



Article

Education for people deprived of their liberty: perceptions of an experience in the Baturité Massif-CE

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Abstract

Considering education as a right from which numerous possibilities of transformation of subjects emerge, the work aims to understand the role of Youth and Adult Education in the prison context from the perspectives and perceptions of educators and students in an experience located in the context of the Massif Region of Baturité-Ceará-Brazil. With a qualitative approach, the article results from a master's research of the case study type, with a methodological trajectory based on interviews to obtain data. The investigation relied on the collaboration of three teachers who work in prison education and four students deprived of their liberty, in prisons located in the municipalities of Capistrano, Pacoti and Ocara, in the year 2018. The data analyzed reveal that the purpose of EJA in prisons helps detainees to think about themselves beyond the condition of deprivation of liberty, allowing the construction of new knowledge that materializes the reparative, equalizing and qualifying functions of this teaching modality, also in the diversity of the prison environment. To this end, valuing learning advances was pointed out as essential, as it provides students with new perspectives for themselves and for the prospects for improving the quality of life. The formative process supplies idleness in the prison context and encourages advancement in studies. Considering the challenges present in this teaching modality, there is a need for valuing teachers, both by offering training appropriate to the field, as well as better working conditions and decent wages.

Keywords: Youth and Adult Education, Prison education, Diversity.

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1. Introduction

The search for knowledge is a prominent characteristic of human beings. Thus, access to and permanence in educational processes contribute to the personal and intellectual growth of the subjects, through the development of skills and abilities, a better perception of themselves in the world, as individuals capable of rethinking their plans, reflecting and recreating new possibilities of existence, considering the context where they are inserted.

Education, defined, in art. 205 of the Federal Constitution (BRASIL, 1988), as a right of all people, with extension of this responsibility to the state and the family, is considered a valuable good and presents itself, for many, as the way to enable the transformation and rewriting of one's own life trajectory.

The Youth and Adult Education (EJA, in Portuguese) is a modality of teaching provided for in the Law of Directives and Bases of National Education N. 9394/1996 (BRASIL, 1996) that aims to provide opportunities for all who seek to be literate and/or continue studies a new time of possibilities, considering the characteristics of its audience, being offered in an in-person and/or mixed manner. As in conventional school, the prison context presents its diversity in the identities of the students, becoming a favorable environment for EJA to perform its reparative, equalizing and qualifying functions (BRASIL, 2010) according to the specificities of the subjects to whom it is intended.

In this sense, this text originates from a master's investigation, unveiling experiences related to the exercise of pedagogical coordination in the monitoring and development of pedagogical activities related to the teaching and learning process of EJA in prisons in the Baturité Massif - Ceará, linked to the Center for Youth and Adult Education Donaninha Arruda Baturité/CE.

In a scenario imbued with many challenges and constant change, education for those deprived of liberty consolidates their attributions in the process of resocialization. In a brief analysis of the education level of people deprived of liberty (PDL) in the Brazilian prison system, we observe that a large part of the population has a low level of schooling or simply never attended school. When it comes to the level of education of PDL in the Baturité Massif region, it is recorded that 66% of the inmates did not finish Middle School. In an analysis of the prison system of the Baturité Massif, it was found that, out of 13 (thirteen) municipalities, 10 (ten) have a prison establishment with an education service.

In view of the above, this study has as its main objective understanding the role of Youth and Adult Education in the prison context from the perspectives and perceptions of educators and students in an experience located in the context of the Baturité Massif Region-Ceará-Brazil.

Given the intention of research and the complexity of the theme, it is essential to consider in the investigative process: reflecting about the role of prisons and how the educational context, through pedagogical experiences, contributes to promote the prison public's learning; questioning the current prison context and its vulnerabilities; identifying the reasons that lead those deprived of liberty to seek schooling and the relationship they establish with the construction of future perspectives; and, finally, from the differentiated, humanized and careful

view of educators, to know the pedagogical contributions of EJA to the success of the teaching and learning process of the students deprived of liberty.

This study is structured in: introduction, in which we describe the text; recording of the history of the prison trajectory up to its current context; the role of education in the prison context, enabling a reflection on the memories and perceptions of teaching in the prison EJA in the Massif of Baturité-CE; and, finally, the final considerations.

2. Methodological Procedures

The study was organized through the qualitative approach and the article was devised based on case study type research, because prison education is a dense, complex and contemporary phenomenon, developed in a real-life context, contemplating the public prisons of Capistrano, Ocara and Pacoti, which permeate the entire territorial extension of the Baturité Massif.

The qualitative approach guided the study, ensuring all stages, aiming to provide viability and feasibility to the investigative dimension of the proposal. This approach enabled the construction and interpretation of the data, since they are difficult to understand, due to their non-quantification. According to Minayo (2014), qualitative approaches work with the “universe of meanings”, being suggested to explicit subjectivity, whether in situations of values, attitudes, beliefs, aspirations, motive, among other issues of a deeper nature concerning social and cultural relations, in the most complex phenomena and processes.

According to Yin (2015, p. 18), “the case study is an appropriate strategy when examining contemporary events”, taking into account the conduct of interviews to obtain information about the experience with the teaching and learning processes, having as collaborators three teachers who worked in prison education and were promptly willing to participate in the research. We also have the participation of four students deprived of liberty, in 2018, who volunteered to reflect on the role of Youth and Adult Education in the prison context.

Gil (2002) considers the interview as a strategy that favors security and flexibility, among the possibilities of data collection techniques available in the Social Sciences. Thus, in this study, conducting the interviews was paramount for the reflection, development and recording of the present investigation, enabling the construction of new knowledge.

Before each interview, we described the research, explaining the objectives and emphasizing its social importance, also clarifying to the collaborators that some questions would be asked and that they should answer according to their reality, a way to extinguish doubts and fears, ensuring privacy and confidentiality of the obtained information. We also explained that the interviews would be recorded in audio to facilitate the obtaining of information.

The data collected from the transcriptions of the audio recordings of the interviews were organized by segments. In this sense, after reading and analyzing the information, the possible similarities in the ideas presented by the collaborators were identified. Then, we carried out the discussion in dialogue with the theoretical framework.

We emphasize that the current investigation went through the Research Ethics Committee⁴ and the names that identify the teachers were chosen by them when filling out the Free and Informed Consent Form (FICF). Specifically for the identification of the people deprived of liberty we use PDL (A, B, C, D).

3. Brief history of the prison trajectory and its current context

The act of punishing has existed since ancient times, marked by cruel punishments, through physical punishments carried out outdoors as a spectacle, always with tyranny and as a form of revenge. Thus, at the end of the 18th century and beginning of the 19th century, punishment presented itself as a theatrical scene in which the torment of the condemned person performed by the executioners served as an example of an intimidating nature for the other members of society. The sentences ranged from the performance of work done in the streets, where the convicts were exposed and were forced to wear iron collars, shackles on the feet, among other paraphernalia, suffering injuries, physical and moral assaults, subject to a diversity of punishments, sometimes receiving sentences with higher levels of cruelty, such as quartering, hangings (FOUCAULT, 2011). In this understanding,

By the way, marking the perpetrator, killing, mutilating, torturing, condemning forced labor, among others, was nothing more than an attitude of retribution of the damage caused to the community. The idea of retribution is central to the functional dynamics of society, because it is tied to the structure of exchange, without which social life could not exist (SANTOS; ALCHIER; FLORES FILHO, 2009, p. 171).

In that period, one of the methods used by the Greeks was body marking, called stigma, as a way of recognizing a slave, a criminal or a traitor, defining the moral and social status of the person, because he should be excluded from the social environment. According to Santos, Alchier and Flores Filho (2009, p. 172), "The punishment of exclusion, for example, characterized by stigma, delimited the space between the 'good man' and the one who committed an act against the Sovereign and/or community." Thus, the former convict carried with him the stigma in his own body, identifying the crime committed and punishment suffered. Regarding those deprived of liberty, in a quick comparative reflection, it is possible to verify that they, as a rule, are seen as former convicts, and that such status causes social rejection, through prejudiced acts, as a way to exclude them and hinder their reintegration into society.

Only from the 18th century on, resistance against the types of punishments anchored in physical punishments emerged. Foucault (2011, p. 14) explains that "Punishment gradually ceased to be a scene. And anything that could involve spectacle, since then would have a negative connotation". Still according to the author, public execution only reasserts violence. In this context, Antiquity was marked by severe punishments through actions and reactions of society in opposition to the criminal phenomenon.

⁴ According to opinion n. 2,710,958 of Plataforma Brasil.

According to Machado, Souza and Souza (2013, p. 202): “The origin of the concept of prison as a punishment began in monasteries in the Middle Ages.” In this same historical period, the Germanics envisioned the idea of rescue societies, because their punishment prioritized some kind of compensation, converting the damage caused into a financial debt to be paid (SANTOS; ALCHIER; FLORES FILHO, 2009).

In the Middle Ages, incarceration was employed as a means and not as an end to punishment; it had the role of custodial incarceration and the individual deprived of liberty was exposed to an infectious environment, without any kind of care, and ended up dying awaiting his trial. It was only through the Catholic Church, considered one of the main indoctrinating institutions, seeking the control of human conduct, starting from canonical ideology, that prison began to present itself as a form of cellular isolation directed to the people, common sinners, with the main objective of making them redeem themselves from guilt, with suffering as a form of penance for repentance and the effective path to divine and human forgiveness (CALDEIRA, 2009).

In this context, we have, in modern societies, the emergence and implementation of incarceration, becoming the standard form of sentence. In Foucault’s opinion (2011, p. 21), “Undoubtedly, the definition of infractions, their hierarchy of gravity, the margins of indulgence, what was actually tolerated and what was permitted by law – all this has changed widely in the last two hundred years.” Thus,

From then on, the ways of dealing with acts considered violent, in short, of punishing, suffered great variations, considering the traditional ages of Universal History – Antiquity, the Middle Ages and the Modern Age. However, it is with the Modern Age that one of man’s greatest creations is born: the use of incarceration as a means of punishment (SANTOS; ALCHIER; FLORES FILHO, 2009, p. 172).

In Brazil, only in the 19th century, the architecture and building of prisons with individual cells emerged, as well as workshops. Machado, Souza and Souza (2013, p. 203) consider “that there would be no more life or collective sentences, becoming limited to restrictive sentences of individual freedom, with a maximum sentence of thirty years, as well as cell imprisonment, confinement, imprisonment with mandatory work and disciplinary imprisonment.” Based on the 1890 Penal Code, new prison modalities were established, aiming at the control of the prison population. In the 20th century, emerged prisons appropriate to different criminal categories, such as asylums, which served offenders, convicts, minors, madmen, women, among others (MACHADO; SOUZA; SOUZA, 2013, p. 204).

This prison organization is justified to better understand and know the person deprived of liberty and even protect them from the dangers present in prison experiences, which may be by gender, age group, types of crime, among others.

The separation of the defendant, taking into account gender and age, should also be observed through its technical side. By isolating specific categories of prisoners in a specific place, a more improved knowledge about individuals is formed and

control over them becomes more direct and elaborate (MACHADO; SOUZA; SOUZA, 2013, p. 204).

This organization system of the prison system still remains today in some aspects, such as the definition of exclusively male or female prisons, a way of working with the differences and needs of genders.

The development of measures and definitions is presented as a way to ensure and meet the social needs also of the current context of the Brazilian prison system, enabling a specific diagnosis and punishment for each conduct that is harmful to society.

In this sense, the Brazilian Penal Code defined, in article 32, three types of sentence, characterizing them as: I – depriving of liberty; II – restrictive of rights; III – fine (BRASIL, 1984). In an analysis of the prison dynamics, Lemos (2013, p. 123) explains that “If on the one hand prison represented an advance towards the humanization of punishment, on the other hand it was the target of criticism as strong as the one that gave rise to it in the 18th century”. Therefore, this leads us to reflect on the way the criminal system was conducted in the past and, especially, still is in the present, arising some concerns in society, through criticism and questioning as to its effectiveness in the expected results in the recovery of inmates.

Thus, the detention, act of punishing inserted in the criminal system, brought with it other social clashes, because Lemos (2013, p. 123) states that “prison, by mixing the sentenced, constitutes a homogeneous community of criminals who become sympathetic in the cloister and also outside it.” This situation also favors the increase in rivalry and, consequently, crime both inside and outside prisons, among groups seeking command of the world of crime. In the opinion of Barbato Júnior (2006, p. 3), “The informal law present there is endowed with a severity incomparable to that of state law, consisting of a curious mode of organization of inmates.” This reality becomes an ideal scenario for the occurrence of injustices and disrespect for human integrity.

Therefore, numerous human rights violations have been recorded in the Brazilian penitentiary system, often being punitive and in no way resocializing, making the primary function of the prison sentence totally contradictory, which is the recovery of convicts, because deprivation of liberty has been presented as the main punishment, causing the disorderly growth of the prison population. Several factors contributed to the state of calamity of the prison system, but, according to Ribeiro (2015, p. 205), “the abandonment, lack of investment and neglect by the government over the years have further aggravated the chaos that is the Brazilian prison system.”

According to data from the Prison Information Survey - Infopen (BRASIL, 2019), the Brazilian prison population consists of 748,009 inmates, including those in closed regime, with 362,547 (48.47%), open regime, with 25,137 (3.36%), semi-open regime, with 133,408 (17.84%), while the provisional regime has 222,558 (29.75%), and, finally, those that follow security measures and outpatient treatment, with 4,359 (0.58%). This reality leads us to reflect on the profile of these subjects. Also according to Infopen data (BRASIL, 2019), more than 80% of the population is in the age group with higher labor productivity.

The Southeast region has the largest number of PDL, with 378,047, in which the state of São Paulo alone has about 240,061 prisoners. In second place is the Northeast region with 129,742 prisoners, in which the state of Ceará stands out for detaining the largest number of PDL. In Ceará, out of the total of 158 prison units, 55 were conceived as penal establishments, while 103 are adapted for this function. This shows that both nationally and in Ceará the number of improvised establishments is expressive. In the case of Ceará, 65% are criminal institutions that were not designed for this specific purpose, resulting from adjustments (BRASIL, 2016).

The Baturité Massif is composed of thirteen municipalities: micro-territory I - Palmácia, Pacoti, Aratuba, Guaramiranga, Mulungu; micro-territory II - Baturité, Itapiúna, Capistrano, Aracoíaba, Redenção and Acarape; micro-territory III - Ocara and Barreira. Of these, only ten have public prisons, usually with inadequate infrastructure and overcrowding. Thus, people deprived of liberty are accommodated in collective cells, with a higher number than expected, which enables delinquent actions and risks in the prison experience.

The prison overpopulation in our country raises concerns about the need for decision-making concerning measures for prevention, protection, guidance and care for the young people of Brazilian society, to help them avoid taking the easiest way to achieve their goals, becoming victims of the world of crime. It is therefore necessary to implement work activities and ensure access to education in the prison context as an opportunity to contribute to the resocialization and social reintegration of those who have somehow broken the law and are deprived of liberty as a consequence.

In this conception, it is not enough to identify the culprit, condemn him and/or punish him, and simply put him behind bars, it is necessary to offer conditions for him to be reeducated, resocialized and reintegrated into the society in which he lives. Therefore, we need a differentiated look and concrete and effective actions that meet the specificities and minutiae of Brazilian prisons, which can transform that reality. If nothing is done, we will be forced to accept and live with the increase in crime rates that has haunted the Brazilian population in recent times.

4. The role of education in the prison context

The construction of knowledge goes hand in hand with the history of the evolution of humanity and man, by differentiating himself from other animals by his ability to think, demonstrating his abilities to adapt, to live with others of the same species and, especially, to learn from his individual experiences, through the sharing and exchange of knowledge with other members in the individual's own place of interaction.

The educational policy is developed through the attributions and decision-making of the representatives of the public sphere, from a reading of the real context, followed by a desire to overcome the difficulties in a projection of achievements for the common good. In this context, Youth and Adult Education (EJA, in Portuguese), a modality of basic education, which has as main particularity working with diversity, according to the specificities, of a public that had its right to education denied for some reason.

Campos (2015, p. 49) stresses the importance of understanding “[...] education as an indispensable tool for the organization of today’s society and to effectively grant people access, there is a long way to go.” This process is even more fragile when it comes to the context of prisons, as these are responsible for the “excluded from the excluded: indigenous, quilombolas, rural populations, Roma, disabled people, people in situations of deprivation of liberty, recyclable waste collectors, homeless population” (GADOTTI, 2014, p. 21).

The offer of prison education, according to its particularities, should not be considered a benefit to the PDL, but an acquired right, based on the Law of Criminal Execution (LEP, in Portuguese), Law N. 7,210/1984, highlighting the Declaration of Human Rights and opening paths for institutional reeducation (BRASIL, 1984).

Law N. 12,433/2011 brought changes to the Law of Criminal Execution, with regard to abating the sentence due to work or study, introducing a change in the way of counting the decrease of the redeemed days of the sentence. Article 126 of that law grants the atonement of sentence due to study, regardless of whether the detainee is provisional or definitive, establishing that the Person Deprived of Liberty – PPL will abate:

I - 1 (one) day of sentence for every 12 (twelve) hours of school attendance – primary or secondary school, including vocational, or higher education, or even professional requalification – divided, at least, between three days; II- 1 (one) day of sentence for every three working days (BRASIL, 2011).

The LEP also adds five more paragraphs in the structure of its art.126, distinguishing the subject, that is, what type of study will be accepted, how the relationship between study and work should occur and also the expansion of the benefit in the event of completion of elementary and/or secondary education through participation and success in external evaluations, as well as innovation in some provisions.

A study by Fialho, Laurindo and Xavier (2018) reveals that although Ceará has the seventh largest prison population in Brazil, the state is among the ten with the highest number of PDL in educational activity, surpassing the national average. In any case, it is necessary to reflect that the quantitative is low, equivalent to 15%. Prison education in the Baturité Massif region is also equivalent to that of Ceará, with approximately 15% of PDL studying.

In the educational context in prison, data obtained by sample reveal that about 70% have a low education level, in which 51% have incomplete primary education and 17.75% of the prison population did not even have access to high school. The Northeast region has an average of 9% of illiterate inmates, overlapping the national percentage of 4%. The state of Ceará records 7% and 8% of illiterate PDL and PDL with incomplete elementary school, respectively (BRASIL, 2016). In a reflection on the education level of PDL in the region of the Baturité Massif, it is recorded that 66% of the inmates did not complete primary education.

In the opportunity to educate and/or re-educate, the obligation of the public power becomes an indispensable action to meet the parameters of social

reintegration, as Araújo (2013, p. 14) emphasizes, “which implies referring to the idea that the inmate re-enters society in conditions of social coexistence compatible with the dictates imposed by society itself.” Thus, education in prison systems is validated when it allows the expansion of the student’s worldview and, consequently, new possibilities and perspectives of change of attitude.

5. Memories and perceptions of prison EJA teaching in the Baturité Massif-CE

Considering the importance of Youth and Adult Education – EJA in the prison environment, it is necessary not only to offer prison education, but also to encourage and improve the teaching and learning process within prisons, so that the student is prepared for their social restitution.

Established since its beginning, as a legal detention apparatus, prison is justified as an instrument that seeks to transform individuals and the current context reveals that “The aspect of reintegration of the offender into society is the main issue identified by modern society as the role of the prison system” (ARAÚJO, 2013, p.12-13).

Also according to the aforementioned researcher, for education in prisons to succeed effectively a differentiated pedagogical proposal is necessary, which welcomes the re-educating person, broadens his worldview, favors a change of attitude so that he is aware of his rights and duties in society.

In this perspective, in Baturité there is the Center for Youth and Adult Education (CEJA) Donaninha Arruda, an institution planned for the schooling of Youth and Adults, which fulfills the role of an inclusive school, located in Baturité-CE, bringing a shared management of education in prisons through the school management of the CEJA, responsible for the pedagogical work and administrative management of public prisons in the Baturité Massif, which provide the physical space and guarantee the safety for classes to take place.

In the period between 2006 and 2018, the CEJA had 08 (eight) elementary school classes and 08 (eight) middle school classes, distributed between prisons located in the cities of Aracoíaba, Aratuba, Baturité, Capistrano, Itapiúna, Pacoti, Palmácia and Ocara, in addition to the development of significant pedagogical actions in the context of prison education in the Baturité Massif. In 2017, the CEJA had 170 people deprived of liberty enrolled in the EJA, with 88 in elementary school and 82 in middle school. The municipality of Ocara had the most enrolled students, with a total of 31.

This scenario includes the implementation of classes, visits by the pedagogical coordination of the CEJA to the public prisons accompanied by a technician, representative of the Regional Coordination for the Development of Education - CREDE 08, verifying whether the requirements defined by the Secretariat of Education and the Secretariat of Justice for the functioning of classes are being followed, such as: space, classroom, desks, blackboard, conditions that ensure safety during classes, all in accordance with the administrative sector responsible for the prison of each city. Assuring these aspects, the identification form of the alleged students deprived of liberty is written. After a careful analysis of this instrument, diagnostic activities are applied to verify the level of education and knowledge of the subjects. According to the

proof of schooling or success in diagnostic activities, the PDL are enrolled in the elementary EJA, in the 1st or 2nd segment, being inserted in the Integrated School Management System - SIGE. It is worth mentioning that the quantity and flow of students have a rotating character and may be a brief or even long-term school stay, according to the individual situation of the student.

Classroom experiences and reports of EJA students in prisons show that part of the students deprived of liberty participate in the teaching and learning process due to the right to abate the sentence, but their education level is very critical, because most of them cannot read and write, being illiterate, and are enrolled in the EJA – 1st segment, which is equivalent to elementary school (1st to 5th grade), enabling the implementation of Youth and Adult Education through historically systematized knowledge, since most never attended or stopped going to school early during their life.

In the search to understand the educational experience in prisons, when asked about the reasons that motivated them to want to participate in prison education, on a gradual scale in a degree of importance about the role of the school in the lives of people deprived of liberty, the reports portray as the main objectives: the intention to shorten the sentence time, learning to read and write and continuing their studies.

The highlight for abbreviating the sentence time to be served takes place through the benefit of Law 12433/2011, which offers as the most recent measure in terms of abating the sentence, through school attendance, one day abated from the sentence for every 12 hours of study, in primary or secondary school, including vocational, or higher education, or even professional requalification – divided, at least, between three days.

According to the reports of the teachers who collaborated with the research, we observe that the educational activities offered to people deprived of liberty are developed by female teachers, born in the Baturité Massif itself, temporary teachers, with teaching experience in the PDL EJA ranging from 7 months to 5 years.

When asked about being teachers in the prison system, the words surface spontaneously.

Teaching is one of the noblest activities to be performed by humans and would be no different in the Prison Unit. Being a teacher for PDL is gratifying. We have the opportunity to bring to the inmates the pleasure of experiencing education again, retrieving the pleasure of improving oneself to act again in society. (Tiane)

It's a challenge, a learning experience because we see things differently, it's like we're better as human beings. We see things in a different way, it represents personal growth. (Tati)

It's a big challenge, because every day you need to rescue people who have lost hope and stopped believing that life can be better. (Rosa)

It can be noted that the educational activity in the prison environment provides mutual learning and teachers seek, with this experience, to overcome professional challenges, from obtaining studies of curricular subjects and consequently learning, as well as articulating actions that will contribute to improve the lives of students and their own as human beings. Thus, education emerges as a possibility to overcome the details of the present and offers conditions for the PDL to discern what is actually best for themselves (ONOFRE; JULIÃO, 2013).

The daily life experienced in prisons defines the viable bases among the memories imbued with the knowledge of the PDL, considering the context lived and their future expectations. In this sense, we highlight the development of pedagogical activities in the prison EJA, through cross-sectional themes, contemplating the elaboration of projects, respecting the reality of each prison unit. Such actions favor success in the literacy process of students deprived of liberty and also continuity for others, in addition to encouraging and contributing to the production of artisanal works through the reuse of recyclable materials and the cultivation of vegetables in the prison facilities, enabling the improvement of the nutritional value of the meals of the prison community. According to the collaborators:

We work with activities that are produced according to the students' levels, always valuing their life experiences, with possible projects and actions according to the prison education of each unit, but always thinking about the students' learning, and seeking to encourage them to study more and more and achieve other possibilities such as entering higher education. (Tiane)

In the development of teaching practices we always work with projects aimed at encouraging reading, addressing cross-sectional topics such as sustainability, values, working on commemorative dates and encouraging them to always participate in external evaluations such as ENCCEJA and ENEM PDL, which is a challenge, because many are undocumented. (Tati)

Classes are always planned in the weekly pedagogical meetings at the CEJA, which helps us to share experiences, also define the subjects and how we will work, how to elaborate diagnostic activities, research and selection of material from previous ENCCEJA and ENEM assessments for students to prepare for the tests. (Rosa)

The teachers' reports highlighted the encouragement, motivation, elaboration of teaching materials and classes aimed at external evaluations, such as the National Examination of Competencies for the Certification of Youth and Adult Education (ENCCEJA, in Portuguese) for people deprived of liberty, as well as the National High School Exam (ENEM, in Portuguese).

Among the reports, we identify in teacher Tiane's the educational success at the conclusion of high school through enrollment in external assessments specific to the PDL, a fundamental achievement for the student to

enter higher education, representing the prison public of the entire Baturité Massif in the university context, integrating 1% of the number of inmates who are attending higher education at the state and national level. We talked to one PDL about why he started studying again in prison education. He clarified that

First what led me to go back to school was to try to finish high school and the other reason was because I had nothing to do, so I thought it was good to study, the teacher encourages a lot and because I was a little free of the cell, and the other was for abating. (PDL A)

Prison education, in addition to its intrinsic role of developing teaching and learning processes, through teachers, brings incentive and expands the possibilities of occupation for students, instigating them to participate in external evaluations as a possibility to follow new paths.

The act of educating is based on reflections in order to understand the paths and to obtain answers about the reasons and justifications of educating in prison spaces, with the support of the elaboration and the possibility of continuously reconstructing and deconstructing pedagogical proposals toward an expressive education and through the perspective of an effective public policy (ONOFRE; JULIÃO, 2013).

It is necessary to understand that the reality of Brazilian prisons is the result of an unequal and inhumane society, and that the people who are there are as much victims as they are villains. And that many continue to be extremely disrespected regarding their rights, even when they do not end up ignored by everyone. Thus, it is necessary to acknowledge that, according to Freire (2011, p. 10-11), “[...] education is essentially an act of knowledge and awareness and one that, by itself, does not lead a society to free itself from oppression.” Thinking further, it is necessary that something be done in favor of the transformation of this sad prison reality so that, among other factors, the fact of being a teacher in prisons can be a source of pride, as well as hope for better days.

The elaboration and development of some pedagogical actions in the teaching and learning process facilitate and lead to the reflection of students who, even being in a limited space, continue to contribute to the pollution of the environment, and, therefore, whose habits are essential for the conservation and preservation of the environment in which they live and share. In this sense, when asked about having participated in an activity on Environmental Education in prison, among the research participants, three were very expressive:

I have participated in several studies on the environment. (PDL B)

Yes. When it is time to do the crafts work, when there is a party for the school event for children's day, we make here the toys out of bottles, cardboard, all kinds of recycled material we use, make claw trains, we have made a helicopter. And we make it with bottles, that's how it is. But when there's a children's day party, we give it to our kids, the visitors. (PDL C)

Yes. Among the actions we had one on the dengue mosquito, we just didn't go out on the street, because we couldn't. But we did it to keep taking care inside the unit, to conserve inside and also in the vicinity of the unit yard, to avoid dengue contamination. (PDL D)

The importance of the educational process in cross-sectional approaches is observed, including, mainly, environmental education and also the promotion of sustainable actions in the prison environments of the Baturité Massif. In the reports, we identify, in addition to the involvement of the PDL in socio-environmental activities, the incentive of their actions in favor of a common good, that is, the prison community and the social environment in which they live, since the prisons are located in central neighborhoods of the municipalities to which they belong.

According to Freire (2011, p. 15): "When man understands his reality, he can raise a hypothesis about the challenges of this reality and seek solutions. So he can transform it, and with his work he can create a world his own: his self and his circumstances." Educational activities bring more hope and dynamics to the prison routine, enabling the approach of some themes to develop the skills and creativity of students through sustainable practices, in addition to being an action developed in prisons as praxis proper to the PDL, having their tradition passed on and conducted by the inmates themselves due to the need to overcome idleness.

6. Final considerations

The research sought to understand the role of Youth and Adult Education in the prison context based on the perspectives and perceptions of three educators and four students deprived of liberty in an experience located in the context of the Region of the Baturité Massif-Ceará-Brazil.

Given the current context of the Brazilian prison system, often marked by subhuman conditions, due to the overcrowding to which people deprived of liberty are subjected, which is not different in the reality of Ceará and the Baturité Massif, it is necessary to rethink and implement public policies to prevent social inequalities and to combat the rise of crime, providing greater job opportunities.

The legacy of Youth and Adult Education with its specificities and diversity, focusing on prison EJA, finds in the prison scenario a vulnerable and challenging space, understanding that the purpose of prisons goes beyond the deprivation of liberty, encompasses prison school education, a right guaranteed by law, as a possibility for students deprived of liberty to start and/or return to studies as a means of overcoming idleness and, especially, to provide new reflections on the present, building new knowledge through their educational and/or labor activities and imbuing themselves with new perspectives in improving the prison context in the Baturité Massif-CE.

We also verify the need to guarantee the right to education for those deprived of liberty, as well as the development of specific pedagogical activities according to the needs of the students, as a possibility to systematize learning, interaction and resocialization of all involved.

Thus, the educational process continues to reconstruct new knowledge, relating theory and practice in the experiences of prison EJA, in which the valorization of learning advances is essential, providing new outlooks and perspectives of life to students. It is necessary to value teachers by offering adequate training to the field of action as well as decent salaries.

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