

Physical education between walls and bars: teaching adolescents in conflict of the law in São Paulo / Brazil

A educação física entre muros e grades: ensinando adolescentes em conflito com a lei em São Paulo/Brasil

Educación Física entre muros y bares: enseñar para adolescentes en conflicto con la ley en São Paulo / Brasil

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Abstract: This article aims to present Physical Education implications for teaching in the context of the socio-educational measure of deprivation of liberty at Fundação Centro de Atendimento Socioeducativo ao Adolescente, an institution responsible for carrying out an internment measure in the State of São Paulo. It uses literature review, observation and interviews based on oral life history. As a result, it was possible to identify approximations and distances between two existing proposals in Physical Education. It urges the need for a dialogue between two state spheres so that Physical Education is thought out in order to meet the specificities of young people in conflict with the law, as well as making the school educational proposal and the inclusion of the theme in the teachers' training curricula possible and coherent.

Keywords: Physical education. Socio-educational measure. Teacher.

Resumo: O presente artigo tem como objetivo apresentar a Educação Física as implicações para a docência no contexto da medida socioeducativa de privação de liberdade no Estado de São Paulo. Utiliza da revisão de literatura, observação e entrevistas pautadas na história oral de vida. Como resultados foi possível identificar aproximações e distanciamentos entre as duas propostas existentes na Educação Física. Insta a necessidade de um diálogo entre duas esferas estaduais para que a Educação Física seja pensada e modo a atender as especificidades dos/as jovens em conflito com a lei, bem como tornar possível e coerente a proposta educacional escolar e a inserção do tema nos currículos de formação de professores/as.

Palavras-chave: Educação física. Medida socioeducativa. Professor.

Resumen: Este artículo tiene como objetivo presentar las implicaciones de la Educación Física para la enseñanza en el contexto de la medida socioeducativa de la privación de libertad en la Fundação Centro de Atendimento Socioeducativo ao Adolescente, una institución responsable de llevar a cabo una medida de internamiento en el Estado de São Paulo. Utiliza revisión de literatura, observación y entrevistas basadas en la historia de vida oral. Como resultado, fue posible identificar aproximaciones y distancias entre las dos propuestas existentes en Educación Física. Insta a la necesidad de un diálogo entre dos esferas estatales para que la Educación Física esté pensada y para cumplir con las especificidades de los jóvenes en conflicto con la ley, así como para hacer posible y coherente la propuesta educativa escolar y la inclusión del tema en los programas de capacitación de maestros.

Palabras clave: Educación física. Medida socioeducativa. Maestro.

1 Introduction

The daily life of an institution of deprivation of liberty is notably traversed by a peculiar complexity inherent to a space for the retention of bodies and movement. In this context, among the various social practices that permeate institutional relations, there are educational practices that aim to meet legal prerogatives of the Statute of the Child and Adolescent (BRASIL, 1990), which guarantee access to education, including for young offenders assisted by educational institutions for the fulfillment of socio-educational measures.

In Brazil, according to the latest survey carried out by the Secretaria Nacional dos Direitos da Criança e do Adolescente do Ministério dos Direitos Humanos, on November 30, 2016 (BRASIL, 2018), there was a total number of 25,929 (twenty-five thousand, nine hundred and twenty-nine) adolescents and young people (12 to 21 years) in socio-educational care units dedicated to the restriction and deprivation of liberty (internment, temporary internment and semi-freedom), in addition to 521 (five hundred and twenty-one) adolescents in other types of care units (initial care, sanction), with a grand total of 26,450 (twenty-six thousand, four hundred and fifty) adolescents and young people included in the system. In this study, we directed the attention to young people who are deprived of their freedom (internment) in the State of São Paulo, which corresponded to 9,572 young people serving socio-educational measures distributed in provisional internment, internment, semi-freedom, initial care, and internment sanction.

The Fundação Centro de Atendimento Socioeducativo ao Adolescente (CASA) was established through Law No. 12,469, of December 22, 2006 (SÃO PAULO, 2006), an institution linked to the Secretaria de Estado da Justiça e da Defesa da Cidadania. CASA's mission is to apply socio-educational measures in accordance with the guidelines and standards set out in the Estatuto da Criança e do Adolescente (ECA), and the Sistema Nacional de Atendimento Socioeducativo (SINASE). The institution is responsible for assisting young people within the age group between 12 and 21 years old throughout the State of São Paulo, and it is inserted in the socio-educational measures of deprivation of liberty (internment) and semi-freedom.

As part of the rights of these young people, SINASE ensures that educational institutions must offer and promote the teaching of values through sports, culture and leisure in all entities and / or programs that carry out provisional internment and socio-educational measures (BRASIL, 2012; OLIVEIRA *et al.*, 2020).

Rosangela Domingos, a professional who works at an institution for young people, presents the daily scenario of these young people

Adolescents in a socio-educational measure of hospitalization, sleep, do educational activities, meals, watch television, and take medication in the same space. There are no possibilities of intimacy in the social and educational care institutions for deprivation of liberty, the inpatient adolescent is prevented from deliberating on some aspects of his existence, such as the decision to go to the bathroom, lie down, read a book, make phone calls, smoke, dating, etc (DOMINGOS, 2014, p. 22).

The research presented here, uses a literature review, and considers data mainly derived from the study carried out by Conceição (2012; 2017), which used as techniques for data collection the observations, interviews, records in field diaries, as a researcher and Physical Education professional who personally taught the young people in question, and later as an external researcher.

The investigations were carried out at a detention center in the metropolitan region of São Paulo that served young males. This article aims to discuss the social practice of Physical Education from two perspectives: a) Physical Education in the school curriculum, which is supervised by School Management and; b) activities promoted within the scope of Physical Education and Sports' and the implications for pedagogical practice Physical Education and the containment of *Sich-bewegen*.

2 Physical Education and the containment of *Sich-bewegen*

The presence of physical education in spaces of retention or deprivation of liberty (considered as correctional), is recurrent from the perspective of promoting habits proclaimed by the hygienist movement, such as physical exercises in search for the regeneration of society. From such perspective, Institutions that housed “minors” had the intention of regenerating them from the condition of vagabonds, possible delinquents, through moral, intellectual, and physical education (RIZZINI; GONDRA, 2014).

Another objective according to Andrade (1997) is the fact that physical education serves as an important means to conform the child or young person with the deprivation of freedom, thus serving as an anesthetic effect on retention. In practice, such situation is very difficult to materialize, given the process of subjectivity mortification:

The admission process also leads to other loss and mortification processes. Very often we find that the management team employs what we call admission processes: obtaining a life story, taking photos, weighing, taking fingerprints, assigning numbers, looking for and listing personal assets for storage, undressing, bathing, disinfecting, cut hair, distribute clothes from the institution, give instructions on the rules, designate a place for the inmate (GOFFMAN, 2003, p. 25-26).

Thinking about the teaching and learning process in Physical Education, whether in the school sphere, or in the scenario of the activities conducted by professionals hired by such Institutions, requires a reflection on what the area's objective would be for young people in deprivation of freedom.

As already reported, young people in this context have restrictions on human movement, which in other words, means that they must request permission to perform the simplest activities, such as going to the bathroom to meet their physiological needs. In this perspective, here provocations are made between the proposals of Physical Education with the daily lives of adolescents in deprivation of freedom, drawing a parallel with professional training and teaching for young people in question.

The school education of young people in a socio-educational internment measure is ensured both by the ECA and by the SINASE, being carried out in partnership with the Secretaria Estadual de Educação – SEE, in the case of this research, of the State from São Paulo, through a partner school and should, as a rule, be the closest school to the Internment Center, as this school unit will be responsible for the administrative area inherent to the school educational process, such as enrollment of young people, selection of teachers, administration of financial resources, management of the banknote system among other activities (CONCEIÇÃO, 2012).

The Physical Education promoted by CASA Foundation, had its proposal developed by the pedagogical superintendence and Physical Education and Sports Management, responsible for Physical Education as a pedagogical proposal to be developed in the Fundação CASA. For this purpose, the superintendence created, collectively, the manual entitled "Educação e medida socioeducativa: conceito, procedimentos e diretrizes", launched in 2010, which develops the entire pedagogical proposal of Fundação CASA, including that of physical education.

In the measure of internment, young people remain confined to the “total institution” and it is the teachers who travel to these institutions to perform their teaching. It should be noted that these institutions are mostly located in regions far from large urban centers, so they occupy an area of invisibility for society.

Physical Education in the context of school education is guided by the na Proposta Curricular de Educação Física do Estado de São Paulo (SÃO PAULO, 2008), implemented since 2008 in about 4,200 state public schools, including partner schools of Fundação Casa. Teachers and students received support materials for using on 2 weekly classes, which for Physical Education in public schools is something innovative. However, as Marcos Neira (2011) warns us, the majority of teachers obtained an academic training that does not allow them to teach the contents proposed by the official curriculum, which includes from techniques and tactics of boxing (SÃO PAULO, 2009a, p. 17) to types of hypertrophy (SÃO PAULO, 2009b, p. 26).

In research by Tokuyochi *et al.* (2008) it is possible to confirm that teachers who teach in the State Education network are mostly between 30 and 50 years old, with more than 15 years of experience, which brings us back to the initial training curriculum, corroborating the alert launched by Neira (2011) regarding the distance between what teachers learned and those contents proposed in the curriculum.

In addition to the aforementioned distance, the proposal also brought the “Theory of Sich-bewegen” (TSM) as a theoretical foundation supported by studies carried out by Elenor Kunz (1991, 1994) and Merleau-Ponty’s phenomenology (2000, 2002, 2006). The details of this reasoning can be accessed in the research carried out by Mauro Betti *et al.* (2014).

Roughly speaking, Sich-bewegen emphasizes human movement as an expression of the subject, and not as a predetermined part of mechanical models. The world is what we live in and I is with the body that I relate to the world and other humans, that I perceive and I am perceived, because simultaneously I am and I have a body.

According to Luiz Sanches Neto *et al.* (2013) "Sich-bewegen" is defined as the continuity between the human being and the world, conferred by the body and its intentional movement, understood by the subject who moves. The sense and meaning of human movement are influenced by the context (expressed in environmental demands) in which the subject is inserted.

The management of Physical Education and Sport, in the context of non-school education, systematizes the area as a discipline that is part of education, which should introduce the student in the body culture of movement. Here, two perspectives are presented, the first one that was in force between 2006 and 2015, and the second one was implemented after 2015 and continues to present time.

Therefore, it is established that Physical Education classes are mandatory, and should be integrated into the multidisciplinary agenda of the Internment Center. In addition, classes should take place as follows: 3 compulsory weekly hours for each teenager, divided into 2 classes of 1 hour and 30 minutes or 3 classes of 1 hour each, in fixed, organized classes, in the opposite time of school physical education (SÃO PAULO, 2010, p. 132).

According to institutional guidelines:

[...] it must be focused on the construction of adolescents' citizenship, forming critical and participatory people in the social environment in which they are inserted. Its main objective must be that the adolescent "acquires the socio-historical-cultural qualification necessary to promote the development of a critical, autonomous and participatory rationality" (SÃO PAULO, 2010, p. 42).

When analyzing the considerations regarding the view of physical education by the pedagogical superintendence, it is possible to identify an approach, albeit superficial, with critical tendencies of Physical Education. However, when analyzing the procedures in the guidelines, we find that one of the goals of the Physical Education and Sports Management is "to work on 'doing sports' as an educational tool, whereas 'how' to do must be linked to 'why' to do" (SÃO PAULO, 2010, p. 129). These views contradict each other with regards to the breadth of existing themes and content defended by the authors, who were willing to understand body practices in the context of physical education in a critical perspective of body culture, since the goal clarified by the Education Management Physics and Sport is based exclusively on sports content, as a topic to be addressed by the area.

In the aforementioned documents, young people are guaranteed the right to engage in sports and leisure activities. Particularly in the National Socio-Educational Service System, it is made clear that such activities promote the teaching of values such as leadership, tolerance, discipline, trust, ethnic-racial and gender equity, and therefore they are considered resources for social inclusion.

At the Provisional Internment Center, adolescents were submitted to a Psychomotricity assessment, where the levels of motor coordination, balance, agility, strength, speed, and concentration are observed. The ratings can vary between good, fair or poor. Concerning the results, adolescents are expected to achieve some goals in certain areas. Goals range from learning values to physical and coordinating abilities, which will be verified through a psychomotor assessment carried out on a quarterly basis.

The study by Conceição and Onofre (2011) reveals that the Physical Education area at Fundação CASA seems to be moving in the legally proposed direction, since it provides reports on the performance of each young person, a procedure that collaborates to the development and achievement of individual plans.

It should be emphasized, however, that, although other relevant aspects may be suggested, such as individual's conduct during the proposed activities, involvement and interaction between the adolescents and the professional in charge, such educational processes transcend the psychomotor aspects emphasized by the proposed evaluation. This is revealed when, even in the procedures, the way of evaluating young people is noticeable.

Until 2015, the evaluations took place through an instrument called "psychomotricity evaluation", which objective was to measure and gauge the conditions of young people with regards to movement, intellect and affection. As far as this procedure is concerned, the Institution reveals that the evaluation in the area of physical education and Sport will collect pertinent information on the level of neuropsychomotor development of each teenager, and through which the professional in charge will be able to develop a program of activities that will meet the needs of each teenager (SÃO PAULO, 2010, p. 131).

The sport to be developed as a socio-educational measure of internment can contemplate different dimensions, such as: a) Sport education or educational sport: developed in formal (school) and non-formal education institutions, adapting rules, structure, spaces, materials and motor gestures; b) Participatory or leisure sport (based on the adolescent's interest) that has traditionally been used by Physical Education Professionals in the Inpatient Socio-Educational Service Centers as a way of motivating participation in physical and sports activities.

Given the approximations and distances within the proposals for Physical Education, even though they are all proposed by the State sphere, there is an aspect that transits and interferes in both educational processes: the relationship between education, safety, and control of bodies. In the teachers' reports, it is possible to identify important themes. They refer to the number of young people who move from one space to another, the displacement of many agents of socio-educational support to supervise certain activities, designation of strategic points to enable surveillance, as well as the control over which and at what times should the inspect should be carried out on young people.

3 Methodological pathway

The research was carried out together with adolescents who fulfill a socio-educational measure of deprivation of freedom and teachers who teach these adolescents at the existing school within the International Center of the metropolitan region of the state of São Paulo. The interlacing of adolescent responses with narratives two teachers makes it possible for us to have a larger dimension of two educational processes that are triggered by existing intersubjective relationships in a context located in the socio-education.

The choice of this Center was made in view of the researcher's place of work and the difficulties that are usually encountered in obtaining a favorable opinion for the development of research in places of deprivation of liberty and also considering what form of interaction and relationship between Researchers with their subjects must be natural, non-invasive and threatening because, it can be said, one of the main objectives of qualitative research is to better understand human behaviors and experiences (BOGDAN; BILKEN, 1994).

Observations were made in school social practice, involving students, teachers and other agents involved in the operationalization of the adolescents' activities, such as security guards and educational agents. After the observations, for the interview, five adolescents were invited respecting the ethical requirements of requesting authorization from their parents and, also, twelve teachers who were committed to school education were invited, that is, strictly adhered to class schedules, were assiduous and they were interested in being good teachers, all signed the Free and Informed Consent Form. In the case of teenagers the names have been changed to preserve their identity and they have chosen others that they would like to have or name their children. Teachers, on the other hand, chose to keep their names true, as they felt that their stories should represent the real, the true and even so that other teachers could recognize that despite the difficulties, it is possible and rewarding to work with these teenagers.

The interviews were based on the principles of Oral History, based on the authors Meihy (1996), Caldas (1999), Guimarães (2011), Meihy and Holanda (2013). In this perspective, the interviews are transcribed, textualized and transcribed as it is possible to see in Conceição (2017).

The fraternal bond established between the researcher and most of the colleagues over the years of collaborative work in socio-education facilitated the incorporation of ethical requirements about which Portelli (2012) discusses:

commitment to honesty means, for me, personal respect for those with whom we work, as well as intellectual respect for the material we obtain; commitment to the truth, a utopian search and the will to know “how things really are”, balanced by an attitude open to the many variables of “how things can be” (PORTELLI, 2012, p. 15).

As part of the research process, all employees read the texts in order to verify possible passages that they would like to change because they regretted having mentioned them and even to verify that there were no mistakes in the passage from oral to written. After the checks, the analysis of the interviews was started.

4 Discussion of results

Initial training as teachers projects us towards teaching based on certain certainties that, a priori, we consider to be true and that apply to different teaching contexts. But the exercise of teaching in a “total institution” is something that is not learned in most degree courses. It does not mean that specific methods are necessary, but the context of deprivation and restriction of freedom of young people demands some procedures and techniques that transcend professionalism teacher and didactic orientations (CONCEIÇÃO, 2020). A total institution can be defined as a place of residence and work where a large number of situations with similar situations, separated from the wider society for periods of time, lead a closed and formally managed life (GOFFMAN, 2003, p. 11).

As Laffin and Nakayama (2013, p. 2) point out, the work is marked by specificities, particularities and the “subjects in a situation of deprivation of liberty and restriction of civil rights, as well as their infrastructure, acceptance, relationship between teachers and the School with the prison institution, the training of professionals and the context of teaching practices” goes beyond the pedagogical practice in a substantial way.

Marzochi (2014) discusses the school as a means of social ascension with a disciplinary character. The author sought to discuss the place of the school in the life of young offenders, reaching the conclusion of a non-place. According to her, although the school is legally supported “young people do not identify with this place due to its disciplinary character, although they believe that it can help them as a stepping stone for a financial improvement in life, even if the institution fails to fulfill this ideal” (MARZOCHI, 2014, p. 150).

In addition to this disciplinary character, I consider that the context - for many unknowns - of the socio-educational world is full of idiosyncrasies and, despite responding to the same laws, the daily lives of detention centers vary immeasurably between them, from the way the young person is addressed to the processes of daily life. For this reason, here are presented different researches, carried out in controversial spaces, to elucidate the difference and the possibilities of social practices and educational processes in deprivation of liberty.

Costa Junior (2012) developed his research on the theme of school education with young offenders in the midst of a whirlwind of emotions, debates, resistance and disputes to redefine which pedagogical model the Center would adopt: whether they would continue to leave young people more free or whether they should choose a model that follows a radical disciplinary line. The author and teacher of formal education, when questioning young people about school outside prison, received responses denoting disinterest in the educational-school process.

The school space outside the prison is just another place where most of them extend their sociability in order to flirt with girls, mess with friends and, in some cases, keep their illicit businesses (selling drugs) active or organize and program possible thefts and robberies. Rare are the cases in which a teenager reports that he was going to school to study. Even in these cases, they still said that sociability with the girls was an additional motivator to be in those places. None of the reports showed their concern to study in order to have an appropriate training to perform some professional activity (COSTA JUNIOR, 2012, p. 124).

The teacher's report is in line with reports from young people interviewed by Marzochi (2014), when they refer to the meaning of the school before the measure is fulfilled and how they perceive school social practice in deprivation of liberty.

I didn't feel the school in my life, I don't know, I didn't want to do a chore, just mess up, I got lazy. But, after I came here, I started to be more interested, to try harder, I started to see that from now on my life would be what I am today [...]. Here I have a teacher who helps me a lot. I see that she is a good teacher, helps me, is interested in doing a good job [...]. (Bruno)

The feeling shared by Bruno is associated with two moments of teacher Luiza's account on her experience (CONCEIÇÃO, 2017). In the first, when the teacher is alerted by colleagues who teach in state schools, about the difficulty of being able to perform a good job. In the second moment, when the teacher tells us that sometimes some students have difficulties she gets quiet in the classroom, dispersing their attention, but when Luiza realizes such conduct, she looks for another ways to teach, talking to the teenager to understand the root of his difficulty, which often relates to previous contents, which were not properly learned by these young people.

Kel was interviewed by Scolaro (2007), described as a sad, black boy, 19 years old. The young man reported that he was restrained for the first time at the age of 13 and that the school before the deprivation served him nothing; the boy, who has been attending school irregularly since then, started using drugs.

I didn't like school, I don't like going to school. No ... They called me 'smell', it has nothing to do ... Take care of their life, leave others. One day she gave advice, the next she complained. "You smell like glue ... I don't know what ... I don't know what ... I already talked to you to get out of this life. If you don't leave, you will be expelled. "Another day:" Boy, don't smell glue, it's bad ... Obey your mother ". Stayed there. He told me to stop sniffing glue, study more, learn to pass the series, when I grow up, become "people", not be without anyone ... that I was going to be a dead thief, as everyone dies around. The school was of no use to me. At school, I just learned to write my name. (KEL)

The teacher was a mixture of help, prejudice, at times she was calm and tried to advise Kel to look for another way of living, but, at the same time, she used repressive forms such as the possibility of expulsion, the labels of drug addict and other pejorative expressions.

Dias (2007), Gallo and Williams (2005, 2008) and Dias (2011) identified similar aspects in their research, when they report that teachers are identified as an integral part of discrimination, segregation and lack of attention to young people who have difficulties in the process educational-school. As a result, some students create or adopt resistance movements, perpetuating violent ways of dealing with the situation they experience.

Committing acts of indiscipline is, for the adolescent, the beginning of visibility in the school where he does not learn. It is also the path to involvement with the offense. Thus, the violation of adolescents' rights starts with not learning and is accentuated in other family and social relationships that the adolescent has. Thus, the contradiction exists in the fact that non-learning is not a condition for the school gaze, while indiscipline is (ZANELLA, 2010, p. 13).

Developing pedagogical actions with marginalized adolescents is not an easy task, due to the great school gap caused by the distance they suffer in different ways, promoted by society and school to keep them away and silent.

Scolaro (2007) introduces us to Danda, a young woman from Ceará who was still a child for Salvador – Bahia, beautiful, 17 years old, brown, cheerful and easily moved.

I even studied in a private school and a public school, but I think that the teaching of the public school, compared to that of the private school, has a difference. In public school, you are not as observed as you are in private school. At the public school, the students there taught me to fight, to go to the party, to grumble with my mother, things that made me lose a lot. I lost her for that (DANDA).

Danda (SCOLARO, 2007) shows us his perception of the public school space and how the interaction with young people in this environment hindered his family relationship, as well as the pedagogical team's difficulty in giving attention to all students, as it happened with him, having had the opportunity to study in a private school.

Teacher Carla (CONCEIÇÃO, 2017) reports that she has already had to teach young people to read and that she is very happy for each achievement of these people. Likewise, teacher Cilene (CONCEIÇÃO, 2017) also mentions that this was one of the first challenges to overcome when she started working with adolescents in situations of deprivation of liberty. They were all mixed up – literate teenagers and others who did not know how to write their own names - so the teacher took her son's books to teach those who needed, working with multiple realities in the same classroom, considering that the classes are multiseries with students of different ages and educational levels.

Teacher Cilene reports that her first challenge was when she came across a 17 years old teenager who did not know how to read or write his own name. The teacher wanted to do something for him to learn how to write his name. Then the teacher, who had a son enrolled at the 1st grade, took a copy of his literacy book and took it to teach the young man. He agreed that between one activity and another in the class, she would sit down and explain to him.

The multi-grade class is target of criticism from teachers Carla, Neuda and Sinhá (CONCEIÇÃO, 2017), who report that depending on the detention center in which they are, the situation becomes more complex, as they do not allow innovative work to be done using resources other than just chalk, blackboard and saliva. Nevertheless, it is still mandatory to use the student's notebook with students from different grades / years.

5 Some considerations on the way to freedom

If Sich-bewegen is an intentional movement, typical of each subject who acts and thinks in a dialogical way with the world, towards decision making in an autonomous, creative and intelligent way, it is possible to verify that the place of speech of each subject in deprivation of freedom will be pruned, making it impossible or difficult to reflect. Thus, this cannot be an impediment to using this theoretical foundation as a basis in the Physical Education teaching and learning process, as it is expected that the young person will be able to understand possibilities

and limitations while being deprived of freedom, but, above all who knows how to enjoy their autonomy after the fulfillment of the socio-educational measure.

Physical Education in this context can occupy in education space of aligned to the proposal of moving while problematizing the rejection of bodies considered to be different from the logic of modern society, the normative logic of crime, and the female inferiorization discourses when the young person does not have technical skills related to any sport.

If we consider only Fundação CASA's Physical Education proposal, we can conclude that there is a considerable risk that classes will become an exclusive space for access to sports, the search for a perfect body in line with what is expected by narcissistic society, as Souza and Onofre (2019) points out to us the evaluation proposed by the Institution: "the two ways of evaluating consider biological aspects, one based on motor development, the other based on learning developments, thus constituting itself as a biological apparatus that seeks to evaluate, analyze and quantify motor and mental performances.

Pedagogically dealing with environmental demands, such as physical and natural, historical and geographical, sociological and political, administrative and economic, virtual, aesthetic and philosophical in school Physical Education (SANCHES NETO *et al.*, 2013) or non-school, is a path to be followed with the search for the promotion of a space that allows adolescents to adopt behaviors based on a critical and autonomous vision of their reality, since when the school is inserted in a repressive space, it must enhance the educational processes beyond school education.

The teacher is a fundamental figure in the construction of spaces in which the prisoner has the opportunity to signify the world as something in constant transformation. However, for education to be emancipatory, the educator needs to be prepared to deal with the particularities of teaching in a prison (CONCEIÇÃO *et al.*, 2020).

For this reason, the teacher who works in the prison system's school needs specific training in Youth and Adult Education, in addition to continuing education that contributes to overcome the dilemmas experienced in prison, to carry out his teaching task in favor of an emancipating education, which proposes to seek the emergence of consciences, aiming at the subject's critical insertion in reality.

Given the limitations in the initial training processes of teacher training courses, it can be said that reflection is the key to an educational practice that is contextualized and consistent with

what is expected of schools today. Reflection on practice constitutes questioning, and this generates interventions and changes. Reflecting on action and action become a methodological proposal for the construction of the reflective teacher's identity.

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