

Teachers' role in the socio-educational context: integrative review of brazilian literature¹

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Abstract

Brazil has made legal advances in the care of children and adolescents, particularly grounded in the integral protection paradigm; however, numerous problems persist in the system of socio-educational measures, distancing it from an eminently pedagogical ideal. This study sought to map and analyze the scientific literature concerning teachers' role in the socio-educational context. An integrative literature review was conducted in the SciELO, BVS, and Periódicos CAPES databases. Seventeen articles were included and organized into three groups: teacher training and preparation, main challenges faced, and strategies and resources adopted. The results indicate a recent increase in publications on the topic, along with a diversity of authors and journals; a preference for qualitative designs, especially interviews and focus groups; and a concentration of investigations on juvenile detention measures. The discussion was guided by a comparison with legal frameworks, revealing that the main problems are related to the development of specific policies, adequate working conditions, and initial and continuing education, whereas the main potentials lie in the consolidation of education as a mechanism for social (re)integration and in the development of innovative pedagogical practices specific to socio-education.

Keywords: teaching; socio-educational measures; socio-education.

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Atuação docente no contexto socioeducativo: revisão integrativa da literatura brasileira

Resumo

O Brasil apresenta avanços legais nos cuidados à criança e ao adolescente, especialmente a partir do paradigma de proteção integral; contudo, persistem inúmeras problemáticas no sistema de medidas socioeducativas que o afastam de um ideal eminentemente pedagógico. Este estudo buscou mapear e analisar a produção científica acerca da atuação docente no contexto socioeducativo. Realizou-se revisão integrativa da literatura nas bases SciELO, BVS e Periódicos CAPES. Foram incluídos 17 artigos, organizados em três grupos: formação e preparação para o trabalho, principais desafios enfrentados e estratégias e recursos adotados. Os resultados revelam crescimento de publicações sobre a temática nos últimos anos, aliada à diversidade de autores e periódicos; preferência a delineamentos qualitativos, sobretudo entrevista e grupos focais; e concentração das investigações na medida de internação. A discussão foi orientada pelo comparativo com prerrogativas legais, sendo observado que as principais problemáticas estão relacionadas ao desenvolvimento de políticas específicas, às condições adequadas de trabalho e à formação inicial e continuada; enquanto os maiores potenciais estão na concretização da educação enquanto mecanismo de (re)inserção social e no desenvolvimento de práticas pedagógicas inovadoras e específicas à socioeducação.

Palavras-chave: docência; medidas socioeducativas; socioeducação.



Atuação docente en el contexto socioeducativo: revisión integrativa de la literatura brasileña

Resumen

Brasil presenta avances legales en la protección de niños y adolescentes, especialmente en el marco del paradigma de la protección integral; sin embargo, persisten importantes problemáticas en el sistema de medidas socioeducativas, lo que lo aleja de un ideal predominantemente pedagógico. Este estudio tuvo como objetivo mapear y analizar la producción científica sobre la actuación docente en contextos socioeducativos. Se realizó una revisión integrativa de la literatura en las bases de datos SciELO, BVS y Periódicos CAPES. Se incluyeron 17 artículos, organizados en tres categorías: formación y preparación docente, principales desafíos enfrentados y estrategias y recursos adoptados. Los resultados evidencian un aumento reciente de las publicaciones sobre la temática, junto con la diversidad de autores y revistas; un predominio de diseños cualitativos, especialmente entrevistas y grupos focales; y una concentración de los estudios en medidas de privación de libertad. La discusión se orientó a partir de la comparación con los marcos legales, observándose que las principales problemáticas se relacionan con el desarrollo de políticas públicas específicas, las condiciones adecuadas de trabajo y la formación inicial y continua del profesorado, mientras que los mayores potenciales se encuentran en el fortalecimiento de la educación como mecanismo de (re)inserción social y en el desarrollo de prácticas pedagógicas innovadoras y específicas de la socioeducación.

Palabras clave: docencia; medidas socioeducativas; socioeducación.



Introduction

This article is situated at the intersection between Education and Public Policies and focuses on analyzing teaching in socio-educational settings in Brazil. To this end, it is grounded in the dialogue between scientific literature and official documents that guide socio-education in the country, and adopts as premises the paradigm of integral protection and the centrality of the eminently pedagogical function of the socio-educational measure.

The doctrine of integral protection, grounded in the Statute of the Child and Adolescent (ECA) (Brazil, 1990), constitutes a historical milestone in Brazilian legislation. It concretizes the provisions established in Article 227 of the Federal Constitution (Brazil, 1988) and recognizes children and adolescents as subjects of rights, considering their peculiar condition as persons in development and granting them absolute priority (Brazil, 2023), thereby ensuring fundamental rights, without discrimination or distinction, related to life and health, freedom, respect and dignity, family and community coexistence, education, culture, sports and leisure, and professionalization; it is the duty of the family, community, society, and public authorities to ensure access to and the effective realization of these rights (Brazil, 1990).

In the face of acts contrary to criminal legislation, this condition is taken into account and, therefore, accountability processes compatible with age range are applied: considering a child as a person up to twelve years of age and an adolescent as one between twelve and eighteen years of age (Brazil, 1990), protective measures are applied to the former and socio-educational measures to the latter group (Brazil, 2023). Such measures must take into account the capacity for compliance, the severity of the offense, and the circumstances involved; forced labor is strictly prohibited and special conditions are guaranteed for persons with disabilities. Furthermore, their imposition is conditioned upon sufficient evidence and proof of the materiality of the offense (Brazil, 1990).



Article 112 of the ECA lists six main socio-educational measures: I) Warning (verbal admonition); II) Obligation to repair damage (restitution of economic or patrimonial value); III) Provision of services to the community (unpaid tasks of general interest); IV) Assisted freedom (monitoring, support, and guidance by a specialized professional); V) Placement in a semi-liberty regime (partial deprivation of liberty, allowing external activities such as schooling and professional training); and VI) Internment in an educational establishment (total deprivation of liberty) (Brazil, 1990). These are commonly classified as open-environment and closed-environment measures, the latter comprising situations in which there is restriction or deprivation of liberty.

By grounding itself in integral protection and defining a specific model of accountability for adolescents, the ECA creates the conditions for the formulation of the National Policy for Socio-Educational Assistance (Brazil, 2023). To this end, the National System of Socio-Educational Assistance (SINASE) was established, approved in Resolution No. 119 of the National Council for the Rights of Children and Adolescents (CONANDA) (Brazil, 2006) and effectively implemented by Federal Law No. 12,594 (Brazil, 2012). SINASE is founded on three pillars of the objectives of the socio-educational measure: I) accountability; II) social integration and guarantee of rights; and III) disapproval of the infractional conduct (Brazil, 2012). In summary, it aims to establish more objective and fair parameters and procedures, ensuring the defense and promotion of adolescents' rights and guiding them through an eminently pedagogical approach.

Considering the basic and fundamental right to education, the Ministry of Education developed the National Guidelines for the Educational Provision to Adolescents and Youth Serving Socio-Educational Measures (Brazil, 2016), which establish in Article 4 the following principles: prevalence of the educational dimension; schooling as an instrument of social reintegration; progression with quality; investment in social learning experiences and progressive development; application of pedagogical strategies appropriate to the context; priority within



educational policies; and recognition of singularities and differences, valuing identities and confronting all forms of discrimination and violence. The provision, qualification, and consolidation of educational services must be carried out collaboratively by different governmental entities and educational institutions (Brazil, 2016). In the case of adolescents deprived of liberty, schooling must be offered within the institution itself; in other situations, adolescents must attend regular public schools.

Although numerous advances have been legally established in the care of childhood and youth and in the reframing of perspectives regarding adolescents who commit offenses, the socio-educational context still proves to be extremely problematic. The SINASE Annual Report (Brazil, 2023), based on data from June 30, 2023, recorded 11,556 adolescents serving measures involving restriction or deprivation of liberty, of whom 63.8% were Black (mixed-race and Black), 95.6% were male, and 19.1% had a family income of up to one minimum wage; with regard to infractions, robbery, drug trafficking, and intentional homicide stand out. Although the document reveals the lack of complete data for the entire national territory, the dominant social markers indicate asymmetries that contradict the principle of non-discrimination and outline a profile of adolescents in restriction or deprivation of liberty in the country.

Other challenges that persist include, with regard to adolescents: mistreatment and torture (Brazil, 2023), recidivism (Brazil, 2019), substance abuse (Komatsu; Bono; Bazon, 2021), depreciative and condemnatory beliefs that approximate the idea of dangerousness (Cunha; Oliveira; Branco, 2020), and the application of more punitive than protective actions (Bonatto; Fonseca, 2020). With regard to professionals working in the socio-educational sphere: precarious working conditions (Brazil, 2023), the need to improve public policies (Bonatto; Fonseca, 2020), and the demand for increased training and professional development for the use of tools specific to the context (Alberto et al., 2021). In addition to general problems: mental suffering among adolescents



and workers due to institutionalization (Robert et al., 2022) and impacts resulting from the Covid-19 pandemic (Brazil, 2023; Silva; Uziel; Hernández, 2023).

The school, involved in this scenario between challenges and possibilities, occupies a dual position: if, on the one hand, it is the main instrument of social reintegration (Brazil, 2016), on the other hand it is the core of longstanding problems. In closed settings, a significant number of adolescents (approximately 10.2%) are not attending school and there is limited educational progress among those served (Brazil, 2023), in addition to security problems and lack of external articulation and monitoring (Padovani; Ristum, 2013). In open settings, difficulties in school insertion and permanence stand out (Morais; Ferreira, 2019; Seabra; Oliveira, 2017), as well as insufficient pedagogical strategies and flawed communication between school and socio-educational agents (Seabra; Oliveira, 2017). In general, a scenario of hostility between the school and the adolescent is evident, resulting from historical and social issues (Cunha; Dazzani, 2016).

Considering legal advances, the persistence of the listed problems, and especially the need for an eminently pedagogical perspective on the socio-educational measure, it is pertinent to inquire about the specific position occupied by the teacher in this context. Thus, the present study sought to conduct an integrative literature review with the objective of mapping and analyzing teaching practice within the Brazilian socio-educational context.

Method

An integrative literature review was conducted based on the phases established by Souza, Silva, and Carvalho (2010): 1) formulation of the guiding question, 2) literature search, 3) data collection, 4) critical analysis of the included studies, 5) discussion of results, and 6) presentation of the integrative review. The review also followed the PRISMA 2020 guidelines (Page et al., 2021), using the Flow Diagram for stage 2 and the Checklist to report the review, both adapted to the integrative review method.



The guiding question was: “What evidence has been published on teaching practice within the Brazilian socio-educational context?” (Phase 1). The literature search was conducted in June 2024 in the SciELO, BVS, and CAPES Journal Portal databases. The following combination of descriptors and Boolean operators was adopted: [(“medida socioeducativa” OR “Medidas socioeducativas” OR “socioeducação”) AND (docente* OR professor*)], along with the following inclusion criteria: scientific articles with full-text availability, published in Brazilian journals in any year, whose objectives were related to investigating teaching practice in the Brazilian socio-educational context; and exclusion criteria: articles published in journals rated C or without evaluation in the Qualis CAPES 2017–2020 classification, or written in languages other than Portuguese, English, or Spanish (Phase 2).

For data collection, the selected articles were indexed and catalogued according to previously developed material, divided into three stages: 1) general characterization (title, authors, and year of publication), 2) journal characterization (title, Qualis CAPES 2017–2020 classification, and parent field), and 3) methodological characterization (objectives, study design, sample characteristics, location of the study, type of socio-educational measure evaluated, and general results found). Subsequently, according to the objectives and results presented, each study was classified and presented within one of three themes: 1) Teacher education and preparation for work in socio-education; 2) Main challenges faced in teaching practice in socio-education; and 3) Strategies and resources for the implementation of effective teaching practice in socio-education (Phases 3 and 4).

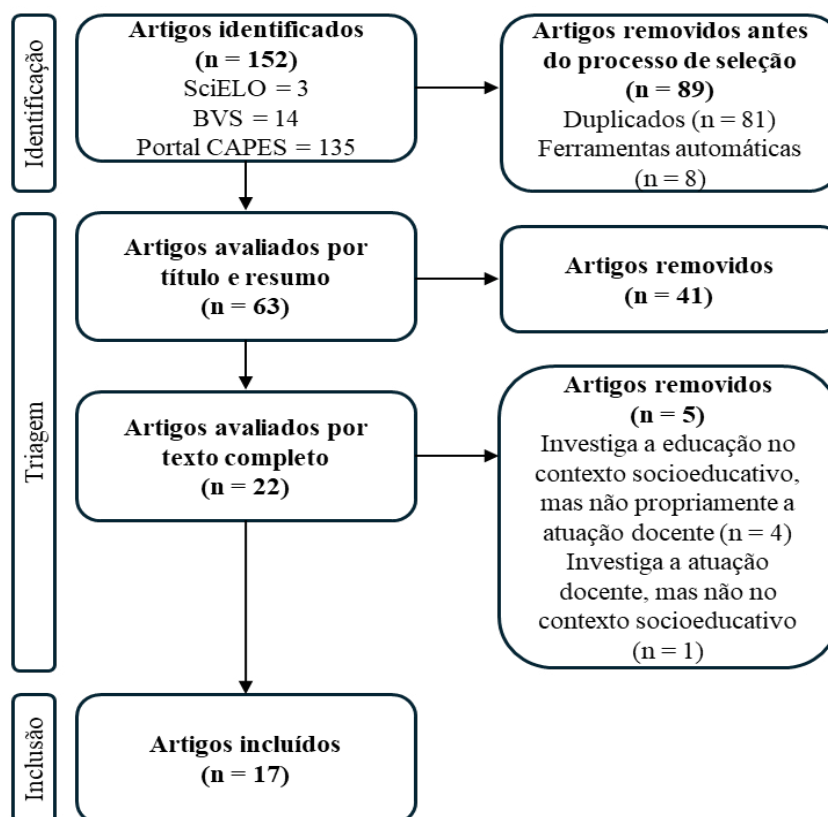
Finally, the main results are discussed in order to relate them to the legal prerogatives (Brazil, 1990, 2012, 2016) and the data obtained in the most recent SINASE Annual Survey (Brazil, 2023), highlighting, from the teaching perspective, the main persistent challenges to socio-education and the strategies developed to overcome this scenario and build quality education (Phase 5).



Results

Image 1 presents the stages followed in the literature search. Initially, by combining the results from the three databases investigated, 152 articles were identified, of which 81 were duplicates and 8 were excluded through automated tools (full-text unavailability or publication in a language other than those included). Subsequently, 63 articles were analyzed based on their titles and abstracts, resulting in the removal of 41 for not fitting the topic of interest. Finally, 22 articles were read in full, with 5 additional exclusions due to: a) investigating and discussing education within the socio-educational context, but not specifically teaching practice; or b) investigating and discussing teaching practice, but not specifically within the socio-educational context. As the final corpus, 17 articles were included in the analysis and are presented in Chart 1.

Image 1 - Organization of the literature search



Source: Prepared by the authors.



No authorship was repeated in any publication, totaling 38 different authors. Regarding the time frame, an interval spanning 20 years (2005–2024) was observed, with the majority (82.4%, n = 14) published in the last 10 years (2015–2024), and 2019 and 2023 being the years with the highest number of publications (17.6%, n = 3). There was also no repetition of journals, although a predominance of periodicals concentrated in the field of Education was noted (58.8%, n = 10), followed by Psychology (17.6%, n = 3), Teaching (11.8%, n = 2), and History and Interdisciplinary studies, with one title each. Finally, based on the Qualis CAPES classification of the journals, 41.2% (n = 7) of the articles were published in A1 or A2 journals, followed by 29.4% (n = 5) in A3 or A4 and 29.4% (n = 5) in B1 or B2.

Chart 1 – Included articles

	Author(s)	Year	Journal	Field (Qualis)
1	Martins, Catozzi, Sayegh & Bariani	2005	Psicologia Escolar e Educacional	Psychology (A2)
2	Cella & Camargo	2009	Educação & Sociedade	Education (A1)
3	Rocha, Silva & Costa	2010	Pesquisas e Práticas Psicosociais	Psychology (A3)
4	Moreira, Melgaço, Albuquerque, Rocha & Ribeiro	2015	Psicologia em Revista	Psychology (A2)
5	Olic	2017	Educação e Pesquisa (USP)	Education (A1)
6	Arruda & Figueiredo	2018	ComCiência	Education (B2)
7	Souza & Onofre	2019	Reflexão e Ação	Education (A3)
8	Nunes & Moura	2019	Revista Brasileira de Estudos Pedagógicos	Education (A1)
9	Pereira, Silva & Caliman	2019	Revista de Educação ANEC	Education (B1)
10	Furtado & Paixão	2020	Dialogia	Education (A4)
11	Conceição	2020	Revista Prática Docente	Teaching (B1)
12	Bisinoto	2022	Em Aberto	Education (A2)
13	Defelippe	2022	Revista Brasileira de Pesquisa (Auto)Biográfica	Education (A4)
14	Ribeiro & Miranda	2023	Vozes, Pretérito & Devir	History (B1)

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15	Lago, Souza & Santos	2023	Contribuciones a Las Ciencias Sociales	Interdisciplinary (A4)
16	Hashizume & Pedrosa	2023	Cadernos de Pós-Graduação	Education (B1)
17	Maluche & Barros	2024	Caderno Pedagógico	Teaching (A2)

Source: Prepared by the authors.

Chart 2 presents the main methodological characteristics of the analyzed studies. Most were conducted using a qualitative design (70.6%, n = 12), with only one study (5.9%) also including quantitative data collection. The primary instruments used were interviews (29.4%, n = 5) and the implementation of groups or workshops (29.4%, n = 5), followed by observation (23.5%, n = 4) and bibliographic/documentary analysis (23.5%, n = 4). Internment was the socio-educational measure investigated in 76.5% (n = 13) of the studies, with only one study (5.9%) conducted in the context of assisted freedom and one (5.9%) in semi-liberty. Regarding the location of data collection, the Southeast region accounted for 47% (n = 8) of the sample, with the majority in the state of São Paulo (35.3%, n = 6), followed by the Northeast region (17.6%, n = 3), North (11.8%, n = 2), and Center-West (5.9%, n = 1); no records from the Southern region were found. According to the objectives and results presented, the articles were classified as follows: 35.3% (n = 6) concerned investigations on teacher education and preparation; 41.2% (n = 7) addressed challenges faced; and 23.5% (n = 4) presented strategies and resources.



Chart 2 – Main methodological characteristics

	Design	Instruments/Tools	Socio-educational Measure	State	Classification
1	Mixed methods (Quanti-qualitative)	Questionnaire	Assisted Liberty	SP	Challenges
2	Qualitative	Interview	Incarceration/ Detention	SP	Challenges
3	Qualitative	Observation, interview, focus group	Incarceration/ Detention	AM	Training
4	Theoretical	Theoretical analysis	Semi-liberty	MG	Challenges
5	Theoretical	Own practice/Self-report	Incarceration/ Detention	SP	Challenges
6	Bibliographic	Bibliographic/Documentary	All	All	Training
7	Case study (Qualitative)	Observation	Incarceration/ Detention	SP	Challenges
8	Qualitative	Participant observation, workshop analysis	Incarceration/ Detention	PI	Training
9	Qualitative	Focus group	Incarceration/ Detention	DF	Training
10	Qualitative	Participant observation, interview	Incarceration/ Detention	AP	Challenges
11	Qualitative	Interview	Incarceration/ Detention	SP	Challenges
12	Bibliographic	Bibliographic/Documentary	All	All	Training
13	Experience report (Qualitative)	Own practice/Self-report	Incarceration/ Detention	RJ	Strategies
14	Qualitative	Interview	Incarceration/ Detention	PE	Training
15	Qualitative	Bibliographic/Documentary, Working and Discussion Groups	Incarceration/ Detention	BA	Strategies
16	Experience report (Qualitative)	Discussion circles/Conversation circles	Incarceration/ Detention	SP	Strategies
17	Qualitative	Analysis of meeting transcripts	Incarceration/ Detention	Not informed	Strategies

Source: Prepared by the authors. The numbering of the articles corresponds to Chart 1. The classification column was prepared based on the authors' analysis, with other data coming from information in the articles analyzed.



Teacher training and preparation for work in socio-education

[Article: 3 (Rocha; Silva; Costa, 2010), 6 (Arruda; Figueiredo, 2018), 8 (Nunes; Moura, 2019), 9 (Pereira; Silva; Caliman, 2019), 12 (Bisinoto, 2022) e 14 (Ribeiro; Miranda, 2023)]

With the objective of analyzing teacher education for socio-educational work, the studies by Arruda and Figueiredo (2018) and Bisinoto (2022), based on bibliographic analysis, highlight important advances at the legal level for the development and implementation of eminently pedagogical policies directed toward the socio-educational population, particularly through the promulgation of the National Guidelines for the Educational Provision to Adolescents and Youth Serving Socio-Educational Measures (Brazil, 2016) and the establishment of the SINASE School (Brazil, 2015). However, they present similar conclusions in emphasizing the lack of materialization in programs and actions, especially when considering the limitations of initial and continuing teacher education courses. As a result of this process, professionals are trained who are unprepared and lack specific knowledge regarding the particular context of socio-educational services.

The article by Pereira, Silva, and Caliman (2019), based on a focus group, investigates teachers' perceptions regarding the importance of the principles of Social Education for pedagogical practices in socio-education. In addition to indicating convergences between the practices of the social educator and socio-education, the authors highlight the need for deeper engagement with the theme by the teaching body during their training, exemplified in two aspects: enabling professionals to understand their role as agents of social transformation; and developing skills to address and understand adolescence, its meanings, characteristics, and complexities.

Rocha, Silva, and Costa (2010) obtained similar results when analyzing professionals' own perceptions of their professional and academic preparation for work in internment units. The singularity of the educational process in this



context elucidates, from the teachers' perspective, the notion that academic training does not provide sufficient preparation, as evidenced by unfamiliarity with the institution, its functioning, and the population served, generating apprehension, insecurity, fear, and even refusal to work in the institution. Participants also reported that professional learning is acquired in practice, developing skills such as: being observant, demonstrating commitment and willingness, and being prepared to recognize adolescents' intentions.

The development of training grounded in experience also appears in the studies by Nunes and Moura (2019) and Ribeiro and Miranda (2023). In the former, the authors emphasize the importance of the dual function of research-training in advancing knowledge collaboratively and fostering professional self-education, since experience becomes knowledge and competencies not constructed in other spaces. In the latter, interviews conducted with history teachers highlight the importance of interaction and exchange between teachers and students in the construction of professional practice. Thus, formative preparation involves not only formal aspects of teaching, but above all considering, within the school space, dynamics of occupation, physical conditions, availability of materials, time, working situations, and well-being; that is, developing knowledge "in the 'pavilions' and despite the 'pavilions'" (Ribeiro & Miranda, 2023, p. 280).

Challenges faced in teaching in socio-education

[Article: 1 (Martins *et al.*, 2005), 2 (Cella; Camargo, 2009), 4 (Moreira *et al.*, 2015), 5 (Olic, 2017), 7 (Souza; Onofre, 2019), 10 (Furtado; Paixão, 2020) e 11 (Conceição, 2020)]

The limitations in training described constitute, in themselves, one of the main challenges faced in teaching practice. Limited knowledge and preparation, as well as the absence of incentives and investments, are recurring themes in several other studies (Cella & Camargo, 2009; Furtado & Paixão, 2020; Martins *et al.*, 2005). Feelings of guilt, a sense of failure, fragmentation of work, and the



absence of pathways and prospects are among the reports found in interviews with educators working in internment settings in the study by Cella and Camargo (2009).

Other challenges identified in internment settings include: teachers themselves being targets of exclusion and prejudice from peers when outside the institution (Cella & Camargo, 2009); the constant need to reorganize methodologies and planning due to students' lack of interest resulting from deprivation of liberty, and the inferiorization of school practice in favor of security actions (Souza & Onofre, 2019); the limitations of multigrade classrooms, educational lag, restricted use of materials, and student turnover (Conceição, 2020); and the complex position experienced by the teacher, assuming a risky role, at times operating according to institutional logics and distancing themselves from adolescents, and at other times overstepping boundaries of involvement and acting entirely according to the adolescents' wishes (Olic, 2017).

In studies that investigated the context of work with adolescents serving socio-educational measures of assisted freedom and semi-liberty, and therefore attending regular schools, additional challenges emerge: difficulties in student attendance due to demotivation, conflicts with educators, community problems, and lack of time (Moreira et al., 2015); social prejudice and negative expectations held by teachers regarding adolescents, assuming they are different from others – “insecure, aggressive, rebellious, with a great need to attract attention, and belonging to a problematic family environment” (Martins et al., 2005, p. 122); and, in some cases, teachers perceiving excessive protection by the ECA and a lack of accountability of adolescents (Moreira et al., 2015).

Strategies and resources relevant to teaching work in socio-education

[Article: 13 (Defelippe, 2022), 15 (Lago; Souza; Santos, 2023), 16 (Hashizume; Pedrosa, 2023) e 17 (Maluche; Barros, 2024)]



The articles by Defelippe (2022) and Hashizume and Pedrosa (2023) report experiences of activities developed by teachers in school contexts of deprivation of liberty. In the first, from an autobiographical perspective, processes of identification and representation of social roles are discussed based on the account of a practice developed by the teacher on the first day of class, aiming to identify similarities and differences among students and distance them from the stigma of offender. The second article presents a literacy project and its importance not only for the appropriation of symbols, but also for transforming students in the sense of making them active and conscious citizens, protagonists of their own histories and, consequently, in the construction and (re)elaboration of life plans. Both studies emphasize the central and fundamental role of the teacher.

Maluche and Barros (2024, p. 2) are guided by Critical Discourse Analysis when examining transcripts of study meetings of the educational staff of an internment unit. The authors underline a qualitative shift in discursive practices resulting from the learning process: a transition from views linked to negative semantic fields and the reproduction of the prevailing social order toward ruptures and the materialization of changes in favor of the development of ideals of human emancipation and revolutionary consciousness, crystallized in “socio-discursive traces of social (re)positioning, oriented toward the establishment of socio-education from the perspective of an emancipatory social education.”

The study by Lago, Souza, and Santos (2023) combines documentary and bibliographic research with the formation of working groups with the pedagogical team and discussion groups with students in order to jointly construct a specific curricular proposal. With the objective of developing an emancipatory, liberating, and citizenship-oriented curriculum, the authors present a proposal to improve the curricular matrix and workload for Youth and Adult Education within the socio-educational context of deprivation of liberty. Among the main contributions, the provision of diversified subjects stands



out, developed in a transversal and transdisciplinary manner, such as: youth protagonism, life project, educommunication, and the world of work.

Discussion

To achieve the proposed objectives, the adoption of the integrative literature review method proved to be an important tool which, in the face of the growing increase in scientific production, allows previous research to be summarized through general conclusions (Broome, 2000), in addition to enabling the inclusion of diverse methodologies in the analysis so as to provide a more comprehensive understanding of the phenomenon investigated (Whittemore & Knafl, 2005). In the educational field, it serves specific purposes by deepening the understanding of the area or object of study, systematizing scientific production through a procedure with methodological rigor, assisting in the emergence of new ideas, and verifying the expression of qualitative approaches in studies, considering that beyond quantifying them, it above all analyzes them (Rodrigues, Sachinski, & Martins, 2022).

Regarding the corpus identified, the number of included articles in itself reveals an interesting datum about the attention that teaching practice in the socio-educational context has received. An analysis of Chart 1 shows that a large portion of the studies were published in recent years: of the 17 included, 14 were published after 2015 and 8 after 2020, evidencing a recent increase in publications, which is fundamental for scientific investigation. The diversity of authors and journals contributes to the discussion by enabling the involvement of numerous researchers and scholars, as well as reaching a larger and more diverse audience at the interface of several fields, such as Education, Psychology, Teaching, and History; on the other hand, it suggests the absence of groups or journals specifically dedicated to research and publication in the evaluated area.

With regard to the examination of methodological characteristics, based on Chart 2, a prevalence of qualitative studies was observed, which aligns



with the importance of this approach in the field of Education (Ribeiro, 2000), particularly by allowing interpretative analysis grounded in a contextualized understanding of individuals, oriented toward the process rather than the result itself (Zanette, 2017). It is worth noting, however, that the existence of only one article that also adopted quantitative data collection – the oldest in the review (Martins et al., 2005) – reveals a gap in the literature, especially when considering the importance of different perspectives contributing to the discussion in light of the growing use of quantitative data related to educational policies (Pereira & Ortigão, 2016).

Other limitations stand out: most studies were conducted in the context of the socio-educational measure of internment, with only one analysis of semi-liberty (Moreira et al., 2015) and one of assisted freedom (Martins et al., 2005), which signals the need to expand the field to include studies of teachers working in regular schools who have students serving socio-educational measures. Another point is the concentration of research conducted in the state of São Paulo, which, although consistent with data indicating it as the location accounting for approximately 70% of research expenditures in Brazil (Schneegans, Lewis, & Straza, 2021), calls for decentralization and equalization across other regions, considering, for example, the absence of articles specifically analyzing states in the Southern region of the country.

When classifying the articles into thematic blocks, it is possible to infer that a large portion is concentrated on highlighting the challenges faced by teachers in the socio-educational context. Considering that studies related to training primarily reveal unpreparedness and lack of knowledge, it can be concluded that this set is, to some extent, part of those expressed in the block on challenges faced. From another perspective, although studies presenting relevant strategies and resources are numerically fewer, totaling only four records (Defelippe, 2022; Hashizume & Pedrosa, 2023; Lago, Souza, & Santos, 2023; Maluche & Barros, 2024), these are among the five most recent publications.



For this reason, it is believed that the literature appears to be moving toward a discussion that encompasses ways to improve teaching practice.

Considering the legal advances (Brazil, 1990, 2006, 2012, 2016) and the SINASE Annual Report (Brazil, 2023), it is pertinent to draw a comparison between some of the principles advocated in official documents, the official data, and the results found in the literature, as presented in Chart 3. This organization is considered valid for understanding, on the one hand, strategies that converge with the legal framework and, on the other, challenges that persist historically and therefore diverge from what is envisioned. Although the review includes studies conducted over the past 20 years and the main legal reference is the National Guidelines for the Educational Provision to Adolescents and Youth Serving Socio-Educational Measures, published only in 2016, it is worth noting that the document merely crystallizes a debate long initiated officially (Brazil, 1990, 2006, 2012).

Chart 3: Comparison between legal guidelines, official data, and review results

Legal Framework (Brazil, 1990; 2012; 2016)	SINASE Annual Report (Brazil, 2023)	Scientific Literature on Teaching Performance
Mandatory nature of pedagogical activities	More than 10% of adolescents do not attend school in closed-regime settings	Difficulty in student attendance within open-regime settings [4]
Non-discrimination and respect for individuality	Predominance of a specific social group (male, Black, and low-income)	Prejudice and negative expectations from teachers regarding students [1, 4]
Prevalence of the educational dimension of the measure; physical punishment is prohibited	Persistence of mistreatment and torture	Devaluation of school practice in favor of security measures [7]

(Continues)



(Continuation)

Schooling as a strategy for social reintegration	The majority of adolescents attend school inside the detention unit, which is noted as contrary to the principle of social inclusion	Importance of understanding social roles and moving away from the "offender" stigma [13]; Importance of literacy in the construction and development of life projects [16]; Central role of the teacher [13, 16]; Discourse of social (re)positioning and socio-education with an emancipatory social education bias [17]
Implementation of policies and actions for the qualification of schooling	Overcoming the historical problem of overcrowding and the possibility of investing in service quality	Legal advances, but lack of materialization in programs and actions [6, 12]
Development of innovative and specific pedagogical practices	Limited educational progress among adolescents	Development of a specific curriculum [15]; Professional learning also arising from practice [3, 8, 14]; Difficulties due to multi-grade classes, school lag (age-grade distortion), restricted materials, and student turnover [11]
Dialogue between the school and socio-educational services	-	Teachers themselves as targets of prejudice by peers [2]
Guarantee of adequate working conditions for professionals	Precarious working conditions	Complex position occupied by the teacher [5]; Constant need for reorganization [7]; Feelings of guilt, failure, fragmented work, and lack of prospects [2]
Initial and continuing teacher training courses must include specific content	-	Limitations in training courses; unprepared professionals lacking specific knowledge [1, 2, 3, 6, 9, 10, 12]

Source: Prepared by the authors. The numbering corresponds to the references and data presented in Charts 1 and 2.



The comparison presented in Chart 3 elucidates numerous discrepancies between what is legally planned and what is observed in practice, that is, between expectations of how it should be and how it actually is. This manifests negatively in teaching practice in various ways, such as in satisfaction with the work performed and in the quality of the service provided, which, consequently, affects adolescents' education and contributes to the subordination of the pedagogical notion of the socio-educational measure.

Among the legal variables that most diverge from the prescribed objectives, the following stand out: the implementation of policies and actions specifically aimed at improving the quality of schooling; the lack of adequate working conditions; and initial and continuing education courses that do not include the specific knowledge required for teaching in socio-education. Other challenges opposing the provisions of official documents were also identified, concerning: the mandatory nature of pedagogical activity, non-discrimination and respect, the prevalence of the educational dimension, and dialogue between the school and agents of the socio-educational system.

The finding of a body of literature pointing to institutional practices distant from legal expectations is not surprising. The prevalence of an unfavorable and fear-laden school climate constitutes the general framework of inhospitality that characterizes socio-education (Cunha & Dazzani, 2016). Essentially, this dilemma is expressed in the very nature of the socio-educational measure: a practice that seeks to be pedagogical but is, in the first instance, punitive.

This contradiction is amplified when considering contexts of deprivation or restriction of liberty, which predominated in the review. In a total institution, repressive mechanisms — such as architecture itself, routines, and surveillance — control not only freedom per se but also the total regulation of bodies (Foucault, 1987), resulting in a forced adaptation of subjects that mortifies individualities (Goffman, 1974). When considering education, an opposition emerges between a fundamental transformative principle and a prison culture: “one isolates in order to (re)socialize; one punishes in order to reeducate” (Onofre, 2015, p. 241).



On the other hand, the legal prerogatives that, based on the review results, appear closer to being fulfilled include: the idea of schooling as a mechanism for social (re)insertion, observed in studies that underscore the central role of the teacher as an agent of transformation — for example, by discussing social roles and distancing adolescents from the stigma of offender (Defelippe, 2022), or by working on literacy and its importance in the development of life projects (Hashizume & Pedrosa, 2023); the adoption of discourse that recognizes the potential of socio-education as emancipatory social education (Maluche & Barros, 2024); and the development of innovative and context-specific pedagogical practices, such as through the design of a curriculum adapted to the context (Lago, Souza, & Santos, 2023).

The development of recent literature aimed at evaluating and implementing strategies and resources for teachers who confront the problematic socio-educational system indicates that, despite a context that delineates a pedagogy grounded primarily in contradiction (Gadotti, 2014), education is possible. To this end, it is necessary to work toward education *within* socio-education — that is, one that transcends the socio-educational space — rather than education of socio-education, which merely adapts subjects (Maeyer, 2013; Onofre, 2015).

Thus, if education is possible, teaching practice must be oriented toward providing adolescents with the possibility of socializing a more dignified and humane path in life (Costa, 1991), an inner liberation far more than an institutional one, for those so often marginalized and confined, enabling them to build and recover lost identities and citizenship (Onofre, 2007). Freedom, far more than a condition of non-restriction, is a product of the educational process — laborious and difficult, yet one that involves trust: in education, in the educator, and in the learner (Costa, 1991).

Therefore, as official documents already presuppose, the paradigm of integral protection and the eminently pedagogical socio-educational measure will only be possible by envisioning educational practices that shift the focus



away from the offense and reposition it toward human developmental potential and the construction of a more just society.

Final Considerations

Considering the legal advances in child and adolescent care, the persistence of issues within the socio-educational measures system, and the growth of scientific production, this article sought to investigate and analyze teaching performance in the socio-educational context through an integrative literature review. Seventeen studies were included, classified into three main themes regarding teaching performance in socio-education: training and preparation, challenges faced, and relevant strategies and resources.

The results reveal that numerous problems persist in the performance of teachers in socio-education, especially those related to the development of specific policies, adequate working conditions, and initial and continuing education. On the other hand, studies were found that align with the legally advocated principle of education as a mechanism for social (re)insertion and the development of innovative pedagogical practices specific to the socio-educational context.

Regarding limitations, the adoption of the literature review method allows only a partial understanding of the included works and, consequently, the investigated phenomenon; furthermore, the choice of the integrative method did not include inter-rater agreement, which may result in variations in results due to subjective evaluations; additionally, studies conducted outside Brazil were not considered, mainly due to legislation and issues specific to the national territory; and works from books, theses, dissertations, conference proceedings, and other means of scientific communication were not included.

Due to the gap in literature reviews in this context, it is believed that this study presents valuable contributions by mapping, systematizing, and analyzing the main challenges faced and the strategies developed by teachers in socio-education. By bridging Education and Public Policies, the possibility of



future studies guided by the implementation of legally presumed guidelines for the realization of a better socio-educational system is defended.

To this end, it is recommended that studies be conducted to investigate teaching performance based on the combination of different methodological designs—both quantitative and qualitative—to include social, historical, cultural, educational, individual, and psychological variables; and, primarily, the conduction of studies, research, and interventions that seek to overcome the listed difficulties through a practice that is meaningful to teachers, adolescents, and others involved in the socio-educational system. Therefore, professionals, researchers, and students are invited to dialogue and action in the struggle for the construction of an effective, eminently pedagogical socio-educational system, and ideally, a more just and egalitarian society that allows for the very extinction of a predominantly punitive system.

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Note

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