

The school curriculum in the context of compliance with socio-educational measures¹

O currículo escolar no contexto de cumprimento das medidas socioeducativas

El currículum escolar en el contexto del cumplimiento de las medidas socioeducativas

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Abstract: The study aims to present the main characteristics and function of the school curriculum, as well as its conceptualization and implications in the educational space, giving a special focus to the school curriculum proposed for educational institutions that serve adolescents and young people in compliance with socio-educational measures in resulting from the commission of infractions. The problem is based on the question: what should the school curriculum¹ be like to meet the specificities of teaching and learning for students who comply with socio-educational measures? The research methodology is based on a bibliographical review, of a qualitative nature, covering educational legislation that proposes guidance on the development of the school curriculum to assist adolescents and young people in compliance with socio-educational measures. And finally, it is necessary that school curricula are sensitive and organized to the educational reception of students in compliance with socio-educational measures.

Keywords: School Curriculum; Socio-educational Measures; Educational Guidelines.

Resumo: O estudo tem como pretensão apresentar as características principais e a função do currículo escolar, bem como sua conceituação e implicações no espaço educativo, dando um foco especial ao currículo escolar proposto para as instituições educadoras que atendem aos adolescentes e jovens em cumprimento de medidas socioeducativas em decorrência da prática de atos infracionais. A problemática se fundamenta no questionamento: como deve ser o currículo escolar para atender as especificidades do ensino e da aprendizagem para educandos que cumprem medidas socioeducativas? A metodologia da pesquisa baseia-se em uma revisão bibliográfica, de caráter qualitativo, contemplando as legislações educacionais que se propõem

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a orientação sobre o desenvolvimento do currículo escolar no atendimento a adolescentes e jovens em cumprimento de medidas socioeducativas. E por fim, é necessário que, os currículos escolares estejam sensíveis e organizados ao acolhimento educacional dos educandos em cumprimento de medidas socioeducativas.

Palavras chaves: Currículo Escolar; Medidas Socioeducativas; Diretrizes Educacionais.

Resumen: El estudio tiene como objetivo presentar las principales características y función del currículo escolar, así como su conceptualización e implicaciones en el espacio educativo, dando un enfoque especial al currículo escolar propuesto para las instituciones educativas que atienden a adolescentes y jóvenes en cumplimiento de las normas socio-económicas. Medidas educativas que resulten de la comisión de infracciones. El problema se basa en la pregunta: ¿cómo debería ser el currículo escolar¹ para atender las especificidades de enseñanza y aprendizaje de los estudiantes que cumplen con las medidas socioeducativas? La metodología de la investigación se basa en una revisión bibliográfica, de carácter cualitativo, que abarca la legislación educativa que propone orientaciones sobre el desarrollo del currículo escolar para atender a adolescentes y jóvenes en el cumplimiento de las medidas socioeducativas. y por último, es necesario que los planes de estudios escolares sean sensibles y organizados a la acogida educativa de los estudiantes en el cumplimiento de las medidas socioeducativas.

Palabras clave: Currículo Escolar; Medidas Socioeducativas; Lineamientos Educativos.

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Introduction

The curriculum is a historical, cultural, and social construct shaped through daily practices within the educational space, encompassing the roles of teachers, students, and the entire school community (the subjects involved in the educational process). In this sense, the curriculum guides pedagogical practice to meet educational objectives and the needs of the school community. Sacristan (2000, p. 21) states, "The curriculum is shaped within a concrete school system, directed toward specific teachers and students, utilizing certain means, ultimately crystallizing within a context, which is what gives it real meaning." From this perspective, the curriculum serves as a guiding instrument for pedagogical practice, conditioned by various determinants.

The curriculum is a complex artifact, influenced by numerous elements (content, methods, practices, and others) and agents (school community, state, society). These factors are crucial for selecting knowledge that addresses a given reality and is meaningful to both learners and educators. Thus, the curriculum is constructed from the relationship between the theoretical document (official curriculum) produced, which must be collectively adapted (by all involved in education), through a dialectical relationship with practice (real curriculum). Consequently, the curriculum needs to be developed and flexible to meet the realities of the school environment.

This topic is significant for scientific study due to the need for in-depth reflections related to the specificities of educational provision for students undergoing socio-educational measures, based on the understanding that these students are enrolled in educational institutions that must ensure the inclusion of a pedagogical proposal and an educational intervention plan aligned with national educational guidelines for this audience. This necessity arises from the particularities of socio-educational measures and the specific educational profile of these students, which require specialized and directed attention in the educational daily routine. Engaging in a critical discussion around the theme of the school curriculum promotes reflections that identify possible pathways toward a more inclusive education, facilitating access and retention of these students within the school environment and fostering a connection between the school community and the students.

The motivating factor for this research stems from the researchers' experiences, as they are immersed in the daily execution of socio-educational measures and recognize the importance of studying the school curriculum in this context and its implications for the development of adolescents and young individuals who have committed infractions and are undergoing socio-educational measures, aiming to guide the construction of new pathways and/or life choices. Researcher 2 has worked for over ten years as an educator within the socio-educational system of deprivation of liberty in Minas Gerais, providing educational guidance to inmates. Researcher 3 has spent 19 years in the system, working in the educational sector as an Educational Assistant. Researcher 4, the study's supervisor, coordinates an extension project at the State University of Montes Claros – Unimontes, aimed at contributing to the resocialization process of adolescents and young people in deprivation of liberty through thematic workshops.

This experience in working with adolescents and young individuals undergoing socio-educational measures lends credibility to the research, as it arises from a knowledgeable perspective of the educational reality and is sensitive to directing a focused, coherent discussion committed to critical and ethical reflection on education within the context of socio-educational measures.

The study is constructed from a bibliographic research approach, investigating the main educational legislations that establish guidelines for the execution of the school curriculum in Brazilian educational institutions. It employs critical and qualitative analysis to understand the specificities of the curriculum and its functionality, particularly for schools involved in implementing socio-educational measures—specifically, addressing students who have committed infractions. The study identifies the essential characteristics of this

curriculum and its particularities to ensure access and retention for all students in the school environment, thereby meeting the objectives and fulfilling the requirements of socio-educational measures, which are closely related to education.

School Curriculum and Its Conceptualization

The school curriculum is dynamic and active; it should not be regarded merely as a bureaucratic technique. Rather, it is the school curriculum that facilitates the attainment of educational goals and objectives. Thus, it is directly linked to the political, economic, epistemological, cultural, and historical context of the society in which it is situated.

The field of study encompassing the school curriculum is extensive and complex, necessitating that all stakeholders in the educational field (teachers, students, community members, public policies) seek to understand the determinants involved in the curriculum, including how, why, and for what purpose it exists. It is understood that the curriculum is not neutral; therefore, it is incumbent upon all actors in the educational process to analyze and comprehend these questions in order to provide a more democratic, free, and secular education that addresses the diverse needs of the school community (social class, ethnicity, age, gender, and others). In pursuit of defining the term curriculum, Damasceno and Mesquita (2015)⁵ assert:

The term curriculum derives from the Latin word 'currere,' which refers to a career or journey undertaken, represented or presented in some manner. In this sense, we understand the school curriculum as a significant educational instrument, designed to provide formal educational institutions with a guiding framework for the educational process, aimed at delivering a systematic and normative education that complies with legal educational standards" (Damasceno and Mesquita, 2015, p. 22786).

It is evident that the official curriculum serves as a necessary guiding instrument for directing the pedagogical practices of educational institutions, ensuring equitable access to historically produced knowledge for all, as mandated by the country's educational legislations to guarantee a common foundational education. Simultaneously, these legislations incorporate the flexible nature of the curriculum, allowing for important adaptations at local and regional levels to make this instrument as relevant as possible to the school context, thereby producing knowledge that benefits students, educators, and the community.

⁵ Ana Maria Pereira Damasceno and Maria Eny Pereira dos Santos Mesquita wrote an article titled "Guiding Contributions of the Curriculum in the School Context", published in the journal *Educare* in 2015. The authors were students in the Master's program in Educational Sciences at the Northern Paraná College –FACNORTE.

According to Lima, Zanlorenzi, Pinheiro (2012), the curriculum defines what, how, and for what purpose. The content is addressed at different educational levels. They further emphasize that there are numerous concepts and theories related to the curriculum within the educational field, highlighting the need for a more detailed examination of it. Lima, Zanlorenzi, Pinheiro (2012) point out the economic, political, cultural, and historical factors that are directly connected to the curriculum, establishing a direct reflection of society. The curriculum must strive to address the realities of the school community; its contents should have a direct relationship with the desired educational outcomes for each student, being adaptive and based on conscious choices that commit to educating individuals capable of transforming themselves and their own realities.

Mattos (2013) emphasizes the history of the curriculum and its construction within the school environment, illustrating how societal transformations directly influence this matter, noting globalization and the changes of the twentieth century as significant in this process. He also underscores the necessity of training individuals to meet labor market demands, which leads to a division within the school: elite versus underprivileged. During this period, various discussions emerge regarding concepts, programs, and organizational forms of the curriculum. Mattos (2013) stresses the importance of considering the curriculum from the perspective of its subjectivity, including aspects that are not visible but are intrinsic and symbolic elements. A detailed understanding of the school curriculum is fundamental for detecting the political aspects embedded in its constitution and uncovering them to determine whether they truly align with the ends and objectives proposed by the school community, enabling its transformation or adaptation to align with the aspirations of those involved in the educational process (Mattos, 2013).

Apple (1982) highlights that the school institution is not neutral and that educators, whether consciously or unconsciously, engage in a political act. From a neo-Marxist structural analysis, Apple discusses how structures control cultural life, including educational institutions and the curriculum, examining the relationships between hidden and explicit knowledge, the selection criteria, and their evaluation, all of which are associated with social and cultural control. To comprehend this economic analysis (division of labor, mobility, selection, and others), it is essential to incorporate analyses and approaches grounded in cultural and ideological orientations. In light of this perspective on the school curriculum and its lack of neutrality, educators must recognize that their actions will directly impact the proposed educational formation. Educators hold an ethical and political commitment in their daily practice, a commitment to the student and to human formation, which must be prioritized in their work.

Regarding the analysis of hegemony, Apple (1982) asserts that education plays a role in the process of reproducing inequality, as there exists cultural capital that schooling reproduces and preserves, implicitly allowing certain social groups to maintain social control. Apple (1982) further discusses neutrality and justice, first noting that schools are not neutral institutions concerning their economic outcomes, as they are powerful agents in cultural and social reproduction; the very selection of content exemplifies this, as the production of cultural capital through books, films, and others is necessarily filtered through ideological and political ties.

The difficulty in enabling educators to analyze social and economic injustice within curricula arises precisely from this lack of neutrality in the relationships existing within educational institutions, as human beings are not naive in their interactions. A critical analysis by educators must extend beyond educational institutions to encompass the power and domination relationships present in society, which lies at the center of social injustice theory, as achieving social justice necessitates a more equitable society (Apple, 1982).

In this perspective, Giroux (1986) argues that the Frankfurt School provided a philosophical framework and historical analysis that reflected on the influence of positivist culture in schools. He points to the contributions of the Frankfurt School, which create an epistemological space for critical thought, clarifying issues related to social interaction and personal experience, highlighting dialectical thinking as a replacement for positivist thought in social investigation.

When discussing the Frankfurt School, the aim is to present the contributions of radical pedagogy. Giroux (1986) emphasizes the importance of the radical educator in looking at history, understanding it, and from that perspective, achieving resistance in the present. Critical theory addresses education as a means of analyzing ruptures, discontinuities, and historical conflicts that are crucial for understanding the roles of human action and struggles, and for revealing the gap between current society and the desired society. Giroux (1986) draws on the insights of Marcuse, Horkheimer, and Adorno, who provide necessary reflections on the nature of socially produced knowledge and the school experience, addressing the subjectivities that exist both inside and outside of school and the importance of developing sensitivity to certain aspects of culture as a political force.

This critical analysis of the school curriculum proposed by various cited authors is essential and is grounded in a discussion about the importance of considering the school curriculum from a critical perspective, and consequently in the formation of educators. The understanding of their role in the educational process and their

responsibility in the design and implementation of the school curriculum is intrinsically linked to the relationship between theoretical knowledge acquired during initial training and practical experience in educational practice, strengthened through ongoing professional development.

There are different perspectives and theories regarding the school curriculum; however, engaging with them reflects the complexity of the curriculum and the responsibility that all involved in the educational process (educators, students, society, state) have in constructing the school curriculum. The development and implementation of the school curriculum is not a simple exercise; it is a demanding task that requires extensive study of various educational theories and constant reflection related to educational practice.

The school curriculum plays a direct role in shaping individuals—men and women—who are more critical and aware of their social and political roles, enabling them to transform themselves both individually and collectively. The objective has been to present these diverse perspectives on the school curriculum, and, being aware of its non-neutrality, to propose in-depth studies regarding its constitution and development, so that the curriculum can serve as an instrument capable of mediating potential transformations in the training of educators and students, while also contributing to the consideration of necessary structural changes in society.

The Educational Legislation Guiding the Curriculum Guidelines in Brazil for Assisting Students in Socio-Educational Measures

In Brazil, the educational institutions that serve adolescents and young people undergoing socio-educational measures due to the commission of infractions comply with the educational legislation that guides the implementation of curricula throughout the country. Thus, there are no specific institutions for providing educational services to this group, except for the schools located within socio-educational units of restricted freedom, which serve exclusively students who are in indefinite-term detention.

It is important to emphasize that the article does not aim to propose the existence of specific institutions for students undergoing socio-educational measures, as the study supports the policy of educational inclusion. The school environment is seen as a space for collective learning and the exchange of experiences, essential for building knowledge necessary for living with diversity. Therefore, the issue raised is to reflect on how the school curriculum should address the specific needs of this group and how the guiding legislation should be implemented to ensure this differentiated educational service.

Students who are subject to socio-educational measures are adolescents and young people between the ages of 12 (twelve) and 21 (twenty-one) years old, who have received a court sentence for compliance with a socio-educational measure (warning, community service, assisted freedom, semi-freedom, provisional detention, provisional sanction detention, and indefinite-term detention - deprivation of liberty) for committing an infraction.

According to the Statute of the Child and Adolescent (ECA) Law No. 8,069, dated July 13, 1990, these students are required to be enrolled and attend educational institutions to continue their studies. Their progress must be monitored by programs that execute socio-educational measures, which may be provided by the municipality of origin of the adolescents and young people, and/or by the State. In some articles of the ECA, the obligation for the enrollment and attendance of students under socio-educational measures in school is emphasized (Brasil, 1990).

Section IV - Community Service Provision – Sole Paragraph. Tasks will be assigned according to the adolescent's abilities, to be completed during a maximum of eight hours per week, on Saturdays, Sundays, and holidays or on weekdays, so as not to interfere with school attendance⁶ or regular working hours.

Section V – Assisted Freedom - Article 119. It is the responsibility of the advisor, with the support and supervision of the competent authority, to carry out the following tasks, among others: II - to supervise the school attendance and performance of the adolescent, including promoting their enrollment.

Section V – Semi-Freedom Regime - Article 120. The semi-freedom regime may be applied from the beginning or as a transition to an open environment, allowing for external activities, regardless of judicial authorization. § 1º Schooling and vocational training are mandatory, and whenever possible, community resources should be utilized.

Section VII - Internment – Article 121. Internment is a measure of deprivation of liberty, subject to the principles of brevity, exceptionality, and respect for the special condition of being a developing person. (...) Sole Paragraph. During the period of internment, including provisional internment, pedagogical activities are mandatory. Article 124. Adolescents deprived of liberty have the following rights, among others: XI - to receive schooling and vocational training (Brasil, 1990).

Given this requirement for school enrollment and attendance, these adolescents and young people seek out schools to fulfill one of the foundational elements of socio-educational measures, which is education. The reality of complying with a socio-educational measure, whether in freedom or in deprivation of liberty, occurs in specific circumstances and contexts for each student. Therefore, it is crucial for the school community (educators, administrators,

⁶ Emphasis added by the authors to highlight where the school obligation is located in the aforementioned socio-educational measures.

families, students, partners, and responsible agencies) to understand the specific needs of adolescents and young people who have committed infractions, their background, educational profile, changes in legislation that support comprehensive protection for adolescents undergoing socio-educational measures, and other relevant study categories. After all, understanding the student enables a more individualized, contextualized, and inclusive approach to educational practices, political-pedagogical proposals, school regulations, and student support dynamics.

Discussions regarding the creation of a standard for the entire socio-educational system in Brazil began, and the first documents for national regulations for socio-educational services emerged in 2006, becoming law in 2012 with the approval of SINASE - National System of Socio-Educational Services (Law No. 12,594, dated January 18, 2012). SINASE emphasizes the educational component, reaffirming the ECA's proposal regarding the requirement of school enrollment and attendance for students undergoing socio-educational measures, recognizing education as a right that must be ensured and monitored by competent bodies (Brasil, 2012).

Brazilian schools adhere to the standards set by LDBEN - Law of Guidelines and Bases of National Education from 1996, which defines the operation and provision of education at various levels and in different modalities, establishing criteria for developing curricular proposals and regulations, considering the reality of the student and the educational institution. When considering the curriculum for schools serving students under socio-educational measures, the focus often shifts to a curriculum centered on the rights and duties of citizens, aiming to foster accountability among adolescents and young people. Article 35, paragraph 5, of the LDBEN outlines a relevant curriculum approach (Brasil, 1996):

*5°*The curriculum of elementary education will mandatorily include content addressing the rights of children and adolescents, guided by Law No. 8.069, dated July 13, 1990, which establishes the Statute of the Child and Adolescent, with appropriate educational material production and distribution (Brasil, 1996).

When analyzing the wording of the LDBEN, it is possible to note a specific reference to including studies on the ECA, focusing on educational materials. However, no further mention is made regarding the teaching and learning processes for students under socio-educational measures. Other minority or special groups, such as adults, Black people, Indigenous peoples, students with disabilities, developmental disorders, and gifted individuals, are addressed in the LDBEN, but there is no reference to students under socio-educational measures (Brasil, 1996).

It is noteworthy that the ECA was approved before the LDBEN, and it already provided for the educational service to adolescents and young people undergoing socio-educational measures. Despite this, the sensitivity to this audience is not reflected in the LDBEN's text. The 1988 Constitution, in Article 205, clearly establishes the right to education for all, as a responsibility of the family, society, and the State (Brasil, 2016a). However, state guidelines have been issued according to local realities for providing educational services in detention centers (in compliance with the Penal Law, Article 11 - Assistance, Section IV - Educational) and socio-educational units. These state guidelines direct the operation of schools in terms of hiring teaching staff, providing educational resources and funding, management, and other educational matters for students deprived of liberty.

In 2014, a significant step forward was made with the approval of the Ten-Year Plan for Socio-Educational Services in the State of Minas Gerais, which provided a diagnosis of the situation of socio-educational measures by region, outlined the educational context, described the profile of adolescents and young people in socio-educational measures in the state, and set a plan for implementation until 2024 (Minas Gerais, 2014).

The plan identified some educational advancements, including the development of Political-Pedagogical Projects in the system's schools; certifications through the National High School Examination (ENEM) and the National Exam for Certification of Youth and Adult Competences (ENCCEJA); inclusion of students in external assessments of the Literacy Assessment Program (PROALFA) and the Public Basic Education Network Assessment Program (PROEB), as well as in internal assessments of the School Learning Assessment Program (PAAE); implementation of the More Education Program and the Youth Care Educational Project (PEAS); support and guidance from the State Department of Education of Minas Gerais (SEE/MG) and Regional Education Superintendencies (SRE); training for professionals; improved attendance rates; among others (Minas Gerais, 2014).

However, the Ten-Year Plan also identified challenges, such as the reluctance of educational institutions to admit adolescents in socio-educational measures; lack of preparedness of municipal and state schools due to insufficient guidance and support for receiving adolescents in conflict with the law; difficulties faced by adolescents in integrating into school projects, routines, and building connections; inadequacy of the Political-Pedagogical Project (PPP) aligned with new specific guidelines from SEE; insufficient training for all SEE and SRE professionals; limited integration of curriculum content with socio-educational measures and other activities in the units; scarcity of educational resources; limited family involvement; and more (Minas Gerais, 2014).

Without specific guidance for providing educational services to a group with unique needs, challenges become more frequent, and progress is slower. Amid general guidelines and the lack of specific directives for the schooling of adolescents and young people under socio-educational measures, Opinion No. 08, dated October 7, 2015 - National Guidelines for the School Education of Adolescents and Young People in Socio-Educational Measures – CNE/CEB 2015, was introduced. This document was developed with input from several responsible bodies (the Secretariat for Continuing Education, Literacy, Diversity, and Inclusion of the Ministry of Education (SECADI/MEC), accompanied by the Secretariat for Human Rights of the Presidency of the Republic (SDH/PR), the Ministry of Social Development and Fight Against Hunger (MDS), and the National Council for the Rights of Children and Adolescents (CONANDA) and other societal sectors to propose guiding principles for socio-educational services based on SINASE. These National Guidelines - CNE/CEB 2015 establish essential premises for the consolidation of educational policies within the socio-educational system:

1. Guaranteeing the right to education for adolescents in socio-educational measures and those who have exited the system.
2. Recognizing that education is a fundamental part of the socio-educational system and that the successful application of all socio-educational measures depends on a consolidated educational policy under SINASE.
3. Recognizing the unique status of students undergoing socio-educational measures and, therefore, the need for qualified management tools to ensure their right to education.
4. Recognizing quality social education as a protective factor for adolescents in socio-educational measures and, therefore, the role of schools in the rights assurance system (Brasil, 2015).

This legislation acknowledges that education is integral to the implementation of socio-educational measures and that its success relies on an educational policy rooted in principles set forth by SINASE and other educational laws, ensuring an educational process that considers the student in socio-educational measures as a developing individual with rights, especially the right to education, which must accommodate their limitations and specific needs as an adolescent undergoing socio-educational measures. This legislation addresses issues such as enrollment processes, assessments, staffing, educator training, teaching modalities, and even the curriculum of schools that provide education to students under socio-educational measures.

The 2015 National Guidelines also address the curriculum of Higher Education Institutions responsible for the initial training of educators working within socio-educational measures. It is worth noting that this opinion offered a detailed diagnosis of the challenges encountered in the educational service for adolescents and young people in socio-educational

measures in Brazil, which were numerous. Subsequently, in 2016, Resolution No. 03, dated May 2016, was approved, continuing the proposal the CNE/CEB 2015 national guidelines. It is possible to verify this ratification in the analysis of the text:

Article 9 Adolescents and young people serving measures in socio-educational detention units may receive educational services in specific spaces, equipped with pedagogical resources, adequate infrastructure, and a team of teaching, pedagogical, and administrative staff capable of ensuring the social quality of the educational process.

Article 10 Schools located in socio-educational detention units must develop their own political-pedagogical project, articulated with the institutional project of the unit in which they are located, aiming to address the particularities of time and space related to this measure. This must align with the National Curriculum Guidelines, ensuring compliance with the minimum workload defined by law.

Article 11 The provision of all stages of Basic Education must be guaranteed, encompassing its various curricular components and facilitating access to Higher Education in modalities most suitable to the needs of adolescents and young people under restricted freedom.

Article 12 In the absence of the possibility to provide a specific level, stage, or modality within the detention unit, access must be facilitated for adolescents and young people to an educational institution outside the unit that meets their schooling or vocational education needs.

Article 13 The actions for permanence developed in educational services must prioritize pedagogical strategies to combat all forms of prejudice and discrimination to which adolescents and young people may be subjected (Brasil, 2016b).

When examining the aforementioned legislation regarding the school curriculum, it was observed that it proposes guidelines for the school curriculum in educational institutions operating within contexts of deprivation of liberty. That is, it addresses schools that serve students deprived of freedom. However, it is worth noting that the guidelines contained in this law could be extended to institutions serving other socio-educational measures. This consideration arises from the fact that the target audience may present similar educational profile characteristics, and these schools may equally require a more inclusive pedagogical project. Such a project should recognize the specificities and existence of these students, provide appropriate pedagogical resources tailored to their educational needs, employ professionals trained in the field of socio-education, and offer adequate infrastructure. Additionally, the pedagogical activities should align with national educational guidelines and aim to provide differentiated treatment for students subject to socio-educational measures.

The proposal of Resolution No. 03, dated May 13, 2016, enables the design of a curriculum that addresses the specific cultural and social group through a well-articulated curriculum, delivered by well-trained educators, and a differentiated school

approach. The goal is to meet the specificities of the programs for monitoring and executing socio-educational measures. In doing so, the educational objectives can be achieved more effectively, as the pedagogical proposal will have the means and resources to implement practices committed to the students' learning of essential knowledge during the enforcement of socio-educational measures. This enables the consolidation of accountability for the offense committed, not only in its punitive aspect but, more importantly, in its educational purpose.

In this context, Mattos (2013) asserts that choosing a homogeneous curriculum for all ultimately becomes an action of providing equal opportunities for unequal individuals, a complex situation. Based on this idea, it becomes urgent for the curricula of schools serving students under socio-educational measures to comply with Resolution No. 03, of May 2016.

Training of Educators in the Context of Socio-Educational Measures

Addressing issues related to the training of educators requires a systematic effort to recognize various factors that directly influence this training, including life trajectory, experiences, and political, social, and emotional issues. These should be considered as social factors that help build knowledge and stories within the school environment. According to Tardif (2008), it is essential to view educators as individuals who possess, utilize, transmit, and produce unique knowledge in their daily educational practice and work.

The reality experienced in the daily practice of providing schooling to adolescents and young people under socio-educational measures is distinct, as they are students with a history of infringing behavior who need guidance to effectively navigate the process of accountability. Therefore, it is necessary to fulfill the pillars proposed by the programs for implementing socio-educational measures, including education as a mandatory component. Recognizing the specificities of the student and the sanctioning and educational process is crucial to implementing an educational plan that aligns with the student's needs and reality.

For this reason, educators must continuously study, improve, and adapt their pedagogical practices when needed. Initial and continuous training, grounded in knowledge relevant to schooling within the context of socio-educational measures, will guide professionals to develop work based on technical competence and sensitivity to their working environment, thereby contributing to teaching and learning in alignment with educational guidelines.

Beyond the curricula of schools that offer Basic Education to adolescents and young people under socio-educational measures, Resolution No. 03 of May 13, 2016, also guides Higher Education Institutions that train educators to work with this group, mandating the inclusion in their curricula of the topic: “schooling offered to students under socio-educational measures.” For education that meets the specificities and subjectivities of adolescents and young people involved in infractions and undergoing socio-educational measures, initial training must include knowledge that enables educators to recognize the life trajectory of these students, understand the changes in Brazilian educational and legal legislation, and provide comprehensive care for adolescents and young people. Educators must also recognize the uniqueness of adolescence and understand the characteristics of the programs that implement socio-educational measures.

To support this schooling process and achieve the accountability of students within social relations, in favor of human and emancipatory formation, Resolution No. 03 of May 13, 2016, states:

CHAPTER VII – On Professionals Working with Adolescents and Young People in Socio-Educational Services: Article 23 Teacher training courses must ensure that curricula include, in addition to specific content of the respective area of knowledge or interdisciplinary subjects, their foundations and methodologies, as well as content related to the educational rights of adolescents and young people under socio-educational measures (Brasil, 2016b).

It is crucial to make this resolution a reality within Higher Education Institutions, as the job market for educators also includes the context of socio-educational measures, which is a Brazilian reality. Educators should be theoretically prepared and gain practical experience through supervised internships to work with students who are under socio-educational measures and enrolled in educational institutions. Each socio-educational measure will require the educator to have different and specific knowledge regarding methods, methodologies, pedagogical teaching resources, student profiles, types of programs, and other aspects related to teaching and learning.

Discussing the training of educators today, especially those working directly with socio-educational measures, is urgent. It involves recognizing the limitations and challenges that working with adolescents and young people under socio-educational measures can bring to educational practice for various reasons and factors. According to Gatti (2017):

reflecting on the necessary training for teachers in the current historical-cultural conditions is not a matter of common sense or vague opinions. Reflecting and considering the implications of pedagogical work in schools is of singular relevance and requires considering the complexity of teaching work today" (Gatti, 2017, p. 727).

Teacher training courses include studies focused on didactics and education in different school settings and address various specificities of students. However, as Resolution No. 03 highlights, more in-depth and specific discussions about educational support for students under socio-educational measures are essential. Preparing professionals during their undergraduate studies can help meet other standards for professional appreciation and recognition of their qualifications, ensuring the enforcement of labor rights needed for the category and, at the same time, promoting comprehensive care for students. The legislation provides:

Article 20: Teachers working in spaces of deprivation of liberty should, preferably, belong to the permanent staff of the respective educational systems.

Article 21: The initial and continuing training courses for these professionals should include content on human rights, children's and adolescents' rights, and the schooling processes of adolescents and young people in socio-educational services (Brasil, 2016b).

Educators' training for working within the context of socio-educational measures does not solve educational problems but is a pathway to more secure technical approaches, as it is based on legal and theoretical principles that can illuminate the limitations identified in everyday school life. This training is not limited to theory; it is also related to experience and the knowledge built through daily pedagogical practices. This combination of theory and practice in educators' training significantly contributes to ensuring that schooling for students under socio-educational measures achieves its goal: the human and emancipatory formation of these adolescents and young people who engaged in infringing behavior and are now undergoing socio-educational measures, in an attempt to reposition themselves in life, with education serving as a mediating tool for this transformation.

Conclusions

The historical and social transformations in the support for adolescents and young people who have committed infractions, recognizing these individuals as subjects of rights, and, more importantly, when they begin to be seen and treated within the educational field as students with specificities in their learning process, bring a new perspective to educational work.

The policy of comprehensive protection provided by the ECA (Statute of the Child and Adolescent), the recognition of differentiated and quality support by SINASE (National

System for Socio-Educational Support), and the specificities outlined by the National Guidelines for Socio-Educational Support through Resolution No. 03 of May 13, 2016, offer hope for an inclusive, democratic education that can mediate the transformation of individuals. Social transformation through the mediation of education gives students the ability to think critically about their social and political position in society and provides tools that enable resistance to social issues and their pursuit of emancipation.

It can be inferred that guaranteeing the right to education for adolescents and young people during their time under socio-educational measures allows them to dream of changing their life paths. It enables them to make new choices based on a critical reassessment of their social context, achieved not only through the attained schooling but also through the knowledge gained, which fosters autonomy, agency, and critical thinking.

Legal transformations and changes in students' lives are possible through collaborative efforts involving various stakeholders in the educational process (school community), public policies, and participatory democratic action. This study emphasizes the role of the educator, who plays a crucial and decisive role in this process of rethinking and doing education. Therefore, it requires greater public investment in professionals, as well as ensuring their appreciation and fulfillment of labor rights. Thus, initial and continuing training for educators is necessary in the context of socio-education.

Through the discussion in this study, it is evident that providing education to adolescents and young people under socio-educational measures is challenging because it involves more than just offering and ensuring the student's presence in the school space. It is about building or restoring a connection with the student, encouraging them to understand the value of school knowledge in their life, to reposition themselves in the world. To achieve this, school curricula must be sensitive and organized to accommodate the educational needs of students under socio-educational measures, and educational institutions should strive to develop inclusive political-pedagogical projects with contextualized pedagogical activities, methodologies, and teaching resources suitable for their educational needs.

Above all, it is essential that educators recognize the specificities and life trajectories of their students, that continuous training occurs within schools, and that the participatory management of the school community (teachers, students, programs, partners, family, and others) is strengthened, so that everyone is responsible for the educational process and the consolidation of the accountability of adolescents and young people under socio-educational measures.

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