



## Preparing Social Sciences Teachers for contexts of Incarceration: structural gaps in teacher education programs and their consequences for Prison Education<sup>1</sup>

*Formação de professores para atuar em contextos de privação de liberdade em cursos de Licenciatura em Ciências Sociais: as lacunas nos cursos de formação de professores e seus impactos na Educação na Prisão*

*Formación docente para trabajar en contextos de privación de libertad en cursos de Licenciatura en Ciencias Sociales: vacíos en la formación docente y sus impactos en la Educación en Prisión*

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**Abstract:** The article seeks to identify the formative instruments in Social Sciences teaching programs at Federal Universities in Minas Gerais that offer concrete possibilities for an pedagogical application focused on the specificities of Education in Prison. Through qualitative research, guided by descriptive documentary analysis, the study investigated the Pedagogical Political Projects and other normative documents of these programs to diagnose possible gaps in their formative contexts. The results reveal the invisibility of specialized training for working in educational environments within spaces of deprivation of liberty, despite the ongoing consolidation of legal instruments for Education in Prison both in Minas Gerais and in Brazil. In this sense, these formative gaps not only indicate a narrowing of possible professional opportunities for Social Sciences students but also pose a challenge to the university's social and democratic commitment.

**Keywords:** Teaching Social Sciences; Education in Prison; Teaching Degree in Social Sciences; Teacher Training.

**Resumo:** O artigo busca identificar as disposições formativas nos cursos de licenciatura em Ciências Sociais de Universidades Federais de Minas Gerais que ofereçam possibilidades concretas para uma instrumentalização voltada para as especificidades da Educação na

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Prisão. Através de uma pesquisa qualitativa, orientada pela análise documental descritiva, investigaram-se os Projetos Políticos Pedagógicos e outros documentos normativos daqueles cursos visando diagnosticar possíveis lacunas em seus contextos formativos. Os resultados apresentam a invisibilidade de uma formação especializada para atuar em ambientes educativos de espaços de privação de liberdade, apesar de um movimento de consolidação de instrumentos jurídicos que se estabelecem tanto em Minas Gerais quanto no Brasil para a Educação na Prisão. Nesse sentido, essas lacunas formativas sinalizam não só para um estreitamento nos possíveis espaços de atuação dos licenciandos de Ciências Sociais, mas também constituem um desafio ao compromisso social e democrático da universidade.

**Palavras-chave:** Ensino de Ciências Sociais; Educação na Prisão; Licenciatura em Ciências Sociais; Formação de Professores.

**Resumen:** El artículo busca identificar las disposiciones formativas en los cursos de licenciatura en Ciencias Sociales de las Universidades Federales de Minas Gerais que ofrezcan posibilidades concretas para una instrumentalización orientada a las especificidades de la Educación en Prisión. A través de una investigación cualitativa, guiada por el análisis documental descriptivo, se investigaron los Proyectos Políticos Pedagógicos y otros documentos normativos de estos cursos con el objetivo de diagnosticar posibles lagunas en sus contextos formativos. Los resultados evidencian la invisibilidad de una formación especializada para actuar en entornos educativos dentro de espacios de privación de libertad, a pesar de un movimiento de consolidación de instrumentos jurídicos que se establecen tanto en Minas Gerais como en Brasil para la educación en prisión. En este sentido, estas lagunas formativas no solo señalan un estrechamiento de los posibles espacios de actuación de los licenciados en Ciencias Sociales, sino que también constituyen un desafío para el compromiso social y democrático de la universidad.

**Palabras clave:** Enseñanza de Ciencias Sociales; Educación en Prisión; Licenciatura en Ciencias Sociales; Formación Docente.

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## Introduction

*“Until 2016, before getting to know the program, I did not know that it was possible for there to be schools in prison systems. I entered as an intern teacher without knowing anything, raw. Nor had I seen anything about teaching methodology for any subject in my undergraduate studies” (Soares, 2018, p. 9).*

The statement of this student teacher (as she calls herself) marked, incisively, the idea of how to think about and guarantee training spaces in varied differentiated teaching contexts within the scope of teacher education programs. In this sense, the account raises a central question: to what extent are there tools available to contemplate, in teacher education, competencies to work with Education in the Countryside (rural schools and



agricultural family schools), *Quilombola* Education, Indigenous Education, and Education in spaces of deprivation of liberty (the socio-educational system and the prison system<sup>6</sup>)?

The present article addresses this concern with a focus on teacher education for work settings of deprivation of liberty. For this purpose, it aims to understand the rationalities imprinted in the training models for undergraduate Social Sciences teacher education programs in the Federal Universities (UF)<sup>7</sup> of Minas Gerais, a state in which the presence of Sociology<sup>8</sup> in Basic Education was historically strong (Jinkings, 2017), identifying disciplinary elements that offer some type of pedagogical application for education in prison.

Thus, the aim is to diagnose possible advances and gaps in the training of Sociology teachers from the Federal Universities of Minas Gerais to teach in Prison Education. In this sense, this is a qualitative research that utilizes documentary and descriptive analysis instruments (Gerring, 2012), taking into account that the database comprises Pedagogical Political Projects (PPPs), curricula, and syllabi that currently regulate these programs. Thus, given its methodological anchoring, the main objective is to extract, describe, and interpret meanings from this constellation of documents, aiming to delve into some of their specific dimensions (Bowen, 2009). For this purpose, the prior selection of thematic axes such as “Education in prison”, “Prison education”, and “Socio-educational environments” served as hermeneutic guidance for the identification, in the selected documents, of aspects that are relevant here.

The documents in question were taken from the websites of the institutions that fall within the empirical scope<sup>9</sup>, namely: Universidade Federal de Juiz de Fora (UFJF), Universidade Federal de Uberlândia (UFU), Universidade Federal de Viçosa (UFV), and Universidade Federal de Alfenas (UNIFAL). The syllabi of the courses offered by those teacher education programs were also analyzed, both the “native” courses from the Institutes/Departments of Social Sciences and the pedagogical courses offered by the Schools of Education<sup>10</sup>, seeking elements that could point to the theme of Education in

<sup>6</sup> Education in the socio-educational system is directed toward a population of minors who have committed infractions, whereas Education in the prison system is recognized as Education for Youth and Adults (Julião, 2016).

<sup>7</sup> The official names of Brazilian universities, departments, documents, and other institutions were kept in the original language, Portuguese.

<sup>8</sup> In Brazil, undergraduate programs in Social Sciences encompass three fields: Sociology, Anthropology, and Political Science. Meanwhile, the subject in Basic Education responsible for these three bodies of knowledge is referred to simply as “Sociology.” For a reconstruction of the history of the Teaching of Social Sciences/Sociology in Brazil, see Silva and Gonçalves (2017).

<sup>9</sup> The Universidade Federal de Minas Gerais (UFMG) was not included in this documentary analysis because its PPP for the Social Sciences program is not available for consultation. According to faculty members at that institution, a new pedagogical political project is, at the time of writing this article, undergoing a renewal process.

<sup>10</sup> We refer to the institutes and departments linked to the Federal Universities’ education programs as the “Schools of Education.”



Prison. Finally, extension projects were also taken into account, so that, for these cases, brief consultations were made with professors from those teacher education programs, contacted here as secondary sources of information.

In addition to this brief introduction, the article contains four sections: general considerations of a historical and political nature about Prison Education in Brazil; a brief presentation of the bureaucratic structure that regulates education in prison in Minas Gerais; the empirical analysis of the Social Sciences teacher education programs of the Federal Universities of Minas Gerais; and a brief conclusion, which indicates not only the findings identified here, but also possible horizons for future studies on the theme that may contribute to a broader research agenda aimed at teacher education engaged with work in spaces of restriction and deprivation of liberty.

## **2. Education in spaces of restriction and deprivation of liberty in Brazil**

In contemporary Brazil, the National Policy for Educação de Jovens e Adultos (EJA) in situations of restriction and deprivation of liberty is one of the main elements for any discussion about education in prison. This policy was consolidated in 2005 by the then Secretaria de Educação Continuada, Alfabetização e Diversidade do Ministério de Educação (Secadi/MEC) and now recovered by the new Lula government (2022-2026)<sup>11</sup>, above all by the Departamento Penitenciário Nacional do Ministério da Justiça (Depen/MJSP).

The broader terms of this policy, according to Julião, Rodrigues, and Godinho (2018, p. 66), are:

strengthen the state institutions responsible for implementing the policy in the states; broaden discussions on the theme in the country, mobilizing intellectuals, governments, and civil society on the theme; as well as broaden investments in state projects, ensuring, in some states, greater efficiency in carrying out their educational actions with penitentiary inmates.

Within the scope of this investment, the National Guidelines for the provision of Youth and Adult Education in situations of deprivation of liberty (Resolução CNCP no. 03/2009 and CNE/CEB no. 02/2010) and the States' Plans for Education in Prisons are established, documents whose first versions for each Brazilian state had to be prepared by the year 2015.

In general, these documents sought to systematize educational actions in contexts of deprivation of liberty, mobilizing efforts for the orientation of models that reinforce the

<sup>11</sup> The aforementioned secretariat was abolished during the Bolsonaro administration.



guarantee of the right to education for all people, including those in situations of deprivation of liberty, recognizing the social, economic, political and cultural conditions of these socially differentiated groups. In the same measure, they imply an inclusive perspective on diversity and the valuing of knowledge from the experience of these students in order to avoid double social and school exclusion, as Dubet (1994) signals.

In the prison system, these two conditions are made official by the dynamics of the penitentiary bureaucracy. In this sense, the documents mark an advance from the point of view of public education policies, given their pedagogical and curricular proposals, in addition to all the definitions of the elements that involve the management of education in this context. Historically, it is known that prior to these documents, the proposals in the states were marked by punctual actions, often discontinuous and fragmented.

Julião and Godinho (2019), carrying out a survey of the state plans for education in prison in Brazil and observing their implementation in the prison context, evidenced various problems. They highlight, in particular, the problems in teacher education. It is precisely this key problem that is considered here in the context of teacher education programs, which reinforces the statement in the epigraph of this text.

It is a matter of curricular dispositions in teacher education programs in clear discontinuity with the demands of the present time, which highlight the heterogeneity in the social nuances of students and differentiated school knowledge. It is also a matter of pointing to the need for political recognition of the relevance of observing education in human rights and its incipient provision in teacher education programs. At the limit, we are speaking of the role and commitment of universities in promoting a space for interlocution between these urgent demands and the gaps exposed by their teacher education programs.

In general, the specific nature that these spaces demand is known, including as objects of national normative orientation, as the *Diretrizes Curriculares Nacionais de Educação Básica* (DCNEB) provide, as well as the *Base Nacional Comum Curricular* (BNCC). Although the debate in the current BNCC document has diluted the normative character of the importance of this diversity, the 2013 DCNEB constitutes the most complete document from the point of view of the guidelines for work in these spaces (Martins; Fraga, 2015).

After these reflections, some movements were mobilized to centralize the theme of school diversity within the set of debates that constitute a political struggle of multicultural social groups, which demand pedagogical practices in consonance with their specificities. This has occurred through discussions in scientific articles, working groups in academic events, and some more punctual actions, with important



propositions in teacher education programs. Despite the efforts, it seems that much still needs to be done so that students in teacher education programs find a space of effective pedagogical application to work in these spaces.

It should be highlighted that this logic of disregard for the theme of education in prison in teacher education finds systematic reflections in the broader field of scientific research. In examining academic productions that touch upon or directly address issues concerning the prison system, researchers of the Observatório Nacional do Sistema Prisional (ONASP - UFMG) analyzed the Bank of Theses and Dissertations of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), in the time frame from 1987 to 2012 (Fidalgo; Fidalgo, 2017). The results demonstrated the precarious level of institutionalization of scientific efforts related to the theme, with a concentration of 73 percent of the works in graduate programs at universities in the South and Southeast regions, with preeminence of the latter, in which Minas Gerais appears in third place.

The survey also pointed out that there is a prevalence of research in the field of Law, with approximately 34 percent of the productions. Of the 31 areas of knowledge in which it was possible to locate works on the theme of prison, 7 accounted for 81.5% of the universe of the 669 found, being, in order: Law, Psychology, Education, Public Health and Medicine, Sociology, Political Science, and Social Work. Note that the areas of Education and Social Sciences correspond, together, to only 10.9% of the total research carried out, of which only 1.3% comes from the Sociology or Anthropology Programs.

In the area of Education, Prison Education was analyzed in 56% of the works, which totaled 58 dissertations and 6 doctoral theses. In the field of Social Sciences, the presence of research on the education of imprisoned persons is flagrantly smaller; there being, in the considered time frame, only 1 work classified as Prison Education (Fidalgo; Fidalgo, 2017).

In this sense, it can be affirmed that there is a recurrent lack of interest in these spaces. Lack of interest, which, as is argued here, is reproduced by teacher education programs, relegating them to a marginalized space in universities in the condition of teaching, extension, and research. Although in extension and research, they end up activating spaces based on the personal interests of professors and researchers who work with these themes, the provision of these training opportunities often depends on occasional projects of certain researchers in the area. In the end, although the existing experiences are valuable, they are very punctual and intermittent, restricted to the group of students participating in some projects and fragmented due to the agendas of the financial resources of these projects.



The expression of these specificities is manifested in each modality of teaching and supported by regulations of educational policies<sup>12</sup>, deserving, therefore, full attention from programs aimed at teacher education. To better understand them, it is urgent to know their institutions, how they become regulated, and how they structure themselves in the complex of the education system.

### 3. Dynamics of public policies for education in prison in Minas Gerais

The actions for the promotion, support, and maintenance of the provision of Basic Education to those in situation of deprivation of liberty in Minas Gerais have been undertaken, institutionally, through the work of the Secretaria de Estado de Justiça e Segurança Pública (SEJUSP/MG) and the Secretaria de Estado de Educação de Minas Gerais (SEE/MG). Carried out under the national and state regulations that standardize the provision of schooling in prison units, these actions are anchored in the premise that education is a human right constitutionally supported and, therefore, must reach marginalized populations, including the prison populations under the custody of the State.

According to the State Plan for Education in Prisons, prepared at the request of the Departamento Penitenciário (DEPEN) by the technical teams responsible for the issue at SEE/MG and at the then Secretaria de Estado de Defesa Social (SEDS/MG), in the year 2015, the last version published by the referred Department, the first experience of minimally systematized educational provision in a penal establishment in Minas Gerais took place with the creation of the Penitenciária Agrícola de Neves (PAN, currently Penitenciária de Ribeirão das Neves I – José Maria Alkimin), in the year 1938, whose original physical space already included classrooms, with the installation of the Escolas Reunidas César Lombroso, from 1st to 4th grade, taking place from 1965 onward. Today, the Escola Estadual César Lombroso continues to operate in that prison unit, offering Basic Education in the EJA modality since 2007. Already throughout the second half of the 20th century, school units were installed in prison establishments in various regions of Minas Gerais, with greater reach in the

<sup>12</sup> This new educational investment is expressed in the document of the Diretrizes Curriculares Nacionais da Educação Básica, regulated by the Parecer CNE/CEB No. 02/98, whose legal purpose is the formulation of curricular guidelines/orientations—a federal responsibility exercised by the Conselho Nacional de Educação, pursuant to Law No. 9,131/95. The final document was organized in 2013 by the Ministério da Educação. Secretaria de Educação Básica; Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão; Secretaria de Educação Profissional e Tecnológica; Conselho Nacional da Educação; e Câmara Nacional de Educação Básica. The implementation of the BNCC does not revoke this document as a reference, although it may render it less visible.



large penitentiaries, with the year 2006 marked by a significant number of authorizations of operation by SEE/MG of schools created and for service in a second location, also in small and medium-sized prison units.

Thus, since the 2000s there have been Technical Cooperation Agreements between the two Secretariats, but starting from Convênio no. 62.1.3-22 1.034/2010, in effect until 2015, there was a significant expansion of the implementation of state schools for exclusive service to imprisoned students in the various prison establishments in Minas Gerais, in addition to the designation of other schools to extend their coverage to this clientele, which led the penal establishments to form Basic Education classes, assisted by minimal structures commonly referred to as second location.

In the state, the management of the prison system carried out by SEJUSP/MG operates through DEPEN, under which the other substructures responsible for maintaining the provision of places, personnel and contract management, budget and finances, as well as the elaboration, monitoring, promotion and oversight of the assistances to the more than 65 thousand prisoners housed in the 170 jails, penitentiaries and penitentiary complexes distributed in 19 Integrated Regions of Public Security, are allocated. In the case of educational assistance, it occurs through the provision of Basic Education in the EJA modality in 124,138 state schools with active or temporarily suspended operation in the prison establishments. The training process is complemented by the provision of initial and continuing training courses aimed at qualification for labor and, on a smaller scale, Higher Education, in addition to the provision of projects for remission by reading and more punctual interdisciplinary actions.

DEPEN/MG has in its structure the Superintendência de Humanização do Atendimento (SHUA), which includes the Diretoria de Ensino e Profissionalização (DEP), responsible for the management of educational assistance. According to the Infopen Analytical Report from Minas Gerais, produced by DEPEN of the Ministry of Justice and Public Security, compiling data collected between January and June of 2020, there were about 62,000 imprisoned persons in Minas Gerais, being mostly men, aged between 18 and 29 years, held in prison units of which 59% indicated having classrooms available, while 25% presented no structure classified as “education module”.

In addition, there are 73 female and male pedagogues, among permanent and contracted employees by SEJUSP/MG, who perform the function of coordinators in the Centers for Education and Professionalization, being important to stress that they are not evenly distributed among the prison units, being common that there are



establishments with provision of Basic Education without a reference professional<sup>13</sup>. Considering the Penal Information Report, Relipen, of the Secretaria Nacional de Políticas Penais (SENNAPEN), published in October 2024 with data collected in the first semester of that year, it is observed that in Minas Gerais 41% of the prison population of the state's penal units was inserted in regular and/or complementary educational activities, totaling 27,061 in custody, placing the state in the ninth position in a national ranking, even though the prison population of Minas Gerais represents the second largest in the country (Brasil, 2017).

#### **4. Teacher Training Programs in Social Sciences at Federal Universities of Minas Gerais: the issue of education in prison**

The discussion about the training of Sociology teachers for work in differentiated teaching modalities, in general, and in prison spaces, in particular, involves efforts of historical reconstruction concerning the processes of implementation of licensure degrees in Social Sciences in Brazil. Since the 1940s, these programs established as a norm the model commonly known as “3+1”, characterized by the structure oriented toward a bachelor-level education (for three years) and, subsequently, by adding pedagogical training in its complementary character (for one year). This model created a generation of teachers in different licensure degrees, revealing the tension between licensure and bachelor's training, pointing to the imbalance and hierarchization between the two modalities (Morais, 2003).

Taking into account that pursuing the licensure degree requires, obligatorily, accessing the pedagogical subjects, normally these latter were offered by the Schools of Education, institutions separate from the Departments or Institutes of Social Sciences. According to Pereira (1999), this model has still not been overcome in Brazilian universities, where the specific content subjects are concentrated in the departments in which the program originates, and the subjects of pedagogical content fall under the responsibility of the schools of education.

Pereira (1999), Oliveira and Raizer (2019) highlight that this model has produced some conflicts, above all from the point of view of the division between the Social Sciences/Sociology and the Schools of Education. In general, the fragile articulation between these spaces is pointed out, insofar as a discontinuity is established between the professors of those two areas. Part of this problem can be

<sup>13</sup> Information available at: <https://www.gov.br/depén/pt-br/sisdepen/mais-informações/relatórios-infopen/minas-gerais>.



observed in the perception that some professors still have about the place of teaching in the geopolitics of knowledge, attributing to it a peripheral place, a phenomenon that manifests itself in the formative model itself.

In general, the programs concentrate the licensure students' contact with school reality at the end of the program, in addition to establishing weak or almost no dialogue between the methodological inferences of specific content subjects in Sociology, Anthropology, and Political Science and their application for the teaching of Social Sciences. Commonly, the specific content subjects tend not to align with the objectives of a teaching program. The impression left by this dynamic is that, until a certain period, the program is very close to the bachelor's degree and, beginning with the periods in which the pedagogical content subjects are offered, the program "becomes" a teaching degree. Thus, a processual character of training is not denoted.

However, despite this history, the scenario of teaching programs in Social Sciences has changed progressively, especially when considering the reintroduction of Sociology, in 2008, as a mandatory subject in the national school curriculum<sup>14</sup>. Allied to this milestone, some legal documents required the incorporation of the pedagogical projects of teaching programs produced substantial changes, which triggered new formative models in a continuous effort to minimize the effects of this antinomic tradition between the bachelor's degree and the teaching degree, including guaranteeing continuing education mechanisms in the area of teaching Social Sciences.

Nonetheless, given our empirical scope, the aim here is to diagnose, within this movement of institutionalization of the field of Social Sciences Teaching, some persistent gaps in the training of future Sociology teachers. In particular, to identify in the new formative models of those programs some formative dispositions that could mobilize investments toward a training that would meet the demands of the professional activities regarding the issue of Education in prison.

Considering the mentioned complex of educational regulations that Education in prison has made available since 2005, there are reasonable elements for teacher training programs to promote pedagogical application for these differentiated teaching spaces: whether in Education in prison, in EJA, or in EJA in situations of deprivation of liberty. Particular cases that demand pedagogical practices adequate to their realities.

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<sup>14</sup> With the High School Reform introduced by Law No. 13.415/2017, Sociology, no longer a mandatory subject, was reduced to a modality of "studies and practices." The new modifications introduced by Law No. 14.945/2024, in addition to expanding the BNCC's workload, indicate the integration of Sociology as part of the knowledge area titled "Applied Human and Social Sciences."



Taking into account the main database of the article, the Pedagogical Political Projects (PPPs) of the Federal Universities of Minas Gerais that offer undergraduate teaching programs in Social Sciences, the invisibility of the issue of Education in prison is notable and, consequently, of formative elements for the work in these differentiated spaces.

In the case of the Universidade Federal de Juiz de Fora (UFJF)<sup>15</sup>, the PPP of the program dates from 2012, and its legal basis is not guided by the Resolução CNE n.01/2012. Historically, this program in Social Sciences presents a differentiated model since 2005, when its access came to be established through previous entry into the Bacharelado Integrado (BI) in Humanities, which includes subjects from Philosophy, History, Social Sciences, Religious Studies, and Tourism, corresponding to a more generic first-cycle training lasting 2 years. For this purpose, after completing the first cycle, the student may choose the teaching program in Social Sciences, where they will have access to the specific subjects of the field, as well as the pedagogical subjects offered by the School of Education, whose completion time is about 2 and a half years.

Currently, within the scope of the Department of Social Sciences at UFJF, only two pedagogical subjects are offered, which do not explicitly present content related to differentiated teaching modalities, including prison education, a theme relegated to the criterion of the professor responsible for the subjects to absorb these demands, apply them to the syllabus, and adjust the course outline.

At the Faculdade de Educação (Faced) of this University, 12 pedagogical subjects are offered to the Social Sciences licensure program, and even these do not present formative content for differentiated modalities explicitly, whether in their syllabi or in the programmatic content of the subjects. In general, the set of subjects offered at the Faced has a common basis for all licensure programs, such as "Teaching Practices of... in Basic Education", "Practice of Knowledge of...", "Reflections on the teaching of...", among others. However, none of them presents the specific content for training in differentiated teaching modalities, leaving, again, at the discretion of the professors responsible for those subjects whether to offer them.

On the other hand, it is essential to mention that Faced has a Research Group aimed at research and extension activities on EJA. An important space for the theme, but one that, within its productions, does not establish any specificity for EJA in the prison environment. Thus, at

<sup>15</sup> During the submission of this text, the Social Sciences Teacher Education Program at UFJF underwent a restructuring. The program came to be established with a single point of entry, following the curricular reform and changes introduced by Congrad/UFJF Resolução no. 256 of June 27, 2025, thereby eliminating the former second-cycle admission.



UFJF there is no systematic possibility for research, extension and, more importantly, for the training of Sociology teachers capable of working in prison educational spaces<sup>16</sup>.

The Social Sciences program offered by the Universidade Federal de Uberlândia (UFU) corresponds to a model of curricular integration in two degrees (bachelor and licensure), in which 12 pedagogical subjects are offered by the Instituto de Ciências Sociais (INCIS), a number that may be expanded if the student chooses to take electives in the same area. At the same time, only three didactic subjects, the smallest portion, are offered by the School of Education, namely the subjects “Education Management Policies”, “Educational Psychology”, and “General Didactics”.

The version of the pedagogical political project is very recent; it was drafted in 2018 for implementation in 2020 and presents a set of legal frameworks, among them the Resolução CNE n. 01/2012, which concerns the National Guidelines for Human Rights Education. In this regard, UFU licensure program presents a fluent legacy in its disposition toward training in the set of differentiated teaching modalities, above all in the coverage of the syllabi of the three curricular internships, with explicit provision for knowledge about education directed toward youth and adults, socioeducational environments, *quilombola*, Indigenous, and rural populations.

However, although this tendency is evident, the specificity of EJA for the universe of contexts of deprivation of liberty is absent. In this sense, although UFU offers content directed toward EJA in socioeducational environments, establishing solid training in the context of teaching for differentiated modalities, there is no more explicit reference to the prison context, neither in teaching, research, nor extension, whether in the licensure program in Social Sciences, in the School of Education, or in other formative spaces.

Also at the Universidade Federal de Alfenas (UNIFAL), the Social Sciences program corresponds to a model of curricular integration in two degrees, with offerings of didactic subjects within the scope of the Department of Social Sciences, so that only some of the pedagogical subjects of a more general character are offered by the School of Education. In total, there are 14 pedagogical subjects distributed throughout the program, most of which are taught by the Social Sciences faculty.

Here, the PPP dates from 2011, with alterations and adjustments carried out in 2016. And, just as at UFU, the UNIFAL document is also inspired by different legal frameworks, among them the Resolução CNE no. 01/2012, which concerns the National Guidelines for

<sup>16</sup> Beyond that Research Group in the School of Education at UFJF focused on EJA, some specific extension initiatives in the Law program—such as practices related to sentence remission through reading—address the topic, at least in part.



Human Rights Education. However, in the set of its attributions, the syllabi of the program do not present formative indications for the specificities of EJA, whether in spaces of deprivation of liberty or in socioeducational environments.

It is not that teacher training directed toward differentiated teaching modalities is absent, but it turns exclusively toward the content of Afro-Brazilian and Indigenous history, not guaranteeing an explicit connection in the set of pedagogical training and pedagogical application for these specificities. Moreover, even in other formative contexts at UNIFAL, such as in the School of Education, no curricular elements were observed that addressed the specificity in focus.

In general, the only formative experience found was an extension project linked to the local prison system, aimed at the application for literacy. However, no direct connections were observed between this project and the Social Sciences program, so that its formative dispositions were not available for the work of its graduates in the prison system.

Lastly, at the Universidade Federal de Viçosa (UFV), the Social Sciences program also corresponds to a model of curricular integration in two degrees, indicating a trend among the Federal Universities of Minas Gerais. In the same direction as the other institutions with the same curricular structure, UFV offers ten pedagogical subjects in the Department of Social Sciences itself, while four subjects of the same area are taught in other departments.

Its PPP was drafted in 2018, incorporating a diversity of legal frameworks, including Resolução no. 01/2012, so the document also presents the promotion of Human Rights education. This initiative was also formalized by the Institutional Development Plan at UFV through its adherence to the “University Pact for the Promotion of Respect for Diversity, the Culture of Peace and Human Rights”. In general, these adhesions indicate a commitment to an education that incorporates teacher training directed toward differentiated social groups, above all through a pedagogical application of differentiated teaching modalities.

In the training of students in Social Sciences, this institutional disposition could be observed both in the theoretical perspective of a pedagogical subject called “Teaching Practice in the Social Sciences” and in the practical perspective of the curricular component of the Supervised Internship, which provides for the innovative possibility of internships carried out in environments of differentiated teaching modalities. Moreover, between 2016 and 2019, an extension project was observed within the scope of the Department of Social Sciences that articulated different teaching programs for work in prison spaces in the municipality, indicating UFV’s commitment to teacher training in this modality.



In addition, an elective subject and research groups organized around the School of Education are directed toward training and research in EJA; however, in none of these spaces is the specificity of environments of deprivation of liberty highlighted.

Having carried out this brief reconstruction of the PPPs of the Social Sciences licensure programs offered by the Federal Universities of Minas Gerais, some broader observations can be made. Regarding teacher training aimed at work in prison environments, it is observed that extension and research could be the formative spaces to fulfill this application; however, a gap is found in the formative dimension of teaching, with a significant absence of subjects or contents that outline curricular political regulations of education in prison, as well as methodologies proper to work in these spaces, such that a fragmentation is established between teaching, research and extension. Despite this, in the PPPs of UFU, UNIFAL, and UFV, one notes the inclusion of the legal framework of Resolução CNE no. 01/2012, which concerns the National Guidelines for Human Rights Education, an aspect absent at UFJF.

Thus, what is observed is that the incorporation of training directed toward differentiated teaching modalities in general, and education in prison environments in particular, remains dependent on punctual and fragmented actions of some professors who, due to their trajectories or research interests, engage with the topic. It is even symptomatic that, even in other departments of the universities investigated, notably the Schools of Education, differentiated teaching modalities are systematically set aside, except for EJA, which presents, in three of those cases, punctual training spaces.

Furthermore, according to the document survey, of the four universities analyzed, three of them reveal in their official documents indications that discuss, through their curricular components, agendas that incorporate the debate on differentiated teaching modalities, even though specific concerns for the teaching work of their graduates in spaces of deprivation of liberty are absent.

In this sense, it is worth indicating that most of the cases evaluated address, each in its own way, the issue of differentiated teaching modalities: UFU focuses on EJA, socioeducational environments, quilombola, Indigenous and rural populations; UNIFAL on Afro-Brazilian and Indigenous themes; and UFV addresses the issue in a general way.

It is worth noting, however, that only at UFV did adherence to the legal framework of Resolução CNE no. 01/2012 became, in a more systematic way, teacher training that is concerned with education in Human Rights. There, the presence of a theoretical curricular component in a subject that addresses this engagement through training directed toward the specificities of differentiated modalities is noted. This stance is also present in a practical



curricular component, the Supervised Internship, which enables the carrying out of internships in these environments, including those of deprivation of liberty.

Given the geographic and institutional scope established, a restricted picture of the offer of training for peripheral educational activities is notable, above all in prison education. In this sense, the university as a space for the promotion of human rights, understood in their totality, fails to fulfill an important role in its commitment to the production of knowledge under the signs of equality, inclusion, and diversity. Therefore, from the cases presented, a challenge to its social commitment is observed.

## Conclusion

Teacher training is a central theme for the field of Education, and its importance unfolds in the same way within the field of the Teaching of Social Sciences (Antunes; Garcia; Alves, 2019). Several of the articles, dissertations, theses, extension projects, and Work Groups (WGs) at events in the area reflect on this issue (Röwer, 2016). However, the issue of the training of Sociology teachers directed toward work in differentiated teaching spaces, above all in school contexts of deprivation of liberty, still requires greater attention.

In the present article, an attempt was made to address this gap in the specialized literature, taking as an empirical scope the teaching programs in Social Sciences offered by Federal Universities of Minas Gerais, a state in which the presence of Sociology in Basic Education has always been historically strong. After a brief presentation of the normative structures that guide Education in Prison in Minas Gerais, it was decided to carry out a qualitative and descriptive analysis of the documents that regulate the functioning of the Federal Universities in Minas Gerais, with special emphasis on the Pedagogical Political Projects of the teaching programs in Social Sciences and the way in which they deal with teacher training in differentiated modalities in general, and work in prison education in particular. In addition, an effort was made to identify other initiatives of those universities, such as research groups, extension projects, and subjects in the Schools of Education that could offer additional formative pathways for students in Social Sciences.

In total, four institutions that fit the established criteria were analyzed: UFJF, UFU, UNIFAL, and UFV. Among these, most of the PPPs are inspired by the Resolução CNE 01/2012 directed toward Education in Human Rights, organize their curricular structure in two cycles, the bachelor's degree and the licensure degree, and concentrate their pedagogical subjects in the Social Sciences departments themselves, such that only a smaller portion of these is taught by the Schools of Education.



Furthermore, regarding the issue of training for differentiated teaching modalities, most of those universities present some training space for their students, whose focus varies from case to case. However, except for UFV, none of those institutions systematically addresses teacher training for Prison Education, a theme that is, indeed, neglected by the Schools of Education.

Thus, although the scope of this article covers the case of teacher training in teaching programs in Social Sciences in Minas Gerais, it becomes pressing to develop similar analyses regarding other curricular components and in other regions of Brazil. Nevertheless, up to the present moment, the consolidation of formative spaces for training Sociology teachers to work in socioeducational and prison systems in the teaching, research, and extension areas of higher education institutions in Minas Gerais is shown to be fundamental.

It is in this sense that the importance of an education for Human Rights is highlighted here as a guiding element both for the PPPs of the teaching programs in Social Sciences and in the daily routines of teacher training in these spaces. Here, it is argued that such programs and institutions, by opening their curricula to differentiated teaching modalities, with special emphasis on prison education, not only guarantee more diversified work opportunities for their students but also meet a normative criterion by which Federal Universities in Brazil are conceived, that is, they are oriented by a perspective of inclusive, democratic and plural education. From this movement, the knowledge inherent in the Social Sciences can be articulated with specific teaching-learning contexts that are often marginalized.

It is, therefore, a path that enables a systematic approach to Education as a universal right based on a curricular content, Sociology, which, at least in some historical moments (Oliveira, 2013), was responsible for the development of a certain civic and democratic stance within Brazilian society. Thus, the present study presents only an initial moment of diagnosis, circumscribed to particular field and a particular geographic space, concerning a complex phenomenon to be understood through a collective research effort.

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