

NATIONAL SYSTEM OF SOCIO-EDUCATIONAL ASSISTANCE AND INTERSECTORAL POLICIES: AN INTEGRATED LOOK AT THE RESOCIALIZATION AND DEVELOPMENT OF YOUNG PEOPLE IN CONFLICT WITH THE LAW



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ABSTRACT

The National Socio-Educational Service System (SINASE) in Brazil is a crucial element in addressing issues related to adolescence in conflict with the law. Understanding its dynamics and challenges is fundamental for the development of effective and comprehensive Public Policies. In this context, the analysis of the main actions aimed at strengthening intersectoral interventions emerges as a pressing need. The intersection between different sectors, such as education, health, social assistance and justice, reveals itself as a promising way to promote the resocialization and integral development of adolescents in compliance with socio-educational measures. Therefore, the objective of this study was to analyze the National System of Socio-Educational Assistance in Brazil, aiming to identify the main actions that can contribute to the strengthening of intersectoral actions that promote improvements in the fulfillment of socio-educational measures. An integrative review of scientific literature was carried out that analyzed the current literature of the productions published up to the year 2022. Studies were included in the research that illustrated evidence of the main actions that can contribute to the strengthening of intersectoral actions that promote improvements in the provision of socio-educational measures for adolescents. A total of 9 studies were included in this review. It was observed that intersectorality in the context of socio-educational measures still needs to be strengthened, especially to mitigate the relationship of risk factors associated with social vulnerability, young black people from the peripheries and lack of access to public policies. It is essential that socio-educational measures be formulated considering the guidelines of the Statute of the Child and Adolescent, as well as SINASE, being accountable and not punitive. There is an urgent need to strengthen intersectoral actions within the scope of socio-educational measures, particularly with regard to the mitigation of risk factors associated with social vulnerability, striving for strategies that have an accountable and not

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merely punitive approach, with the central focus not only on resocialization, but also on the full development and social inclusion of adolescents in conflict with the law.

Keywords: National Socio-Educational Service System, Adolescent.

INTRODUCTION

The historical trajectory of public policies attests that they emerged with the objective of responding to population demands, being the result of the contrast of relations and struggles of social classes (Marx and Engels, 1848). According to Lopes and Amaral (2008), public policies are the set of programs, actions and decisions taken by the Federal, State and Municipal Governments with the direct or indirect participation of public or private organizations, aiming to guarantee fundamental rights and having as their purpose the common good and/or political interests. It is noted that public policies do not overcome social inequalities, however, they emerged with the intention of changing the pattern of distancing between them (Bravo and Pereira, 2012).

For years in Brazil, the State was always strictly concerned with controlling epidemics, with difficulty in accessing health services and the lack of effective measures for prevention that perpetrated a high rate of diseases in the country (Dos Santos; Gabriel; Mello, 2021). In 1986, the 8th National Health Conference fought to decentralize the health system and implement social policies that aimed to care for and defend life. Subsequently, the Federal Constitution of 1988 ensured that health is a public policy, with the creation of Law 8.080, which has as its fundamental objective the guarantee of full access, health as a right of all citizens and a duty of the State.

The Statute of the Child and Adolescent introduced new horizons in the scenario of social policies regarding the care of children and adolescents, and guides what is considered an infraction, crime or criminal misdemeanor inserted under the terms of the law, which considers minors under eighteen years of age as the perpetrator of infractions, and when the practice of an infraction is identified, the competent authority may apply the following measures to the adolescent: warning, reparation of damage, provision of community service, assisted release and internment (Brasil, 1990).

The National Socio-Educational Service System (SINASE) regulates the execution of measures aimed at adolescents who commit an infraction in Brazilian territory. Thus, SINASE is a public policy aimed at the promotion, protection and defense of the human and fundamental rights of adolescents and young people responsible for the practice of infractions, being the systematic set of principles, norms and criteria, with the purpose of executing socio-educational measures, covering the state, district and municipal systems, as well as all plans, specific policies and programs to assist adolescents in conflict with the law (Brasil, 2012).

It is possible to see that there are still many challenges to be overcome, with regard to the management, implementation and execution of public policies and the intersectorality between them. It is of great importance to plan and execute public policies that are covered by the principles of empowerment, shared competencies and intersectorality (Custódio and Silva 2015). Intersectorality was incorporated into public policies with the aim of bringing an articulation between technical knowledge, since certain specialists began to compose collective agendas, with common objectives (Nascimento, 2010).

In view of the above, the objective of this work is to analyze the National System of Socio-Educational Assistance in Brazil, aiming to identify the main actions that can contribute to the strengthening of intersectoral actions that promote improvements for the care of adolescents in conflict with the law.

METHOD

TYPE OF STUDY

An integrative literature review was carried out, where a survey was made in the current scientific literature on the National System of Socio-Educational Assistance in Brazil, to answer the research question: What are the main actions that can contribute to the strengthening of intersectoral actions that promote improvements in the provision of socio-educational measures for adolescents?

ELIGIBILITY CRITERIA

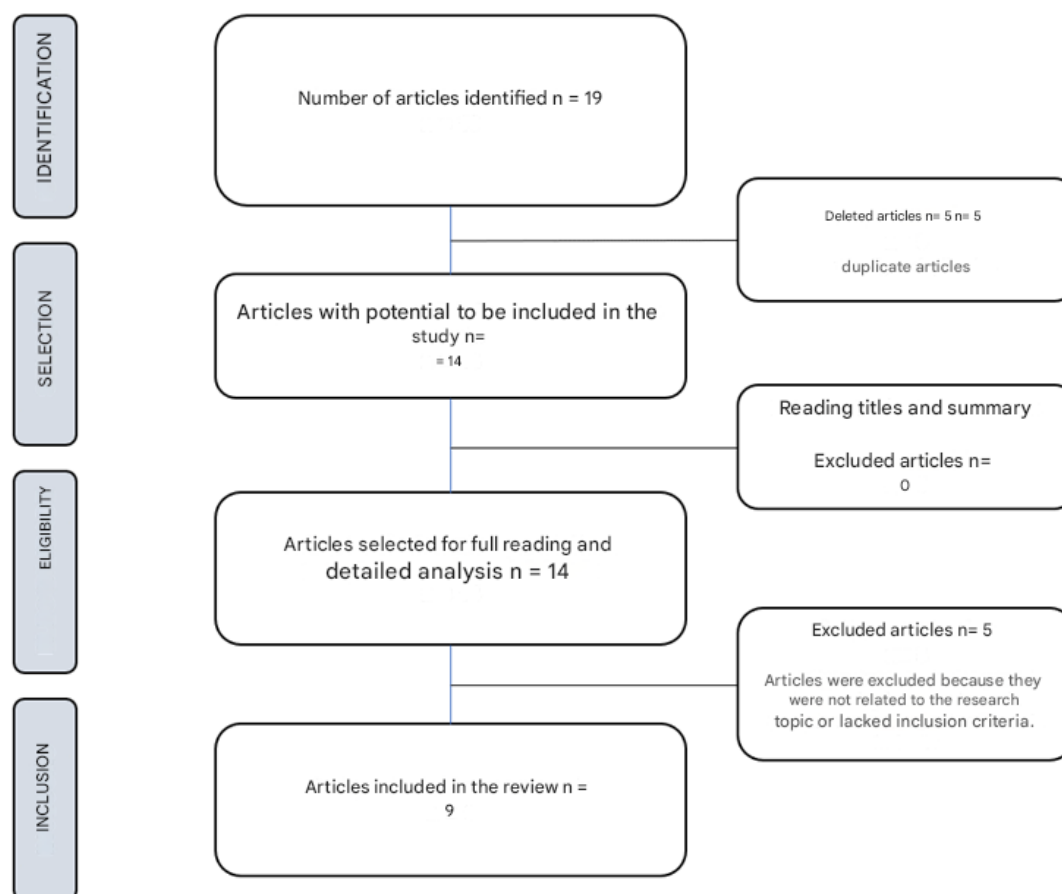
A bibliographic survey was carried out in the scientific literature using the descriptors: "National System of Socio-Educational Assistance" and "adolescent". It was using the Boolean operator "AND".

Scientific articles, published in Portuguese, up to the year 2022 in the Medical Literature Analysis and Retrieval System Online (MEDLINE), the U.S. National Library of Medicine (Pubmed), Index Psychology and Virtual Health Library (VHL) databases were included in the search. Review-type articles, dissertations or theses, and studies that were not related to the research question were excluded.

DATA ANALYSIS

The data analysis was carried out as follows: initially, a survey of the current literature on the subject was carried out in the databases, then the titles and abstracts of the studies found were read. Subsequently, a detailed reading and analysis of the articles was carried out for data analysis. In the initial search, 19 studies on the topic were found, after applying the inclusion and exclusion criteria and detailed analysis, a total of 10 articles were excluded and 9 were included in this review, as observed in Figure 1.

Figure 1 - Fluoxogram of the processes of identification, selection, eligibility and inclusion of studies in the literature review.



Source: The authors.

3 RESULTS

In this review, nine scientific papers were included in the integrative literature review. The studies are characterized in Table 1.

Table 1 - Characterization of the articles according to author, year, objective, type of study, population, and place of study.

Author/year	Goal	Study Type	Study Population	Study Location
Vedovello et al. (2022)	To present the trajectory of occupational therapy at the Campinas Adolescent Guidance Center (COMEC) from 1984 to 2022.	It is a qualitative, historical and descriptive experience report.	Occupational Therapists' Narratives on the care of adolescents in Socio-Educational Care	Campinas, SP.
Medeiros and Paiva (2021)	Reflect on the experiences of adolescents in conflict with the law in their trajectories through the socio-educational service network.	Qualitative study	Male adolescents in socio-educational assistance of assisted freedom.	Medium-sized municipality of State of Minas Gerais.
Oak (2021)	To understand, based on the reports of professionals in the socio-educational system, the access to State policy programs by young people in conflict with the law and residents of the peripheries.	Exploratory study of the approach Qualitative.	Professionals who worked in socio-educational measure services in Half open	São Paulo, SP.
Pacheco Ferreira and Baquit (2020)	To describe the environmental traces left by adolescents after serving a socio-educational measure of internment.	Descriptive and qualitative approach.	Adolescents in Socio-Educational Care	State of Ceará.
Trentin, Silvestre and Amaral (2018)	To investigate the perspective of pedagogical agents on the leisure practices of adolescents in compliance with socio-educational measures.	Qualitative study.	Pedagogical agents involved in the process of resocialization of adolescents within the scope of socio-educational measures.	Campinas, São Paulo.
Valente and Oliveira (2015)	Reflect on the concept of youth accountability.	Quali-quantitative research.	Operators representing all professional groups that work want the socio-educational system imposed on adolescents who commit infractions	Different Brazilian states.
Medeiros and Paiva (2015)	To present the results of research carried out on family life in the context of the socio-educational system.	Qualitative research.	Family members of adolescents in the socio-educational context	Municipalities of Caicó and Mossoró, Rio Grande do Norte.
Scisleski et al (2014)	To problematize the ways in which disciplinary technology, present in socio-	Qualitative research with cartography method.	Young people's audiences at a Child and Youth Court, analysis of the	Campo Grande, Mato Grosso do Sul.

	educational measures of internment directed to young people in conflict with the law, has been operationalized.		lawsuits, and public policies, and reports from professionals in the area.	
Menecucci and Carneiro (2011)	Analysis of the forms of implementation of the Statute of the Child and Adolescent and SINASE.	Qualitative study	Secretaries, unit directors, technicians from various areas, socio-educational agents and adolescent inmates, in addition to direct observation of the places.	Belo Horizonte and Sete Lagoas, Minas Gerais.

The main findings of the scientific literature and suggestions for contributions to promote intersectorality in the Brazilian socio-educational system are described in Table 2.

Table 2 – Main findings and contributions to the intersectorality of the research included in this integrative review.

Author/year	Key Findings	Contributions to Intersectorality
Vedovello et al. (2022)	The work of the occupational therapist in the Brazilian socio-educational system can provide benefits for the subject. Actions with young people promote greater protagonism of adolescents and families, they have become monitors at events. It is also necessary to expand the promotion of projects that promote occupational therapy assistance for families and young people.	Partnerships with municipal actors and services result in the offer of cooking, art therapy and digital inclusion groups with the support of a professional in information technology, as well as a musical group with a local percussionist. Occupational therapist care, and opening of space for internship in the area, can promote numerous projects that favor an autonomous experience of income generation, starting to produce, sell and make decisions; in addition to favoring the insertion of adolescents in conditions of social vulnerability in the world of work. The training of adolescents and young people (post-compliance with the MSE) as social mobilizers through communication tools and technological resources, such as podcasts, songs and documentaries contribute to improvements for the subject.
Medeiros and Paiva (2021)	Different forms of violence were reported in the fulfillment of the socio-educational measure of internment, such as humiliation, shame and deprivation. Adolescents with restricted freedom experience a lack of interventional actions, which promotes an idle	It is necessary in the elaboration of intersectoral actions that also consider the perceptions of young people; It is necessary that these individuals be heard and that the meanings they produce about these experiences can thus favor the process of improvement of the practices carried out and policies aimed at them.

	routine without productive/meaningful activities for young people.	
Pacheco, Ferreira and Baquit (2020)	The reception room for long-term socio-educational measures for psychosocial and medical care, it violates the basic rights of comprehensive care for adolescents; indicating the vulnerability of adolescents when they are exposed to unhealthy physical structures.	Intersectoral actions that also consider the interrelationship between person and environment should be considered, so that these adolescents are not exposed to unhealthy physical structures.
Carvalho 2021	The stories, produced from the work of the teams, beyond what is foreseen in the scope of the social assistance policies, also represent the bonds that these professionals and teams develop and the performance of a role in the different family arrangements and organizations.	It is evident that it is necessary to strengthen intersectoral policies that promote benefits for the socio-educational system for adolescents. There is insufficiency and disinvestment in social security and social assistance policies, at the same time that there is the production of an apparatus of repressive measures.
Trentin, Silvestre and Amaral (2018) Issue 7	Leisure from the perspective of the pedagogical agents interviewed is associated with education and the practice of freedom, in the sense that it can be an instrument for the development of autonomy and citizenship.	Leisure, through the action of pedagogical agents, in addition to having an educational characteristic, also collaborates so that socio-educational service institutions move away from the punitive logic that permeates the Brazilian prison system.
Valente and Oliveira (2015)	Professionals are important for the process of accountability of adolescents to be effective. There is a need for individualized care for each adolescent.	The process of accountability must go beyond the legal aspects, it must reach social and pedagogical aspects.
Medeiros and Paiva (2015)	Violating situations were experienced, which generated in the family a feeling of powerlessness and helplessness, such as the irregularity and precariousness of visits. A socio-educational system that has violations at its bases, punishes individuals of well-defined social class: adolescents from families living in poverty and extreme poverty.	There is a need for intersectoral policies that promote support and work with family members of the students. The services are still carried out in a scrapped, unqualified, disconnected and violating the rights of adolescents and their families.
Scisleski et al (2014)	The guidelines of the Statute of the Child and Adolescent are not being complied with, neither when these young people are free nor during the fulfillment of the socio-educational measure. The system is punitive and not socio-educational. The disciplinary technology of socio-educational measures of internment is more similar to a control device with the objective of making young people docile than a socio-educational method as established by the Statute of the Child and Adolescent and the National System of Socio-Educational Assistance	Intersectoral actions are needed through public policies that promote health, treatment with respect, dignity, education and socialization of the subject.

Menecucci and Carneito (2011)	<p>The implementation and articulation of the logics vary according to the unit, according to the physical structure, the profile of the inmates and the view of the implementers on the regulations.</p> <p>The physical structures of the centers do not obey the strict separation by criteria of age, physique and seriousness of the infraction; the actions are not always close to the young person's community of origin; There are difficulties due to the long time of school dropout that makes it difficult to obtain a vocational course.</p>	<p>The policy should seek links with other governmental and non-governmental actions, articulate with other services that seek to meet the rights of adolescents and use public facilities closer to the place of residence of the adolescent or compliance with the measure.</p> <p>School/vocational course, it is necessary to increase the number of units close to the community.</p>
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Source: Prepared by the author.

The results of the review illustrate that there are promising initiatives in the National System of Socio-Educational Assistance, however, there are still gaps in the socio-educational assistance of adolescents in conflict with the law. Vedovello et al. (2022) and Trentin, Silvestre and Amaral (2018) showed that practices such as occupational therapy and leisure activities, in addition to promoting youth protagonism, contribute to a move away from the punitive logic. Studies by Medeiros and Paiva (2021) and Pacheco, Ferreira, and Baquit (2020) revealed a lack of interventions that respect the integrity and well-being of adolescents, with reports of violence and unhealthy environments. It is observed that it is still necessary to strengthen intersectoral policies that strengthen the joint action between health, social assistance, education and justice to promote comprehensive, respectful care in line with the rights guaranteed by the Statute of the Child and Adolescent.

DISCUSSION

Adolescents in conflict with the law and who undergo socio-educational measures have a strong relationship with risk factors associated with social vulnerability, young black people from the peripheries and lack of access to public policies. It is also identified that the socio-educational measure to be effective is of fundamental importance that it be understood as proposed in the ECA and SINASE, being accountable and not punitive.

For Carvalho (2021), in the perceptions of professionals who work with socio-educational measures, the State appears to young people from the periphery, at first in a punitive way, through ostensive and violent police actions or through Socio-Educational Internment Measures. In this research, 1181 adolescents were in compliance with socio-educational measures, 95% of whom were male and 5% female. 55.77% of this population

is black or brown, 21.16% is white, 0.63% is yellow, 0.25 is indigenous, and 22.16% has no information (Carvalho 2021).

In relation to involvement with drugs, Moreira, Silva and Martins (2009) identified some relevant factors. Families in a situation of social vulnerability, without economic support that is able to guarantee the basics. The search for social recognition by adolescents and the lack of access to services. The pleasurable relationship that drug use brings and the large supply of narcotics in the communities. Little interest on the part of this public regarding entering the formal labor market. Lack of perspective in relation to social ascension through work and the fact of feeling protected by drug trafficking and subordination to it.

Some authors have identified some worrying factors in the Brazilian Socio-Educational System that require special attention. The Detention Units for Socio-Educational Measures violate the basic rights of comprehensive care for adolescents in compliance with socio-educational measures of deprivation of liberty, because this measure deprives adolescents of family and community life and causes a mischaracterization and emptying of the subject (Valente and Oliveira, 2015; Celestino, 2016; Pacheco, Ferreira and Baquit 2020).

Medeiros and Paiva (2021) identified that hospitalization measures are still the most applied, despite the emergence of ECAS and SINASE. The socio-educational measure of internment is a highly complex measure, which should be applied in exceptional cases, (Valente and Oliveira 2015; Celestino 2016).

In Celestino's (2016) research, it was identified that in socio-educational care in Brazil, although measures in the open environment are alternatives, there is deprivation of liberty, the resources employed are still concentrated in the measure of internment. It was observed that the measures in an open environment did not imply a reduction in the number of adolescents deprived of liberty. The increase in the number of hospitalizations of adolescents in situations of social vulnerability in socio-educational units highlights the historical logic of confinement of these boys and girls, considered a potential danger (Celestino, 2016).

Medeiros and Paiva (2015) found contradictions between the legal advances promoted by the Statute of the Child and Adolescent, SINASE and the National Plan for the Right to Family and Community Living, as it was observed that the services were carried out in a way that violated the rights of adolescents and their families, etc. The authors also

identified that these violations occur not only in the socio-educational system, but also in the execution of public and social policies in peripheral capitalism.

Brambilla (2012); Medeiros and Paiva (2015) identified that there is an attempt to disregard adolescents in conflict with the law, the socio-educational system has violations at its bases and punishes individuals of a well-defined social class. Scisleski et al. (2014) also states that the pedagogical guidelines for socio-educational care elect the discipline as a means to carry out the socio-educational action.

The authors studied also propose essential factors that are necessary and contribute to the Socio-Educational Measures in Brazil. Perminio, Silva and Raggio (2022), point to the importance of intersectoriality between public policies, the importance of implementing PNAISARE. Government coordination articulated in an intersectoral and inter-federative way is an essential strategy, but its implementation is a great challenge (Perminio, Silva and Raggio, 2022).

In this regard, Brambilla (2012); Medeiros and Paiva (2015) identified the importance of a multifaceted approach, the role of the family, society and the State in the development of adolescents in conflict with the law.

Medeiros and Paiva (2015) identified in their research the importance of family life in the socio-educational process and the importance of the participation of adolescents and families in the construction of the IAP. Pacheco, Ferreira and Baquit (2020) speak of the environmental traces left by the socio-educating students as a sign of appropriation of the space of the Socio-Educational Units and these traces are signs of experiences experienced by adolescents prior to the measure of internment. Trentin, Silvestre and Amaral (2018) speak of leisure as a right instituted by law in the Federal Constitution of 1988 and, primarily, leisure as a health promoter.

Vedovello, et al. (2022) presents the development of occupational therapy work within the COMEC institute since 1984, starting with intern work in partnership with PUC-Campinas, which resulted in the hiring of the 1st professional in 1992. "Ongoing initiatives with the participation of occupational therapists seek to bring critical elaborations on infractions, police violence, drug trafficking, and child labor" (Vedovello, et al. 2022, p. 11).

The institute works with Assisted Freedom and Community Service. The research also shows that the institute is currently composed of a technical team of twenty-five professionals, ten psychologists, four social workers, one social scientist, one pedagogue, two social educators and seven occupational therapists. Currently, it is possible to see that

the Occupational Therapist works within the institution, leading various activities in all sectors, including management positions. The study showed the importance of these professionals composing the technical team that works with socio-educational measures (Vedovello, et al. 2022).

Occupational therapists have participated in the actions developed over a long period of time, in this institution with a powerful and diversified set of strategies and actions that can contribute to the repertoire of occupational therapy actions in the social field, Socio-educational Measures and within the scope of the Unified Social Assistance System (SUAS) (Vedovello, et al. 2022).

However, it was possible to perceive in the research that the implementation of the Occupational Therapist in the technical teams that work at the socio-educational institute in Brazil is a great challenge.

The authors in a general context propose that the socio-educational system be more accountable and less punitive with a multifaceted, interdisciplinary and technically qualified approach, so that the socio-educational process is resocializing and generates autonomy.

FINAL CONSIDERATIONS

It was observed that the Statute of the Child and Adolescent and the National System of Socio-Educational Assistance propose significant changes to socio-educational assistance and the guarantee of rights to adolescents in conflict with the law and in compliance with socio-educational measures, but these laws are not complied with as they should despite the advances observed. The socio-educational measure of deprivation of liberty is the most severe and least encouraging, and should be applied in exceptional cases, but it is still the most applied measure in the Brazilian Socio-educational System.

The importance of implementing the National Policy for Comprehensive Health Care for Adolescents in Conflict with the Law, in Internment and Provisional Internment (PNAISARI) was identified, necessary to strengthen the intersectoriality between public policies in the Socio-educational System and an articulated, networked and inter-federative governmental coordination. The implementation of PNAISARI is pointed out as a central strategy, however this implementation is seen as a great challenge.

This research also identified the importance of Occupational Therapy composing the technical team, in the socio-educational system, with everything it was possible to perceive

that this is a restricted reality, being a challenge for the occupational therapist to become a reality as a member of the technical team in the socio-educational system in Brazil.

The theoretical contributions presented in this study allow us to reflect on the empirical reality and its importance in the socio-educational context and in situations of social vulnerability, which are factors strongly associated with adolescents in conflict with the law, aiming to produce knowledge and subsidize the implementation of public policies that can reach young people from the periphery so that they have access to public policies, to leisure, culture and sport.

Given this scenario, understanding how intersectoral actions corroborate improvements in the Brazilian socio-educational system is essential to guide and improve the performance of the professionals and subjects involved and foster significant advances in the construction of a fairer and more effective system.

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