

## Articles

# A phenomenological research on compliance with Social-Educational Measures and school: adolescent offenders from Alto Pantanal<sup>1</sup>

Um estudo fenomenológico sobre o cumprimento de medida socioeducativa e a escola: adolescentes infratores do Alto Pantanal

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## Abstract

The aim of this study is to describe the significations of adolescents in conflict with the law in regards to the compliance with socio-educational measures on probation, meeting the requirement of attending school. The adopted phenomenological approach was the conception of Merleau-Ponty. This approach seeks to notice the occult in experiences. The participant group was composed of adolescents that were fulfilling socio-educational measures on probation. The adolescents were selected by means of the sampling closure technique by theoretical saturation, totaling six adolescents. Through interviews, the incidents on the adolescents' speeches were verified and transformed into units of signification that formed the nomothetic matrix, which allowed for the description of the phenomenon. Social requalification is related to professional success, but not to higher formation. To these adolescents, keeping themselves inserted in the school community is determinant to not repeat the practice of an offense.

**Keywords:** socio-educational; adolescents in conflict with the law; phenomenology; school; criminal offense.

## Resumo

O objetivo deste estudo é descrever as significações de adolescentes em conflito com a lei relativas ao cumprimento de medida socioeducativa em liberdade assistida, atendendo a obrigatoriedade de frequentar a escola. A abordagem fenomenológica adotada foi a concepção de Merleau-Ponty. Essa abordagem busca perceber o oculto nas vivências. O grupo participante da pesquisa foi composto por adolescentes que cumprem medidas socioeducativas em liberdade assistida. Os adolescentes selecionados por meio da técnica de fechamento amostral por saturação teórica, totalizando seis adolescentes. Mediante entrevistas foram verificadas as incidências nas falas dos adolescentes e transformadas em unidades de significação que formaram a matriz nomotética, o que permitiu a descrição do fenômeno. A requalificação social está relacionada ao sucesso profissional, mas não à formação. Para esses adolescentes, manter-se inserido na comunidade escolar é determinante para não reincidir no ato infracional.

**Palavras-chave:** socioeducativo; adolescente em conflito com a lei; fenomenologia; escola; ato infracional.

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## INTRODUCTION

The adolescent that complies with socio-educational measures has gotten and continues to get several designations: delinquent, young offender, punk; each one of them suitable for a condition or period of time, however, all demonstrate a value judgment. To this adolescent, the fullness of their rights is denied, befitting them a special system of punishment. By defining this adolescent in conflict with the law as a subject complying with socio-educational measures, we sought to recognize their condition of development, of an individual with full rights and in alleged infringement situation to the criminal law, cited on the legislation as an offense, seeking to mitigate and de-characterize the rhetoric of state punitivism.

The socio-educational measures are structured through a pedagogic conception that comprises education (formal, non-formal and informal) as a central foundation to the achievement of the socio-educational aims. The regulations that direct this policy determine that the pedagogical character of these measures must prevail over the sanctioning aspects and propose educational measures based on human rights (Brasil, 1990, 2006, 2012). In this sense, education is assumed as a broad concept that promotes the access to rights, critical reading of the reality, appropriation and production of knowledge for social transformation<sup>2</sup> (Brasil, 2023, p.27-28).

To deepen the perception of the Socio-educational System and of the adolescent in conflict with the law as a subject, we developed a research that would allow us to perceive this adolescent through their own significations, immersed in the experience of complying with the socio-educational measure. For this, we adopted the phenomenological research based on Merleau-Ponty. Phenomenology is not just a methodological choice, but a scientific current, with its own theoretical-methodological foundations. Phenomenology occupies a space in Philosophy, and also addresses practices developed in the field of health, where the procedures allow for empiricism, with concrete subjects.

. Phenomenology, in Maurice Merleau-Ponty's conception, has its fundamentals on the sense and meaning that the being establishes. Merleau-Ponty relativizes what is established as real and submits it to the perception that the being has of a phenomenon, from the lived experiences through their senses, being incarnate in a body.

The real is a solid fabric, it does not await for our judgements to attach to itself the most abhorrent phenomena, nor to reject our most credible imaginations. Perception is not a science of the world, it is not even an action or a deliberate stance; it is the background on which all actions are highlighted and by them it is presumed. The world is not an object of which I own with me the law of formation; it is the natural means and field of all of my thoughts and my explicit perceptions. Truth does not 'inhabit' only the 'inner man'<sup>3</sup>, or rather, there is no inner man, the man is in the world, it is in the world that he knows himself.<sup>4</sup> (Merleau-Ponty, 2011, p. 6)

To Merleau-Ponty, the meaning is incarnate, or rather, inseparable from the body that notices it. The body is not merely a passive recipient of sensations, but an active agent that grants meaning to the world through its perception and action, therefore, through the lived experiences in the gathering of testimonies from adolescents in conflict with the law, we applied a methodology inherent to phenomenology that allowed for the description of the essence of the phenomena that they describe. Methodologically, we formed units of meaning for the description of the meanings of the speeches of the adolescents in conflict with the

<sup>2</sup> As medidas socioeducativas são estruturadas a partir de uma concepção pedagógica que compreende a educação (formal, não formal e informal) como fundamento central para o alcance dos objetivos socioeducativos. As normativas que direcionam essa política determinam que o caráter pedagógico das medidas deve prevalecer sobre os aspectos sancionatórios e propõem ações educativas pautadas nos direitos humanos (Brasil, 1990, 2006, 2012). Nesse sentido, a educação é assumida como um conceito amplo que promove o acesso a direitos, a leitura crítica da realidade, apropriação e produção de conhecimento para a transformação social (Brasil, 2023, p.27-28).

<sup>3</sup> On the author's notes, Merleau-Ponty refers to the expression "*In te redi: in interiore homine habitat veritas*" ("turn back into yourself, for truth lives in the inner man", in free translation), attributed to Saint Augustine, specifically on the work "Confessions".

<sup>4</sup> O real é um tecido sólido, ele não espera nossos juízos para anexar a si os fenômenos mais aberrantes, nem para rejeitar nossas imaginações mais verossímeis. A percepção não é uma ciência do mundo, não é nem mesmo um ato, uma tomada de posição deliberada; ela é o fundo sobre o qual todos os atos se destacam e ela é pressuposta por eles. O mundo não é um objeto do qual possuo comigo a lei de constituição; ele é o meio natural e o campo de todos os meus pensamentos e de todas as minhas percepções explícitas. A verdade não 'habita' apenas o 'homem interior', ou antes, não existe homem interior; o homem está no mundo, é no mundo que ele se conhece.

law concerning their relationship with the environment of compliance with socio-educational measures, specifically school, in a qualitative approach. In regards to the measures applied to the adolescent in conflict with the law, ECA<sup>5</sup> determines:

Art. 112. Once verified the offense, the competent authority may submit the adolescent to the following measures:

I - warning;

II - obligation to repair the damage;

III - provision of community service;

IV - probation;

V - inclusion in a system of semi-freedom;

VI - commitment to educational establishment;

VII - any one provided by the art. 101, I a VI.<sup>6</sup>

(Brasil, 1990, p. 15)

The aim of this study is to describe the significations of the adolescents in conflict with the law in relation to the compliance with socio-educational measures in probation, meeting the obligation of attending school, considering that "school attendance along with the socio-educational measures is that the schooling is a strategy of full social integration, articulated with the reconstruction of life projects and the guarantee of rights"<sup>7</sup>(Brasil, 2023, p. 28).

The subjects of this study are adolescents that comply with socio-educational measures under probation and, mandatorily, must attend school. The criteria to their inclusion on the study were: being adolescents of both genders, aged between 15 and 17 years old, and in compliance with measures in order of preference of these types of offense — infraction against property, illegal possession of weapons and drug possession.

The number of subjects was determined by the sampling closure technique by theoretical saturation. This criterion, in accordance to what is established by the researcher, is defined by the suspension of new participants when the obtained data starts to present redundancy or repetition, and the inclusion of more subjects becomes irrelevant to the research (Fontanella; Ricas; Turato, 2008). The saturation of the obtained data with the new participants makes the research extensive, labor-intensive and unnecessary, therefore, this criterion was the most adequate, when considering the conditions of access to the adolescents.

As a result of compliance with the measures, the adolescents attended the Centro de Referência Especializado de Assistência Social (Specialized Reference Center for Social Assistance) (CREAS) of the Cáceres/MT district, only in occasional situations, that is why there was a slowness to the data collection. The number of participants was determined only at the end, when information saturation was reached.

The testimonials, collected by means of interviews, began with a guiding question: how do you feel having the obligation to attend school in compliance with the socio-educational measure? Then, we developed a dialogue until we understood some value judgment on other themes, for example, the relationship with classmates, and observed aspects under the perspective of social requalification and possible inclusion, and also perspective of future.

<sup>5</sup> ECA refers to the Brazilian set of laws "Estatuto da Criança e do Adolescente", meaning "Statute of the Child and the Teenager".

<sup>6</sup> Art. 112. Verificada a prática de ato infracional, a autoridade competente poderá aplicar ao adolescente as seguintes medidas:

I - advertência;

II - obrigação de reparar o dano;

III - prestação de serviços à comunidade;

IV - liberdade assistida;

V - inserção em regime de semiliberdade;

VI - internação em estabelecimento educacional;

VII - qualquer uma das previstas no art. 101, I a VI.

(Brasil, 1990, p. 15)

<sup>7</sup> "o atendimento escolar junto às medidas socioeducativas é o de que a escolarização é uma estratégia de inserção social plena, articulada à reconstrução de projetos de vida e à garantia de direitos"

The preservation of anonymity of the subjects avoided possible psychological, moral, intellectual or cultural damage. The integrity and preservation of the interviewees were assured, when considering that there were no impacts on carrying out the methodological procedures, because the data collection occurred in the CREAS environment, and the presence of the researcher, even as a stranger to the institution, did not affect the perception of the adolescents.

For the purpose of the assembling of the reports and publishing materials, the subjects were identified by pseudonyms, and the transcripts and recordings were discarded. All of the adolescents recommended to participate, and also their caregivers, agreed to the procedures, in all stages of the research, and signed the Termo de Consentimento Livre e Esclarecido (Term of Free and Informed Consent).

The transcript of the interviews were combined with the information of the field journal and then the ideographic analysis was proceeded, with the definition of the units of signification, in accordance to the number of occurrences within the context of the adolescents' speeches. Clippings on the speeches of each one were made and pasted to the cells of each unit of signification, assembling a picture, which allowed for the formation of a matrix for the nomothetic analysis, which seeks to show the essences of the studied phenomena, in accordance to the invariants of the perspectives on the speeches of the researched subjects (Sadala, 2014). The synthesis of these units of signification established the essences of the significations of the adolescents on the proposed themes. Thereafter it was possible to analyze the essence of the phenomena.

## PHENOMENOLOGICAL APPROACH

Phenomenology was crafted within philosophy, and the definition of a phenomenological perspective depends on which philosophical current it originates from; therefore, all phenomenology follows a different philosophical theory (Moreira, 2002). Each perspective is conducted by a different construction. We intend to describe the phenomenology of the german Edmund Husserl (1859-1938), a theorist of transcendental idealism, and of the french Merleau-Ponty (1908-1961) who, based on Husserl, developed an existential phenomenology.

The word "phenomenon" is of Greek origin and means 'appearance' (Petrelli, 2001). Phenomenology is the study of the phenomena in themselves, due to the understanding that all which we can know of the world is reduced to the conscience of the phenomena. Human sensations are significations of that which is lived, experienced, shaped by phenomena of the conscience, and if there is conscience, these actions will be intentional.

All of the assignments of meaning to a phenomenon are understood as *noema*. The incidence of this meaning to a phenomenon describes a *noesis*, which is the essence of this phenomenon (Husserl, 1996). The meaning represents the intentionality in the conscience, for, by using a word to designate a determined phenomenon, the individual signification (*noema*) that was formed over this phenomenon is evidentiated. The same signification (incidence) attributed to a phenomenon through several signifiers constitutes its essence (*noesis*).

It is important to know how to distinguish phenomenon from fact. The fact is determined by causality, repetition, control of what happens; different from the phenomenon, which is a form of lived experience, common to several people. The fact is an object of the phenomenon.

In phenomenology, the word has the function of giving summaries to the recurrences of the experiences. The essence is defined by the recurrence of a word to refer to several lived phenomena. The register of the senses forms the units by the essences of the lived phenomena, and the experience is defined as every psychic action of conscience, and it is also an intentional concept. What makes an experience a phenomenon is the occurrence of the aspects that characterize the essence.

The World is the signification of all other significations of a person. The person and the world are not conceived separately, they are both conditioners of one another, but they are distinct and do not merge with one another.

Moreira (2002) cites the conception of Valle and King (1978), that, to know the person to be questioned, two polarized sides must be considered, one is the external side, which is observable, and constitutes itself on what is said or done by the person, known as 'physical or verbal behavior'. The opposite side is the internal one, which is liable to observation, is characterized by emotions, thoughts and feelings, defined as 'world of experience'. And

experience is all that is not accessible to others, which belongs to the subjective, while the behavior is all that can be noticed by the senses of others.

A person can present so many variations between their experiences and their behaviors that, if we isolate the behavior from the experience of this person, it may look like two distinct people. Even though behavior and experience are two different sides or faces, they compose a single subject, that is, they form a unit and are complementary to an individual, even if they are perceived differently.

Signification, through the search for essence, is the logic of phenomenology; it is a way of knowing the world.

### Husserl's phenomenology

Under Husserl's conception, the phenomenological method analyzes the phenomena based on conscience and intention, with the aim to understand things in themselves. "Conscience is always the conscience of something, consequently, the object is apprehended in its relation to the conscience, and in this sense, it exceeds itself"<sup>8</sup> (Husserl, 1996, p. 9). It is not possible to arrive at things 'as they are', but it's about an experience of conscience relative to the senses.

For Husserl, the adopted phenomenological attitude allows for the opening to live the experience of, in its totality, trying to isolate any and all judgements that interfere in its opening to the description. The possibility of knowledge, under the phenomenological perspective, must be guided by the 'phenomenological reduction' which highlights the meaning that the conscience gives to the phenomenon. Triviños (2006) emphasizes that,

to determine the possibility of knowledge, phenomenological reduction is needed. This is the second step on the phenomenological method. The first is that of the questioning of knowledge, which means the suspension, the act of putting between parentheses the beliefs and propositions of the natural world. It is named *epoché* among the greeks, but for the ancients, *epoché* meant skepticism. *Epoché* grants the phenomenologist a description of the datum in all of its purity. The datum is not empirical and neither is a material that organizes itself through categories established *a priori* and intuitively. For Husserl, there were no contents of conscience, but exclusively, phenomena. The datum is the intentional conscience before the object<sup>9</sup> (Triviños, 2006, p. 44).

The effect of suspending or neutralizing what phenomenological reduction carries out is called *epoché*. Thus, we understand *epoché* as the neutralization of the intentions when we contemplate a thing or experience, according to Husserl's understanding.

The procedure of the phenomenological attitude is suspending our beliefs, as if they were in brackets of parentheses. The world is between parentheses. Between parentheses, we may consider an intentionality of the natural attitude on it. The object, by being between parentheses, manifests the modality and the manner of manifestation that it has for the subject on the natural attitude (Sikolowski, 2000).

According to Husserl (1996), in the study of experiences one does not have to concern themselves on whether or not it corresponds to the object of the world external to the mind. For the phenomenologist, it is of interest the manner with which the knowledge of the world occurs to each person, and not the world that may exist.

Phenomenological reduction proceeds so that beliefs, theories, previous information are suspended with the aim of concentrating on the experience in focus. The conscience of the object is its own reality for the person.

Eidetic reduction occurs after phenomenological reduction. After identifying the *noema* as an ideal object, one carries out the eidetic reduction to find meaning. For eidetic, one can understand the meaning or precisely the idea. Eidetic reduction carries out the isolation of the essence of the phenomenon. If phenomenological reduction is that of singling out the phenomenon from the natural attitude, eidetic reduction is the isolation of the essence of

<sup>8</sup> "A consciência é sempre a consciência de alguma coisa, consequentemente, o objeto é apreendido em sua relação com a consciência e, nesse sentido, ele supera a si mesmo"

<sup>9</sup> para determinar a possibilidade do conhecimento, precisa-se da redução fenomenológica. Este é o segundo passo no método fenomenológico. O primeiro é o do questionamento do conhecimento, o que significa a suspensão, a colocação entre parênteses das crenças e proposições sobre o mundo natural. É denominada *epoché* entre os gregos, mas para os antigos a *epoché* era ceticismo. A *epoché* permite ao fenomenólogo uma descrição do dado em toda a sua pureza. O dado não é o empírico e tampouco um material que se organiza através de categorias estabelecidas em forma apriorística e intuitivamente. Para Husserl não existem conteúdos da consciência, mas exclusivamente fenômenos. O dado é a consciência intencional perante o objeto

this phenomenon to seek to define it. This process provides the transition from the natural attitude to the essences of the phenomenon.

### Merleau-Ponty's phenomenology

Merleau-Ponty continues Husserl's propositions beyond seeking the essences of the objects, the things seen as part of an experienced, lived-in world, which constitutes the unreflected world, upon which sciences are built. The main characteristic of Merleau-Ponty's phenomenology is that of being existentialist, aiming for the existence of man in a previously-given world. This man distinguishes himself: he is his own body, in his world, before his time, his space, and in action. The man incarnate in his body is a 'perceiving subject'. Unlike Husserl, Merleau-Ponty describes the historical man that starts existing in the world and runs from the abstract, "because we are in the world, we are doomed to the senses, and we can't do anything nor say anything that does not gain a name in history"<sup>10</sup> (Merleau-Ponty, 2011, p. 18).

There is a transcendence or temporal density previously in action, to which the subject returns by adopting a specific posture or perceptive perspective. "As firm as my perceptive apprehension of the world might be, it is entirely dependent of the centrifugal movement that launches me to it [...]"<sup>11</sup> (Merleau-Ponty, 2012, p. 207).

Incarnation and transcendence result in one only integral experience, which is this entanglement of my life with other lives, my body with the visible things, by the confrontation of my perceptive field with that of the others, by the blend of my duration with other durations"<sup>12</sup> (Merleau-Ponty, 2014, p. 58). For Merleau-Ponty, it is no longer about a simple relationship of knowledge, and becomes a 'relationship of being', in which the subject is its body, its world and its situation (Silva, 2011).

According to its own structure, each body selects its ways of adapting. These ways never repeat themselves, be that with the other or with itself, in other moments and in other places. For Merleau-Ponty, one can notice themselves in different times, in different places, thus Phenomenology of Perception will be formed. These concepts relative to the space-time structure of the perception refer to the phenomenological methodology based on Merleau-Ponty's theory:

When I request for the descriptions of several subjects on a given phenomenon that I investigate, I understand that each of the subjects does it according to their perspective of noticing the phenomenon, and the perceptions on different times and spaces, by different people, give themselves to be as several perspectival views of the phenomenon, which cross themselves in the intersubjectivity and present me common meanings which allow me to understand the structure of the phenomenon. In the following moment, when I carry out the phenomenological interpretation of the data, the view of the structure of the phenomenon is understood within my perspective of a researcher, which is another perspective, another field, another horizon, now that of scientific knowledge. These interpreted data allow me to reach a specific field of generalities, which I can affirm belong to the general structure of the phenomenon.<sup>13</sup> (Sadala, 2014, p 7)

The convergence of several perspectives, however, lead us to notice the structure of the phenomenon. That is, the diversity of the subjects would present a signification closer to the real one, without contemplating an overall dimension. For Merleau-Ponty, that would be an abstraction if the phenomenon would present itself in its overall dimension.

Merleau-Ponty's Phenomenology contemplates the man incarnate in his body and makes him the subject of perceptions, complementing the deficiencies of Husserl's transcendental reduction, which does not provide a satisfying answer as to the perception of the man as a cultural subject. This enables the perception of the incarnate as a subject immersed in a

<sup>10</sup> "porque estamos no mundo, estamos condenados ao sentido, e não podemos fazer nada nem dizer nada que não adquira um nome na história"

<sup>11</sup> "Por mais firme que seja minha apreensão perceptiva do mundo, ela é totalmente dependente do movimento centrífugo que me lança a ele [...]"

<sup>12</sup> "entrelaçamento de minha vida com as outras vidas, de meu corpo com as coisas visíveis, pela confrontação de meu campo perceptivo com aquele dos outros, pela mistura de minha duração com as outras durações"

<sup>13</sup> Quando solicito as descrições de vários sujeitos sobre determinado fenômeno que investigo, compreendo que cada um dos sujeitos a faz segundo a sua perspectiva de perceber o fenômeno, e as percepções em tempo e locais diversos, por pessoas diferentes, doam-se a mim como várias visões perspectivais do fenômeno, as quais cruzam-se na intersubjetividade e apresentam-me significados comuns que me permitem compreender a estrutura do fenômeno. No momento seguinte, quando faço a interpretação fenomenológica dos dados, a visão da estrutura do fenômeno é compreendida dentro da minha perspectiva de pesquisador, que é uma outra perspectiva, outro campo, outro horizonte, agora o do conhecimento científico. Estes dados interpretados me permitem atingir um campo específico de generalidades, que posso afirmar pertencerem à estrutura geral do fenômeno.



social and historical conditioning. It is under this condition that we perceive the adolescent in conflict with the law. It is through these experiences that we seek to describe the essences of the phenomena that are perceived, immersed in the condition of compliance with socio-educational measures and in conflict with the Brazilian State.

## METHODOLOGICAL TRAJECTORY

As stated by Antonio Carlos Gil (2010), the subdivisions of the structure of phenomenological research do not contribute to the understanding of the methodology as a process.

The research projects include a section referring to the methodological procedures employed. In the field of natural and health sciences, this section is named Materials and Methods. Whereas in the field of human sciences, this section is named Methodology, Methods and Techniques or simply Method. Broadly speaking, this section is broken down into sections that deal with the type of delineation, sampling process, techniques of data collection and the analysis procedures. In phenomenological research, the subdivision of this section is not always recommended, because this does not help to the understanding of the methodology as a process. Thus, this section may be displayed in the project under a title such as Methodological Trajectory, indicating – even without subdivisions – the procedures in the data collection, analysis and interpretation.<sup>14</sup> (Gil, 2010, p 6)

By determining our methodological trajectory, we are generating a narrative line in the text, according to the logic of the practice of the method. We start our trajectory with the location in time and space of our collections, and we proceed to describe the subjects of this research.

### Descriptions of spaces

Cáceres is a district in Mato Grosso, among the oldest in the State, relatively close to the capital Cuiabá, having the largest population of the Western region and being the urban center of provision of services in this region. It is the main city of the Mato Grosso Center-South mesoregion, besides being integrated to three other cities (Poconé, Barão de Melgaço and Curvelândia) of the High Pantanal microregion, and possessing the first navigable stretch of the Paraguay river, the main river of Pantanal.

Cáceres and all of the Western region no longer occupy a prominent economical and political position in the State. The developmentalist speech and profitability of new commodities gave visibility to the Northern region and also established the Southern region of the state as a reference to the current agricultural identity of Mato Grosso.

Pantanal's culture gave rise to the formation of the State and, as a part of this culture, the metropolitan region of the Vale do rio Cuiabá (Cuiabá River Valley) and established itself as the largest urban agglomeration, largest economy and largest political representation. This condition did not prevail in the other Pantanal cities. Cáceres, which used to occupy the position of the second most important city of the State in the 1970s, started to lose this position to new urban formations, colonized by populations coming from the Southeast, and later, South, of Brazil.

One visualizes the Western region following from Cuiabá towards the frontier with Bolivia. Even though the districts of this region had experienced moments of relative growth, in the first decades of the Twenty-first century, they have shown little populational and economic growth, besides low political representation.

Resulting from the main role of the past, Cáceres maintains the headquarter for Unemat, the only state university. Unemat is a multicampi institution, dedicated to the countryside of the state of Mato Grosso, with a measure of proportionality among its largest facilities, however, the Cáceres campus is the largest, offering undergraduate and graduate degrees and research, having a consistent amount of local scientific production. Between availability and resource allocation, political articulation and structure for execution, the presence of

<sup>14</sup> Os projetos de pesquisa incluem uma seção referente aos procedimentos metodológicos utilizados. No campo das ciências naturais e da saúde essa seção é denominada Materiais e Métodos. Já no âmbito das ciências humanas essa seção é denominada Metodologia, Métodos e Técnicas ou simplesmente Método. De modo geral, essa seção é subdividida em seções que tratam do tipo de delineamento, do processo de amostragem, das técnicas de coleta de dados e dos procedimentos de análise. Nas pesquisas fenomenológicas nem sempre se recomenda a subdivisão dessa seção, pois isto não contribui para o entendimento da metodologia como um processo. Assim, essa seção pode ser apresentada no projeto com um título como Trajetória Metodológica, indicando – mesmo que sem subdivisões – os procedimentos na coleta, análise e interpretação dos dados.

an education and research institution, in this case, Unemat, there haven't been impacts on better results in Cáceres due to the lack of alignment between municipal management and the higher education institution, even if there are researches and qualifications (undergraduate and graduate) in different areas, and especially, in Education.

The IDEB<sup>15</sup> indexes from Cáceres and the data on school permanence that measure the total sum of students that, at some point in their educational trajectory, abandoned or dropped out of school, losing the ties and renouncing their right to education, are not the best. Drop-outs and abandonments are incorporated and personify themselves in the adolescents apprehended on Cáceres's Centro de Atendimento Socioeducativo (Center of Socio-Educational Services) (CASE), with a capacity for 12 spots for males in probation. These adolescents are the portrait of the lack of policies, involving all of the sectors of society and the presence of the University, policies that create better conditions and promote quality of life for the Cáceres population.

Even with qualification, the youth are relegated to jobs distinct to their formation areas, with inferior salaries and with no predictions for a career. Qualification, as a perspective of bettering quality of life, collides with the lack of job offer, especially to those who have no work experience, a condition found in most of the young population.

The services sector is the most dynamic and was the one that displayed the largest participation in Cáceres economic activities in the period from 2010 to 2020, according to Nascimento (2023). Also called the tertiary industry, this sector encompasses the provision of services and the trade in goods (tourism, supermarkets, banking services, schools, restaurants, hospitals, consultancies, real-estate brokerage, liberal and self-employed professionals). Moreover, according to the author, the "management, defense, education, public health and social security sector displayed the second largest participation in the economic activities of the district within this period, followed by the agricultural and industry sectors" <sup>16</sup> (Nascimento, 2023, s/p). This author states that the "industrial sector, despite displaying the lowest participation on economic activities, continued to grow significantly, which demands attention and incentive policies from the municipal management with a sector which is key in the process of economic development" <sup>17</sup> (Nascimento, 2023, s/p).

With the political and economic attention turned towards other regions of the State and with little impact from the presence of the university in the region, there is little allocation of resources and investments and, consequently, there is a lack of economic increment and generation of new jobs. This situation conditions the young population to precariousness, leaving it more susceptible to opportunities conditioned by the frontier with Bolivia, more so for being a route of drug and weapons trafficking than for the cultural interaction amongst the countries.

Economic and political issues have been determining the social dynamics and values that affect the young population. The hallways of drug trafficking become viable options to a population downhearted on the lack of opportunities and specific public policies. Social ties dissolve themselves with the lack of occupation, employment and income prospects, as well as the self-culpability that heads towards a process of emotional debilitation. Even if the outcome is that of lowering the life perspective and that this population is exposed to the insertion in the criminal justice system, the dangerous duties of trafficking are seductive, for they pay well and fast. Broadly speaking, drug trafficking establishes itself on the ease with which one can co opt these youths for their charts both within the penal system and in the heart of society.

However evident a direct relationship between the vulnerability of the Cáceres young population and the incidence of offenses and the compliance with measures in the very district may be, there is a context that ends up creating a complex environment that, finally, establishes relationships between the punitive power of the State and the lack of specific public policies for the young population of the district.

Cáceres has a Centro de Atendimento Socioeducativo (Center of Socio-Educational Services) (CASE), on which hospitalizations are carried out. However, the probations take place in the Centro de Referência Especializado de Assistência Social (Specialized Reference Center for Social Assistance) (CREAS). This study involves adolescents in compliance with socio-educational measures on probation, for this reason, CREAS is the institution of our interest.

<sup>15</sup> Índice de Desenvolvimento da Educação Básica (Development of Basic Education Index).

<sup>16</sup> "setor de administração, defesa, educação, saúde pública e seguridade social apresentou a segunda maior participação na atividade econômica do município no período, seguido do setor agropecuário e do setor da indústria"

<sup>17</sup> "o setor industrial, apesar de apresentar a menor participação na atividade econômica, seguiu crescendo significativamente, o que demanda atenção e políticas de incentivo da gestão municipal com um setor que é chave no processo de desenvolvimento econômico"



CREAS has the function to offer specialized social work, within the Sistema Único de Assistência Social (Unified System of Social Assistance), to families and individuals in social risk<sup>18</sup>. It is a program of the Federal Government, developed by the districts, in attention to the Lei Orgânica da Assistência Social (Organic Law of Social Assistance) (LOAS). Between the services provided by CREAS is the Serviço de Proteção Social a Adolescentes em Cumprimento de Medida Socioeducativa de Liberdade Assistida e de Prestação de Serviços à Comunidade (Social Protection Service to Adolescents in Compliance with Socio-Educational Measures and Provision of Community Services on Probation).

In Cáceres, the only CREAS forms part of the child and adolescent protection network, also composed by the Conselho Tutelar (Child Services), Centro de Referência em Direitos Humanos (Reference Center of Human Rights), Conselhos Municipais de Assistência Social e da Criança e do Adolescente (Municipal Councils of Social Assistance and the Child and Teenager), Centro de Referência de Assistência Social (Reference Center for Social Assistance) (CRAS), Secretaria Municipal de Ação Social da administração do Centro de Atendimento Socioeducativo de Cáceres (Municipal Department of Social Action of the management of the Center for Socio-Educational Services of Cáceres).

### The subjects of the research

According to Tiellet (2012, p. 42), "in a study that is qualitative, the aims and the composition of the empirical *corpus* of the research, that is, the data, information, subjects (who, how many), must be defined and submitted to a selection process, which influences the decision on the choice of the instruments of data collection"<sup>19</sup>. Because it is a qualitative study, the usage of statistical sampling was discarded. There was no reason to select a proportional and representative sample in relation to the research universe.

The selection of the participants is one of the items that cause the most doubt in the researchers. As what is intended in phenomenological research is not the generalization of the results, there is no reason to select a proportional and representative amount in relation to a particular universe of research. What is of interest is that the subjects are able to accurately describe their lived experiences. But it is important to establish the criteria for exclusion and inclusion of the participants<sup>20</sup> (Gil, 2010, p. 8)

Quantification of subjects was defined by the criteria of sampling closure technique by theoretical saturation (Fontanella; Ricas; Turato, 2008). There was no established number of adolescents and at the end of each interview we would check on the need to proceed to another interview and thus we arrived at the number of 06 (six) adolescents: 05 (five) male and 01 (one) female.

The execution of the research next to CREAS was initiated with the help of the technical team. The selection of the adolescents was carried out by the professionals of the institution. The part that was up to us was offering the criteria of inclusion and debating the social profile of the appointed subject. The identification of the adolescent occurred only when they agreed to participate to the research by signing the Termo de Assentimento Livre Esclarecido (Term of Free and Informed Assent) (TALE) and the Termo de Consentimento Livre e Esclarecido (Term of Free and Informed Consent) (TCLE), signed by the parents/caregivers, fulfilling the protocol established on Ruling number 641.242 of approval of the CEP. The parents/caregivers authorized their participation with relative ease, because they understood that the activity was carried out through CREAS, and therefore, they understood the need to be fulfilled by the adolescent.

The criteria for inclusion on the participating group were thus defined: both genders, aged between 15 and 17 years old, and in compliance with measures in order of preference for infraction<sup>21</sup>, against property, possession of weapons and drug possession. The routine of

<sup>18</sup> Information from the Ministério do Desenvolvimento Social e Combate a Fome (Ministry for Social Development and Hunger Mitigation) ([www.mds.gov.br](http://www.mds.gov.br)).

<sup>19</sup> "em um estudo de cunho qualitativo, os objetivos e a composição do *corpus* empírico da pesquisa, isto é, os dados, as informações, os sujeitos (quem, quantos) da pesquisa, devem ser definidos e submetidos a um processo de seleção, o que influi na decisão sobre a escolha dos instrumentos de coleta de dados"

<sup>20</sup> A seleção dos participantes é um dos itens que mais provocam dúvidas nos pesquisadores. Como o que se pretende na pesquisa fenomenológica não é a generalização dos resultados, não há razão para selecionar uma amostra proporcional e representativa em relação a determinado universo de pesquisa. O que interessa é que os sujeitos sejam capazes de descrever de maneira acurada a sua experiência vivida. Mas é importante definir os critérios de exclusão e de inclusão dos participantes

<sup>21</sup> The judge may determine the substitution of socio-educational measures. The substitution of the measure is sequential and at any time. In this way the probation measure may be applied after the compliance with the admission to a correctional facility and there may also be regression from probation to admission to such a facility.

these adolescents inside CREAS was taken into account, that is, we sought for those who were at the facility during the date of the collection.

Amongst the criteria, we also considered those described by Van Kaam (1959) and reproduced by Gil (2010):

1) ability to express themselves easily with words; 2) ability to understand and express their emotions without freedom or inhibition; 3) ability to express the organic sensations that accompany these feelings; 4) relatively recent experience with the experience that is being studied.<sup>22</sup> (Gil, 2010, p. 8).

In the criteria established by Van Kaam (1959), what interested us was that the subjects could describe a consistent number of narrative elements. We decided to terminate the inclusion of new participants when the information already repeated itself, especially concerning the recurrences that would allow for the definition of the units of meaning, meeting theoretical saturation.

### 3.3 Field research

In phenomenology, the perception of the experiences carried out by a person is captured by personal testimonies. This device is capable of supplying a diversity of noticeable elements, according to the approach that is intended:

By personal testimonies we understand the account of an individual experience that reveals their actions as a person and participant of social life. In the acquisition of the testimonies, the researcher adopts a more active posture, seeking to obtain the descriptions that relate directly to the theme of the research. Personal statements concentrate themselves in a short timeframe, whereas those that utilize testimonials allow for the expansion of this number, which contributes towards highlighting the similarities and differences<sup>23</sup> (Gil, 2010, p 7)

Personal testimonies occur through experiences between the researcher and the subject of interest of the research. In the case of this study, it happened through recorded interviews and entries in a field journal. We defined that the place of the interview needed to remind the subject of the phenomenon to be described, and CREAS, as the place of compliance with the socio-educational measures, fulfilled this criterion.

To initiate the experience, it was necessary to generate an instrument of provocation. To this end, we defined a guiding question, which should spark other themes: How do you feel having the obligation to attend school in compliance with the socio-educational measure? The question was not put at the beginning of the interview, for, before that, it was necessary to create conditions to approach the subject of compliance with the measure, however, from the guiding question, the speeches constituted the units of signification.

The interviews did not reach the maximum established duration, which was one hour. The adolescents would get bored easily and the extension of the interview would not be productive in capturing the candid accounts. The adolescents were, on average, very reserved in their answers and the entries in the field journals were essential in supplying elements of the reactions and giving meaning to the words and significations. The silences, the pauses in the answers and the reactions were important in establishing the significations.

The interviews took place in several of CREAS rooms, defined according to availability. The recordings of the interviews were carried out with a detached recorder and were also captured by a laptop, as a safety measure.

Only one person (researcher/interviewer) did the interviews, and, as a part of the experience, there was a habituation so that this person wasn't a stranger to the environment and the adolescents. Even though there was a clarification that they were dealing with a scientific research, the interviews sought to appear like a common CREAS activity.

<sup>22</sup> 1) habilidade para se expressar facilmente com palavras; 2) habilidade para perceber e expressar seus sentimentos e emoções sem vergonha ou inibição; 3) habilidade para expressar as sensações orgânicas que acompanham esses sentimentos; 4) experiência relativamente recente com a experiência que está sendo estudada.

<sup>23</sup> Por depoimento pessoal entende-se o relato de uma experiência individual que revela sua ação como pessoa e participante da vida social. Na obtenção dos depoimentos, o pesquisador adota uma postura mais ativa, procurando obter as descrições que se relacionam diretamente com o tema da pesquisa os depoimentos pessoais concentram-se num curto espaço de tempo. Já as que utilizam depoimentos permitem a ampliação desse número, o que contribui para destacar as semelhanças e diferenças

In the first interview, the chairs were arranged in front of each other, with a table between them. For the next interviews, the chairs were put side by side and the table was in the back, supporting the laptop and the recorder. With this arrangement, the adolescent would feel less intimidated and the resistance process would last less time. The resistance in answering, at the beginning of the interviews, happened due to the isolation of the interviewee and interviewer in a room and the presence of the recorder, but in little time this resistance was overcome and the interviews flowed. The results offered nuances that yielded several analyses, especially when considering the discursive possibility, both of the adolescent as well as the researcher.

As an ethical procedure, to assure the anonymity of the adolescents, we started to identify them by pseudonyms. We sought, in literature, a source for this and we found an answer in Jorge Amado's *Captains of the Sands*<sup>24</sup>. The work *Captains of the Sands* was published in 1937 and had almost the entirety of its first editions burned. It was the political period of Estado Novo (New State), in the Vargas Era, and the book was addressed as transgressive, because it made a social reporting with strong criticism of the abandonment of minors and the system of reform of children and teenagers.

The names of the characters in Jorge Amado's novel, chosen as pseudonyms for the interviewees, do not refer to the similarity in behavior of the novel's characters to that of the adolescents's. The adolescents of this research were named Good Life, Professor, Cat, Dora, Peter and Lollipop<sup>25</sup>.

The adolescent Good Life was the most difficult to interview. Besides being among the youngest, at 15 years old, he spoke very little. He would hardly answer the questions without being offered response alternatives.

Very different from the first, the adolescent Professor was very talkative and had good diction. He displayed some language vices and repetition. He proved himself to be very educated for his age and sought to imprint the appearance of one who does not fit into a delinquent stereotype. He spoke with indifference of the other adolescents. Even after the interview, he continued to seek conversation on the debated topics.

Cat was the most spontaneous adolescent. He said to one of CREAS's technician (psychologists) that the interview seemed like a vent. He proved himself to be very comfortable with the interview and spoke with assurance, but didn't reveal signs of anger or resentment. Sometimes he employed a victim tone. At the end, he claimed to face the compliance with the measure in stride.

The adolescent Dora used the silence a lot in her answers. When she saw the need for answering, she employed few words, in a slightly ironic tone. She sought to distance herself from the delinquent stereotype, showing delicate behaviors, but her speech was assured.

The adolescent Peter showed great introspection, probably due to his age, even though he looked older than his actual 15 years. He spoke more than Good Life and showed interest in answering when the topic was of his interest, for example, when he was asked about professional perspectives. During the interview, he turned his eyes and tapped the table with the tips of his fingers in several moments.

Lastly, the adolescent Lollipop, a repeat offender, had already gone through several situations of violence. At several times he justified himself, especially regarding how well accepted he was at school. At no point did he put himself in the condition of a victim. He sought to fulfill the socio-educational measure as quickly as possible and spoke enthusiastically about the job he had performed as an air-conditioning technician in another city. He spoke with hope about the possibility of working in this area.

As for the schooling of the adolescents, the data presented on the 2023 Annual Survey of SINASE indicate that "100% of the adolescents in compliance with socio-educational measures are enrolled"<sup>26</sup> (Brasil, 2023, p.78). We emphasize, however, that the educational system of the Cáceres district, presented by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Anísio Teixeira National Institute of Educational Studies and Researches), have a total rate of age-grade distortion on the final years correspondent to 8.2, and in High School, of 17.4 (Brasil, 2024) in 2023, which includes the Cáceres adolescent offenders.

The perceptions of the adolescents, in turn, were picked up from the entries in the field journal. The interviews were transcribed and the expressions were isolated so that one could perceive the phenomenon of candid accounts, extracted between the speeches of the adolescents.

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<sup>24</sup> Amado (1998).

<sup>25</sup> Boa Vida, Professor, Gato, Dora, Pedro (Pedro Bala) e Pirulito.

<sup>26</sup> "100% dos adolescentes que cumprem medida socioeducativa estão matriculados"

## SIGNIFICATIONS

To obtain the units of meaning we employed the procedure described by Moreira, Simões and Porto (2005), which cites the following phases: candid account, identification of the attitudes and interpretation (description). The candid account was obtained through the interview captured by recorders. The testimonies of the interviewees were kept in their original form. With the intent of obtaining the units of signification, we considered the own speeches of the adolescents. And in the establishment of the units of meaning we followed the framework established by Giorgi (1985), presented by Moreira, Simões and Porto (2005), in four stages: 1) general reading of the material; 2) establishment of units of meaning; 3) expression of the units in the perspective chosen by the researcher, and 4) the formulation of a synthesis of the units (Giorgi apud Gil, 2010).

From the analysis of each testimony, the units of signification were established, carrying out, thus, the ideographic analysis. Once all units of signification of each speech were established, we carried out the nomothetic analysis of the adolescents's speeches. The units were categorized and themed. Through the nomothetic analysis it was sought to "confluence the perspectives of all of the subjects of the research, and, when showing the convergences"<sup>27</sup>, we unveil "the invariants of each studied phenomenon, its essence"<sup>28</sup> (Sadala, 2014, p. 9):

In this journey of ideographic analysis for the nomothetic analysis the convergences that will be interpreted by the researcher are themed and categorized, who will bring to the understanding of the obtained data the knowledge and data of studies concerning the theme, seeking to amplify the discussion and understanding of these meanings in the universe of scientific knowledge<sup>29</sup>. (Sadala, 2014, p. 9)

The nomothetic matrix, proposed by Martins and Bicudo (2005), may be identified with the Nomothetic Analysis Framework which aims to analyze the convergences and divergences of the individual perceptions of the integrated phenomenon. It is not about the crossing and incidence of words, but the synthesis of a profound analysis of the structure of the phenomenon: "the generalities obtained in this analysis indicate the illumination of a perspective of the phenomenon, considering the inexhaustible scope of its perspective character"<sup>30</sup> (Machado, 1994, p. 43). Thus,

the Nomothetic Matrix is composed of a column to the left where the categories originating from the speeches of the interrogated subjects are exposed. The speeches of these subjects are identified through the numbering of the descriptions with roman numerals, arranged in the superior part of the Matrix in a horizontal sequence. Below the sequence of the identified speeches and to the right side of the categories, one establishes the cells, where are displayed the arabic numbers of the unit of phenomenological reduction corresponding to that category and speech, thus, not losing the origin of the aforementioned unit.<sup>31</sup> (Silva; Gonçalves Junior, 2009, p. 18)

We adopted the arabic and roman numbers so that our matrix was more comprehensible. The composition of the nomothetic matrix already determines the phenomenological reduction, carrying out the isolation named *epoché*, which identified the attitudes and suspended other intentionalities external to the candid account. After each unit of meaning described, we proceed to the interpretation, defined as the description of the essences of the phenomenon. For this last phase we employed entries on the field journal and other aspects of the experience with the adolescents.

<sup>27</sup> "a confluência das visões perspectivas de todos os sujeitos da pesquisa e, ao mostrar as convergências"

<sup>28</sup> "os invariantes do fenômeno estudado, a sua essência"

<sup>29</sup> Nesse caminhar da análise ideográfica para a análise nomotética são tematizadas e categorizadas as convergências que serão interpretadas pelo pesquisador, que trará para a compreensão dos dados obtidos o conhecimento e os dados de estudos a respeito do tema, procurando ampliar a discussão e a compreensão dos significados desses no universo do conhecimento científico.

<sup>30</sup> "as generalidades obtidas nesta análise indicam a iluminação de uma perspectiva do fenômeno, considerada a inesgotável abrangência do seu caráter perspectivo"

<sup>31</sup> a Matriz Nomotética se compõe de uma coluna à esquerda onde se expõe às categorias provenientes dos discursos dos sujeitos interrogados. Os discursos destes sujeitos são identificados através de numeração das descrições com algarismos romanos, dispostos na parte superior da Matriz em uma sequência horizontal. Abaixo da sequência dos discursos identificados e do lado direito das categorias, estabelecem-se as caselas, onde se dispõem os números arábicos da unidade de redução fenomenológica correspondente àquela categoria e discurso, não se perdendo assim, a origem da referida unidade.

#### 4.1 Description of the units of signification

In this stage, we observed the convergences of the speech of each adolescent to each unit of signification. The development of the units aimed to notice the structure of the individual thought that was common to several subjects. The units of signification are not direct answers for questions posed, but they are clumpings of the adolescents's speeches, therefore, there is no direct connection between questions and units of signification.

We have decided not to present here the assembled nomothetic matrix because of the size of the framework, which does not jeopardize the visualization of the phenomenological reduction (eidetic abstraction). We recall that the units of signification are reductions of the speeches of the adolescents, before the description of the phenomenon. The answers to the question allowed for the formation of 04 (four) units of signification, listed from A to D:

*Signification Unit A* "discrimination and violence suffered at school". They are recurrent events, derived from injustices and related to vexatious exposures. There is a submission to the endured violence. The adolescents mentioned that there is no one to go to to solve it, and affirm that the aggressor is, first and foremost, the teacher, and then the other employees at the school. The actions remain unpunished because the aggressor is protected by a corporate structure.

*Signification Unit B* "compliance with the measure and school" – To the adolescents it is a condition they seek to hide. They are liable to discrimination when discovered. They fear isolation more than discriminatory actions. It is a secret that must be maintained. If found out, the adolescent may be treated as someone malicious, aggressive or dangerous.

*Signification Unit C* "perception of the classmates in relation to the discrimination and violence". To the adolescents, their classmates consider those who are in compliance with socio-educational measures to be rogues. When their classmates become aware, they are afraid of thefts and physical aggressions. The discrimination happens to those who are labeled as offenders. The colleagues move apart because the adolescent offender has a peculiar stereotype, geared towards aggressiveness. It is the function of the teachers to control the acts of violence in the school, while, many times, in relation to the adolescent offenders, teachers omit themselves.

*Signification Unit D* "perspective of future". Having a job is connected to technical knowledge. There is indifference concerning higher education. Being a businessman is a reference of professional success. Future is related to success, not education or the choices they might make. The choice of a profession is not presented as an option to them, they manifest that the feeling of fulfillment in life is tied to future opportunities.

#### DESCRIPTION OF THE ESSENCES AND FINAL THOUGHTS ON THE RESEARCH

Once the units of signification are described, we can interpret them, seeking to bring out the essence of the phenomenon. We start out from the significations that the adolescents manifested what they feel having the obligation to attend school in compliance with the socio-educational measure.

We emphasize that the speech of the only female teenager among the participants was not distant from the set. The obligation of attending school is not a negative aspect to these adolescents, without, however, projecting higher education as a future professional formation, and also not making a distinction between professional technical formation and higher education. What may be, for youth in general, the result of the lack of public policies that align municipal management with higher education in favor of the young population that finds itself in the process of qualification and professionalization.

The low education of the adolescent offenders limits them in having a perspective of not entering University. And among the degrees available at University, being a teacher is not seen as a successful profession. The perspective of professional success is tied to business activity. The adolescents attribute to themselves the responsibility of success or failure of the professional future, regardless of the public policies that may shift them from a condition of exclusion. However, it is the State that must assure the professional learning for the development of skills, providing conditions for opportunities, and contributing to the development of professional skills, acquisition of job experience and insertion in the job market, important factors for the reduction of recidivism and the promotion of autonomy and financial independence of the adolescents. From the conditions that impose upon them school attendance, one can perceive the corporatist structure that protects its agents, in this case, the teachers and technical body. It is a matter of a



power relation, in which the school displays an oppressive aspect and the student sees themselves as a victim in this relation. The power exercised as corporatism of the school agents limits complaints and contrarian manifestations. Even though these adolescents seek to describe a rivalry with a teacher and, alternatively, with the technical body, it is the relationships with the classmates that determines their inclusion or exclusion as a member of the school community.

Since the school is a space of social interaction between the youths, for the adolescent in conflict with the law, keeping themselves inserted in this space is determinant to the compliance with the socio-educational measure and, consequently, for their social requalification, and not in the recidivism of the offense. Hence the importance in keeping a secret of their situation with the criminal justice, hiding, especially, the offense, so that they are not discriminated against and judged as someone dangerous, with a predisposition for aggressiveness and violence.

There is effort in maintaining a good image and keeping the condition of compliance with socio-educational measure a secret. If, by any chance, the adolescent has their condition of compliance with socio-educational measure exposed to the group of classmates, they will be labeled, inferiorized. This process causes a sense of guilt in the adolescents, who will not react to the possible discriminatory acts, and their frequency, in the school space, will become a negative experience. This condition also causes a heightened tendency of school dropouts; also of disinterest for other activities in the compliance with socio-educational measure and strengthens the possibility of recidivism of the offense.

The quality of social relationships that the adolescent in conflict with the law develops in the school environment is determinant in effecting resocialization. One must consider that the interaction between school, service of compliance with the socio-educational measure and the judiciary as a pronouncer of the sentence, are essential so that the measure is effective. This consideration must be made, for the lack of guidance and formation of the school agents do not allow for the school to establish itself as an environment for the reestablishment and not recidivism of the adolescent offender. The school does not develop actions that aim for the strengthening of the relationships of the adolescents in conflict with the law with the school community, and this absence makes this adolescent more vulnerable, dependent on keeping their condition of compliance with measures a secret. The school does not see itself as an institution of the socio-educational network.

As a subject impacted by stigmatization, each conflictual relationship within the school environment results in frustration to the adolescent, because they see the possibility of losing the investment they put into a positive image. The syntheses of the significations reveal a fragile relationship between the adolescent in conflict with the law and the school, the latter as a part of the structure of compliance with socio-educational measures. It is necessary to develop actions and public policies that allow for a greater efficiency of the socio-educational system.

And, lastly, we must highlight the impact of the economic conditions of the district that determines the vulnerability of the young population, especially the adolescent offenders with low education, as a consequence of the abandonment and the evasion that express themselves in the aforementioned rates of age-grade distortion of the year of 2023. The services sector encompasses activities of provision of services and the trade of goods, being the main economic activity of Cáceres. And the second factor is that of the management that involves defense, education, public health and social security, which requires qualified professionals. In the manifestations of the adolescents, there is little expectation for the future or desire to attend University. They express the hope that they will become businessmen of the service sector, which they believe to be successful, even with the low education, and that everything will depend on the future opportunities of social, financial and professional success.

The lack of public incentive policies and investment in the different economic sectors of the Cáceres district that have long occurred -- the inexistence of the formal opening of job positions, the lack of promotion and articulation between the entities of socio-educational assistance, the employers and the institutions of professional formation, that facilitate professional learning -- make the youth susceptible to illicit acts (against property), at the mercy of the reception of drug and weapons trafficking that has been dominating the region. The absence produces the weakening of social relationships, causes emotional instability and the feeling of hopelessness, which causes the adolescents to recidivate.

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GARV: Researcher, Conceptualization, Writing – original draft. MHST: Supervision, Writing-review and editing. JRFC: Writing - review and editing.

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