http://journal.unoeste.br/index.php/ch
DOI: 10.5747/ch.2026.v23. h683
e-ISSN: 1809-8207

BETWEEN THE PRESCRIBED AND THE LIVED: TEACHERS' SOCIAL REPRESENTATIONS OF THE REALIZATION OF HUMAN RIGHTS IN THE SOCIO-EDUCATIONAL SYSTEM[1]

Entre lo Prescrito y lo Vivido: Representaciones Sociales de Docentes sobre la Efectivización de los Derechos Humanos en el Sistema Socioeducativo

Entre o Prescrito E o Vivido: Representações Sociais de Professores Sobre a Efetivação dos Direitos Humanos no Sistema Socioeducativo

Juliana de Oliveira Inhan[2], André Felipe Costa Santos[3], Patricia Diana Edith Belfort de Souza Camargo Ortiz Monteiro[4], Priscila Costa Santos[5]

Universidade Estácio de Sá (UNESA), Rio de Janeiro, RJ, Brasil

ABSTRACT

This study analyzed the social representations of teachers working in the socio-educational system regarding the realization of human rights for adolescents under custodial socio-educational measures in Juiz de Fora (MG), Brazil, drawing on Social Representations Theory (SRT) brought into dialogue with Herrera Flores's (2009) critical perspective. This quantitative-qualitative, descriptive, and exploratory study was conducted in two stages: the first involved 18 teachers assigned by the Regional Education Superintendency, through a Likert questionnaire with 23 statements distributed across three analytical dimensions; the second included 11 teachers, through semi-structured interviews, whose textual corpus was processed through IRaMuTeQ software using Descending Hierarchical Classification. The results reveal a representational map marked by contradictions: a substantial share of teachers acknowledge that their individual work contributes to the

[1] In compliance with CNPq Ordinance No. 2,664/2026 (Brazil, 2026), which establishes the Scientific Integrity Policy, the authors declare that the generative artificial intelligence tool Claude Sonnet 4 (free version) was used solely as editorial support — language revision, spelling and grammar correction, formatting and adaptation to the journal's editorial requirements and to ABNT standards, and the visual organization of the analytical tables — under the full curation and responsibility of the authors. The tool played no part in the conception of the study, the design of the methodology, the construction of the analytical categories, the analysis of the data, or the formulation of the conclusions — stages entirely conducted and validated by the authors.

[2] PhD candidate in Education at PPGE/UNESA and holds a master's degree in Education from the same university. She holds a bachelor's degree in Pedagogy from UFJF and a bachelor's degree in Special Education from FAVENI. She specializes in Educational Psychology, Special Education, Neuropsychology and Learning Difficulties, Inclusive Special Education, and Autism Spectrum Disorder (ASD). ORCID iD: https://orcid.org/0009-0001-0222-4468. E-mail: julianainhan@hotmail.com .

[3] Holds a PhD and a master's degree in Education from the Pontifical Catholic University of São Paulo (PUC-SP). He is a faculty member and researcher in the Interdisciplinary Graduate Program in Education, Language, and Technologies at the State University of Goiás (PPG-IELT/UEG) and leads INTEGRA-UEG. His research focuses on Education, Human Rights, Social Representations, and a Culture of Peace. ORCID iD: https://orcid.org/0000-0002-6139-5603. E-mail: afcsantos@ueg.br .

[4] Holds a PhD in Environmental Sciences from the University of Taubaté (UNITAU). She is a professor and researcher at the University of Taubaté (UNITAU) and Estácio de Sá University (UNESA), working in higher education and stricto sensu graduate programs. Her research focuses on human development, education, sustainability, innovation, and technology. She also has experience in public management and public policy. ORCID iD: https://orcid.org/0000-0002-2944-9050 . E-mail: patricia.ortiz@unitau.br .

[5] Holds a PhD in Education from the Pontifical Catholic University of São Paulo (PUC-SP), with a focus on Curriculum and New Technologies in Education. She is a faculty member and researcher at Estácio de Sá University (UNESA) and leads the Research Center on Technologies, Education, and Human Rights (NUTEDH). Her work focuses on digital technologies, teacher education, and educational public policies. ORCID iD: https://orcid.org/0000-0003-0929-698X. E-mail: pricostasantos@gmail.com.

realization of human rights, yet describe the structural conditions of the system as insufficient to sustain it, revealing an absence of resources, specific training, and institutional collaboration networks. The interviews, organized into three lexical classes, deepen this picture by revealing the overlap between educational and punitive logics, the precarization of teaching work, and the fragility of family support for adolescents in custody. Three central elements emerge: the naturalization of institutional precariousness, the professional isolation of teachers, and the dissonance between normative frameworks and their concrete realization. It is concluded that guaranteeing human rights in education within the socio-educational system requires structural interventions that go beyond individual teacher commitment, demanding specific training, institutional support, and coordination with external support networks.
Keywords: Social Representations; Human Rights; Education in the Socio-Educational System; Socio-Educational System; Teachers.

RESUMO

Este estudo analisou as representações sociais de professores que atuam no sistema socioeducativo sobre a efetivação dos Direitos Humanos de adolescentes em medida de internação em Juiz de Fora (MG), a partir da Teoria das Representações Sociais articulada à perspectiva crítica de Herrera Flores (2009). A pesquisa, de natureza quanti-qualitativa, descritiva e exploratória, foi realizada em duas etapas: a primeira envolveu 18 professores designados pela Superintendência Regional de Ensino, por meio de questionário Likert com 23 assertivas distribuídas em três dimensões analíticas; a segunda contou com 11 professores, por meio de entrevistas semiestruturadas, cujo corpus textual foi processado no software IRaMuTeQ mediante Classificação Hierárquica Descendente. Os resultados revelam um mapa representacional marcado por contradições: os professores reconhecem, de forma expressiva, que seu trabalho individual contribui para a efetivação dos Direitos Humanos, mas descrevem as condições estruturais do sistema como insuficientes para sustentá-la, evidenciando ausência de recursos, de formação específica e de rede de colaboração institucional. As entrevistas, organizadas em três classes lexicais, aprofundam esse quadro ao revelar a sobreposição entre lógicas educativas e punitivas, a precarização do trabalho docente e a fragilidade do apoio familiar aos adolescentes internados. Emergem como elementos centrais a naturalização da precariedade institucional, o isolamento profissional dos professores e a dissonância entre os marcos normativos e sua efetivação concreta. Conclui-se que a garantia dos Direitos Humanos na educação socioeducativa exige intervenções estruturais que transcendam o comprometimento individual dos docentes, requerendo formação específica, suporte institucional e articulação com redes de apoio externas.
Palavras-chave: Representações Sociais; Direitos Humanos; Educação Socioeducativa; Sistema Socioeducativo; Professores.

RESUMEN

Este estudio analizó las representaciones sociales de docentes que actúan en el sistema socioeducativo sobre la efectivización de los Derechos Humanos de adolescentes bajo medida de internación en Juiz de Fora (MG), a partir de la Teoría de las Representaciones Sociales articulada con la perspectiva crítica de Herrera Flores (2009). La investigación, de naturaleza cuanti-cualitativa, descriptiva y exploratoria, se realizó en dos etapas: la primera involucró a 18 docentes designados por la Superintendencia Regional de Enseñanza, mediante un cuestionario Likert con 23 afirmaciones distribuidas en tres dimensiones analíticas; la segunda contó con 11 docentes, mediante entrevistas semiestructuradas, cuyo corpus textual fue procesado en el software IRaMuTeQ mediante CHD. Los resultados revelan un mapa representacional marcado por contradicciones: los docentes reconocen que su trabajo individual contribuye a la efectivización de los Derechos Humanos, pero describen las condiciones estructurales del sistema como insuficientes para sostenerla, evidenciando ausencia de recursos, formación específica y red de colaboración institucional. Las entrevistas, organizadas en tres clases léxicas, profundizan ese panorama al revelar la superposición entre lógicas educativas y punitivas, la precarización del trabajo docente y la fragilidad del apoyo familiar a los adolescentes internados. Emergen como elementos centrales la naturalización de la precariedad institucional, el aislamiento profesional de los docentes y la disonancia entre los marcos normativos y su efectivización concreta. Se concluye que la garantía de los Derechos Humanos en la educación socioeducativa exige intervenciones estructurales que trasciendan el compromiso individual de los docentes, requiriendo formación específica, apoyo institucional y articulación con redes de apoyo externas.
Palabras clave: Representaciones Sociales; Derechos Humanos; Educación Socioeducativa; Sistema Socioeducativo; Docentes.

INTRODUCTION

This study set out to analyze the social representations of teachers working in the socio-educational system regarding the realization of human rights of adolescents under custodial socio-educational measures[6] in Juiz de Fora (MG), Brazil, based on the theoretical-methodological framework of Social Representations Theory (SRT) (Moscovici, 2012) brought into dialogue with Herrera Flores's (2009) critical human rights perspectives. To this end, the research was built around three complementary lines of justification, namely:

In the social sphere, understanding teachers' social representations of human rights within the socio-educational system requires, first, situating the social context in which these adolescents and these teachers are situated. According to UN data (2023), Brazil ranked eighth among the most unequal countries in the world, with a Gini index of 0.529 (IBGE, 2023). This inequality is not abstract: it is organized along lines of race and class that define who accesses opportunities and who is criminalized. IBGE data (2023) reveal that Black *(preto)* and Brown *(pardo)* men[7] occupy informal jobs at a rate 42% higher than white men, and that Black women *(negras)* reach 47.04% informal employment, compared to 33.4% for white women. Rique and Santos (2004) denounced decades ago that this concentration of income and land — less than 1% of the population controlling half of the national product — not only harms economic indicators but forecloses equal access to the goods that make life worth living.

It is within this context that adolescents in conflict with the law emerge: subjects historically pushed to the margins, deprived of fundamental rights and systematically ignored by the State and society, whose existence comes to be recognized only when they become involved in unlawful acts *(atos infracionais)*[8] (Onofre, 2015). The majority of those serving custodial socio-educational measures in the state of Minas Gerais come from families with a per capita income of less than one minimum wage[9], and Black and Brown individuals numerically prevail in this population — a fact that Sapori and Caetano (2018, p. 51) describe as an expression of "racial bias in the profile of the adult and adolescent prison population in Brazilian society." A study conducted by the Minas Gerais Court of Justice (TJMG)[10] in partnership with PUC Minas (2018), which followed 435 adolescents leaving the system, revealed a recidivism rate of 30.1%, with 61% of cases concentrated in the first two years after leaving — indicating not only the fragility of provision within the units, but also the lack of support in the transition to freedom.

This reality calls into question the socio-educational character of these institutions. Santos (2021) denounces that custodial measures rarely put into practice the principles that formally define them, and are experienced by the adolescents themselves as punishment. In the field of Social Psychology, Goffman (1961)

[6] *Medida de internação socioeducativa*: the most restrictive of the socio-educational measures established by Brazil's Child and Adolescent Statute (ECA, Law No. 8,069/1990) for adolescents aged 12 to 18 who have committed unlawful acts. Although custodial, it is legally defined as educational rather than penal in nature.

[7] Brazil's official statistics agency (IBGE) uses five self-declared color/race categories: *branca* (white), *preta* (Black), *parda* (Brown/mixed), *amarela* (Asian) and *indígena* (Indigenous). In Brazilian scholarly and policy usage, *negro* designates *preta* and *parda* combined; there is no direct English equivalent for *parda*, which is retained here in the original.

[8] *Ato infracional:* under Brazilian law, conduct by a person under 18 that would constitute a crime or misdemeanor if committed by an adult. Adolescents are not criminally liable and are subject to socio-educational measures rather than criminal penalties — a distinction the present analysis treats as legally significant.

[9] In 2023, the Brazilian monthly minimum wage was R$ 1,320 (approximately US$ 265).

[10] *Tribunal de Justiça de Minas Gerais*, the state court of justice; PUC Minas is the Pontifical Catholic University of Minas Gerais.

had already conceptualized this type of space as a "total institution" — an environment of complete control in which individuality is erased, activities are standardized, and each side develops hostile stereotypes of the other as a dynamic of mutual distrust takes hold. The stigma produced in this daily routine, as Goffman (2004) points out, does not remain within the walls: it follows the subjects and begins to organize the representations that they and others construct of them, hindering resocialization and the reconstruction of an identity as a citizen.

Given this scenario, education is one of the few forces capable of breaking this cycle. When centered on the subject and organized for the reconstruction of life projects, it moves beyond the mere transmission of content and becomes a space for the production of meaning, the broadening of horizons, and the critical exercise of citizenship (Santana, Chamon, Camarini, 2024; Candau, 2014). Leccardi (2005) and Machado (2006) converge in pointing out that having a life project is not just planning for the future, but a condition for a life that is fully human. Teachers are the mediators of this process within socio-educational units — and it is precisely for this reason that investigating the representational elements they construct regarding the realization of adolescents' human rights becomes a matter of social, not just academic, relevance.

In the legal sphere, the research is grounded in a set of normative frameworks that establish education and human rights as inseparable guarantees in the socio-educational context. The Universal Declaration of Human Rights (UDHR, 1948) marked a founding moment by proclaiming the dignity of the human person as a universal value, inspiring the 1988 Federal Constitution, which enshrines the prevalence of human rights as a principle of the Brazilian State (Article 4, II) and guarantees, among others, the right to education and the prohibition of inhuman or degrading treatment (Articles 5 and 6). The Child and Adolescent Statute[11] (ECA, Law No. 8,069/1990), in regulating Article 227 of the Federal Constitution, establishes that the family, society, and the State must ensure, with absolute priority, the rights to life, health, education, sport, leisure, vocational training, and family life of these subjects. The National System of Socio-Educational Services (SINASE)[12], in turn, stipulates that the implementation of measures must guarantee comprehensive provision — education, health, vocational training — guided by the objective of resocialization and not mere punishment. The National Education Guidelines and Framework Law (LDB)[13] and the National Common Curricular Base (BNCC)[14] reaffirm this right by placing comprehensive education and life projects as structuring principles of basic education, including in contexts of deprivation of liberty.

The problem, as Bobbio (2004, p. 11) had already put with precision, is that "it is one thing to proclaim this right, another to effectively enjoy it." All the normative architecture described above exists; what does not consistently exist is its realization. In the context of socio-educational units, the logic of security frequently overrides the logic of education, teaching materials are scarce, teacher training for this specific context is precarious, and institutional support for teachers is fragmented (Santos, 2021). It is this distance

[11] *Estatuto da Criança e do Adolescente*: Brazil's comprehensive framework law on the rights of children and adolescents, which replaced the earlier tutelary "minor" doctrine with a doctrine of full protection, recognizing children and adolescents as subjects of rights.
[12] *Sistema Nacional de Atendimento Socioeducativo* (Law No. 12,594/2012): the framework governing the implementation of socio-educational measures across Brazil, setting out principles, competences and standards for the units.
[13] *Lei de Diretrizes e Bases da Educação Nacional* (Law No. 9,394/1996), the framework law governing the Brazilian education system.
[14] *Base Nacional Comum Curricular*: the mandatory national curriculum framework defining the essential learning outcomes for all levels of basic education in Brazil, approved in 2017–2018.

between the norm and practice — between the proclaimed rights and the lived rights — that makes it necessary to investigate how teachers represent the realization of human rights: because it is they who, in the daily life of the units, translate or fail to translate these rights into concrete practices.

Finally, in the theoretical sphere, this investigation is situated at the articulation of two theoretical frameworks that sustain one another (Santos, et al 2024). Social Representations Theory (SRT), formulated by Moscovici from 1961 onwards and developed here through Jodelet's processual approach, offers the psychosocial instruments to understand how teachers construct and share meanings about human rights within socio-educational units. Social representations, in this perspective, are not merely individual opinions: they are socially elaborated and shared forms of knowledge with a practical function, contributing to the construction of a common reality and orienting positions and behaviors within groups (Jodelet, 2001). They emerge from the dialogical relationship between EGO, ALTER, and OBJECT, inscribed in a dynamic symbolic and material context (Moscovici, 1981), and are revealed in gestures, discourses, and daily practices — reproducing the worldview of a social group in a given historical context.

In turn, Herrera Flores's (2009) critical-emancipatory perspective on human rights enters this framework for a precise reason: it breaks with the merely legal-prescriptive reading of human rights and situates them as processes of struggle for human dignity, historically constructed from below. For the author, what makes rights universal is not their formal recognition, but the strengthening of subjects and groups in the construction of equal conditions of access to the material and immaterial goods that make life worth living. Both SRT and this critical human rights perspective share the same premise: the subject is neither determined by structures nor independent of them — the subject is constituted between objective contradictions and their own capacity to act upon the world, which Herrera Flores (2009) calls the "ontology of potentiality" and Moscovici (2012) locates in the space of the symbolic, constructed in the EGO-ALTER-OBJECT relationship.

This dual theoretical perspective allows us to go beyond describing representations and to interrogate what they reveal about the real conditions for the realization of human rights within the socio-educational system. Understanding how teachers represent these rights means accessing the knowledge, beliefs, and values that orient their everyday practice — and which can both contribute to emancipatory practices and reproduce logics of stigmatization and exclusion that have historically marked these adolescents. Investigating these representations is, therefore, a condition for the development of pedagogical strategies and of public and institutional policies that strengthen education as a tool for social transformation within socio-educational units.

METHODOLOGICAL DESIGN

This was a quantitative-qualitative, descriptive-exploratory study (Chizzotti, 2006; Gewandsznajder, Alves-Mazzotti, 1998), guided by the processual approach to Social Representations Theory (SRT) proposed by Denise Jodelet (2001). Broadly, this approach holds that subjects construct and attribute meanings to social

realities based on their daily interactions, articulating cognitive, affective, and cultural dimensions that are revealed both in discourses and in practices (Jodelet, 2009; Inham, 2025).

The study was conducted at the Socio-educational Unit in the municipality of Juiz de Fora, located in the Zona da Mata region of the state of Minas Gerais.[15] Inaugurated in 2008 and operating since 2011, by April 2023 the unit had served 2,683 adolescents, with a legal capacity for 56 *assistidos* and 41 *acautelados* at the time of the research.[16] Educational provision is organized into nine class groups in *Ensino Fundamental* and *Ensino Médio*,[17] in an accelerated-progression format[18] for the early and final years of *Ensino Fundamental* and a regular format for *Ensino Médio*, under the pedagogical responsibility of a designated hub state school in the municipality, in partnership with the Minas Gerais State Secretariat of Social Defense (SEDS)[19] since 2008. The research setting is also shaped by high teacher turnover, resulting from the nature of the temporary appointment contracts issued by the Regional Education Superintendency (SRE),[20] which is what led the authors to adopt 2011–2023 as the time frame for identifying deponents.

The research was carried out in two complementary stages during the second half of 2024 and the first half of 2025. In the first stage, 18 teachers took part voluntarily — all of them appointed by the Minas Gerais Regional Education Superintendency to teach at the unit between 2011 and 2023. The sociodemographic and professional profile of this group is described in Table 1.

Table 1 – Deponent profile (n=18)

Variable	Type	n	%
Gender	Female	11	61.11
	Male	7	38.89
Age	18 to 28 years	1	5.56
	29 to 39 years	9	50.00
	40 to 49 years	7	38.88
	50 to 59 years	1	5.56
Race[21]	White	10	55.55
	Brown	7	38.89
	Black	1	5.56
Religion	Catholic	12	66.66
	Umbanda practitioner[22]	4	22.22

[15] Zona da Mata is one of the ten administrative regions of Minas Gerais, in south-eastern Brazil. Juiz de Fora is its principal city, with a population of approximately 540,000.
[16] *Assistido* and *acautelado* are distinct administrative statuses within the socio-educational system of Minas Gerais, corresponding to different regimes of custody and institutional provision.
[17] Brazilian basic education comprises *Ensino Fundamental* (nine years, ages 6–14, divided into early and final years) and *Ensino Médio* (three years, ages 15–17). These stages do not correspond directly to the English-language categories of elementary and high school.
[18] Known in Brazil as *correção de fluxo*: an educational policy providing accelerated-progression classes for students whose age significantly exceeds that expected for their school year, a common situation among adolescents whose schooling has been interrupted.
[19] *Secretaria de Estado de Defesa Social de Minas Gerais*, the state body then responsible for public security and for the administration of socio-educational units.
[20] *Superintendência Regional de Ensino:* the decentralized bodies of the Minas Gerais State Department of Education, responsible for administering state schools within their territory, including the temporary appointment of teaching staff.
[21] See note 3
[22] *Umbanda* is an Afro-Brazilian religion combining African, Indigenous and Catholic elements.

	Evangelical	1	5.56
	Atheist	1	5.56
Education level	Bachelor's degree	4	22.22
	Specialization	11	61.11
	Master's degree	3	16.66
Family income	Above R$ 4,664.68	8	44.44
	R$ 3,751.06 to R$ 4,664.68	4	22.22
	R$ 2,826.66 to R$ 3,751.06	4	22.22
	Up to R$ 2,826.66	2	11.12
Level taught in the unit	Final Years of *Ensino Fundamental*	9	50.00
	Early Years of *Ensino Fundamental*	6	33.33
	Ensino Médio	3	16.66
Time working in education	Over 9 years	13	72.22
	3 to 6 years	4	22.22
	1 to 3 years	1	5.56
Time working in the unit	Up to 12 months	12	66.66
	1 to 2 years	3	16.66
	2 to 3 years	1	5.56
	3 to 6 years	2	11.11

Source: Authors' own data (2024)

It is noted that the typical profile of the group investigated is that of a female teacher, aged between 29 and 39, white, Catholic, holding a specialization, with a family income above R$ 4,664.68 and more than nine years of general teaching experience, yet with less than one year of specific experience in the socio-educational unit. This is a revealing finding, as it indicates that, although the group has consolidated teaching experience, they are still coming to terms with the particularities of the socio-educational context. This condition has direct implications for the social representations these teachers construct regarding the human rights of adolescents in custody.

Recognizing the complexity of the object "realization of human rights," the research was guided by three analytical dimensions, constructed from the theoretical framework and the literature review (Inham, 2025). The first, Compliance with and Realization of Human Rights, analyzes teachers' representations of their practices and responsibilities in the process of resocialization of adolescents, starting from the understanding of human rights as a historical process of struggle for human dignity and examining the extent to which teachers recognize their role in guaranteeing the rights to education, health, work and social reintegration of adolescents in custody (Doise, 2003; Herrera Flores, 2009; UN, 2008). The second, Contingencies of Implementation and Realization of Human Rights, examines the obstacles teachers identify to the realization of these rights in the daily life of the unit, considering the insufficiency of teacher training in human rights, the fragility of public policies and the institutional resistances that run through this field of practice (Herrera

Flores, 2009; Gaspar, 2018; Nonato, 2020; Doise, 2002). The third, The Right to Education, focuses on teachers' representations of education as a subjective right[23], guaranteed by the Federal Constitution and the Child and Adolescent Statute (ECA), and mandatory in socio-educational units, understood not merely as the transmission of content but as a formative practice directed towards the autonomy, emancipation and citizenship of adolescents (Gadotti, 2007; Saviani, 1991; Brazil, 1988; Brazil, 2012).

Building on the analytical dimensions set out above, data production was structured in two complementary stages. In the first, exploratory stage, a self-administered questionnaire was delivered via Google Forms in September 2024. It comprised sociodemographic questions and 23 Likert-format statements on a five-point scale — from "Strongly Disagree" to "Strongly Agree" — distributed across the three analytical dimensions. Data analysis was performed using Excel and the statistical report generated by Google Forms, through univariate analysis (Doise, 1992), bringing into relief the position of the group investigated on questions bearing on the object of the research.

In the second, in-depth stage of the research, semi-structured, individual, face-to-face interviews were conducted with 11 teachers who had also taken part in the initial stage. The remaining teachers chose not to continue with the research, in some cases without justification — a silencing that may itself point to tensions about the place of the teacher's voice within academic research. With the deponents' authorization, the accounts were audio-recorded.

The interview guide was constructed on the basis of the data and tensions identified in the exploratory stage, so as to deepen understanding of the teachers' social representations in relation to the three analytical dimensions of the research. To support the processing of the empirical material, the textual corpus was analyzed using IRaMuTeQ software — *Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires*, 2014 version. Descending Hierarchical Classification (DHC) was applied, a procedure that organizes textual segments into lexical classes defined by recurrence and vocabulary association (Camargo and Justo, 2013). Following Leblanc's (2015) recommendation, the words foregrounded in each class of the dendrogram were analyzed in the context of the sentences in which they appeared, through textual analysis. This procedure made it possible to identify categories and subcategories linked to each class, preserving the relationship between recurring vocabulary and the meanings produced by the deponents.

Throughout both stages, data triangulation was carried out (Apostolidis, 2006), supported by the theoretical framework of Social Representations Theory and the critical human rights perspective formulated by Herrera Flores (2009).

It is worth highlighting that this study is part of the Research Center on Technologies, Education, and Human Rights (NUTEDH), which brings together researchers from the State University of Goiás (UEG), Estácio de Sá University (UNESA), and the University of Taubaté (UNITAU). It is also linked to the broader research project entitled “Education for Peace: Developing Action Strategies to Promote a Culture of Peace from a

[23] Subjective right (*direito subjetivo*): in the continental civil law tradition, a right held by an individual that can be claimed directly against the State or another party, as distinct from objective law as a body of norms.

Psychosocial Perspective.” The study was approved by the Research Ethics Committee of Estácio de Sá University (UNESA) under Certificate of Presentation for Ethical Consideration (CAAE) No. 68796323.9.0000.5284, in accordance with the guidelines of the National Research Ethics Commission (CONEP) and National Health Council (CNS) Resolutions No. 466, dated December 12, 2012, and No. 510, dated April 7, 2016. Teachers participated voluntarily by signing the Free and Informed Consent Form (TCLE). Confidentiality of information, participant anonymity, and the right to withdraw from the study at any time without any adverse consequences were ensured.

In addition, in accordance with CNPq Ordinance No. 2,664 of 6 March 2026 (Brazil, 2026), which establishes the Scientific Integrity Policy, and in observance of good scientific practice, the generative artificial intelligence tool Claude Sonnet 4, in its free version, was used exclusively as editorial support for language revision, spelling and grammar correction, formatting and adaptation to the journal's editorial requirements and to ABNT standards, and the visual organization of the analytical tables presented in this study. The tool was used under the careful curation and full responsibility of the authors. Its application was restricted to editorial activities and to the organization of the presentation of results; it played no part in the conception of the research, in the design of the methodology, in the construction or definition of the analytical categories, in the analysis or interpretation of the data, or in the formulation of the conclusions. All scientific and methodological decisions, as well as the verification, validation and approval of the final content, remained the sole responsibility of the authors, in accordance with the principles of integrity and good scientific practice.

RESULTS AND DISCUSSION

In brief, and in order to allow for clearer presentation and interpretation of the data produced, the analysis was organized into two complementary moments, in line with the stages of the investigation.

The data produced in the first, exploratory stage of the study are presented in Table 2 – "Teachers' Positioning on the Realization of Human Rights and the Right to Education in the Socio-Educational Regime" (below). Within Analytical Dimension 1: "Compliance with and Realization of Human Rights", the analysis addressed teachers' representational elements concerning their own roles, as well as the roles played by their peers in the process of guaranteeing and realizing the human rights of adolescents subject to custodial measures. This dimension sought to understand how teachers assess their own work in the socio-educational context and how they recognize the collective responsibility of the school staff in promoting, protecting and defending these rights.

The data from this dimension reveal an internal tension characteristic of the process of representing the abstract and porous objects described by Moscovici (2007): teachers bring to light distinct representational positionings depending on the object under evaluation — their own work or the system as a whole. When assessing their individual practice, the group shows a high degree of agreement: 72.23% affirm that their work contributes to the realization of human rights (statement 1.4, mean 4.17). When they turn to the structural conditions of the system, however, the picture reverses sharply. A majority (77.78%) disagree

that adolescents will leave the unit with access to work (statement 1.2, mean 1.67), and 55.55% deny that opportunities are being provided for adolescents to resume their education outside the unit (statement 1.3, mean 2.28). The most pessimistic representational positionings are concentrated in statements 1.6 and 1.7, with means of 1.78 and 1.61 respectively: 72.22% of teachers hold that those leaving the unit will not be reintegrated without suffering discrimination, and 77.78% consider that society is not prepared to receive them.

Table 2 - Teachers' Positioning on the Realization of Human Rights and the Right to Education in the Socio-Educational Regime – Dimension 1[24]

DIMENSIONS	STATEMENTS	SD	Dis.	Ind.	Agr.	SA	Mean
1. Compliance with and Realization of Human Rights	1.1 My colleagues recognize themselves as responsible for the social reintegration of adolescents.	11.11 %	16.66 %	**33.33%**	22.22 %	16.66 %	3.17
	1.2 I believe that adolescents will leave the unit with access to work.	**61.12 %**	16.66 %	16.66%	5.56%	0%	1.67
	1.3 Opportunities are being provided for adolescents to resume their educational process outside the unit.	33.33 %	22.22 %	**33.33%**	5.56%	5.56%	2.28
	1.4 My work as a teacher contributes to the realization of the human rights of adolescents.	0%	11.11 %	16.66%	16.66 %	**55.57 %**	4.17
	1.5 The unit works in partnership with families and public authorities to advance the human rights of adolescents.	**50%**	22.22 %	27.78%	0%	0%	1.78
	1.6 On leaving, adolescents will be reintegrated into society with dignity, without discrimination.	**50%**	22.22 %	27.78%	0%	0%	1.78
	1.7 Society is equipped to receive adolescents leaving the socio-educational unit.	**61.12 %**	16.66 %	22.22%	0%	0%	1.61

Source: Authors' own data (2025)

This twofold representational facet — the teacher as an agent of human rights and the system as a structure that renders its realization unfeasible — is consistent with Herrera Flores's (2009) critique of the abstract treatment of human rights: in the daily life of the unit, human rights appear to be recognized as a value, yet are taken to be inoperative in concrete reality. The indifference of 33.33% of teachers on statement 1.1 — concerning the recognition of colleagues as responsible for reintegration — suggests that part of the group has not internalized collective responsibility for resocialization, locating that responsibility in other professionals within the system. As Moscovici (2007) and Marková (2017) point out, distinct social representations coexist within a single group, reflecting the complexity of the socio-educational environment and the heterogeneity of the trajectories and values of the subjects who work within it.

[24]To clarify the abbreviations used: SD = Strongly Disagree; Dis. = Disagree; Ind. = Indifferent; Agr. = Agree; SA = Strongly Agree. The final column gives the mean of the results, indicating the group's overall positioning on each statement: values closer to 1 indicate stronger disagreement, and values closer to 5 stronger agreement.

Analytical Dimension 2: "Contingencies of Implementation and Realization of Human Rights" then examined the obstacles teachers identify to the practical realization of human rights in the daily life of the unit, covering re-education, dignity, violence, resources, professional training, collaborative networks and curriculum.

Table 3 - Teachers' Positioning on the Realization of Human Rights and the Right to Education in the Socio-Educational Regime – Dimension 2

DIMENSIONS	STATEMENTS	SD	Dis.	Ind.	Agr.	SA	Mean
2. Contingencies of Implementation and Realization of Human Rights	2.1 I believe in the full re-education of adolescents under custodial socio-educational measures.	22.22%	5.57%	**44.44%**	16.66%	11.11%	2.89
	2.2 Adolescents in conflict with the law are treated with dignity within the unit.	27.79%	16.66%	11.11%	11.11%	**33.33%**	3.17
	2.3 I have witnessed violence between socio-educational officers and adolescents within the unit.	27.79%	11.11%	11.11%	16.66%	**33.33%**	3.06
	2.4 In this unit we have sufficient human and financial resources for the full provision of services to students.	**50%**	11.11%	5.56%	22.22%	11.11%	2.33
	2.5 I have specific training to work in the re-education of adolescents under custodial socio-educational measures.	**50%**	11.11%	5.56%	11.11%	22.22%	2.44
	2.6 I take part in continuing professional development alongside other professionals in the socio-educational system.	**44.44%**	11.11%	38.88%	5.57%	0%	2.06
	2.7 We are heard by our superiors and have a school–family–public authority collaboration network.	27.78%	11.11%	**33.33%**	27.78%	0%	2.61
	2.8 The unit's environment fosters the realization of human rights and the dignity of the human person.	33.33%	27.78%	**33.33%**	0%	5.56%	2.17
	2.9 The unit's curriculum develops competences for the 21st-century world of work.	**33.33%**	16.66%	27.78%	16.66%	5.57%	2.44

Source: Authors' own data (2025)

The data from this second dimension reveal heterogeneous representational elements, marked by a dispersion of opinions and substantial percentages of indifference, which, in light of Moscovici (2007) and Doise (1992), suggests the emergence of fragmented and unstable representations regarding the role of education in the socio-educational context. Statement 2.1 condenses this fragmentation: 44.44% of teachers declare themselves indifferent to the full re-education of adolescents, while 27.79% disagree and 27.77%

agree — a tripartite distribution that simultaneously exposes a residual belief in the transformative potential of education, skepticism grounded in institutional experience, and an apathy that can be interpreted as a process of naturalizing the difficulties of the system.

The data on violence and dignity (statements 2.2 and 2.3), in turn, reveal the harshness of everyday life in the unit: 49.99% of teachers report having witnessed acts of violence between socio-educational officers and adolescents within the unit, and 44.45% disagree that adolescents are treated with dignity. These data speak directly to Herrera Flores's (2009) critique: when human rights are treated only as formal principles, without guaranteeing concrete material and relational conditions, they become devoid of meaning for the subjects who should be their recipients.

The precarization of the system is confirmed across multiple statements. The shortfall in human and financial resources is reported by 61.11% of deponents (statement 2.4, mean 2.33). The lack of specific initial and continuing training for the socio-educational context equally affects 61.11% of teachers — who deny having received adequate preparation (statement 2.5, mean 2.44) and having taken part in joint training with other professionals in the system (statement 2.6, mean 2.06). The assessment that the unit's environment does not favor the realization of human rights (statement 2.8, mean 2.17) and that the curriculum does not prepare adolescents for the 21st-century world of work (statement 2.9, 49.99% disagreement) completes a portrait of institutional abandonment which, as Herrera Flores (2009) and scholars of prison education argue (Andrade et al, 2026; Santos et al, 2024 Reis, Oliveira Junior, Maio, 2025, Figueiredo, Paniago, 2023; Rosolen, Pezzato, 2025; Lourenço, Onofre, 2011), compromises the capacity of education to act as a real instrument of social transformation. The result of statement 2.7 — in which 55.55% deny that they are heard by their superiors or that a school–family–public authority collaboration network exists — reveals that these teachers work in isolation, without the support needed for the realization of the human rights of the adolescents under their pedagogical responsibility.

Finally, Analytical Dimension 3: "The Right to Education" analyzed teachers' representational elements concerning the quality and effectiveness of the education provided in the unit, considering family involvement, the construction of life projects, the encouragement of critical thinking, and the institutional gaze on the schooling of adolescents in custody.

Table 4 - Teachers' Positioning on the Realization of Human Rights and the Right to Education in the Socio-Educational Regime – Dimension 3

DIMENSIONS	STATEMENTS	SD	Dis.	Ind.	Agr.	SA	Mean
3. The Right to education	3.1 All adolescents have access to quality school education in the unit.	**27.79 %**	22.22 %	22.22%	27.79 %	0%	2.50
	3.2 The right to education in the unit is fully realized.	27.79 %	11.11 %	**33.33%**	27.79 %	0%	2.78
	3.3 Guardians/parents collaborate in the right to education of adolescents in custody.	**38.88 %**	33.33 %	22.22%	5.57%	0%	1.94
	3.4 The unit manages to develop life projects for these adolescents.	16.66 %	11.11 %	**61.12%**	5.57%	5.57%	2.72
	3.5 Adolescents are encouraged to develop critical and creative thinking in class.	**27.79 %**	11.11 %	27.79%	22.22 %	11.11 %	2.78
	3.6 Professionals in the socio-educational system are committed to the effective delivery of classes.	11.11 %	27.79 %	16.66%	16.66 %	**27.79 %**	3.22
	3.7 The juvenile court[25] regards the education of these adolescents as a priority.	**44.44 %**	11.11 %	22.22%	16.66 %	5.57%	2.28

Source: Authors' own data (2025)

The data from this third dimension confirm and deepen the pattern already identified in the previous ones: a marked dispersion of opinions, an absence of consensus on the effectiveness of the right to education, and notable percentages of indifference which, as Marková (2006; 2017) argues, signal unstable and conflicting social representations, forged in contradictory experiences and discourses within the system.

Statements 3.1 and 3.2 indicate that a substantial share of teachers disagree that the right to quality education is fully guaranteed in the unit. In statement 3.1, the sum of "strongly disagree" and "disagree" comes to 50.01%, indicating that half of the deponents do not recognize that all adolescents have access to quality school education. In statement 3.2, this figure comes to 38.90%, showing that there is also disagreement regarding the full realization of the right to education in the unit. The data thus point to limits in the educational provision made to adolescents in custody, both in the quality of school access and in the realization of the right to education within the unit. Statement 3.3 is the most uniform in this dimension: 72.21% disagree that guardians or family members collaborate in the educational process of adolescents in custody (mean 1.94), which lays bare the fragility of the support network outside the unit and compromises the continuity of life projects after they leave — a concern central to both Leccardi (2005) and Herrera Flores (2009), who insists on the need for broad social support if human rights are to materialize beyond the norm.

Statement 3.4 presents the most striking finding in this dimension: 61.12% of teachers declare themselves indifferent to the unit's capacity to develop life projects for adolescents. This indifference cannot be read as neutrality; it may reveal a displacement of responsibility and a process of naturalizing social exclusion, in which the absence of prospects for these adolescents ceases to be treated as a problem

[25] *Juizado da Infância e da Juventude*: the specialized court with jurisdiction over children and adolescents in Brazil, responsible for ordering and reviewing socio-educational measures.

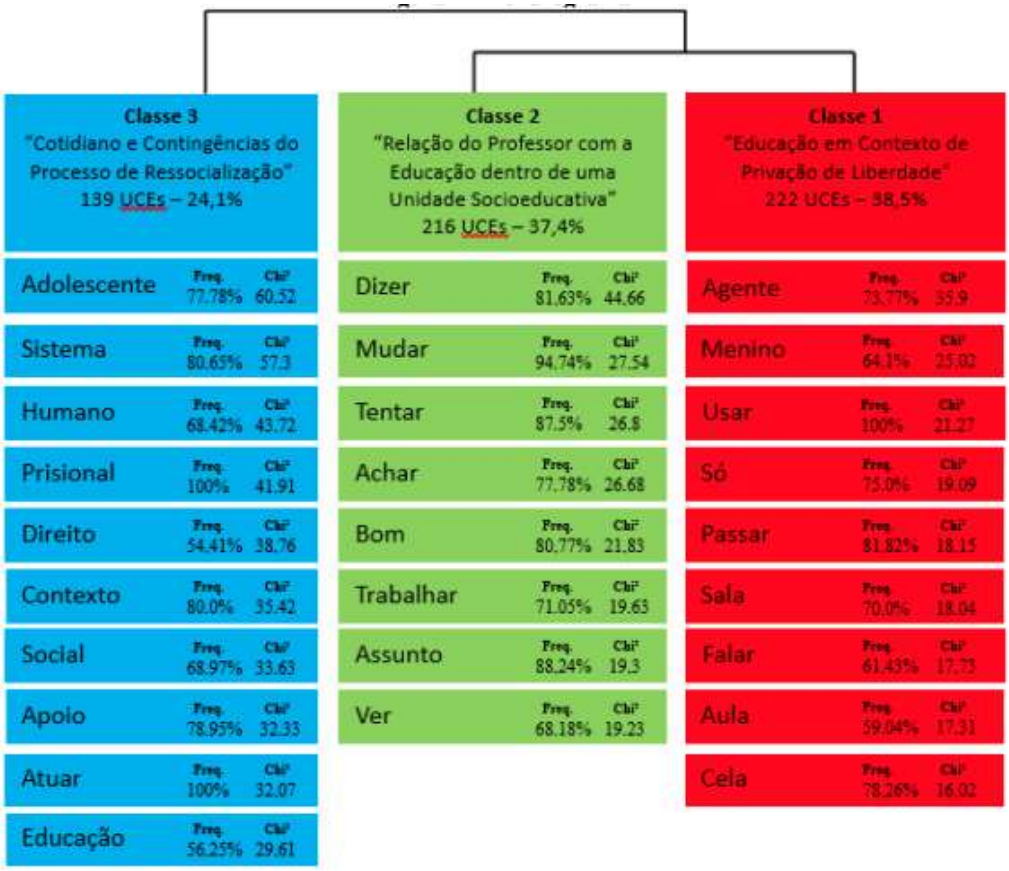
amenable to pedagogical intervention. For Herrera Flores (2009), human rights are only effective when they promote real emancipation; the lack of professional involvement in the development of life projects reveals that education in the unit remains, for a substantial part of the group, a mechanism of control — not of transformation (Ramos, Monteiro, Santos, 2024).

The data from statements 3.6 and 3.7 record the most telling contradiction of this dimension: 44.45% of teachers acknowledge that professionals are engaged in the effective delivery of classes (mean 3.22), yet 55.55% do not believe that the juvenile court treats the education of these adolescents as a priority (mean 2.28). This dissociation between the individual effort of teachers and the institutional abdication of responsibility by the justice system is analytically significant: it confirms, in Herrera Flores's (2009) terms, that the guarantee of human rights cannot rest on the commitment of isolated subjects alone, but requires solid structures and public policies to ensure their systemic realization.

Taken together, the three dimensions of the questionnaire outline a representational picture marked by internal contradictions, heterogeneity of positions and substantial percentages of indifference — a pattern which, in light of SRT (Moscovici, 2007), indicates the coexistence of distinct representational elements within the group: a positive representation of the individual teaching role, a critical representation of the structural conditions of the system, and, at several points, a zone of indifference signaling distancing and the naturalization of the precariousness of the socio-educational environment. Relatedly, in light of Herrera Flores's (2009) critical perspective, these data reveal that, in the Juiz de Fora Socio-educational Unit, the human rights of adolescents in custody are recognized at the normative level but systematically eroded at the level of concrete practice — through the absence of resources, the lack of specific teacher training, the institutional isolation of teachers and the widespread disbelief in the system's capacity to promote the resocialization and social reintegration of these subjects.

In the second stage of the research, as shown in Figure 1 below, processing of the corpus in IRaMuTeQ — made up of 11 interviews — resulted in the formation of three distinct classes, obtained through Descending Hierarchical Classification (DHC). Of the 643 text segments (TS), 577 were classified, an 89.74% retention rate. The corpus comprised 3,813 word forms and, after lemmatization, 2,310 distinct forms were identified. In the overall set, 22,392 word occurrences were recorded, of which 2,038 corresponded to active forms, 259 to supplementary forms, and 748 had a frequency equal to or greater than three occurrences.

Figure 1 – Dendrogram



Source: Authors' own data (2025)

The first class, categorized as Class 1 – Education in a Context of Deprivation of Liberty (38.47%), the largest in the corpus, brings together terms that refer to the daily school routine — "*agente*" (officer), "*menino*" (boy), "*usar*" (to use), "*sala*" (classroom), "*falar*" (to speak), "*aula*" (lesson), "*cela*" (cell) — highlighting the overlap between educational and punitive spaces. This configuration reveals a schooling marked by a disciplinary logic which, according to Dessal (2009), turns educational institutions into mechanisms of social control instead of promoting the emancipation of the learner. The data are organized into three subcategories: professional adaptation; control of themes and discourses; and obstacles to transformative education.

Entry into the unit is experienced as a process of shock and reinvention. Most teachers entered the system without any specific training, confronting the difficulties head-on in practice — a condition that Onofre (2007) identifies as constitutive of prison education in Brazil, marked by the absence of teacher training policies for contexts of deprivation of liberty. The following account illustrates this initial disorientation:

> [...] it was practically my first year teaching, I didn't know how to teach, I didn't know what content to choose to cover with them, so I simply let things flow [...] right away one of the students commented, "Miss, they say we're the ones with problems, but the one with a problem is this guy — he turned down money." At that moment I realized how naive my idea had been; money for them was a matter of survival, and often it was precisely because of money that they were there. Inexperience was a great challenge for me (Interview 05).

This account lays bare the gap between the pedagogical practices brought from initial teacher training and the reality of the learners — a gap that Gadotti (2007) identifies as the main obstacle to a dialogical and transformative education. The absence of institutional training is recognized by the group as a serious shortcoming: "We don't have any course or training before we go in there, we learn on the classroom floor; what we have is informal guidance from the management and the officers, about how we can behave for our own safety" (Interview 03).

The control of themes and discourses constitutes a second central strand of this class. Teachers describe an environment of self-censorship in which surveillance by the officers restricts both the students and their own pedagogical freedom: "if an officer was in the room, they'd go quiet, but when there wasn't one, they felt more comfortable speaking" (Interview 05). Surveillance of content compounds the physical restrictions — no scissors, no spiral notebooks, no cutting materials — producing what Goffman (1961) calls a "total institution," in which control over objects and discourse is an extension of control over bodies. This context is captured with precision in an account that goes beyond the norm and touches the symbolic dimension of language:

> [...] it was the last class I was teaching and as I was leaving, saying goodbye, a student said to me: "Hey, sir, go with God!" I said: "You too!" He replied: "I'm not going anywhere, I'm staying right here." And that undid me; you don't think about these things in language (Interview 06).

In light of SRT, these accounts condense the contextual psychosocial inputs of the processes of objectification and anchoring through which adolescents internalize their condition of non-mobility and translate it into the most banal exchanges of everyday life — revealing how social representations of deprivation of liberty are inscribed in language and organize their understanding of themselves. For Herrera Flores (2009), this is the point at which human rights cease to be an abstraction and become — or fail to become — concrete experience.

The second class, categorized as Class 2 – Teacher Relations with Education within a Socio-educational Unit (37.44%), brings to light a vocabulary centered on terms such as "*dizer*" (to say), "*muda*r" (to change), "*tentar*" (to try), "*achar*" (to think/find), "*bom*" (good), "*trabalhar*" (to work) and "*ver*" (to see), revealing the subjective and reflective dimension of teachers' discourse — the concern with the transformation of students, the hope that coexists with skepticism, and the tension between the pedagogical project and the limits of the system. It is organized into three subcategories: working trajectory; teacher training; and teacher precarization.

The group's professional trajectory is varied — public schools, private schools, social projects — yet, according to them, no previous experience prepared them for the specificity of the socio-educational context. The ideal of "planting seeds" coexists with a growing disbelief in the effectiveness of education in this context: "there's no way to save 100% of people; at first I doubted that, but with time and experience in the school I came to see that it's true" (Interview 02). This tension reaches its rawest expression in the following account:

“[...] I had a lot of crises thinking, what am I doing here, what kind of lesson am I supposed to teach here, the impression I had was that it was just a *pro forma* thing (Interview 06).

Drawing on SRT studies of education in analogous contexts (Andrade et al., 2026; Santos et al, 2024; Darke, 2021), this account can be interpreted as a crisis expressing a rupture between the social representation of the school as a space of transformation — internalized in teacher training — and the representation constructed in the daily life of the unit, where discipline prevails over pedagogical autonomy. The accounts in this class lay bare the gap between the principle that school education in contexts of deprivation of liberty should contribute to the emancipation of students and the practices actually developed in this space.

The precarization of teaching work emerges as a central subcategory. The group denounces that they receive no additional payment for teaching in a context of high vulnerability and risk, have no access to psychological care, and operate without consistent institutional support: "I believe that those who work in this environment should receive psychological support, because the reality there was very different from that of a conventional school; the students' talk was heavy, loaded with negative and destructive thoughts" (Interview 02). Another teacher's words capture the abandonment that marks this everyday reality: [...] laws and public policies exist on paper, but their implementation in practice often proves precarious, requiring professionals to make an intense individual effort to maintain an environment of listening, dialogue and transformation (Interview 11).

In line with previous studies (Rosolen, Sousa, Pezzato, 2025; Carrilho, 2017; Nascimento, Assunção, Pereira, 2025), the discourse of the group investigated makes explicit that the violation of human rights in the socio-educational context is not confined to adolescents in custody — it also extends to the professionals who work there. Seen in this light, teacher precarization is not an isolated problem: it is a symptom of the structural contradictions of a system that proclaims resocialization without guaranteeing the minimum conditions for it to happen.

The third class, categorized as "Daily Life and Contingencies of the Resocialization Process" (24.09%), is organized around the terms "*adolescente*" (adolescent), "*sistema*" (system), "*humano*" (human), "*prisional*" (prison-related), "*direito*" (right), "*contexto*" (context), "*social*" (social), "*apoio*" (support), "*atuar*" (to act) and "*educação*" (education), which appear to express a way of looking at the concrete living conditions of adolescents in custody and the contradictions between what the ECA and SINASE prescribe and what is actually realized in practice. The emerging subcategories articulate structure and care, family estrangement, and the dissonance between training and practice.

The precariousness of the infrastructure is described by the teachers with a clarity that leaves no room for euphemism: "despite the name socio-educational center, the structure was very reminiscent of a prison, cells, restricted areas and a strict discipline that left little room for spontaneity, and in the context of human rights, theory and practice seem to go in opposite directions" (Interview 09). Onofre (2007, p. 141) had described this architectural effect with precision: "the bars and gates warn us that in this space we must be

submissive". The following account documents how this principle translates into concrete neglect of the health of these adolescents:

> [...] on the way a student started scratching himself and said, "Sir, I'm sweating, I'm itching, I think I have an allergy." I asked him to take off his shirt, and when he did, I was shocked by what I saw [...] the adolescents themselves washed their clothes and hung them out to dry, but when there wasn't enough time for them to dry, they wore the still-damp clothes, which caused a fungal infection [...] of all the situations I witnessed, this was one of the ones that affected me most (Interview 02).

In the assessment of the group studied, family estrangement appears as another factor that systematically aggravates the vulnerability of adolescents and distances them from the minimum conditions for resocialization. The teachers identify this gap: "family was fundamental but many were absent, some adolescents didn't even receive visits, the justice system was slow to act, and those without an active family ended up staying longer in the unit; my assessment is that human rights are not effective there" (Interview 01). This affective isolation, seen through the psychosocial lens of SRT, can contribute to the construction of social representations of marginality and abandonment internalized by the adolescents themselves, compromising their self-esteem and their ability to project a future outside the system (Andrade et al., 2026). Even so, the teachers insist on education as a possible crack in this wall: "despite all the difficulties, education remains one of the few tools capable of breaking the cycle of social exclusion" (Interview 11).

A further representational element that emerges concerns the dissonance between the formal existence of normative frameworks and their concrete application. The group studied acknowledges that public policies exist, yet denounces their practical inconsistency:

> [...] despite the existence of public policies aimed at education and human rights, the practical application of these laws is inconsistent, and professionals often lack access to specific training on human rights and on appropriate methodologies for contexts of deprivation of liberty (Interview 04).

This dissonance confirms, in Herrera Flores's (2009) terms, that human rights remain an abstract principle as long as they are not sustained by material, institutional and pedagogical conditions that make them concrete lived experience.

Drawing the threads together, cross-referencing the data from the two stages reveals a coherent and internally articulated representational map. The central element that runs through both stages is the contradiction between the individual recognition of the teaching role and the structural disbelief in the system: in stage I, teachers affirm that their work contributes to the realization of human rights (statement 1.4, mean 4.17), yet systematically deny that the system offers conditions for this contribution to produce effects — absence of resources (61.11%), of specific training (61.11%), of a collaborative network (55.55%) and of institutional support. In stage II, this contradiction takes on material density in the accounts: the teacher who plans to transform faces bars, cameras, officers who interrupt lessons, and adolescents who receive no visits. The result points to the construction of a social representation of the realization of human rights which, in light of Moscovici (2007), Jodelet (2017) and Marková (2017), can be understood as marked by

an internal tension: the teacher recognizes the relevance of their own work, yet does not identify, within the system in which they are embedded, sufficient conditions to sustain that work continuously and effectively.

The second striking representational element is the naturalization of precariousness. The substantial percentages of indifference in the Likert statements — particularly the 61.12% indifference regarding the development of life projects (statement 3.4) and the 44.44% indifference regarding full re-education (statement 2.1) — find their explanation in the interviews: after years without training, psychological support or institutional recognition, part of the group develops a process of affective and epistemological distancing from adolescents and their future. This silent brutalization, which Goffman (1961) identifies as an effect of total institutions on those who work in them as well, compromises the possibility of an emancipatory education as proposed by Onofre (2015) and Gadotti (2007).

Given this map, prison education — or socio-educational education — cannot be thought of as a merely curricular question. The data indicate that its realization requires three simultaneous orders of intervention: initial and continuing teacher training for the specific context of deprivation of liberty, with an emphasis on human rights as practice and not as norm; the creation of institutional structures that support teachers — psychological support, adequate remuneration, participation in pedagogical decisions — recognizing that the precarization of the teacher is the precarization of adolescents' education; and the strengthening of the external support network — family, public authorities, justice system — without which the life projects built within the unit are undone the moment they leave. As Herrera Flores (2009) puts it, human rights are not proclaimed: they are constructed day by day, in the relationships between concrete subjects, under concrete conditions — and it is this construction, more than any norm, that defines whether education within the walls will be an instrument of transformation or an extension of the system that imprisons.

CONCLUSIONS

This study analyzed the social representations of teachers in the socio-educational system regarding the realization of the human rights of adolescents under custodial socio-educational measures in Juiz de Fora (MG), based on SRT and the critical perspective of Herrera Flores (2009). Drawing on the data produced with the group investigated, the triangulation between questionnaires and interviews revealed a representational field marked by tensions: teachers recognize their role in guaranteeing rights, yet do not identify, within the institutional structure, sufficient conditions for their work to produce lasting effects. The realization of human rights thus appears less as the outcome of a consolidated practice and more as a possibility limited by the absence of specific training, support networks, pedagogical continuity and material conditions.

The limits of this research relate to its empirical focus on a single socio-educational unit, the teacher turnover arising from temporary contracts, and the absence of other subjects from the field, such as adolescents, socio-educational officers and unit managers. The institution's inherent environment of surveillance may also have conditioned the deponents' forms of expression. These limits, however, do not diminish the relevance of the findings; on the contrary, they indicate the need for multi-subject, comparative

and longitudinal studies capable of broadening our understanding of social representations, teacher training and the effects of schooling on the trajectories of those leaving the system.

It is concluded that the realization of human rights in education within the socio-educational system depends not only on the individual commitment of teachers, but on institutional, pedagogical and relational conditions that sustain educational practice. In light of Herrera Flores (2009), rights are not realized at the normative level alone, but in the concrete conditions that allow their materialization. In this sense, when the school operates without adequate support, specific training and coordination with external networks, its formative and emancipatory potential is restricted, and education tends to remain stretched taut between the promise of rights guaranteed and the structural limits of the socio-educational system.

REFERENCES

ANDRADE, Janaina de Araújo; MONTEIRO, Patrícia Ortiz; SANTOS, André Felipe Costa; SANTOS, Priscila Costa. Imprisoned hope: social representations of women deprived of liberty on resocialization and education. **Revista Sapiência: sociedade, saberes e práticas educacionais**, Iporá, v. 15, n. 1, p. 204-228, 2026. Disponível em: https://www.revista.ueg.br/index.php/sapiencia/article/download/17693/12226. Acesso em: 14 maio 2026.

APOSTOLIDIS, Thémis. Représentations sociales et triangulation: une application en psychologie sociale de la santé. **Psicologia: Teoria e Pesquisa**, Brasília, v. 22, n. 2, p. 211-226, 2006.

BOBBIO, Norberto. **A era dos direitos**. Rio de Janeiro: Elsevier, 2004.

BRASIL. Constituição (1988). **Constituição da República Federativa do Brasil**. Brasília: Senado Federal, 1988.

BRASIL. Presidência da República. **Lei nº 8.069, de 13 de julho de 1990**. Dispõe sobre o Estatuto da Criança e do Adolescente. Brasília: Casa Civil, 1990. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l8069.htm. Acesso em: 7 nov. 2023.

BRASIL. Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq). **Portaria nº 2.664, de 6 de março de 2026.** Institui a Política de Integridade na Atividade Científica. Brasília, DF: CNPq, 6 nov. 2026.

BRASIL. Presidência da República. **Lei nº 12.594, de 18 de janeiro de 2012**. Institui o Sistema Nacional de Atendimento Socioeducativo (SINASE). Brasília: Casa Civil, 2012. Disponível em: https://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2012/Lei/L12594.htm. Acesso em: 10 nov. 2023.

CAMARGO, Brigido Vizeu; JUSTO, Ana Maria. IRAMUTEQ: um software gratuito para análise de dados textuais. **Temas em Psicologia**, Ribeirão Preto, v. 21, n. 2, p. 513-518, 2013.

CANDAU, Vera Maria. Educação intercultural: entre afirmações e desafios. *In:* MOREIRA, Antonio Flavio; CANDAU, Vera Maria (ed.). **Currículos, disciplinas escolares e culturas**. Petrópolis: Vozes, 2014. p. 23-41.

CARRILHO, Iara Gonçalves. **A violência de gênero além das grades**: os múltiplos processos de estigmatização do feminino encarcerado. Rio de Janeiro: Lumen Juris, 2017.

CHIZZOTTI, Antônio. **Pesquisa em ciências humanas e sociais**. 8. ed. São Paulo: Cortez, 2006.
DARKE, Sacha. **Convívio e sobrevivência:** coproduzindo a ordem prisional brasileira. Belo Horizonte: D'Plácido, 2021.

DESSAL, Gustavo. **A prisão e o sujeito educável**: o campo da educação no sistema penitenciário. São Paulo: Cortez, 2009.

DOISE, Willem. L'ancrage dans les études sur les représentations sociales. **Bulletin de Psychologie**, Paris, v. 45, n. 405, p. 189-195, 1992.

DOISE, Willem. **Os direitos humanos como representações sociais**: uma abordagem psicossociológica. Tradução de Sandra Silveira. Petrópolis: Vozes, 2002.

DOISE, Willem. Direitos Humanos: significado comum e diferenças na tomada de posição. **Psicologia: Teoria e Pesquisa**, Brasília, v. 19, n. 3, set./dez. 2003. DOI: https://doi.org/10.1590/S0102-37722003000300002. Disponível em: https://www.scielo.br/j/ptp/a/QJ5svFQsGTbGvT9hrmZJzWM/?format=pdf&lang=en&ilang=pt_BR. Acesso em: 6 abr. 2024.

FIGUEIREDO, Jakes Charles Andrade de; PANIAGO, Maria Cristina Lima. A educação prisional em presídio federal: os desafios dos professores diante dessa realidade. **Série-Estudos**, Campo Grande, v. 28, n. 63, p. 155-175, 2023. DOI: http://doi.org/10.20435/serieestudos.v28i63.1798. Disponível em: https://serieucdb.emnuvens.com.br/serie-estudos/article/view/1798. Acesso em: 9 abr. 2024.

GADOTTI, Moacir. **A escola e o professor**: Paulo Freire e a paixão de ensinar. São Paulo: Publisher Brasil, 2007.

GASPAR, João Paulo Moreira. Educação em direitos humanos: desafios e perspectivas nos dias atuais. **Jusbrasil**, 2018. Disponível em: https://www.jusbrasil.com.br/artigos/educacao-em-direitos-humanos-desafios-e-perspectivas-nos-dias-atuais/557110427. Acesso em: 9 abr. 2024.

GEWANDSZNAJDER, Fernando; ALVES-MAZZOTTI, Alda Judith. **O método nas ciências naturais e sociais**: pesquisa quantitativa e qualitativa. São Paulo: Pioneira, 1998.

GOFFMAN, Erving. **Manicômios, prisões e conventos**. São Paulo: Perspectiva, 1961.

GOFFMAN, Erving. **Estigma**: notas sobre a manipulação da identidade deteriorada. São Paulo: Sabotagem, 2004.

HERRERA FLORES, Joaquín. **A reinvenção dos direitos humanos**. Florianópolis: Fundação Boiteux, 2009.

IBGE. Instituto Brasileiro de Geografia e Estatística. **Síntese de indicadores sociais**: uma análise das condições de vida da população brasileira: 2023. Rio de Janeiro: IBGE, 2023. Disponível em: https://biblioteca.ibge.gov.br/index.php/biblioteca-catalogo?id=2102052&view=detalhes. Acesso em: 14 maio 2026.

INHAN, Juliana de Oliveira. **Representações sociais de professores sobre a efetivação dos direitos humanos de adolescentes em medida de internação socioeducativa em Juiz de Fora-MG**. 2025. 195 f. Dissertação (Mestrado em Educação) – Universidade Estácio de Sá, Rio de Janeiro, 2025.

JODELET, Denise. Representações sociais: um domínio em expansão. *In:* JODELET, Denise (ed.). **As representações sociais**. Rio de Janeiro: EdUERJ, 2001. p. 17-44.

JODELET, Denise. **Representações sociais e mundos de vida**. São Paulo: Fundação Carlos Chagas; Curitiba: PUCPRess, 2009.

JODELET, Denise. **Representações sociais e mundos de vida**. 2. ed. Curitiba: PUCPRess; São Paulo: Fundação Carlos Chagas, 2017.

LEBLANC, Jean-Marc. Proposition de protocole pour l'analyse des données textuelles: pour une démarche expérimentale en lexicométrie. **Nouvelles perspectives en sciences sociales**, *[S.l.]*, v. 11, n. 1, p. 25-63, 2015.

LECCARDI, Carmen. Para um novo significado do futuro: mudança social, jovens e tempo. **Tempo Social**, São Paulo, v. 17, n. 2, p. 35-57, 2005.

LOURENÇO, Arlindo da Silva; ONOFRE, Elenice Maria Cammarosano (ed.). **O espaço da prisão e suas práticas educativas:** enfoques e perspectivas contemporâneas. São Carlos: EdUFSCar, 2011. Disponível em: https://books.scielo.org/id/ftg2t/pdf/lourenco-9788576002963.pdf. Acesso em: 3 abr. 2025.

MACHADO, Nilson José. **Educação**: projetos e valores. São Paulo: Escrituras, 2006.

MARKOVÁ, Ivana. **Dialogicidade e representações sociais**: as dinâmicas da mente. Petrópolis: Vozes, 2006.

MARKOVÁ, Ivana. **Mente dialógica**: senso comum e ética. Curitiba: PUCPRESS, 2017.

MOSCOVICI, Serge. On social representations. *In*: FORGAS, Joseph P. (ed.). **Social cognition**: perspectives on everyday understanding. London: Academic Press, 1981. p. 181-209.

MOSCOVICI, Serge. **Representações sociais**: investigações em psicologia social. Petrópolis: Vozes, 2007.

MOSCOVICI, Serge. **A psicanálise, sua imagem e seu público**. Rio de Janeiro: Vozes, 2012.

NASCIMENTO, Sérgio Bandeira do; ASSUNÇÃO, Elizete Cardoso; PEREIRA, Elizama Silva. Encarceramento feminino na Amazônia paraense: processos históricos, educacionais e precarização do sistema prisional. **Trabalho & Educação**, Belo Horizonte, v. 34, 2025. DOI: https://doi.org/10.35699/2238-037X.2025.59880. Disponível em: https://periodicos.ufmg.br/index.php/trabedu/article/view/59880. Acesso em: 4 abr. 2026.

NONATO, Alessandro Anilton Maia. Os desafios dos direitos humanos no Brasil. **DireitoNet**, 2020. Disponível em: https://www.direitonet.com.br/artigos/exibir/11861/Os-desafios-dos-direitos-humanos-no-Brasil. Acesso em: 9 abr. 2024.

ONOFRE, Elenice Maria Cammarosano. **A educação escolar entre as grades**. São Carlos: EdUFSCar, 2007. 160 p. Disponível em: https://books.scielo.org/id/vk5yj/pdf/onofre-9788576003687.pdf. Acesso em: 3 abr. 2025.

ONOFRE, Elenice Maria Cammarosano. Educação escolar para jovens e adultos em situação de privação de liberdade. **Cadernos CEDES**, Campinas, v. 35, n. 96, p. 239-255, maio/ago.2015. DOI: https://doi.org/10.1590/CC0101-32622015723761. Disponível em: Acesso em: 1 jan. 2025.

ONU. Organização das Nações Unidas. **Declaração Universal dos Direitos Humanos**. 1948. Disponível em: https://www.unicef.org/brazil/declaracao-universal-dos-direitos-humanos. Acesso em: 5 ago. 2023.

PROGRAMA DAS NAÇÕES UNIDAS PARA O DESENVOLVIMENTO (PNUD). **Human development report 2023/2024: breaking the gridlock: reimagining cooperation in a polarized world**. New York: UNDP, 2024. Disponível em: https://hdr.undp.org/content/human-development-report-2023-24. Acesso em: 11 nov. 2026.

RAMOS, Margareth Braz; MONTEIRO, Patrícia Ortiz; SANTOS, André Felipe Costa. Representações sociais sobre projeto de vida de jovens aprendizes: desafios e possibilidades futuras. **Revista Exitus**, Santarém, v. 14, e024039, 2024. DOI: https://doi.org/10.24065/re.v14i1.2607. Disponível em: http://educa.fcc.org.br/scielo.php?script=sci_arttext&pid=S2237-94602024000100109&lng=pt&nrm=iso. Acesso em: 15 maio 2026.

REIS, Michele Golam dos; OLIVEIRA JÚNIOR, Isaias Batista de; MAIO, Eliane Rose. Punição ou ressocialização? A dualidade do sistema prisional. **Colloquium Humanarum**, Presidente Prudente, v. 21, n. 1, p. 1-20, e244979, 2025. Disponível em: https://journal.unoeste.br/index.php/ch/article/view/4979. Acesso em: 25 ago. 2026.

RIQUE, Célia; SANTOS, Maria de Fátima de Souza. **Direitos humanos nas representações sociais dos policiais**. Recife: Bagaço, 2004.

ROSOLEN, Jussara; SOUSA, André Cristovão; PEZZATO, João Pedro. Educação prisional e direitos humanos: uma análise da reintegração social dos reeducandos. **Revista DH/ED: Derechos Humanos y Educación**, Madrid, n. 12, p. 91-105, 2025. Disponível em: https://dialnet.unirioja.es/servlet/articulo?codigo=10448362. Acesso em: 9 jan. 2026.

SANTANA, Marcos; CHAMON, Edna Maria Querido de Oliveira; CAMARINI, Guilherme. Representações sociais e educação em contextos de privação de liberdade. **Educação e Cultura Contemporânea**, Rio de Janeiro, v. 21, 2024.

SANTOS, Juarez Cirino dos. **Direito penal**: parte geral. 8. ed. Florianópolis: Empório do Direito, 2021.

SANTOS, André Felipe Costa; GRILLO, Rayana Rigo; MONTEIRO, Patrícia Ortiz; SANTOS, Priscila Costa. Entre grades e oportunidades: investigando as representações sociais de professores sobre a ressocialização no sistema prisional. **Emancipação**, Ponta Grossa, v. 24, p. 1–18, e2423497, 2024. DOI: https://doi.org/10.5212/Emancipacao.v.24.2423497.027 Disponível em: https://revistas.uepg.br/index.php/emancipacao/pt_BR/article/view/23494. Acesso em: 20 maio 2024.

SAPORI, Luis Flávio; CAETANO, André Junqueira; SANTOS, Roberta Fernandes. **A reincidência juvenil no estado de Minas Gerai**s. Belo Horizonte: PUC Minas; TJMG, 2018. Disponível em: https://bit.ly/3K7WJfi. Acesso em: 20 maio 2024.

SAVIANI, Dermeval. **Pedagogia histórico-crítica**: primeiras aproximações. 2. ed. São Paulo: Cortez/Autores Associados, 1991.

Submetido: 03/09/2026
Aceite Final: 11/10/2026