



EDUCATION IN SPACES OF RESTRICTED AND DEPRIVED FREEDOM: UNVEILING PATHS, FORGING EDUCATIONAL POLICIES

What is known about the penitentiary issue in Brazil is a scenario of chronic impasses and dilemmas. It is not possible to ignore this reality and we must find ways to rethink the improvement of welfare in penal institutions, giving them the role of educational institutions which aim the social (re)inclusion of individuals in situations of restriction and deprivation of freedom. Discussing the prison institution in an educational perspective leads us to consider that education takes place in different spaces, during a lifetime, regardless of the current situation in which the individuals find themselves. We certainly constitute ourselves as people from the exchange of experiences and knowledge, in various social practices in which we participate, as these are unveiled in educational processes arising from the interaction with others. In prison, this is not different.

Brazil is experiencing a time of fertile effervescence since the approval, in May 2010, of the national guidelines for the provision of education for youth and adults in situations of deprivation of freedom in penal institutions, elaborated by the national council of criminal and penitentiary policies (*Conselho Nacional de Políticas Criminais e Penitenciárias* – CNPCP – in Portuguese) and the national education council (*Conselho Nacional de Educação* – CNE).

This moment of effervescence deserves to be highlighted, but there are many challenges, as the gap between the proposed regulation and its implementation is composed of paradoxes substantiated by a crystallized historical experience related to the role of institutions of control and deprivation of freedom.

In this context, aggregating subsidies that can contribute to proposals for intervention and formulation of public policies regarding the assurance of human rights for youth and adults in conflict with the law should immediately be on the agenda of researches of this subject.

The proposal submitted to and accepted by The Online Magazine of Education (*Revista Eletrônica de Educação* – REVEDUC) from the Postgraduate Program in Education of the Federal University of São Carlos (*Universidade Federal de São Carlos* – UFSCar), intended to present contributions of a group of researchers who have a diversity of experiences and academic backgrounds, and although they do not share a consensus, they welcome the diversity of starting points, as their final objective is the understanding of men as inconclusive beings that are able to manage their own lives.

The thematic issue **Education in spaces of restricted and deprived freedom: unveiling paths, forging educational policies**, is organized in thirteen articles (twelve national ones and an international one), an essay, an experience report and, in accordance with the standards of the journal, it presents papers from the five Brazilian regions.

The contributions of the authors were accepted based on the proposed theme: young people in fulfillment of socio-educational measures (assisted freedom and community service), young people, women and their children and men in deprivation of freedom. Such organization sought to bring multiple looks to the intricate challenge of education, understood in its broadest sense, as a set of experiences of children, youngsters and adults in different social practices and throughout life,



especially for those who are currently in spaces of restriction and deprivation of freedom.

Débora Cristina Fonseca, in her article **Education of adolescents deprived of freedom: analysis of the subject in a sample of periodicals**, investigates the process of education of adolescents in deprivation of freedom based on a literature review from the perspective of Human Rights and the theoretical constructs of social and historical Social Psychology. It indicates contradictions and conflicts between right and obligation of education, a fragility of the educational process and problems related to the training of teachers to work in the context of deprived freedom.

Carmen Lucia Guimarães de Mattos, Sandra Maciel de Almeida and Paula Almeida de Castro in **Education and vulnerability: an ethnographic study among incarcerated youths and women**, analyze the educational situation of girls and women in deprivation of freedom and their children, in two female prisons and one female juvenile correctional facility located in Rio de Janeiro, Brazil. They present the socio-educational disparities in life course of girls and women, showing that their social vulnerability is an indicator of inequalities that have not guaranteed the basic rights established by Brazilian law.

Sonia Cristina Oliveira and Cleomar Ferreira Gomes in **I play, fantasize, change names and transgress in order to play: children playing experiences for full protection**, bring the perception of who are the institutionalized children, their playful experiences and strategies used to support separation and the sense of abandonment. They analyze childhood from the perspective of Sociology of Infancy, highlighting the need for special attention of their needs and desires, which is a challenge to the institution, since it presupposes changes in practices and understanding of children's dreams and imagination.

Aline Fávaro Dias, in **Between sociability and resistance movements: the meaning of school education for young offenders**, presents the understanding of school and school experiences that young people in fulfillment of educational measure of assisted freedom have, and identifies aspects that facilitate or hinder their permanence in this space. She shows that the school has an ambiguous meaning to them, because while it labels and is the scene of conflicts, it also promotes sociability and friendship relations. Youngsters subvert the school logic, prioritizing sociability at the expense of the official teaching of content.

Francisco José Scarfó and Victoria Aued in **The right to education in prisons: situational approach "Contributions to the debate on education as a human right in the context of the prison"**, discuss education as a fundamental human right, essential for the enjoyment of all other rights, and that aims at the integral development of the individual. In this perspective, we cannot forget that the person in deprivation of freedom is, above all, a subject of rights and that the State has the obligation to preserve that right. They emphasize the role of civil society to prevent human rights violations in Argentinean prisons and suggest contributions to the debate on the purpose and reason of prisons and how education is should happen in this context as a right and not as a benefit for its inhabitants.

Heleusa Figueira Câmara in **Rereading and social inclusion** analyzes that the possible journey of cultural and creative education in prisons leads us to discuss the policy of imprisonment under the law, which is supposed to be equal for everyone and establishes punishment and control, as a way of normalizing behavior. In this perspective, she states that reading and writing encouragement in prison spaces has provided individuals the expression of the past, of the story that has not been told in the process for being considered irrelevant, making it blossom from oblivion.



Helen Halinne Rodrigues de Lucena and *Timothy D. Ireland* in **Interfaces between learning and life expectations and school experience of imprisoned women: facing up to the reality of social reintegration** pose a debate on the issue of reintegration based on the life stories told by imprisoned women in a prison in João Pessoa - PB, Brazil. They analyze the difficulties the school prison faces in order to ensure the re-socialization ideal the incarcerated women need to deal with the real world, behind or outside bars, and suggest the need for investment in projects and programs that combine education and work for the ideals of social reintegration of this population.

Elenice Maria Cammarosano Onofre in **Teacher training policies for spaces of freedom restriction and deprivation** highlights the complexity of the educational phenomenon and the required teacher training beyond specific content, since it must take into consideration the everyday life singularities and motivations of young people and adults, in order to build a life project with them, to promote their social (re)integration. To do so, it is necessary to invest in achieving compelling political actions regarding the initial and constant training of teachers, the structural changes of prison schools and the implementation of curricular proposals that are adequate to the necessities of young people and adults who find themselves in a situation of freedom restriction and deprivation.

Maria Celeste Reis Fernandes de Souza, Maria Gabriela Parenti Bicalho, Eunice Maria Nazareth Nonato, Cristina Salles Caetano, Juliana Souza Sobrinho and *Sabrina Ferreira Rosa*, in **Gender and curriculum: perspectives on the education in spaces of deprivation of freedom** discuss data of a research that was held in three prisons for women in the State of Minas Gerais, Brazil, analyzing their experiences in the schools of these institutions, showing the silencing in the curriculum regarding to topics related to their own lives; the reproduction of the modes of operation of prison in school; the universalization and infantilization of subjects in the Young people and Adult Education.

Leandra Salustiana da Silva Oliveira and *Elson Luiz de Araújo* in **School education in prisons: a look from human rights** analyze that, although the Brazilian 1988 Federal Constitution and the Penal Execution Law stipulate educational assistance as a possible mechanism of orientation to the prisoner for his return, reintegration and coexistence in society, there is a disparity between the standards proposed and the real situation inside schools, since their routines are affected by the prison rules.

Glaziela Cristiani Solfa Marques in **Follow-up of adolescents serving correctional measures: the law of educational action implementation** analyzes some challenges in order to ensure that the legal aspect of the adolescents' follow-up process proves to be effective as a social action with educational nature. She presents two measures, the assisted freedom and community service in an open juvenile correctional program in the State of São Paulo, Brazil, highlighting the role of the correctional advisor in this follow-up process as a resource to promote reflection from experiences and expectations in a dialogical way, promoting the awareness of their life trajectory and social participation.

Diana Vanessa Pereira and *Frederico Jorge Ferreira Costa*, in **Professional education in the prison system: path to social reintegration?**, discuss the issue of education training for women in conflict with the law, the limits of social policy at the borders of capitalism and the various aspects of alienation that limit the prospects for a possible social (re)inclusion. They present contradictions that are expressed in labor activity for women inmates in the prison system of the State of Ceará, Brazil, since such activity constitutes the foundations for social reintegration.



Eliane Ribeiro Andrade, Diógenes Pinheiro, Luiz Carlos Gil Esteves and Miguel Farah Neto in **Youth and education in prisons: demands, rights and inclusion** discuss the situation and the educational rights of youngsters that are deprived of their freedom in Brazil and the challenges for the legitimacy of the right for education in prisons. They present the educational trajectories of young people, compared with their potential set of demands in education, and explain the challenge of integrating actions and building a new look at these actors, as young *subjects* with rights, bringing them to the status of partners in the decisions that concern them, in order to break their historical situation of invisibility.

The essay by *Selmo Haroldo de Resende*, **Prisoners' narratives: a prison vocabulary** organizes, based on narratives of convicted prisoners, a prison vocabulary consisting of words and phrases whose meanings are specific to the prison reality. It shows that the narrative allows the amplification of knowledge about the socio-historical representation of the world in prison and that the work with oral history enables learning about the man and his relation to the world.

The experience report by *Stephane Silva de Araujo and Maria Cecilia Lorea Leite*, **Educational assistance in federal prison system - a federal prison in Porto Velho (RO), Brazil**, presents reflections about the work of educational assistance for individuals in deprivation of freedom through the action of educators, in order to ensure quality education within federal penitentiaries.

We conclude the introduction of this thematic issue with special thanks to all collaborators, for their valuable contributions, and to the Editorial Board of REVEDUC, for accepting the proposal of a theme that, although relevant, has been invisible for many years, but that has gradually been unveiled by partners who share the commitment to the importance of discussing intricate issues that permeate a society that segregates and excludes the diversity.

We hope this publication will motivate and deepen discussions on this theme and allow more dialogues in the academic universe.

Enjoy the reading!

Elenice Maria Cammarosano Onofre
Organizer