

## Articles

# Life projects by youths in correctional facilities: case analysis of the state school Antônio Carlos Gomes da Costa in Pará state, Brazil

Projeto de vida de jovens em cumprimento de medidas socioeducativas: análise do caso da escola estadual Antônio Carlos Gomes da Costa no Estado do Pará

Adriana de Nazaré Ribeiro Dias Pinto<sup>1\*</sup> , Emina Márcia Nery dos Santos<sup>1</sup> ,  
Anderson Madson Oliveira Maia<sup>2</sup>

<sup>1</sup>Universidade Federal do Pará (UFPA), Programa de Pós-graduação em Currículo e Gestão da Escola Básica (PPEB), Belém, PA, Brasil

<sup>2</sup>Universidade do Estado do Pará (UEPA), Belém, PA, Brasil

**HOW TO CITE:** PINTO, A. N. R. D.; SANTOS, E. M. N.; MAIA, A. M. O. Life projects by youths in correctional facilities: case analysis of the state school Antônio Carlos Gomes da Costa in Pará state, Brazil. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 20, e19008, 2025. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v20i00.1900802>

## Abstract

Based on bibliographical research and document analysis, this paper seeks to understand how it is possible to design life projects for youths in correctional facilities, which is done by having the State School Antônio Carlos Gomes da Costa case as a jumping-off point. Life projects are a component prescribed by Law 13.415/2017, which enacted the New High School in Brazil, leading to specific socio-education needs among those youths confined in juvenile correctional facilities. Results revealed that pedagogical project organization happens accordingly to legislation in force, such as the Brazilian National System of Socio-Educational Care (SINASE), while it is still necessary that the state and the institutional participants, for example teachers, and child and youth rights networks, act to develop an updated work, understanding specificities and adversities each young person faces, as to materialize emancipatory life projects as proposed by the legal prescriptions.

**Keywords:** socio-education; life projects; new high school.

## Resumo

Por meio de pesquisa bibliográfica e documental, este artigo objetiva compreender as possibilidades de se pensar em projeto de vida de jovens em medidas socioeducativas a partir do caso singular da Escola Antônio Carlos Gomes da Costa. O projeto de vida é um componente previsto na Lei nº 13.415/2017, que promulgou o Novo Ensino Médio em território nacional, ocasionando demandas particulares na socioeducação com os jovens privados de liberdade. Os resultados revelaram que a organização via projeto pedagógico está em consonância com os marcos legais em vigor, como o Sistema Nacional de Atendimento Socioeducativo (SINASE), ao passo que ainda é preciso que o Estado e os partícipes dessa instituição, como professores e a rede de proteção dos direitos de crianças e adolescentes, possam desenvolver um trabalho mais atualizado, entendendo as peculiaridades e adversidades de cada jovem, a fim de materializar projetos de vidas emancipatórios como proposto no corpo legal.

**Palavras-chave:** socioeducação; projetos de vida; novo ensino médio.

## \*Corresponding author:

adrianadenazare@yahoo.com.br

**Submitted:** February 05, 2024

**Reviewed:** February 13, 2025

**Approved:** May 15, 2025

**Financial support:** nothing to declare.

**Conflicts of interest:** There are no conflicts of interest.

**Ethics committee approval:** Not applicable.

**Data availability:** The data and materials used in the work are available for access on the internet.

Study conducted at Universidade Federal do Pará (UFPA), Belém, PA, Brasil.



This is an Open Access article distributed under the terms of the Creative Commons Attribution license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## INTRODUCTION

This paper reflects critically upon socio-education, considering fundamental to describe how different the educational processes are for the detained youth assisted there, as they are children and teenagers who committed infractions and must undergo socio-educational measures, as well as engage in activities foreseen by the law accordingly to their ages. Regarding sentence specificities, it is necessary to mention that there are differences between the ones above and the penalties for people of legal age.

The focus here is on life projects, one of the mandatory components for teenagers attending High School, as defined by Law 13.415/2017 (Brasil, 2017). So, it is relevant to highlight contributions and recommendations made by the Brazilian National System of Socio-Educational Care (*Sistema Nacional de Atendimento Socioeducativo* - SINASE) – enacted by Law 12.594, from January 18<sup>th</sup>, 2012 (Brasil, 2012) – to organize educational processes within the spaces destined to hold teenagers deprived of liberty. Thus, as a consequence, one must call into question the act of projecting a future for those youths, while identifying how it permeates not only Brazilian education policy organization, but also the organization of institutions where these students continue their studies after having committed infractions.

Having a project means establishing goals, that is why it is not enough to build a project theoretically; it is necessary to think how to materialize it. Thinking about what is to be done to reach the goal not only is paramount, but it also is part of building a project. The project is only a project when those who project it have the possibility of making it real (Oliveira; Silva, 2021, p. 1268).

So, one must not lose track of how socio-education guarantees the human right to education, something quite relevant when thinking about special regimens of educational and pedagogical practices. It is essential for the offer to be guided according to legal requirements, that in turn interact directly with the Political-Pedagogical Project (PPP) each educational establishment has.

In this sense, reflection upon the guiding principles presented by documents that organize socio-educational services is an effort which meets the need of overcoming a logic of weakening and improvisation when providing services for those detained subjects. SINASE being implemented was the precise factor to strengthen the development of teaching based on human rights, promoting education grounded on a pedagogical and ethical base. The major goal is to provide circumstances and conditions for them to become full beneficiaries of their citizenship.

Within the Brazilian context, socio-education for youths has taken even more specific characteristics after the High School reform, enacted during ex-president Michel Temer's term (2016–2018). The law states in Art. 35 that:

Paragraph 7. The high school curricula must take into account the student's holistic development, aiming to support the construction of their life project and their physical, cognitive, and socio-emotional development (Brasil, 2017).

Thinking about a life project for youth facing socio-educational measures requires a collective initiative by the protection network that targets children and teenagers. Also, projecting a future without freedom in the present is not a viable task for many of them, especially since such a curricular component – foreseen for High School students from 2017 onwards – interferes with the management of both regular schools and institutions designed for youth in conflict with the law.

As a specific case regarding this phenomenon, this paper analyzes the reality manifested at the Antônio Carlos Gomes da Costa State School, situated in Ananindeua, a city in Pará state, that neighbors Belém, the state capital, and is part of the Belém Metropolitan Area (RMB). That school is the only one in Brazil focused primarily on socio-education, which renders relevant its status in a national-level analysis, and as a significant experience in interface with others of similar nature in the country.

Adopting this perspective, this paper explores some possibilities related to life project development for/by the youth facing socio-educational measures, which is carried out through

analyzing the Antônio Carlos Gomes da Costa State School's case. The methodology employed is based on bibliographical research and document analysis, in which there is an emphasis on the school Political-Pedagogical Project (PPP) content.

## **BUILDING LIFE PROJECTS FOR TEENAGERS FACING SOCIO-EDUCATIONAL MEASURES THROUGH SINASE**

When reflecting upon life project design for teenagers facing socio-educational measures, it is necessary to consider that there is a perspective built regarding one's life, which could turn teenagers into autonomous subjects, making them responsible for enabling their material life, with satisfactory levels of dignity as they become fully integrated citizens. According to SINASE recommendations, it is fundamental that teenagers move past the realm of immediate reality apprehension to reach the realm of critical thinking regarding their own reality, consciously taking on the role of a subject (Brasil, 2012).

Because the time spent in youth correctional facilities, facing socio-educational measures, is a very difficult one, it must be planned to reduce harm originated from a lack of socialization, in general and with their families. Learning processes also end up jeopardized by the conditions imposed by detention, since the household environment is a major factor in school success. The very dynamic specific to socio-educational schools limits a holistic development process (Pinto, 2023).

Perspectives regarding one's life course have been object of reflection within academia, especially by investigations in the Social Sciences and Humanities that focus on youth. Therefore, it is fundamental for the school organization to contribute in a significant way to help adolescents and young people when searching for positive references, as well as regarding issues unrelated to school, in order to lead them to make critical and informed decisions. This orientation is necessary as education as human development has the potential to affect various facets of human beings in society, i.e., formal education is paramount for social development, while other forms of learning must also be taken into consideration to promote emancipation for individuals in their totality (Vale, 2022).

Building life projects is a process that varies from one High School student to another, since it is conditioned by socioeconomic structures and political relations imposed on them. Those interfere both directly and indirectly with their personal paths, which in turn requires one to consider a school's location, and internal and external factors (Vale; Santos, 2024; Pereira; Santos; Alaya, 2024). Precisely at this point schools may contribute in a decisive way to thinking about social horizons, specifically when those teenagers have to return to social life, as it is the case with socio-education.

Reflections on life projects have reached a significant space within the debate on socio-education, as they seek to defend an education oriented to human rights promotion. In this process, it is acknowledged that enabling one's material life with dignity leads the individual to become autonomous and emancipated. According to SINASE recommendations, it is of utmost importance that socio-educational institutions incorporate into their curricula elements that help foster a holistic development for those teenagers deprived of liberty, acknowledging them as subjects of rights.

Also, according to SINASE recommendations, it is fundamental that teenagers move past the realm of immediate reality comprehension, so they can start thinking critically about their role as subjects (Brasil, 2012). They must also engage with the task of pondering upon and designing a perspective related to life that allows them to reach a certain maturity level. This, in turn, may enable them to become autonomous and responsible individuals, taking on the effort of producing their material existence, with dignity, be it as citizens who are part of society's productive foundation or as those who participate in the system itself.

The aspects mentioned up to this point must be considered when the Individual Plans of Assistance (*Planos Individuais de Atendimento* - PIA) are designed, because they facilitate the development of a life project, being crucial to this research. PIA design finds significant room in the socio-educational measure implementation, especially in the relationship between the technical staff and teenagers' families. Thus, it is possible to highlight in this very document

specificities related to the actual reality experienced in the Brazilian social context, even though there are financial limitations to materialize certain ideals brought up in the PIA.

Pereira (2018, p. 53) states that life projects are subjective endeavors, that may or may not be realized, as they “arise from the realm of dreams and wishes, aspiring to future achievements”. That’s why they vary with an individual’s circumstances, how likely they are to dream, or if they still believe in those aspirations, given their current situations. So, in the case of the detained youth, deprivation of liberty is an unmistakably remarkable component in such a project. According to Freire (2001), through utopia, one may visualize ways of transforming reality for men and women, since human history is loaded with situations in which pushing away naivety, while also moving forward toward critical awareness, has led to changes in the course of history.

When considering the High School reform enacted by Law 13.415/2017, the study highlights the need to critically think about how life projects were conceived in the policy, because what was imposed by the law disregards not only the different geographic, cultural, and structural realities of educational networks, but also the ones related to socio-education. This aspect is to be focused on, as “the idea of a life project refers back to an action plan that the individual actualizes at some point in his/her life, be it professional, academic, or affective” (Oliveira; Silva, 2021, p. 1267).

In a general way, thinking about life projects is a unique process done by human beings. Depending on their social and familial context, as well as on other social factors, subjects project their life course, some of which may be successful, depending on their outlook on the world and on humanity, combined with the concrete economic structure present in their lived experience.

In a recent piece of research carried out with youths from São Paulo, Brazil, and Bogotá, Colombia, Soares (2022, p. 191) analyzed the relationship between socially vulnerable youth and their dreams. The author identified that “a dream can constitute an act of resistance against oppression. Therefore, dreams are extremely important, especially for people with some sort of social disadvantage [...]”.

According to Mandelli et al. (2011), reflecting upon life projects aimed at teenagers assisted by socio-educational organizations is tied to a necessary definition of a theoretical framework, as it is essential to discuss the notions related to this target population, how they are socially constructed, and the historical and cultural aspects related to them. One must consider that there are different manifestations of youths, all of which reveal themselves through diverse practices and life experiences. At the same time, adolescence is historically constructed, encompassing subjects who develop values and perspectives that guide them, based on the material structures present in their social relationships.

In the context analyzed, aligning life projects with each one of the different teenagers assisted by socio-education allows for the recognition of multiple meanings that result from a dialectical relation with the sociocultural context.

When observing this reality, it is relevant to consider the impacts those experiences have on each teenager, as well as how they reflect not only in the life projects developed along with the PIA, but also in how they become part of their school trajectory.

When discussing how relevant life projects are for the detained youth, defending diversity of High School students incentivizes the actors involved to overcome a potential homogenizing way of approaching the issue. Teenagers do not experience the same material living conditions – making it essential to understand young people through ambivalences in their daily lives. Moreover, public policy standardization in Brazilian socio-education has already been plagued with issues that must be reviewed, because this target population needs to be deemed in their specificity, so there are real possibilities to think about their life projects.

One’s life course is then bound to a subject’s historical construction, mediated by models of production that determine potential perspectives, in their personal life or work, depending on their social environment. Thus, there should be reflections upon life projects for the teenager diversity present in socio-education, which also must consider how complex it is to build favorable perspectives that allow for overcoming conjunctural circumstances.

According to Mandelli et al. (2011), the way teenagers facing socio-educational measures think about the future is marked by job-related issues, such as existential tensions, and dilemmas related to adolescence, as well as question about how society will welcome with no judgments someone who committed an infraction.

Mandelli et al. (2011) recognize the diversity present in how the youth is socially and culturally constructed, which is based on social, regional, ethnic, educational, and gender-related factors. This leads one to understand the existence of multiple representations and aspirations among teenagers assisted by socio-educational services. In this case, it is relevant to discuss life projects beyond a "recipe" or a homogenizing action, since these subjects do not undergo the same processes of development and socialization. One of the challenges in reflecting on life projects is deepening an analysis of social dimensions, encompassing the several specificities present in the adolescents' different realities, so the proposal of a life project to be built may be contextualized (Mandelli et al., 2011).

Still according to Mandelli et al. (2011), life projects are related to the possibility of building a pathway into the future, marked by a dialectical movement between time and material conditions, when one aims at achieving a specific goal. So, reflecting on such a project indicates "possibilities of becoming", a continuous process of building towards a goal. However, depending on social relationships, each individual narrates a different life story, aiming at changing previously lived situations.

Reflecting on this tool allows one to acknowledge how complex it is to employ it in socio-education, given it encompasses a multidimensional perspective, which includes psychological, social, cultural, and economic dimensions, all of those being present in the relationship between the subject and society. This is not a private matter, one that would interest only an individual, as it reaches further the relationship a subject has with the collective.

When thinking about the several life stories within socio-educational contexts, it is relevant to consider how those subjects can give meaning to their lives in a systematized way. As they face socio-educational measures, they pursue different sets of ideals. According to Cunha and Danuzzi (2018), socio-education seeks to foster a process of holistic development for those subjects, with their full participation in society as goal. Therefore, life projects being included in the curriculum design may contribute to the youth becoming protagonists and understanding their role in building existential autonomy.

In this sense, SINASE recommendations for the development of pedagogical proposals must promote teenager critical participation in planning, monitoring, and assessing social practices. They must also act and be recognized as social subjects, engaging with responsibility, leadership, and self-confidence (Brasil, 2012). Therefore, it is necessary to build a development process linked to education as a human right. There is also space to consider those subjects' outlook on participation in society's productive foundation, even though inequality results from contradictions present in today's current reality.

Aligned with the recommendations coming from that document, life projects point out the ethical dimension as a meaningful reference for transforming the subjects' material reality. In this scenario, it is fundamental for one to observe discipline as a guiding tool for pedagogical processes within the socio-educational environment, which may also guide the teenagers' actions. This instrument should not be deemed only as a way of maintaining institutional order, but also as a means to become part of a change in reality for those subjects, based on ethical principles that drive relationships in society.

Reflecting on life projects includes a set of significant elements that can create a course for the subjects' existence, since, according to Maia and Mancebo (2010), the diverse Brazilian youths face different scenarios of social integration, which range from cultural aspects to potential opportunities to enter the job market, in tandem with the logic imposed by the model of production in today's society.

Today's youths experience a paradoxical situation: at the same time as they face a wider range of possibilities, they often do not have what to choose from. With an accelerated life rhythm, the fleeting nature of (mis)encounters, and the load of needing to achieve success while being the sole responsible for the outcomes of their endeavors, contemporary subjects, especially young people, feel increasingly overwhelmed in everyday life (Maia; Mancebo, 2010, p. 378).



In their analysis, Maia and Mancebo (2010) show how adversities interfere significantly with life projects success and their design/conception. More often than not, discrediting life projects comes from an alienating intellectual and education offer, and from social and household environments that do not provide successful role models to one's life course. In this sense, the curriculum in socio-education needs to be oriented toward promoting ways for a teenager to elaborate and internalize the proper references. This in turn leads to a broader outlook on life, beyond immediate experience, and projecting newer possibilities for accessing social coexistence.

According to Maia and Mancebo (2010), students facing socio-educational measures are part of youth as a wider social category. However, committing infractions has become part of their identities, making it more difficult for them to distance themselves from this reality and from believing in life projects marked by new perspectives. The complexity of this stage in their lives demands even greater support and assistance to be provided by the socio-educational system.

Mandelli et al. (2011) assess that life project construction for/by detained teenagers is related to the period spent in different socio-educational spaces. At the same time, the propositions presented to them when socializing are not always seen as real or achievable. Through encouraging their protagonism, it may be possible for teenagers to seek a realistic choice, that is also contextualized, analytical, reflective, and critical, while contributing for them to internalize such possibilities.

In the face of that, life projects fully aligned with SINASE recommendations have not been entirely actualized within socio-education. This stems from the social vulnerabilities these individuals face, as well as from the historically produced inequality in Brazil. In turn, there are social phenomena that affect in a disproportional manner the economically disadvantaged social classes, especially a population of minors who have committed infractions.

In the case of teenagers deprived of liberty, having institutions that ensure one's right to continue formal education guarantees that education is a right for all Brazilians, regardless of their situation, as established by the 1988 Brazilian Federal Constitution (Brasil, 1988) and its legal developments, such as SINASE (Brasil, 2012).

Thus, Antônio Carlos Gomes da Costa State School, located in Pará state, represents how the state has acted to ensure the right to education, and to guarantee one's right to project a future for him/herself, in tandem with guidelines stemming from the 2017 High School Reform.

## **SOCIO-EDUCATION PEDAGOGICAL DIMENSIONS IN THE FACE OF SINASE GUIDELINES AS MANIFESTED AT THE ANTÔNIO CARLOS GOMES DA COSTA STATE SCHOOL CASE**

Reflecting on the education aimed at teenagers facing socio-educational measures allows for pointing out a pedagogical proposal that focuses on teenagers' holistic development, without losing track of their social integration, professional training, and cognitive development as a horizon. That disposition stems from the Individual Plan of Assistance (PIA), according to Resolution 3, from May 13<sup>th</sup>, 2016, enacted by the National Council of Education (CNE) (Brasil, 2016).

In a general way, these regulations directed to this reality establish rights and principles that must be developed in teaching-learning processes, so they guarantee a holistic education. Thus, articulation between this education horizon and socio-education daily life must be presented and materialized in the Political-Pedagogical Project (PPP) of each socio-educational establishment, be it in terms of shaping one's cognition or their citizenship. In this scenario, this document should mirror the SINASE dimensions and manifest an institutional commitment by the school or educational institution.

When it comes to the PPP construction at the Antônio Carlos Gomes da Costa School, it becomes evident that it provides socio-education in a partnership with the Pará State Foundation for Socio-Educational Assistance (*Fundação de Atendimento Socioeducativo do Pará* - FASEPA). The document was created in the 2010s, during the peak of influence by Brazilian Social Democracy Party (*Partido da Social Democracia do Brasil* - PSDB), when state governor Simão Robson Jatene

(2011-2018) had two consecutive terms. This moment was marked by the state submission to public-private partnerships in areas suggested by international organizations, such as the Inter-American Development Bank (IDB), the main “investor” in the greater educational policy at that time, known as the “Pact for Education in Pará” (Vale; Santos, 2023).

According to Campos (2019), the Pact intensified public education dismantling through the implementation of the Mundiar Project, which was mainly aimed at teenagers and other young people in an age-grade distortion situation, in order to abide to large-scale assessments, disregarding completely the students’ different realities.

Through the Pact, Pará adhered to a federal government wider pact, in effect from 2013 to 2017. Among its market-driven strategies, there were impacts on High School students, who became targets of actions aiming at speeding learning processes, by employing ready-made learning resources; this whole scenario should be recreated in the reality of Pará state. During PSDB administration, there was a structure driven by a logic informed by the private sector and international organizations, one that would not take into consideration the diversity of Pará’s youth (Vale; Santos, 2023).

Due to these political circumstances, which directly impacted the organization and pedagogical notions regarding education, the study could notice that socio-education in Pará has still been managed according to a logic of status quo maintenance for the ruling classes. That is why there is not room for ensuring opportunities for effective social participation for the youths being assisted.

Although Antônio Carlos Gomes da Costa School’s PPP establishes that it was designed through democratic practices – so as to be representative of all individuals involved in the educational process –, the state itself undermines participation by teenager facing socio-educational measures when it follows IDB guidelines and invalidates the entities defending the right to education and their struggles (Pinto, 2023). It is worth noticing that in this study education is deemed as “one of the concrete strategies through which human beings can fully develop, because it is education that allows for people to obtain their rights” (Vale, 2022, p. 25). Therefore, for the youth in socio-education to be enabled to go back to society with real possibilities for a life change, there must be effective public policies, such as SINASE, and a democratic school organization.

Such a conclusion ends up contradicting what the PPP claims about its very design process, in which it emphasizes that:

This Political-Pedagogical Project is elaborated as a result of joint efforts by the Pará State Secretary for Education (SEDUC) and the Pará State Foundation for Socio-Educational Assistance (FASEPA), in order to guarantee formal school education for adolescents and young people facing socio-educational measures or pre-trial detention in Pará state. Thus, it actualizes their constitutional right to accessing education that has political and social quality (Pará, 2016).

Generally, as Lima (2009) states, Basic Education is meaningful to subjects when they effectively take part in planning a pedagogical proposal. Then, they may start thinking about actions for their own lives in the long term, i.e., they may think about their life projects, an element which is now mandatory due to the High School reform. Thus,

every life project differs from each other for having a future-driven, organizing, and regulatory logic regarding the individual’s main activities and behaviors. [...] The project is an ideal portrait of a future trajectory and biography, as it seeks, through establishing goals, to organize the means by which one can accomplish them (Mandelli et al., 2011, p. 8).

Based on these considerations, it is possible to understand that life projects are linked to the meanings inscribed by the subjects to their life course, which is why the life project itself is loaded with representations of one’s identity. In this sense, it turns into a social category that encompasses both a socio-historical relationship between the subject and the world, and a movement of constituting identity.

With such an idea in mind, when assessing Antônio Carlos Gomes da Costa School's PPP, it is relevant to reflect on the school model presented by the government – mainly by SEDUC-PA and FASEPA –, which is aimed at the youth facing socio-education, as described in the following excerpt: “What type of school and curriculum is necessary in a socio-educational context? Which pieces of knowledge should students deprived of liberty have so they can benefit from their citizenship in a society so marked by conflict?” (Pará, 2016).

By asking those questions, it becomes evident that there is an intention to integrate all subjects, be it directly or indirectly, around the very education offered to teenagers facing socio-educational measures. This attitude supports the idea that:

It is necessary to highlight how socio-education has been present in school education, since the early stages of Basic Education targeting the youth in socio-educational facilities. Therefore, the school community must be prepared to welcome, to cooperate, to support their progressive development, and to help, as with other teenage students, in adaptation and bond strengthening, which involve: cognitive, emotional, and economic dimensions, as well as human relationships that occur at school, the support from Educational Guidance and Pedagogical Guidance services, and their inclusion in workshops, projects, and specific equipment offered in the education system (Coeli, 2016, p. 72).

Perspectives on the full assistance regarding the needs these subjects have are fundamental in socio-education. However, even though Antônio Carlos Gomes da Costa School's PPP describes the conflictive reality experienced on daily basis by those detained teenagers, the pedagogical strategies defended there have a more idealized nature. They promote a process of “school education surrounded by discoveries that could turn the classroom into a place where learning happens and moves around, making students learn and commit to what they are learning” (Pará, 2016).

The document also reveals a series of restrictions to building a PPP where the subjects who experience the socio-educational system could effectively participate. That happens because the objectives were set without those students' participation. Thus, such objectives do not express what they might actually think and feel. As rights-bearing subjects, those teenagers would be the most apt to help workshoping the document, which, according to democratic principles, should mirror the reality of that institution.

Once the texts had been analyzed, there was no mention either of participation by the detained teenagers or of their contributions to the process, which compromises how effective the proposal is as an answer to their needs and expectations. As a result, it ends up representing an external proposition that partially undermines the organization that would benefit those subjects. Deciding someone's future without their actual participation may configure a quite deceptive education policy, distancing itself from concepts around socially-oriented quality education.

The education profile present in school pedagogical projects generally resonates to build awareness among society, especially regarding the power they have in their hands to change reality. This is manifested from understanding the state's role and the interests it actually answers, to the preexisting contradictions in the contexts these individuals are a part of, justifying the importance of collective participation in PPP design.

So, it is possible to achieve quality education when the community effectively participates in planning pedagogical proposals that are compatible with concrete reality. In this regard, the document being analyzed states that:

The main objective of this Political-Pedagogical Project (PPP) is to guarantee access to quality school education and successful retention, respecting and valuing students' and their families' life experiences, and also to strengthen the human dimension of education through allowing one to experience values such as: critical thinking, sensibility, autonomy, youth protagonism, understanding life in society, creativity, among other values that enable the students in socio-education to receive education marked by dignity, their Amazonian identity, and a project for their future (Pará, 2016).



Thus, the policy disregards the objective conditions for material life production as presented by most students in socio-education, in favor of a socio-emotional development that, while should not be overlooked, is insufficient to produce cultural capital that would allow them to successfully integrate back into society. According to Neutzling (2019), restrictions in access to cultural goods, in conjunction to household socioeconomic limitations, constitute obstacles for the students to project a promising future for themselves.

According to Koerich (2018), the adversities faced by those teenagers deprived of liberty in the course of their lives limit their prospects of school success. In other words, because they are facing socio-educational measures in confinement, there is not a clear vision for their future and their lives, especially due to the concrete conditions experienced in that environment not fostering a change in their outlook on life.

The study also noticed that the document produced both by SEDUC/PA and FASEPA lacks contextualization regarding the students' family realities. Most of these families experience inequality, a factor which is neglected in several aspects, such as educational history and psychosocial problems as potential challenges in their realities. This situation makes it difficult for young people in socio-education to consider changing their current perspectives on life, especially when the state does not take these peculiarities into account.

The school's PPP is only vaguely linked to an ethical commitment and to human rights-oriented education. This mirrors the governmental notion that was in force in Pará from 2011 to 2018. So, subject participation was suppressed in several attempts at democratizing education, a process that had considerable impacts on the wider education system, such as when elections for school principals ended, and when an effective community participation was rendered invisible by the PPP construction, also affecting the socio-educational system.

This document is aligned with legal dispositions that regulate the socio-educational system in Pará state, following national and international recommendations, which is a positive aspect. However, this alignment should go beyond when life projects for the youth in conflict with the law are thought out and outlined.

About the school political-pedagogical structuring to assist those teenagers, it had occurred according to social policy definitions, aiming to adapt the state administrative structures to fulfilling legal norms, ensuring the human right to education. However, it is possible to identify some significant gaps in the quality of socio-education assistance in Pará state, particularly regarding social goods provision, as presented in the following excerpt from the PPP:

During an institutional hearing process carried out in 2007, school processes at FASEPA presented a quite critical internal scenario. Among the problems identified, we can point to: poor quality of classes; high rates of academic failure due to inadequate teaching methodologies and teaching-learning notions; insufficient number of teachers and educators; lack of technical staff to monitor actions; lack of high school offer to socio-educational students; material resources scarcity; lack of adequate classrooms; socio-educational centers with no access to classes (former UASEs in Telégrafo and Val de Cans; CIAM Marabá); a disconnect between classroom work and other dimensions of socio-educational assistance; lack of a school PPP (Pará, 2016).

The school's PPP describes a process of social policy dismantling targeting socio-education and its quality offer, ranging from infrastructure, precarious operation of socio-educational institutions, the shortage of qualified professionals to work in socio-education, a curriculum disconnected from reality, to the human right to education being suppressed.

Regarding this, Technical Note 38, from August 26th, 2013 (Brasil, 2013), enacted by SECADI/MEC, through its General Coordination for Humanitarian Cooperation (CGDH), under the Policy Department for Education in Human Rights and Citizenship (DPEDHUC), promoted a few positive changes in the scenario described, which resulted from adapting Pará's socio-educational system to national guidelines. This culminated in an administrative, pedagogical, and operational organization of socio-education in Pará state, as recorded in the document under analysis:

In the metropolitan area alone, the school had, up to August 2015, 217 enrolled students either placed in classes or enrolled in Elementary, High School, and Youth and Adult Education (at the elementary level). The staff structure included 84 teachers from various fields of knowledge, 10 education technicians, and 2 management professionals (1 psychologist and 1 social worker) who composed a multidisciplinary team, 1 principal, 1 vice principal, 1 administrative assistant, and 1 school secretary (Pará, 2016).

The scenario described here reveals how socio-educational measures in Pará have not been a priority in governmental programs. Moreover, the fewer investments limit infrastructure improvements that are needed to promote education quality. It is relevant to consider that the Antônio Carlos Gomes da Costa School's PPP points out a conceptual framework in which human rights are linked to education, possibly due to influence both by the national movement and the education professionals defending a progressive notion of socio-education.

Once human rights education is part of the political-pedagogical project, school practices in those spaces are finally aligned with citizenship-fostering perspectives. This conjunction of factors concretely and positively influences the emergence of a curriculum that aggregates values and principles, while also spreads advocacy for a socio-education model that does not limit itself to the state legal recommendations, which are often limited to applying confinement and detention.

At the same time, the document acknowledges there are different forms of adolescence, which allows for pedagogical work organization accordingly to the subject's particularities. According to Mandelli et al. (2011), affirming there are different youth experiences in socio-educational proposals significantly helps education professionals, mostly to plan and implement educational interventions, which in turn have to be linked to the actual situations and conditions expressed by those subjects in socio-educational spaces in the course of their life paths.

Defending a curriculum that welcomes diversity, as expressed in the PPP designed at the Antônio Carlos Gomes da Costa School, is the jumping off point for building a resistance movement against merely punitive conceptions of socio-education, that are often justified by professionals and administrators alike. This attitude aims to promote a socio-educational approach that answers to the subjects' particularities, so as to overcome historically established vestiges of a repressive format, that has been present for decades in socio-educational institutions in Brazil.

## CONCLUSION

It is important to highlight that the school PPP analyzed here also embraces the struggle toward education professionals being valued, especially those in socio-educational spaces, as this is a collective demand. There is a need for overcoming general working limitations, which directly impact both the search for transformation and the quality of socio-educational services in Pará state. The main challenges presented in the PPP consist of school professionals' certification, learning resources being available, cultural and artistic activities being promoted, and, most importantly, medical and psychological support being provided.

The relationship between teenage diversity and socio-education purposes, as acknowledged in the legal framework, such as SINASE, must be articulated to address teaching-learning processes, socio-educational measures, and each teenager's own reality, particularly in the case analyzed here.

Based on the Antônio Carlos Gomes da Costa State School's case, and regarding life projects to be designed by/for young people facing socio-educational measures, the study identified that the organization through a PPP is aligned with the current regulations in effect, such as SINASE, at the same time that socio-educational propositions guarantee rights for minors who have committed infractions. It is still necessary for the state and this institution members (teachers, and the child and teenager rights protection network) to develop an updated work, so as to understand the particularities and adversities each young person goes through. Only then, life projects can be materialized, precisely as proposed by Law 13.415/2017.

One of the main issues in debates about life projects refers to the subjects' expectations towards their future, especially when it comes to the end of their confinement, when they will become free again. For some of them, returning to school becomes an act of protection, while, for others, returning to education is not something they even consider, nor is it part of their plans.

It is extremely relevant to recognize the vulnerability levels experienced by these individuals in relation to the world they live in, as some of it may be related to their past as people who have committed infractions. Taking this factor into account, pedagogical planning must offer appropriate elements to help them constitute critical awareness, in conjunction to cognitive, cultural, and intellectual development.

According to SINASE recommendations, including the family in a process of life project construction can contribute significantly in terms of support and incentive for teenagers to continue in a path that may transform their worldview. This happens because strengthening these bonds is fundamental to accomplishing the goals set by socio-educational measures applied to teenagers. Thus, such a strengthening process relies on participation by the family, the community, and civil society organizations dedicated to defending children's and teenagers' rights within the socio-educational assistance (Brasil, 2012).

## REFERENCES

- BRASIL. [Constituição (1988)]. **Constituição da República Federativa do Brasil de 1988**. Brasília, DF: Presidência da República, 1988.
- BRASIL. **Lei nº 12.594, de 18 de janeiro de 2012**. Institui o Sistema Nacional de Atendimento Socioeducativo (SINASE), regulamenta a execução das medidas socioeducativas destinadas a adolescente que pratique ato infracional; e altera as Leis nos 8.069, de 13 de julho de 1990 (Estatuto da Criança e do Adolescente); 7.560, de 19 de dezembro de 1986, 7.998, de 11 de janeiro de 1990, 5.537, de 21 de novembro de 1968, 8.315, de 23 de dezembro de 1991, 8.706, de 14 de setembro de 1993, os Decretos-Leis nos 4.048, de 22 de janeiro de 1942, 8.621, de 10 de janeiro de 1946, e a Consolidação das Leis do Trabalho (CLT), aprovada pelo Decreto-Lei no 5.452, de 1º de maio de 1943. Diário Oficial da União: Brasília, DF, 18 jan. 2012.
- BRASIL. Ministério da Educação. **Nota Técnica CGDH/DPEDHUC/SECADI/MEC nº 38, de 26 de agosto de 2013**. Traz orientação às Secretarias Estaduais de Educação para a implementação da Lei do SINASE. Brasília, DF: MEC, 2013.
- BRASIL. Ministério da Educação. **Resolução CNE/CEB nº 3, de 13 de maio de 2016**. Define Diretrizes Nacionais para o atendimento escolar de adolescentes e jovens em cumprimento de medidas socioeducativas. Brasília, DF: MEC; CNE, 2016.
- BRASIL. **Lei nº 13.415, de 16 de fevereiro de 2017**. Altera as Leis nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, e 11.494, de 20 de junho 2007, que regulamenta o Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação, a Consolidação das Leis do Trabalho - CLT, aprovada pelo Decreto-Lei nº 5.452, de 1º de maio de 1943, e o Decreto-Lei nº 236, de 28 de fevereiro de 1967; revoga a Lei nº 11.161, de 5 de agosto de 2005; e institui a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral. Diário Oficial da União: Brasília, DF, 16 fev. 2017.
- Campos, D. C. B. **A parceria público-privada no contexto do ensino médio paraense: o Projeto Mundiar como estratégia do Pacto pela Educação no Pará**. 2019. 116 f. Dissertação (Mestrado em Currículo e Gestão da Escola Básica) – Universidade Federal do Pará, Belém, 2019.
- Coeli, R. Escolarização e socioeducação: reflexões sobre a construção de identidades sob a ótica da orientação educacional. In: MENDES, C. L. S.; JULIÃO, E. F.; VERGÍLIO, S. S. (org.). Educação, socioeducação e escolarização. Rio de Janeiro, RJ: DEGASE, 2016. p. 61-75.
- Cunha, E. O.; Danuzzi, M. V. M. O que é socioeducação? uma proposta de delimitação conceitual. **Revista Adolescência e Conflitualidade**, São Paulo, n. 17, p. 71-81, 2018.
- Freire, P. **Educação como prática de liberdade**. São Paulo: Paz e Terra, 2001.
- Koerich, B. R. **Entre trajetórias, desejos e impossibilidades: projetos de futuro na socioeducação de meio aberto**. 2018. 169 f. Dissertação (Mestrado em Ciências Sociais) – Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, 2018.
- Lima, L. **Projeto político pedagógico**. São Paulo: Instituto Paulo Freire, 2009.
- Maia, A. A. R. M.; Mancebo, D. Juventude, trabalho e projetos de vida: ninguém pode ficar parado. **Psicologia, Ciência e Profissão**, v. 30, n. 2, p. 376-389, 2010. DOI: <http://doi.org/10.1590/S1414-98932010000200012>.
- Mandelli, M. T. et al. Juventude e projeto de vida: novas perspectivas em orientação profissional. **Arquivos Brasileiros de Psicologia**, Rio de Janeiro, v. 63, n. esp., p. 49-57, 2011.

NEUTZLING, M. V. **Os jovens em conflito com a lei na perspectiva do sistema de garantia de direitos:** percepções a partir da rede socioeducação e do sistema judiciário em Pelotas-RS. 2019. 178 f. Dissertação (Mestrado em Sociologia) – Universidade Federal de Pelotas, Pelotas, 2019.

Oliveira, R.; Silva, A. F. Projetos de vida no ensino médio: o que os jovens nos disseram? **Revista Curriculum**, São Paulo, v. 19, n. 3, p. 1263-1286, 2021. DOI: <http://doi.org/10.23925/1809-3876.2021v19i3p1263-1286>.

PARÁ (Estado). Secretaria de Estado de Educação. **Projeto Político Pedagógico:** Escola Estadual Antônio Carlos Gomes da Costa. Belém, PA: SEDUC/PA, 2016.

Pereira, A. P. **Passado, presente e futuro:** projetos de vida de adolescentes em privação de liberdade. 2018. 154 f. Dissertação (Mestrado em Educação) – Universidade Federal do Paraná, Curitiba, 2018.

Pereira, M. S. V.; Santos, E. M. N.; Alaya, D. B. Ensino médio, projeto de vida e direitos humanos em distintos contextos escolares do Pará. **Revista Exitus**, Santarém, v. 14, p. e024043, 2024. DOI: <http://doi.org/10.24065/re.v14i1.2663>.

Pinto, A. N. R. D. **A organização e a gestão do trabalho pedagógico em espaço de privação de liberdade:** representações sociais dos professores sobre adolescentes em privação de liberdade. 2023. 116 f. Dissertação (Mestrado em Educação) – Universidade Federal do Pará, Belém, 2023.

Soares, D. A. **Sonhos de adolescentes em desvantagem social:** vida, escola e educação matemática. 2022. 265 f. Tese (Doutorado em Educação Matemática) – Universidade Estadual Paulista, Rio Claro, 2022.

Vale, C. **A educação como negócio social na Amazônia brasileira.** 2022. 199 f. Tese (Doutorado em Educação) – Universidade Federal do Pará, Belém, 2022.

Vale, C.; Santos, T. F. A. M. Subsunção do público ao privado por meio do Pacto pela Educação do Pará. **Cadernos Fucamp**, Monte Carmelo, v. 22, n. 57, p. 138-157, 2023.

Vale, C.; Santos, T. F. A. M. Negócios sociais nos projetos de vida do ensino médio paraense. **Revista Exitus**, v. 14, p. e024042, 2024. DOI: <http://doi.org/10.24065/re.v14i1.2661>.

---

#### Authors contribution

ANRDP: Writing of the article. EMNS: Review of the elaborated material. AMOM: Review of the elaborated material.

**Editor:** Prof. Dr. José Luís Bizelli

**Deputy Executive Editor:** Prof. Dr. Flavia Maria Uehara