simultaneous dialogue with teachers. The lack of interactivity made the class plastered and tiring, although the development of playful activities at the end of each class, supported by the unit's technical team, was not enough to hold attention and arouse interest from students.

We noticed, in this process, that the recorded mode also made it impossible for the doubts and notes to be immediately addressed, the present team did not have disciplinary knowledge to address these doubts, so the questions were recorded, sent to teachers and only answered the following week, considering that this was the agreed time for planning, construction and forwarding of classes.

In this context of interaction, we can bring some implications pointed out by Freire (1970), the author elucidates that the more we analyze the educator-educating relationships, at school, at any of their levels, it seems that more convinces us that they present a special and striking character, that of being fundamental relationships narrators, dissertations. With this, the author emphasizes the importance of establishing relationships, narrowing distances and building bridges between knowledge and the subjects involved. It is understandable the inadaptation of students with this method, it is temporary solution, something new, complex, confusing, unexpected and difficult. Reasons that also reflect and extend in understanding to teachers.

⁹ Brazil had, in August 2020, 28,947 deaths by Covid-19. Experts warned, however, that the figures did not mean an end to the fight against the pandemic. The situation in the country was "worrisome" from an epidemiological point of view. Furthermore, the arrival of warmer seasons would be another factor that should contribute to the increase in transmission of the virus (PINHEIRO, 2020).

Even in the face of these problems, the school maintained this mode until the end of the year. In view of this, several themes were developed with the help of the pedagogues of the Unit. We list some of these topics, such as "ECA – 30 years", "Rights and duties", "Family Week", "Father's Day", "Student Week", "Environment: Sustainability", "Yellow September: Suicide Prevention", "Brazilian Folklore", "Teacher's Day", "Pink October", "Technologies and their importance and development over time", "Proclamation of the Republic", "Literacy and Freedom", "Black Consciousness Day", "Family and school", "Biome caatinga: case afforestation project" and "Christmas: a special birthday". Approached in a multi- and interdisciplinary way regarding content.

Parallel to the classes, in the same year, other projects were developed together between the unit teams and the teachers of the CEJA /CASE. Among them, we can highlight the "CASE afforestation project", which consisted of planting trees given by the Federal Rural University of the Semi-Arid (UFERSA), with theoretical classes addressing the origins and specificities of plants and in practice with the planting of trees in order also to make the Unit more wooded; "Aquaponia Project", which developed theoretical classes on the theme and practices through the monitoring of the creation of vegetable gardens and fish, a partnership between UFERSA and the Cathedral of Santa Luzia; and the "Mudas Project: Sowing tomorrow", with theoretical and practical classes on the importance of the relationship between man and the environment in the social context. Next, let's look at the practical execution of one of the activities:

Figure 3 - Aquaponics Project



Source: Personal archive of one of the authors (2020)

Among the projects, we highlight the not yet mentioned "Living Library Project - Passport of Freedom". Faced with isolation within their own deprivation of liberty, in the first

meetings, the socio-students revealed a desire to read in the lodgings (dormitories), a place that they spent all their time.

This reading interest from the adolescents awakened in the teachers and staff of the Unit the reactivation of the school library, disabled for years. Thus, the project was designed so that the students themselves were part of the construction of the restructuring processes of the Library, making them understand the importance of reading in the formation of a thinking citizen. Figure four depicts one of these moments.

Figure 4 - Cataloguing and organization of books



Source: Personal archive of one of the authors (2020)

The figure above shows how some of these libraries restructuring and activation steps occurred. It is important to emphasize that what was proposed materialized, the socio-students participated in all stages of construction of the reactivation of the Library. We listed the main steps. The project began with the cleaning and organization of books, bookshelves and the site; the second step was to learn and catalog the books; in a third moment, with the books already put on, the students took theoretical classes in the space, in order to familiarize them with the environment; and finally, they produced arts (handicrafts) on the theme, which was presented in the final stage of the project, the reopening of the Dalvinha Rosado Library.

The activation of the library triggered other activities to work in the school, projects that were developed in the environment itself, such as "Project September Citizen: Self of Freedom", which brought a historical rescue of the four libertarian acts of the city of Mossoró, through the struggle and resistance of its people, as well as the history / legacy of life of Dalvinha Rosado, honored by the library; "Literacy and Literacy Project", in order to accelerate the literacy process of adolescents who were with late school levels; and "Passport of freedom", in order to awaken the habit of reading in adolescents, with weekly readings. In addition, book

collection campaigns were carried out with the aim of improving the school's bibliographic collection.

As the Unit reorganized and restored the activities, other proposals emerged and were also part of the disciplinary schedule in this period. We can highlight the pedagogical workshops held monthly. Themes such as "Workshop: Origami Construction", "Confinement: Longings and Sensations", "Work and Citizenship" and "Self-Knowledge" were part of the interdisciplinary work performed by the teams, as shown in figure five.

Figure 5 - Workshop on confinement



Source: Personal archive of one of the authors (2020)

At the end of the year, the teams built systematization reports of the activities and carried out an evaluation of the pedagogical actions performed during the first year with a pandemic. In view of the above, all the activities evaluated followed the following year, except for the recorded class mode, which did not respond positively to the student's learning. With this, the Unit had to structure itself, through the necessary technological tools, starting the school year 2021 with a new class method.

These adaptations were indispensable so that there would be no more harm in the education of socio-students. It is important to emphasize, once again, that in this period, face-to-face return was also not possible. The planning of the face-to-face return had to be postponed and the school year needed to continue remotely.¹⁰

¹⁰ In 2021, Brazil faced the worst moment of the pandemic, which passed 617,000 deaths and more than 22 million people infected. As vaccination increased - there are more than 66% of the population with full immunization - the daily numbers decreased, but the appearance of the variant Omicron called the health authorities alert (GARRETT, 2021).

Another important point to report and one of the reasons why classes continued virtually was that, in the same period, beginning of the school year 2021, there was the loss of one of the teachers of the Unit, affected by COVID-19, who unfortunately did not resist the disease and died. This moment became one of the most difficult and painful during the Pandemic for the subjects involved in this process.

Therefore, the classes were remote, but synchronously, through the Google Meet digital platform, so that there was an interaction between teacher and student in a more productive and satisfactory way. It is possible to clarify doubts and notes about subjects and activities currently performed. With the success of the previous year, the playful activities, with the help of the pedagogues of the unit, also continued in that year. With this, the central idea of these activities was to show that the disciplines could be worked together, through correlated themes.

The resumption of classes took place gradually. The difficulty with remote classes, although synchronous, continued. The adaptation process also developed gradually, but the classes in this new perspective were already able to bring positive results in teaching. In view of this new tool, teachers were able to develop classes throughout the 2021 school year, according to the content of their respective disciplines, so there was no need for interdisciplinary work in the classroom. But interdisciplinarity in pedagogical actions continued with the workshops, projects and complementary activities performed concomitantly with the classes.

In view of the above, despite more than a year after the beginning of the pandemic, in addition to the programmatic contents of the EJA worked in the classroom, the projects that were developed during this period also presented a good educational return to the school. A picture of this, is that the CEJA/CASE of Mossoró was one of the first units of deprivation of liberty of the State to be able to develop remote education and meet all socio-students who comply with a socio-educational measure of hospitalization in the Unit. These and other practices continue to be carried out at present, now in person, safe and educational.

Final considerations

We know that the subjects of the socio-educational system are affected by prejudice, invisibility and stigma constructed socio-historically, because they are adolescents in conflict with the law. In this sense, the role of the school as a transformer and opinion-forming agent, in addition to the fundamental pillars of education, can be inserted in this system as an alternative, even in the process of resocialization. The school is indispensable in this process of compliance with socio-educational measures and resocialization of these subjects.

Based on these challenges, the exchange between educator and student is fundamental in the teaching and learning process. The teacher has long since ceased to be the protagonist in the classroom, and this needs to be evidenced even more when we discuss the teaching developed to adolescents/students deprived of freedom. Therefore, sensitivity and listening are driving sources of this process, which requires a more humanized look at this reality. The exchange of knowledge mischaracterizes the profile of a teacher exclusively transmitting and of the student only as a receiver, establishing an exchange relationship in which the student learns, but also is a provider of knowledge, through his experiences and experiences.

Although there is no curriculum aimed at specifically meeting this profile of students, pedagogical know-how can be reinvented, from the diverse contexts, through the teaching practices of the EJA, alternative solutions and interdisciplinarity. It was this adaptation and effort that became evident in the teaching practices of teachers in this pandemic period and goes in opposition to what was conveyed in the biased media and reproduced by denialists of our country.

In view of this, we conclude that all these adaptations were necessary in view of the moment we face and consequently this new way of teaching. It was necessary to work on reflection, alignment, awareness and co-participation among the teachers who work at CASE, the management of the institutions and the technical and pedagogical team of the Unit.

Thus, in view of the above, we understand that the pedagogical actions applied in the CEJA/CASE were positive for adolescents, and that all these practices will continue to be developed even after this pandemic context. The records, reports and systematization of the activities being performed had a positive evaluative analysis for the education of these socio-educating subjects.

Thus, the pedagogical know-how of teachers became evident in this period of pandemic, contrary to what was spoken and reproduced by subjects who occupy spaces of power, teachers worked hard and had to reinvent themselves to try to meet the demands necessary for the current

moment. The CEJA/CASE is an example of school and subjects who used the knowledge and teachings to face one of the worst moments in the world and, consequently, in the school community.

Therefore, as a teacher of the CEJA /CASE, I saw myself (one of the authors) in the duty not to "let go" of my students, subjects who are already socially marginalized and invisible, and in a condition of deprivation of liberty, enhancing the isolation and loneliness they already carry with them during the fulfillment of the measure. My role was to show that, even though we are not physically, we would be facing this moment together, side by side, on an equal to equal. That the fear and difficulties they felt were also ours and that, despite the uncertainties, education would be there and would continue to be the best way for resocialization and transformation in their lives. Education is indispensable and fundamental in these spaces, because its role is not only to transform, but to save lives.

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