

ACADEMIC PRODUCTION ON THE ISSUE OF SOCIAL REINSERTION
THROUGH EDUCATION IN TOTAL ESTABLISHMENTS (2018 - 2022)

*PRODUÇÃO ACADÊMICA SOBRE A QUESTÃO DA REINserÇÃO SOCIAL PELA
EDUCAÇÃO EM ESTABELECImentos TotAIS (2018 - 2022)*

*PRODUCCIÓN ACADÉMICA SOBRE EL TEMA DE LA REINserCIÓN SOCIAL A
TRAVÉS DE LA EDUCACIÓN EN ESTABLECImentos TotALES (2018 - 2022)*



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ABSTRACT: This article stems from a Systematic Literature Review – RSL, with the aim of analyzing the issue of social reintegration through education in total establishments addressed by academic production, represented by dissertations and theses, in which the search terms found resonance. The RSL was based on searches in the Digital Library of Theses and Dissertations (BDTD) of the Brazilian Institute of Information in Science and Technology (IBICIT), as it represents a stable repository regarding the quality of information. The temporal cut covered the academic production in the last five (05) years, that is, from 2018 - 2022. This bibliographic study methodology enhances the researcher's look at different ways of working with information and documents, allowing a certain distance from the theme and the broader research intentions, sharpening the perception of studies that present similarities and allow you to recognize whether your research proposition has already been discussed and addressed by another researcher.

KEYWORDS: Review. Social reinsertion. Education. Human dignity. Total establishments.

RESUMO Este artigo decorre de uma Revisão Sistemática de Literatura – RSL, com o objetivo de analisar a questão da reinserção social pela educação em estabelecimentos totais abordada pela produção acadêmica, representada pelas dissertações e teses, nas quais os termos de busca encontraram ressonância. A RSL baseou-se em buscas na Biblioteca Digital de Teses e dissertações (BDTD) do Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICIT), por representar um repositório estável quanto à qualidade das informações. O recorte temporal abrangeu a produção acadêmica nos últimos cinco (05) anos, ou seja, de 2018 a 2022. Essa metodologia de estudo bibliográfico aprimora o olhar do pesquisador para modos diferentes de trabalhar com informações e documentos, permitindo certo distanciamento da temática e das intenções da pesquisa mais amplas, aguçando a percepção diante de estudos que apresentam similaridades e permitem reconhecer se a proposição da sua pesquisa já foi discutida e abordada por outro pesquisador.

PALAVRAS-CHAVE: Revisão. Reinserção social. Educação. Dignidade humana. Estabelecimentos totais.

RESUMEN: Este artículo es una Revisión Sistemática de Literatura – RSL, con objetivo de analizar la cuestión de la reinserción social por educación en establecimientos totales abordada por la producción académica, disertaciones y tesis, en las que los términos de búsqueda encontraron resonancia. La RSL se basó en búsquedas en la Biblioteca Digital de Tesis y Disertaciones (BDTD) del Instituto Brasileño de Información en Ciencia y Tecnología (IBICIT), ya que representa repositorio estable cuanto a la calidad de la información. El corte temporal abarcó la producción académica en los últimos cinco (05) años, de 2018 a 2022. Esta metodología de estudio bibliográfico potencia la mirada del investigador sobre diferentes formas de trabajar la información y los documentos, permitiendo cierta distancia del tema y las intenciones de investigación más amplias, agudizando la percepción de estudios que presentan similitudes y permiten reconocer si su propuesta de investigación ya ha sido abordada por otro investigador.

PALABRAS CLAVE: Reseña. Reinserción social. Educación. Dignidad humana. Establecimientos totales.

Introduction

This article arises from a Systematic Literature Review (RSL) carried out with the aim of analyzing the *issue of social reintegration through education in total establishments addressed in academic production represented by dissertations and theses* produced in the time frame of the last five (05) years, or that is, from 2018 to 2022. The RSL was based on searches in the Digital Library of Theses and Dissertations (BDTD)⁴ of the Brazilian Institute of Information in Science and Technology (IBICIT), as it represents a stable repository regarding the quality of information.

This corroborates Galvão and Ricarte (2022), when they state that the RSL allows the careful analysis of studies carried out in the defined period, knowing methodologies for academic production with specific characteristics and that overcome gaps in the literature, bringing a real contribution to the scientific field: “propose themes, problems, hypotheses and innovative research methodologies; optimize available resources for the benefit of society, the scientific field, institutions and governments that subsidize science” (Galvão; Ricarte, 2022, p. 58, our translation).

According to Erving Goffman (2019), institutions or total establishments operate on an inpatient basis, where a relatively large group of inmates live in this closed environment full-time. Hospitalization can arise from various situations, such as convents, seminaries, monasteries, schoolchildren, psychiatric patients, among others. Institutions or total establishments are characterized as places of residence and work that house people in similar circumstances, being separated, or segregated, from the broader society for a considerable period, “leading a closed and formally administered life” (Goffman, 2019, p. 11, our translation).

In this article, we are talking about people segregated for committing crimes and offenses, that is, prisoners in penitentiaries, referred to as total establishments. It is interesting to understand the conceptual complexity of the social reintegration of those segregated through education from the approach of the context of total establishment. The transformation of the “self” in the face of segregation, considering the subordination to institutional regulations, and the adaptation to the culture established by the segregated need to be understood so that it can be assessed *how social reintegration through education can be viable*.

⁴The Digital Library of Theses and Dissertations (BDTD) was accessed from the link: <https://bdt.d.ibict.br> . Accessed on: 10 September, 2022.

In the context of total establishment, the system of privileges will be responsible for the restructuring scheme of the “self” and the process of mortification of the “self” as institutional conditions to which the segregated person is forced to adapt. Adaptation tactics are formed from primary and secondary adjustments, or a combination of both and this occurs in different phases of the segregated person's moral prison, being classified as: *removal from the situation* through inattention and abstention; *intransigence* as non-cooperation with the institution; *colonization*, that is, the segregated person begins to accept prison as desirable in relation to bad experiences in the external world; *conversion* as acceptance of the official interpretation; *turn* or combination of several tactics, aiming to avoid physical and psychological suffering; and immunization – the daily life of the establishment becomes the usual world without any news.

In this way, based on these strategies, the segregated person minimally reorganizes their “self”. The continuous process of mortification and reorganization of the “I” causes the feeling of failure, the feeling of “lost time” and anguish in the face of the expectation of returning to society. The intern knows that his social position within the walls is radically different from what it was and, consequently, he also knows that his social position in the external world will never be the same again (Goffman, 2019).

On the other hand, the person, when recognizing that they are transitory in this ecosystem, needs to foresee a broader horizon of reality, so that they can open up, leave the axis around themselves, and remain open to the world and the desire to be active in society otherwise, existing in a continuous and unbroken line of will and thought outside oneself. And this will not be as simple as it seems, as there will be many tasks to be completed in order for you to return to social and family life, in a position to reinsert yourself and remain there. Morin (2008, p. 68, our translation) then observes that “the world is inside our mind, and it is inside the world”.

As Louzada, Cruz and Rocha-Veiga (2021, 2022) discuss, the current reality in the Total Establishment – which they call Island, in the sense of Prison, calls into question the possibility of resocialization or, even, another recovery possibility for the guests of these locations. Resocialization would effectively enable the segregated person to return to social life on the *Continent*, in the sense of returning to the society in which they lived and which they intend to return to, so that they would no longer need to return to the island.

However, it is necessary to pay attention to the interests of the Criminal Execution Law itself – LEP n. 7210/1984 (Brazil, 1984). When reading articles 1, 10 and 11 of the LEP, there is no reference to *resocialization* or *reinsertion*. However, it refers to *assistance* to prisoners to

prevent crime and guide them towards returning to society. In its article 22, the LEP mentions preparing them for their return to freedom, which does not mean providing the segregated person with recuperative study. You will only return to the Continent if you respect the rules; if the prison term is served; if you have good conduct, if you respect the agents and other colleagues in misfortune, and if social assistance indicates that you are ready to return.

The authors highlight that the ordinary law omits any mention of *resocialization as the purpose of the sentence*, except that the State must only provide *assistance*, that is, restrain the individual. Therefore, the individual's social reintegration requires their recovery and this task is not just up to the State, as it is extremely complex, including because it implies the inner desire to be a new person, family support and belonging to the community, a microsystem of society that surrounds it, with its stigmas, irrational beliefs and prejudices.

Delving into the complexity of the topic covered in this review, *social reintegration through education*, we need to clarify what is meant by this statement. Traditional education, focused on the transmission of knowledge, as a mechanism for providing information about something, does not seem to be substantial enough for the recovery of the individual trapped on the Island. However, it is assumed that the search for the *Self* and the reconstruction of the personality requires the deliberation of the re-educated person as a re-option of life. When looking at the needs of the prison population, including the population of the Total Establishment, it is clear how difficult it can be to prepare a Personal Training and Education Project. We're putting it mildly; speaking of an institute that the Criminal Procedure Law itself authorizes. Likewise, the Conditional Suspension of the Process of Law 9099/95, *Delação Premiada* and others (Louzada; Cruz; Rocha-Veiga, 2022).

The LEP provides for school education in prisons in articles 17 to 21. The National Guidelines for Education in Prisons are expressed in Resolution no. 03/2009, approved by the National Public Policy Council of the Ministry of Justice (Brazil, 2009). Furthermore, articles 205 and 208, item I, of the Legal Charter, deal with the convict's right to education. The right to education was first regulated in 1995, in Geneva, in the Institution of Minimum Rules for the Treatment of Prisoners. In Brazil, it is supported by the Federal Constitution of 1988 (Brazil, 1988), article 227, and by the LEP, with only Basic Education being mandatory. Current Brazilian news shows that only 10% of its segregated population is involved in education, with secondary and higher education not being mandatory (art. 17 and 18 of the LEP).

As Louzada, Cruz and Rocha-Veiga (2021, 2022) point out, education in prisons requires the reorganization of daily life in the penal establishment. The school in prisons should

be understood as a center of training and education, a space for meeting and resocialization, in which schooling represents just one of the elements for its constitution. Even though the penalty does not have the purpose of re-educating for social reintegration, it can bring the possibility of resocialization, conditioned on a new socio-pedagogical proposal and teachers prepared for the reality of segregated and total establishments.

Even if it seems inappropriate for the criminal sanction to include the transformation of the *Self* or the conversion of evil to good, it is possible and humanizing to provide the conditions and means, even depending on the will of the individual segregated and acculturated to the *modus vivendis* of his Island - different in all from other islands, or is this an era of many approximations due to the movements and territorialities of criminal groups and factions? The convict can redeem himself if he wants; learn a profession and work, whether serving a sentence in closed, semi-open or open regimes; study and follow an academic path, if you are dedicated and focused; and all this leads him to redemption. Or become a repeat offender, with the current average for recidivism and return to prison being three months after leaving the System. The State will not be to blame for this, much less society, because the choice is personal and non-transferable. Therefore, this prologue was prepared through reflective and complex thinking, inspired by Morin (2008).

The purpose of this review article was to investigate the current state of the following question: *how does academic production in master's dissertations and doctoral theses address the topic of social reintegration of people segregated through education ?*

It is understood that the *paradigm of Complex thinking*, proposed by Edgar Morin, represents an important epistemological paradigm in the field of research, given that it concerns the Areas of Applied Social Sciences (Law) and Human Sciences (Education), in which man and the social environment are founding categories. “Complex thinking is thinking that, equipped with principles of order, laws, certainties and clear ideas, patrols the fog, the uncertain, the confusing, the indivisible, the undecidable” (Morin, 2008, p. 231, our translation). Complex thinking perceives the world as an ecosystem, in which it recognizes the subject as a thinking being. The aforementioned author argues that epistemology is the place of uncertainty and dialogic and that there is a revitalization of theoretical assumptions, in which all progress in knowledge “necessarily operates through the breaking and rupture of closed systems, which do not bring within themselves an attitude of overcoming” (Morin, 2008, our translation, our translation).

Santos (2020), in his work *School experiences in the prison system: a study on Brazilian academic production*, of a qualitative nature, carried out a survey of the bibliographical production of theses and dissertations on school experiences in prisons in Brazil. It explains that searches in the CAPES Catalog of Theses and Dissertations found 33 productions, from which eight works were selected – six master's theses and two doctoral theses – which describe the students' views and the experiences constituted at the school within the space prison. The findings are concentrated in the Northeast Region, followed by the Southeast, with productions predominantly in public universities.

The author argues that production on education in prisons in Brazil is recent, but since 2002 it has been growing significantly, with different perspectives from researchers focusing on the topic. This growth is related to the international debate on mass incarceration, changes in the form of criminal execution, and important changes in legislation on education in the context of deprivation of liberty.

The debate has repercussions on scientific production, as well as on the formulation of public policies to increase educational attainment among the population of the Brazilian Prison System. Currently, the DGP - CNPq Research Group Directory has cataloged forty-nine (49) research groups, two (2) in the area of applied social sciences, one (1) in the area of health; forty-five (45) in the area of human sciences and, more recently, one (1) in the areas of Education and Law. The areas declared by the aforementioned research groups are:

Table 1 – Research groups registered with CNPq and themes

THEMATIC	GROUPS
Education in prison systems	1
Education in prisons	10
Education in deprivation of liberty	17
Prison education	20
Education and Human Rights in Socio-pedagogical Contexts	1
	49

Source: Prepared by the authors

Advances in academic and scientific production, in studies and debates, can be seen as a growing movement in favor of education in prisons and the social reintegration of segregated people.

Methodology

The Systematic Literature Review (RSL) has been used to investigate scientific productions carried out in different contexts and periods, including as a methodological contribution for the production of researches of type "State from the Art" It is "State of Knowledge", or, more recently, presenting itself as scientific production in certified quality journals. Therefore, the practice of RSL, of agreement with Morosini and Fernandes (2014), can be understood as identification, document, registration and categorization, allowing us to follow reflective and synthetic paths on scientific production in one determined area of knowledge, temporality/period and space/place, gathering to the publications more relevant of a specific theme. Its aim is to identify possible theoretical-conceptual contributions, to incorporate into the review and enrich the researcher's dialogue with the topic, qualifying the *corpus of the research*.

RSL is, therefore, a form of research that uses current literature as a data source to bring together similar studies in order to identify, select and critically evaluate a topic from the literature on it available. To do so, it does not require a single procedure, but it involves a thorough search, reaching significant findings for the descriptive analysis based on the main question of the study raised.

Boolean search occurs through *descriptors or strings*, with operators or modifiers, such as *and, not, and* or, presenting more relevant and specific results. When applied correctly, this type of search produces a variety of search operations and, consequently, findings, within the filters and criteria established directly from the research theme. Relevant and comprehensive works in the areas of Education and Law will be described and analyzed, as well as the other procedures used to direct the search, selection, inclusion/exclusion criteria and synthesis.

RSL contributes to the search for quality in the construction of a theoretical-conceptual contribution and, for the results to be more comprehensive, complete and consider different research contexts, the analysis and selection of studies must consider different and renowned databases, with wide dissemination of national and international research that contributes to the fields of study. It is also worth clarifying that the search for Brazilian dissertations and theses, in the Education and Law Areas, in dialogue with Education, does not disregard the importance of searches in regional, national and international journals, but it is a search for understanding the status of the research question.

Between 2018 and 2021, seven (07) RSL findings were found and selected. Specifically, two are from the Education Area and one (01) from the Law Area. In 2022, no academic

production was found for the *strings* related to social reintegration through education. The rest are from areas related to the issue addressed. The methodology based on RSL, according to Sampaio and Mancini (2007, p. 83), is a path that requires clear steps. In view of this, Table 2, below, presents the steps carried out in this review.

Table 2 – RSL preparatory steps

RECOMMENDED STEPS	STEPS TAKEN
Clear question construction.	What approaches are present in academic literature (dissertations and theses) on the topic of reintegration through Education of people deprived of liberty?
Definition of search <i>strings</i> .	- Resocialization OR reinsertion OR reintegration AND prison education. - Teacher training OR teacher training AND re-education AND prison system AND prisons.
Inclusion criteria.	- Dissertations and Theses produced in the Education Area and in the Law Area. - Produced from 2018 to December 2022, on the national scene. - Terms found in the title or abstract.
Exclusion criteria.	- Works produced or published before 2018. - Terms not found in the article title or abstract. - Incomplete summaries.
Careful analysis in the search for quality of findings.	Step 1: Analysis of titles excluding those that do not meet the inclusion criteria; Step 2: Analysis of the abstracts of the articles selected in step 1, excluding those that do not meet the inclusion criteria; Step 3: Full analysis of all remaining findings after steps 1 and 2, with the selection of those that meet the inclusion criteria.
Choice of Databases.	The search for Theses and dissertations first took place in the Digital Library (BDTD) of the Brazilian Institute of Information in Science and Technology (IBICIT), with the <i>time frame covering five (05) years, from 2018 to 2022</i> . This repository ⁵ was chosen because it covers the most recent academic writings, being ahead of the CAPES Dissertations and Theses Bank, which was verified before making the choice.

Source: Prepared by the authors

The analysis of the selected academic productions was initially carried out seeking to organize them by authorship, type of production and course, institution, year and title, as shown below, in Table 3.

⁵ Available at: <https://bdtd.ibict.br/vufind/Search/Advanced> . Accessed on: 22 Nov. 2022.

Table 3 – Academic production stratum between 2018 and 2022

Author	Type of production and Course	Institution	Year	Title
BARBOSA, Fernanda Graziella Bispo.	Master's Thesis in Law	University Ninth of July	2021	Teaching through distance education in the Bahian prison system as a mechanism for resocialization.
MARQUES, Marineila Aparecida.	Master's Thesis in State, Society and Education	University of Sao Paulo	2021	Political pedagogical project for prisons - <i>PPP PRISIONS</i> .
ARAÚJO, Josenice Ferreira dos Santos.	Doctoral Thesis in Social Policy	University of Brasília	2020	Education policy and education in prison: the reality of the state of Tocantins.
BONATTO, Bruna Mayara.	Doctoral Thesis in Education	State University of Ponta Grossa	2019	Evaluation of the State Education Plan for the Prison System of Paraná: school education in the context of closed female penitentiaries.
BETTIM, Niúra Silva.	Doctoral Thesis in Education	Pontifical Catholic University of Goiás	2018	Education for citizenship: possibilities for reintegration of incarcerated people.
SILVEIRA, Ana Lúcia Nobre da.	Master in Sociobiodiversity and Sustainable Technologies (MASTS)	University of International Integration of Afro-Brazilian Lusofonia - UNILAB	2018	Education and sustainability: a study on sustainable work practices with people deprived of liberty in the Maciço de Baturité/CE.
DANTAS, Doneves Fernandes.	Professional Master's Dissertation in Literature - PROFLETRAS	Teacher Training Center, Federal University of Campina Grande	2018	Critical reading: a path to resocialization.

Source: Prepared by the authors

This stratum provides an overview of work with data that allows some decisions in the systematic review process. Then, in Table 4, another stratum will be presented, of the topics covered, inferred from the titles of the selected academic productions.

Table 4 – Stratum of topics covered in academic production between 2018 and 2022

Theme	Author	Year
Possibilities of reintegration of the incarcerated person.	BETTIM, Niúra S.	2018
School education in the context of closed-regime female penitentiaries	BONATTO, Bruna M.	2019
Education and sustainable work practices with people deprived of liberty	SILVEIRA, Ana LN da.	2018
Critical reading as a path to resocialization.	DANTAS, Doneves F.	2018
Distance learning as a resocialization mechanism.	BARBOSA, Fernanda GB	2021
Political-pedagogical project for prisons	MARQUES, Marineila A.	2021
Prison education and education policy	ARAÚJO, Josenice F. dos S.	2020

Source: Prepared by the authors

From this stratum, the selected academic productions were reorganized and grouped into two dimensions of analysis. The first dimension, *paths to social reintegration*, is based on the work of Bettim (2018), Silveira (2018), Dantas (2018) and Barbosa (2021). The second dimension relates *educational policies and the political-pedagogical project of education in prisons*, considering the works of Bonatto (2019), Marques (2021) and Araújo (2020).

Paths to social reintegration

Bettim (2018), in his Thesis *Education for citizenship: possibilities for reintegration of the incarcerated person*, presented a study on the regaining of citizenship by the incarcerated person by attending higher education and (re)entering the job market, starting from the question “What are the possibilities for social reintegration of an incarcerated person who obtained training in higher education courses?”. The horizon of the study was human inequality, related to the stigmatization of incarcerated individuals to identify possibilities for regaining citizenship, through higher education and (re)entry into the job market. It considered the possibilities of involving civil society and the State, through an agreement between public and private entities, for incarcerated people and those released from the prison system to pursue higher education, with emphasis on a private college in Goiás that offers annual and full scholarships to re-educating students from the prison system, the semi-open and open regime and those who have graduated, to pursue higher education.

The study allowed us to understand whether the education provided by higher education to incarcerated individuals and those released from the prison system offers possibilities for their reintegration into work and life. It found that, although the right to education is an inalienable right, it practically does not cover inmates and ex-prisoners from the prison system.

The participation of civil society is essential in achieving actions and programs. The following conclusions result from the categories analyzed: a) the higher education offered, the object of the agreement, does not meet the demands of learners due to obstacles created to obtain the scholarship; b) the right to education as inalienable is a factor in the reconstitution of dignity, as well as the reintegration of the incarcerated person through work; c) the opportunity offered by the agreement has little effectiveness, not only due to the stigma of low esteem carried by former inmates, but also due to the difficulties created by governing bodies in their return to society.

In *Human dignity as a guiding principle for the education of the (re)educating student: from the island to the continent* (Louzada; Cruz; Rocha-Veiga, 2022), human dignity is defended as a guiding principle for the education of the (re)educating student, identifying the possibility of resocialization in total establishments. The question arises whether there would be another recovery possibility for the inhabitants of the *Island*, on the other side, which is completely different from the *Mainland*, or on the other side, in which lies the link with the previous life, the social environment they lived in and to which they allegedly freed them. The aforementioned Thesis, analyzed in this RSL context, outlines some ideas that stimulate research, exploring socio-pedagogical possibilities for the guiding issue of reintegration through Education and Law.

Silveira (2018) presents the Dissertation, *Education and sustainability: a study on sustainable work practices with people deprived of their liberty in the Maciço de Baturité/CE*, highlighting the contributions of education, combined with sustainable practices for people deprived of their liberty, in the *Maciço de Baturité - CE*. This is a qualitative, multiple-case study, with direct observation and interviews with re-educated students, teachers and prison officers from the Public Prisons in the cities of Capistrano, Pacoti and Ocara, located in the *Maciço de Baturité - CE*.

The results of the study point to an environmental education approach in the teaching and learning processes, through pedagogical practices in the education of young people and adults. Sustainable labor actions take place in prison units, promoting the overcoming of idleness and influencing the process of resocialization of segregated people. Sustainable and labor practices in prisons involve dynamic interactions and incentive actions, through educational provision, from access and beginning of studies, through participation in external assessments, as well as successful university entry. This path has had a positive impact on social reintegration, in addition to promoting, through cross-cutting themes of environmental

education and the reuse of recyclable materials, the cultivation of socio-educational gardens, leading to the planting and consumption of vegetables in the diet, providing diverse benefits, mainly resilience in the face of environmental and local conditions, supporting new habits in the prison community.

The article by Louzada, Cruz and Rocha-Veiga (2021), specifically dealing with resocialization in the total institution through education, questions whether this would be a reality or utopia. The results of a qualitative study are presented and discussed regarding resocialization as a way of recovering those segregated in prison systems, pointing to the need for positive experiences, to take new resocializing paths, as shown in the study by Silveira (2018). The Brazilian Penitentiary System needs these experiences to make decisions about the occupation of time by the segregated, so that they receive good practices in human training, schooling and professionalization. The experience of the study under analysis highlights the various benefits, highlighting the resilience processes stimulated by environmental and local conditions, promoting new habits in the prison community. This and other studies of this nature need to be publicized and multiplied in other contexts fertile for transformation.

Dantas (2018), in his Dissertation, *Critical reading: a path to resocialization*, situates the discussion by analyzing the current Brazilian penal system. Criminal legislation, through LEP N. 7210/1984, establishes work and education as alternatives for reducing sentences (Brasil, 1984). However, it does not delve into the complexity of resocialization and combating recidivism, even because these are themes that are established in the face of current reality. From this perspective, this dissertation describes how language classes have been developed in Paraíba, specifically in the Public Prison of São João do Rio do Peixe. It seeks its possible contributions to the construction of skills related to critical reading and aimed at the social reintegration of segregated people, intending to answer the question: *within an intramural educational scenario, whether and how language classes taught in prison institutions could promote reading capable of helping in the resocialization of prisoners?*

The Portuguese Language curriculum covers critical reading and can help, presenting its own characteristics and specificities, and bringing to light the effects of critical reading in favor of social reintegration. The prison school, through the pedagogical mediation of Portuguese language teaching, can become a space par excellence for learning, valuing and consolidating critical reading, capable of developing a differentiated awareness of oneself, others and the world. Combined with the central concepts of Freire's pedagogy and the areas of reading and critical literacy, it allows action-reflection in and on pedagogical practices and the

encouragement of reading. The results point to: the deficiency in the critical reading training of the subjects involved; the consequences of traditional pedagogical practices; teaching reading as a mere decoding of letters and phrases, without encouraging the student to critical reading.

Barbosa (2021), in the Dissertation, *Teaching through distance education in the Bahian prison system as a mechanism for resocialization*, analyzes the educational system in Bahia's prisons and also discusses the use of technologies available in society to promote the process of resocialization of inmates in the prison system, through distance learning, demonstrating its positive and negative aspects. The right and importance of education in the process of resocialization of prisoners and ex-prisoners from the Bahian prison system are addressed, as well as the viability of the distance learning system in this process.

The criminal system has been adapting to new ways of thinking about the custodial sentence, anticipating the change in paradigms and as a defense of the human rights inherent to the individual. The structural failures of the prison system are still recurrent, due to the various situations that affect the prisoner's dignity and violate their rights. That said, resocialization is a constitutional right guaranteed to every citizen, as is education, which is also expressly provided for in LEP n. 7210/1984 (Brazil, 1984).

It is the right of incarcerated people to access education in the prison system, which is guaranteed in national and international legislation. Considering the structural precariousness of the Brazilian penitentiary system, distance learning, educational technologies and active methodologies and hybrid teaching can be effective in enabling education in prisons, without structural and personal overload. The provision of continued educational training to segregated people directly contributes to their educational and professional training and, consequently, social reintegration, observing the principle of human dignity and the right to access to education.

Educational policies and political-pedagogical project for education in prisons

This second dimension analyzed begins with Bonatto's Thesis (2019), *Evaluation of the State Education Plan for the Paraná Prison System: school education in the context of closed-regime female penitentiaries*. It specifically deals with the implementation of a *State Education Plan*, with the female prison population, who serve their sentences in a closed regime and go through an evaluation process centered on the participants and the analysis of their results, oriented towards a social agenda. The research was qualitative, dialogic and critical in nature,

in which the different subjects working in politics were co-participants in the evaluation process. The focus consisted of analyzing the State Education Plan in the Prison System of Paraná - PEESPP (2012, 2015) and its implementation, to understand how this State Education Policy in Prison applies. Two women's penitentiaries were investigated through documentary analysis; bibliographical research, questionnaires, interviews and field diary.

The research results indicate that through the evaluation of the PEESPP (Paraná, 2012, 2015) it was possible to understand the institutional interactions in the Plan's performance, in the context of female penal units with a closed regime, revealing the understanding: of education in the prison environment as a right; the importance given to education by inmates; the lack of initial and continuing training offered to unit employees; the difficulty of reconciling a security routine with a school routine; precarious infrastructure, making education actions and the institutionalization of dignity, as a fundamental principle, difficult; the specificities of the female prison population in Paraná; the absence of statements regarding gender inequality, implicated in female imprisonment and in the provision of education to this population; the need to carry out Plan evaluation processes in the context of practice, capable of understanding institutional specificity and creating a democratic space for speech for those who, through their work, act in politics.

The information resulting from this Thesis may inspire the development of guiding topics in other investigations, which consider the evaluation of plans and programs implemented in prison establishments. In order to see effective changes as a result of these policies, it is prudent to review the plan based on the reality analyzed and monitor the obstacles encountered. This applicability and character of intervention is important, so that the path to social reintegration of those segregated from the penitentiary system is actually made viable, not only in Paraná, but at a regional and national level.

Marques' Master's Dissertation (2021), *Political-Pedagogical Project for Prisons PPP PRISONS*, in turn, studies education for people deprived of liberty, characterized as an educational process, where the prison territory and the student reformulate and build new forms to act and interact, to think and to recognize oneself as a subject of one's own story. It presents a process of structuring the organization of prisons, guided by a Political-Pedagogical Project for prisons (*PPP PRISONS*), which requires ruptures, changes in paradigms and the systematization of specific actions, combined with consistent and lasting programs, based, above all, on the humanization and valuing the human being, in all aspects, taking into account

the social contexts of each citizen, the democratic principles of solidarity and the dignity of the human being.

This research contributed to advances regarding the discussion, model and implementation of reintegration policy guarantees, based on the expansion of the educational concept. The *PPP PRISONS* presents a change in paradigms and organization of the prison territory, by proposing that the guiding thread in the path of transformation of prison culture is education. Building it required the understanding that assistance to those segregated inside prisons, placing education as a pillar, must provide answers to the questions: how to ensure that all professionals who work in prison take on the tasks of education and reinsertion of prisoners for social interaction? How can we ensure that all actions and activities carried out in prison during the sentence constitute true pedagogical actions, with a view to serving the sentence with dignity, and that culminate in social and civic reintegration?

Araújo (2020), in the Thesis, *Education Policy and Education in Prison: the reality of the State of Tocantins*, analyzes the trajectory of educational policy in the prison system of Tocantins and reflects on the Education Policy in the Prison System in the state of Tocantins. Considering that Education is an inalienable right of the human person, which over the years has undergone complex transformations, both in form (religious, public, private) and in its organization (contents, methods, teaching didactics, modalities) and legislation (curriculum guidelines), the theoretical-methodological focus of this study took qualitative research as a reference, however, using some quantitative data established by social indicators of the incarceration profile for the research subjects (incarcerated men and women), data from the DEPEN interactive panel /INFOPEN and bibliographical research, by authors and researchers from the Marxist tradition, in order to reveal the categories that endorse the object in question.

The socio-historical path of the Prison Education Policy and its relationship with the Brazilian Prison System allows us to understand the educational path from market interests and which timidly signal the schooling of the incarcerated person in Brazil. The results of the investigation show the advances and setbacks of education in prisons in the state of Tocantins, its relationships with social labor therapy projects, its physical structure and notes for the search for emancipatory education. In capitalist society, education can have the role of mediator for a new sociability that envisions education beyond capital.

The article by Louzada, Cruz and Rocha-Veiga (2021) refutes the reality of the current pseudo-resocialization system, problematizing it regarding the fulfillment of its pragmatic function and the need to revert it to the possibility of new paths to reinsertion through education,

however, rethinking the purposes of education and the content of the pedagogy that puts it into action. The core of public policies and socio-pedagogical education could, perhaps, produce proposals and practices effectively committed to human emancipation.

Final remarks

However, at the end of this literature review, it is concluded that the issue of social reintegration through education in total establishments is still timidly addressed in Brazilian academic production, represented by dissertations and theses. However, when analyzing representative productions from the period between 2018 and 2022, the descriptors found some resonance. Still hoping to find other academic productions, mainly from 2022, the CAPES Theses and Dissertations Database was searched, with the search *string social reintegration through education*, without success.

With the distance that exists between prison and society, the process of (re)construction of the self becomes difficult for the segregated, as it involves the transformation of their identity and self-image. As time passes in seclusion, the self distances itself from its previous social role and approaches the role of prisoner, to which it will soon be adjusted by acculturation to the penitent group.

Society, the community and the family itself do not always guarantee the inmate opportunities to review their conduct and return to the Continent in adequate conditions for reinsertion, after the period of criminal imprisonment. This is also because he did not experience a process of personal training and education there, preserving his rights and setting human dignity as his goal.

The mapping of these experiences highlighted factors of (im)possibility for formal education – as it is currently presented – to contribute to the social reintegration of segregated people, requiring new socio-pedagogical perspectives (Louzada, 2002, 2021; Louzada; Cruz; Veiga, 2021, 2022). What was carried out in the cases studied are dispersed experiences, without constituting a field of study with consolidated references.

Based on inter/transdisciplinary theoretical and methodological references, it is possible to rebalance the person's structural levels (biological, cognitive, emotional, social and behavioral), even in the vulnerable contexts in which they find themselves. However, a new perspective on Education in Prisons and Social Reintegration through Education would be necessary. In any case, this RSL demonstrated that the proposed question is powerful, *in what*

way does academic production in master's dissertations and doctoral theses address the topic of social reintegration of people segregated through education?

The expectation remains that *the social reintegration of segregated people through education* will become a possible path, remembering the guarantee of rights itself, based on the 1988 Constitution (Brazil, 1988). Effectively, educational proposals that consider human formation are powerful socio-pedagogical paths. Ultimately, a person needs to be trained and they will seek their own path, as long as they have positive values and the skills required by the increasingly competitive world of work.

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