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HEALTH AND WORK IN SOCIO-EDUCATION: THE UNION PERSPECTIVE

SAÚDE E TRABALHO NA SOCIOEDUCAÇÃO: A PERSPECTIVA SINDICAL

SALUD Y TRABAJO EN LA SOCIOEDUCACIÓN: LA PERSPECTIVA SINDICAL

Rangel de Andrade Silva[1], Regina Célia de Souza Beretta[2]

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ABSTRACT

The study analyzed the health and work conditions of the socio-educators of the Casa Foundation, from the perspective of the class union. A qualitative, descriptive-exploratory research was employed, with data analysis from the perspective of dialectical historical materialism. A sociodemographic questionnaire was administered to the socio-educators, while a focus group was conducted with union members. From the data analysis, five key categories emerged: the socio-educational system, living conditions, working conditions, health conditions, and achievements and demands. The focus group discussions highlighted the workers' subjective experiences of suffering within both interpersonal and professional spheres. The study highlights the urgent need for multidisciplinary actions to support workers' health and well-being, promoting a more effective and equitable socio-educational system that upholds the rights of both, those assisted and the workers, given the social relevance and influence of this category in the materialization of socio-education. The organizational and revolutionary action of the category proved to be resilient to alienation, violence and labor exploitation. The struggle for Decent Work is equivalent to improving the quality of life - income, education, transportation, leisure, housing and others, dialoguing with the main health promotion strategies, challenges present in the Sustainable Development Goals that should be achieved by 2030.

Keywords: 2030 Agenda. Socio-Educational Measure. Precariousness of Work. Health Promotion. Occupational Health.

RESUMO

O estudo analisou as condições de saúde e trabalho dos socioeducadores da Fundação Casa, sob a ótica do sindicato de classe. Realizou-se pesquisa qualitativa, descritiva-exploratória, com análise dos dados na perspectiva do materialismo histórico dialético. Foi utilizado questionário sociodemográfico com os socioeducadores e grupo focal com os membros do sindicato. Emergiram 5 categorias de análise: sistema socioeducativo, condições de vida, condições de trabalho, condições de saúde e realizações e demandas. As falas do grupo focal evidenciaram a

[1] PhD's Students in Health Promotion, Universidade de Franca (UNIFRAN), Franca, São Paulo, Brazil.
E-mail: rangelandradesilva@yahoo.com.br Orcid: https://orcid.org/0000-0001-7630-8106
[2] PhD in Social Service, Universidade de Franca (UNIFRAN), Franca, São Paulo, Brazil.
E-mail: regina.beretta@unifran.edu.br Orcid: https://orcid.org/0000-0003-2817-0805

subjetividade e o sofrimento dos trabalhadores no âmbito interpessoal e profissional. Constatou-se a necessidade urgente de atenção a estes trabalhadores e a implementação de ações multidisciplinares de promoção da saúde no dia a dia, visando uma socioeducação mais efetiva e justa na defesa dos direitos dos atendidos e dos trabalhadores, visto a relevância social e influência desta categoria na materialização da socioeducação. A ação organizativa e revolucionária da categoria se mostrou resiliente à alienação, à violência e à exploração do trabalho. A luta pelo Trabalho Decente equivale à melhoria da qualidade de vida - renda, educação, transporte, lazer, habitação e outros, dialogando com as principais estratégias de promoção à saúde, desafios presente nos Objetivos do Desenvolvimento Sustentavel que deverá ser alcançado até 2030.

Palavras-chave: Agenda 2030. Medida Socioeducativa. Precarização do Trabalho. Promoção.

RESUMEN

El estudio analizó las condiciones de salud y de trabajo de los educadores sociales de la Fundación Casa, desde la perspectiva de la unión de clases. Se realizó una investigación cualitativa, descriptiva-exploratoria, con análisis de datos desde la perspectiva del materialismo histórico dialéctico. Se utilizó un cuestionario sociodemográfico con los socioeducadores y un grupo focal con los sindicalistas. Surgieron 5 categorías de análisis: sistema socioeducativo, condiciones de vida, condiciones de trabajo, condiciones de salud y logros y demandas. Las declaraciones del grupo focal evidenciaron la subjetividad y el sufrimiento de los trabajadores en las esferas interpersonal y profesional. Se constató que existe una necesidad urgente de atención a estos trabajadores y de la implementación de acciones multidisciplinarias de promoción de la salud en el día a día, apuntando a una socioeducación más efectiva y justa en la defensa de los derechos de los asistidos y trabajadores, dada la relevancia social y la influencia de esta categoría en la materialización de la socioeducación. La acción organizativa y revolucionaria de la categoría demostró ser resistente a la alienación, la violencia y la explotación laboral. La lucha por el Trabajo Decente equivale a mejorar la calidad de vida - ingresos, educación, transporte, ocio, vivienda y otros, dialogando con las principales estrategias de promoción de la salud, desafíos presentes en los Objetivos de Desarrollo Sostenible que deben alcanzarse para 2030.

Palabras clave: Agenda 2030. Medida Socioeducativa. Precariedad del Trabajo. Promoción de la Salud. Salud Ocupacional.

INTRODUCTION

Work is present in social interactions and is not limited to obtaining material goods or services, but also enables the transformation of the individual (Costa; Brasil; Ganem, 2017). Work is extremely important for sustaining an individual's lives, contributing to their survival and adaptation to the world, and has a significant impact on people and their connections with the environment in which they live (Dal Forno; Finger, 2015).

Worker health is an essential issue in the modern world, given the precariousness and

flexibility of working arrangements (such as intermittent work, "uberization," and home office) and legal uncertainty in labor relations and actions. Oliveira (2018) states that health involves the totality of the social being, in its social, political, economic, and cultural determinants. Health, therefore, is a product of the forms of social organization of production.

The Declarations and Charters of the International Conferences on Health Promotion, especially the Ottawa Charter, show that without information, education, and individual and collective engagement, health will continue to be viewed through a medical-curative lens (BRAZIL, 2002). Thus, the working conditions of the working class are categories of analysis from the perspective of social determinants and risk factor reduction, which impact the living conditions and well-being of the population.

The Ottawa Charter (BRAZIL, 2002) provides us with the definition of the concept of Health Promotion:

> The process of empowering the community to improve its quality of life and health, including greater participation in controlling this process. To achieve a state of complete physical, mental, and social well-being, individuals and groups must be able to identify aspirations, satisfy needs, and favorably modify the environment. Health should be seen as a resource for life, not as the goal of living. In this sense, health is a positive concept that emphasizes social and personal resources, as well as physical capabilities. Thus, health promotion is not the sole responsibility of the health sector and goes beyond a healthy lifestyle toward overall well-being (BRAZIL, 2002).[3]

According to Buss et al. (2020), the various concepts of health promotion can be grouped into two broad categories: the first describes actions aimed at transforming individual behaviors (behavioral risks that the individual "can" change), such as smoking, a high-fat diet, and a sedentary lifestyle; the second shows the role of general determinants on health conditions, such as nutrition, health care, social support, housing, sanitation, working conditions, etc.

As reported by Souza (2014), since the 1970s, the Health Reform movement has asserted that poverty and social inequality are obstacles to good health. Therefore, according to the author, it is necessary to articulate a national development project that promotes health in its individual and collective dimensions.

[3] Our translation. Original "The process of empowering the community to improve its quality of life and health, including greater participation in controlling this process. To achieve a state of complete physical, mental, and social well-being, individuals and groups must be able to identify aspirations, satisfy needs, and favorably modify the environment. Health should be seen as a resource for life, not as the goal of living. In this sense, health is a positive concept that emphasizes social and personal resources, as well as physical capabilities. Thus, health promotion is not the sole responsibility of the health sector and goes beyond a healthy lifestyle toward overall well-being" (BRAZIL, 2002).

According to Lacaz et al. (2020), the category of work was not considered a determining factor in the development of diseases, and this situation only changed with the intervention of academia and trade unions. Thus, the authors highlight the role of the Workers' Health Union Movement (MSST) and the influence of the Italian labor movement in Brazil.

As a contemporary challenge to consider the effectiveness of Health Reform and the defense of the right to health (including health at work and in socio-educational work), Lacaz et al. (2020) emphasize the exacerbation of the contradiction between capital and labor in the current stage of highly computerized and informalized capitalism, without rules, rentier and globalized. They point to the obstacles and difficulties posed by the state, such as the abolition of the Ministry of Labor and Social Security by previous (mis)governments (coup of 2016-2018) and (2019-2022), Constitutional Amendment 95/2017 (New Fiscal Regime), the decentralization of health care with municipalization and underfunding for this, and union inertia in mobilizing to prevent these initiatives. Regarding the loss of labor rights, Casulo et al. (2018) understand that the labor reform that began with the Michel Temer administration (2016-2018) was the most profound change in the legal structure of labor regulation in Brazil since the enactment of the CLT on May 1, 1943, and the greatest setback in terms of the loss of labor rights in almost 80 years.

These changes have impacted the health and quality of life of socio-educational workers, who are responsible for implementing the socio-educational measures imposed by the judiciary. As an essential work category, their power to mobilize, such as in strike movements, is limited by law.

Furthermore, these workers deal with guaranteeing rights and comprehensive protection for adolescents who are supported and established in regulations, such as Article 227 of the Federal Constitution of Brazil (Brazil, 1988), in the Statute of the Child and Adolescent – ECA (1990); the National System of Socio-Educational Care (SINASE, 2012) and the National Policy for Comprehensive Health Care for Adolescents in Conflict with the Law, in Detention and Provisional Detention – PNAISARI (Brazil, 2014).

According to the ECA (1990), all adolescents between the ages of 12 and 18 who have committed an offense must undergo socio-educational measures.

Socio-educational work, in turn, takes place in an extremely particular environment – in the sense of being different or non-traditional – and, according to Tavares (2019), is of paramount importance to society, represented by the political and social relevance of these workers.

Brazilian socio-educational services consist of a set of actions in the fields of education, assistance, and health. Based on its educational principle, it encompasses formal education, professional education, sports, leisure activities, art, and culture.

Socio-education aims primarily to prevent recidivism. The term was popularized in Brazil by educator Antônio Carlos Gomes da Costa, who began using it after coming into contact with the work Pedagogical Poem, by educator Anton Makarenko, who had already employed the term to describe the work carried out in Russian youth colonies in the early 20th century (Conceição et al., 2021).

Socio-educational measures involving deprivation of liberty in the state of São Paulo are the responsibility of and developed by the Foundation for Socio-Educational Assistance to Adolescents (CASA). The CASA Foundation is an agency of the state government of São Paulo. It is linked to the State Secretariat of Justice and Citizenship. It has approximately 12,000 employees in 111 socio-educational centers and at its administrative headquarters in the city of São Paulo.

Only after the drafting of the 1988 Constitution did social and labor rights, according to Alvarenga (2020), gain the status of fundamental human rights, becoming a milestone in the legal, social, and political history of Fundamental Labor Rights by bringing human dignity to the forefront of the Democratic Rule of Law.

The objective of this study was to analyze health and work in socio-education from a union perspective.

METHODOLOGICAL APPROACH

This study focuses on qualitative, exploratory-descriptive research, with data analysis from the perspective of dialectical historical materialism. The theoretical basis was based on the epistemological postulates of leading researchers in the field, such as Alves (2020), Antunes (2020, 2021), and Mendes (2020), among others.

For the bibliographic survey, the following descriptors were used: socio-educational activities, quality of life, worker health, and job insecurity, on the Virtual Health Library (VHL), REDALYC, and Google Scholar platforms.

To address the research question, a questionnaire was administered for sociodemographic data collection, consisting of closed-ended questions, and a focus group was conducted. The

questionnaires were administered to 62 employees from various sectors of Fundação Casa. Along with the questionnaire, a Free and Informed Consent Form (FICF) was sent to the participants (via personal email) explaining the research, affirming their voluntary participation, and guaranteeing the confidentiality of their identities.

The focus group was organized with nine participants from the Union of Socio-Educational Workers of the State of São Paulo (SITSESP), online, and the topics discussed were: 1) What are the characteristics of socio-educational work?; 2) How do socio-educators live and what are their living conditions like?; 3) What mediations are carried out?; 4) What are the achievements and accomplishments for the category?; 5) What is your contribution as a union member?

The research was conducted at the Foundation for Socio-Educational Assistance to Adolescents (Fundação CASA), linked to the Secretariat of Justice and Citizenship of the State of São Paulo, in a Regional Division in the interior of São Paulo (Macro 4). It includes the Regional Division and Service Centers in the cities of Ribeirão Preto, Franca, Sertãozinho, Taquaritinga, São Carlos, and Araraquara.

To participate in the research, the following inclusion criteria were followed: Workers from different sectors; Active workers; Both sexes; No restrictions on length of service; No age restrictions; and exclusion criteria: Workers in commissioned positions; Outsourced workers, NGO or OSCIP workers (not civil servants); Workers on leave (INSS).

After obtaining approval from the institution surveyed, the research project was submitted for review on the Brazil Platform for review by the Human Research Ethics Committee of the University of Franca (number 5,511,211), considering the provisions for research involving human subjects, as set forth in resolutions No. 466/12 and 510/16 of the National Health Council (CNS, 2012).

The focus group meeting was recorded using the Google Meet video program and transcribed in Microsoft Word using the Express Scribe Transcription program from NCH® Software. To analyze the focus group results, Bardin's (2011) categorical content analysis technique was used, through: pre-analysis (floating reading, choice of documents, hypothesis, objective, indices, and indicators), exploration of the material (elaboration of categories, based on indices and indicators), and treatment (inference and interpretation).

In this section of the master's thesis, a table was constructed in a Microsoft Excel spreadsheet based on the provoking themes and phrases from the recording units (indices and

indicators). From this table, the categories of analysis (emerging categories) were developed, enabling inferences to be made, articulating the results of the focus group and the literature. This procedure was carried out in light of Bardin's (2011) content analysis, listing five categories of analysis and fifteen subcategories, which are presented in Table 1 below:

Table 1 - Research Summary - Dimensions of Qualitative Research Analysis

INSTRUMENTS	n*	CATEGORIES	SUBCATEGORIES
Socio-demographic questionnaire	62	1. Work in the socio-educational system and social relevance;	1. Worker profile (age, gender, ethnicity, education); perceptions of socio-educational work
		2. Living conditions	2. Family income; family composition; security; leisure
		3. Working conditions	3. Organizational climate; training; absenteeism; leave of absence
		4. Health conditions	
Focus group	09	5. Achievements and demands	4. Physical and mental health; family health; physical violence
			5. Achievements; challenges

Fonte: Author (2022).
*n: Número de participantes.

For Francisco and Lopes (2020), socio-education is a field still open to study and research and lacking state attention, with fewer theoretical subsidies and more practices that implement already established precepts. According to IPEA (2024), SDG 8 provides for Decent Work and emphasizes “protecting labor rights and promoting safe and secure work environments for all workers.” In this sense, work in the area of socio-education requires more attention and affirmative action so that these workers can find motivation for their work.

RESULTS AND DISCUSSION

Next, for better adaptation to the article, three categories of analysis will be presented and discussed, with data collected in the Focus Group and in the Sociodemographic Questionnaire. Based on the floating reading and with themes (Recording Units) already defined, it was possible to perform the treatment, inferring, interpreting, and relating the categories to each other and to the reference literature.

CATEGORIA 1 - TRABALHO NO SISTEMA SOCIOEDUCATIVO

The survey revealed elements to profile the workers in the sample. Sixty-two civil servants participated in the first stage of the survey, most of whom were between 35 and 54 years of age, representing 74.2% of the total. The age range from 35 to 44 years and from 45 to 54 years was 38.7% and 35.5%, respectively. It can thus be concluded that most participants are in an economically active population category in terms of age. The average length of service at the institution was estimated at 15 years.

For Bonatto and Fonseca (2020), the role of the socio-educator is central, as they face challenges, the duality between education and coercion in terms of deprivation of liberty, as well as the absence of effective equipment to guarantee the rights of these young people. It is essential to promote, value, and monitor the career and quality of life of socio-educational workers so that the effective result of their efforts (work) is achieved, with maximum effectiveness and minimum harmful consequences for the health of these workers.

The survey revealed issues related to gender. It was found that one-third of participating employees were female and two-thirds were male. Married and in stable relationships, they represented more than two-thirds of the group. In terms of race/ethnicity, two-thirds identified as white and one-third identified as brown, black, or indigenous. The participants' statements reveal the reality of gender inequality and power relations, which are ingrained in the collective unconscious and reproduced by adolescents in socio-educational measures:

> *... Today we have to... take care of the teenagers' lives while there is no one to take care of our lives... I have been threatened several times inside the complexes... especially me, as a woman... eh... I'm here remembering... them looking at me and saying: "Ah, let's take women hostage, because they're fragile, right, then the guys will be in our hands." P2.*[4]

Among the many changes in the global scenario in recent years, female participation in the paid labor market continues to grow significantly and, in many situations, women have become the main financial support for their families. This means that, in addition to motherhood, women are now concerned with their personal satisfaction and professional success (Beretta et

[4] Our translation. Original "*...a gente hoje tem que... tomar conta da vida do adolescente enquanto não há quem cuide da nossa vida..., já fui várias vezes ameaçada dentro dos complexos... principalmente eu, como mulher...eh... tô aqui lembrando aqui...de olharem e falarem:: "ah, vamos pegar mulher como refém, porque é o frágil, né, aí os cara vai ficar na nossa mão" P2.*

al., 2021).

Women working in the socio-educational system are present in all sectors, including predominantly male sectors, such as the "Socio-Educational Support" sector, which has the longest working hours (12 hours a day and shifts every other day) and the highest level of stress, according to (Feijó, 2017). The statements revealed the violence experienced by women because of their gender, which is compounded by other forms of violence identified as institutional violence, psychological violence, among others.

In terms of **ethnicity**, almost all of the socio-educators participating in the study identified as white (62.9%) or brown (25.8%). It is unclear whether this composition influences socio-educational care relationships. Conceição (2017) provides data on the socio-educational detention of adolescents throughout Brazil, in which 60% were considered black or brown. Romagnoli (2022) provides an analysis of whiteness and necropolitics, permeated by the macropolitics of racism and state violence.

> Necropolitics often produces not only literal and physical death, but can also lead to processes of numbness, invisibility, and loss of positioning for Black people, as a kind of inertia or living death. Thus, there is also a subjective necropolitics, favored and maintained by the lack of investment in public policies, in which the Black population is most affected by state violence and whiteness (Romagnoli, 2022, p. 7).[5]

In the socio-educational system, most workers are white, but most of the adolescents served are black. While most black and poor adolescents are subjected to extermination due to structural racism (Sampaio and Meneguetti, 2020, p. 2), others are subjected to the socio-educational system of internment when they commit an offense. Are workers prepared to understand the inequalities of race and social class and the violence that both are immersed in? Given the elements collected during the research, it was clear that there was a need to train these workers to identify and work with these social markers, which aggravate inequalities and differences, especially with regard to the rights of adolescents.

Inequality and structural racism are key factors in understanding and overcoming brutal violence in the country, whether perpetrated by the state itself or across society (Soares, 2019).

In order to ascertain the participants' level of education, the results obtained from this

[5] Our translation. Original "A necropolítica muitas vezes não produz somente a morte literal e física, mas pode também conduzir a processos de anestesiamento, invisibilidade e perda de posicionamento dos negros, como uma espécie de inércia ou morte em vida. Dessa maneira, existe também uma necropolítica subjetiva, favorecida e mantida pelo não investimento nas políticas públicas, em que a população negra é a mais afetada pela violência estatal e pela branquitude" (Romagnoli, 2022, p. 7).

information show that one-third have postgraduate degrees (specialization), just over one-third have completed higher education, and another third have completed high school.

The data obtained in the focus group highlight the difficulty workers face in continuing their studies, due to a lack of incentives from the institution and a lack of opportunities. The time dedicated to work and the accumulated stress are exacerbated by the demand for professionals who perform multiple tasks, low wages, and the process of labor exploitation.

Regarding the perception of socio-educational work, several participants' reports mention multitasking, conflict resolution, and a feeling of "invisibility" due to the treatment received from the institution.

> *We are multitaskers and we are constantly putting out fires... we are invisible to the foundation, considering how we are treated... there is no social education, we workers are the ones who try to make this movement happen...P8*[6]

Neto, Constantino, and Assis (2017), after a systematic integrative review, refer to the fragmentation of actions in socio-educational care for institutionalized adolescents and/or the persistence of a punitive, coercive approach in establishments dedicated to socio-education. This is also reflected in the health of those who care for them. Those who are there, in their daily toil to enforce legal requirements and contribute to the socio-educational system in the best way possible. Some of these difficulties encountered in caring for adolescents, such as the minorist logic, need to be deconstructed through training for the sake of care and the health of the socio-educator. Since they work in a "lighter" environment, devoid of the actions of the "prison" logic, these workers experience less stress and tension in their work routine.

Approaching the culture of peace as a tool, according to Pereira Júnior (2020), becomes essential for discourses permeated by violence to become permeated by peace. Dupret (2002 apud Pereira Júnior 2020, p. 04) points out that "building a culture of peace involves providing children and adults with an understanding of the principles and respect for freedom, justice, democracy, human rights, tolerance, equality, and solidarity." Through health promotion, it is possible to consider a culture of peace and violence prevention, which is the responsibility of every social actor, thereby reducing the risks of violence and enabling collaboration and autonomy for every citizen, with a view to respect for life and human rights, in a space for

[6] Our translation. Original "*Somos multitarefeiro e ficamos apagando fogo...somos invisíveis para a fundação levando em consideração como somos tratados... não tem nada de socioeducação, nós trabalhadores é que tenta fazer esse movimento…"P8.*

collaboration and dialogue.

CATEGORY 3 - WORKING CONDITIONS

With regard to employment, respondents were asked whether any members of their family were unemployed. One-third reported that they were. Among the roles performed by the research participants, half of the respondents are Socio-Educational Support Agents. The other half work in the following areas: physical education, psychology, social work, administrative agent, administrative support agent, administrative analyst, operational support agent, technical analyst, engineering, and educational agent.

At the time of the survey, all participants were actively employed. However, half of them reported that they had been on leave from the INSS (National Social Security Institute) at some point in their working lives. Of these, more than half responded that the leaves were related to their work performance in socio-education.

According to Cavalcanti (2021), slavery and all other forms of compulsory labor engendered in capitalist society have retained their historical essence: domination over the individual, personal subjugation, and a direct link to the worker.

Nowadays, private and state actions are being taken to "buy" these workers, as is the case (almost covertly) with the police forces, through the so-called "legal side job." To avoid overworking the so-called "essential" categories, a simple and correct attitude, in governments that prioritize human beings and their quality of life (and not the dismantling of public policies and the exploitation of workers), would be to open public competitions to fill the necessary vacancies and meet demand and improve income.

> *...the salary received today is not... usually compatible with what he does, eh... it ends up affecting his basic needs, right, I'm talking about basic needs that every human being has, such as food and health, it ends up eh... no... eh... not being enough, right? Eh... it's a poorly paid job for everything he goes through...*[7]

According to P2, there is great dissatisfaction with regard to salary, satisfaction of needs, and working conditions, which could compromise workers' quality of life. Participants in focus

[7] Our translation. Original "*...o salário hoje recebido não... passa a ser normalmente não compatível com o que ele desenvolve, eh... acaba com que as suas condições* ***básicas****, né, vou falar de situações básicas como todo ser humano precisa que é alimentação e saúde, acaba eh... não... eh... dando conta, né? Eh... é um serviço mal remunerado por tudo que passa…".*

groups P7 and P8 commented that the organizational climate and the relationship between institutional management and employees are unsatisfactory. They reported that these conditions are part of an "institutional culture" and that employees live in a "culture of fear." The need for change is understood.

> *...the organizational climate is terrible... Due to the institutional culture that never changes... Furthermore, we live in a culture of fear. P8*[8]

According to Bermejo-Salmon, Suárez-Caimary, and Salazar-Danger (2022), the organizational climate is a reflection of the organizational culture and a way in which workers perceive their performance, productivity, and job satisfaction. There are signs of problems in HR management. More attention needs to be paid to employees, and opportunities for listening need to be created.

For Chiavenato (2020), motivation for work can be understood as a psychological process inherent to human behavior, interacting and acting in conjunction with other factors as a mediator between humans and their environment, justifying their actions. This theory, according to the same author, is known as one of the most important on motivation and consists of five fundamental needs organized and sequenced in hierarchical levels: physiological, safety, social, esteem, and self-actualization.

On the other hand, according to the reports that follow, the statements of participant P2 reveal the institution's concern with "mechanical doing" and the monitoring of time in professional practice.

> *...if you go to the bathroom and take more than 15 minutes... because you have diarrhea...the time you are away from your post, whether you went to the bathroom or to drink water, today you are being punished… P2.*[9]

According to Sirgy et al. (2001), through learning processes, the knowledge acquired helps professional skills and contributes to the needs of the worker and the company. However, P2 refers to the creation of institutional ordinances with the intention of "restraining" civil servants, discouraging them from pursuing further education.

[8] Our translation. Original "*...o clima organizacional é pessímo... Em razão da cultura institucional que não muda...Além disso vivemos na cultura do medo."*

[9] Our translation. Original "*...se você vai ao banheiro e demorar mais de 15 minutos... porque deu uma diarreia...tempo que você fica fora do seu posto, caso você tenha ido ao banheiro ou beber uma água, hoje você tá sendo punido…" P2.*

> *...regulatory ordinances are created as a way to control employees, but not as a form of professional education...it doesn't make us want to study, improve ourselves, take professional courses... P2*[10]

> *...Congratulations to those who manage to get into the institution with a high school diploma, but manage to go to college and build on that, because the institution doesn't care. It cares that you follow that notebook like a robot... P2*[11]

According to P2's report, he ironically congratulates people who manage to study, despite the difficulties of everyday life and the institution's lack of encouragement for personal and professional development through study/training. It is implied, according to the report, that what is important for the institution is that employees correctly and solely follow internal rules.

Most workers do not access the internet at their workplace, even though they have passwords and permission. A positive action would be to send direct messages, especially via WhatsApp, which is (without a doubt) the largest source of communication/information in contemporary times. Links with current information and courses can be sent directly to workers, avoiding the "access barrier" and allowing new opportunities for personal and professional growth and development through the company/institution.

Another subcategory found in the participants' reports is absenteeism and leave. According to P7, it is evident that absenteeism is caused by several situations, including fatigue, the perception of illness, lack of support from the institution, and salary issues that no longer keep pace with high inflation to satisfy basic needs.

> *... there's a high absenteeism rate there... due to various situations... {leave}, ... I'm ten years old, I'm tired too, I also believe I'm getting sick.... employees leave because they don't have support,... not to mention the salary issue... P7*[12].

According to Morgado (2018), an inspection carried out by the Public Ministry of Labor found irregularities regarding the health and safety of workers due to constant exposure to infectious diseases due to the lack of protective equipment when dealing with sick adolescents, work accidents caused by confrontations with inmates, and situations of organizational bullying.

[10] Our translation. Original "*...as portarias normativas são criadas de uma forma de conter o funcionário, mas não de uma educação eh... profissional...não faz com que a gente... tenha vontade de estudar, de nos melhorar, de cursos profissionalizantes…" P2.*

[11] Our translation, Original "*...Parabéns pra quem consegue, entra com segundo grau dentro da instituição, mas consegue fazer uma faculdade e crescer em cima disso daí, porque a instituição não interessa. Interessa que você siga aquele caderno como um robô…" P2.*

[12] Our translation. Original "*... tem aí um índice de absenteísmo grande eh... devido a várias situações... de {licença}, ... eu com dez anos, eu também já tô cansado, eu também acredito que já estou adoecendo.... o servidor se afasta por não ter apoio,... sem falar na questão salarial…" P7.*

As previously evidenced in relation to absenteeism, leave is the “ultimate cause” of all the problems experienced in everyday work life. The statements of participants P5 and P6 show how many employees become ill and do not seek (or are unable to seek) medical care. It is reported that the institution surveyed considers that the SESMT (Specialized Services in Occupational Safety and Medicine) works well, but it appears that it is not reaching those who need it.

> *...we find out, right, that they're sick, right? Eh... I don't think it's even a third, OK? Many of them isolate themselves... those who come to us, we refer them to the Worker Reference Center, because there... there's a medical team... made up of a psychologist, a doctor, and a nurse. They evaluate the employee and also open a Work Accident Record, right? P5*[13]

The union always highlights the worker's health service as a reference, but there is a gap between the worker and the SESMT due to the fear of losing work days, benefits, and fear of exposure, among other things. P6's statement highlights the importance of the Public Prosecutor's Office as a facilitator so that SESMT services are accessible to all. However, this situation is in line with the current precariousness of the world of work, to which workers are subjected to the detriment of their living conditions (Antunes, 2009).

> *...when the Foundation goes public to talk about its occupational health services, it says that its SESMT works very well. But at the end of the day, we don't see it happening, right? ...when there are collective bargaining meetings at the Regional Labor Court, we also make a lot of points... tripartite commission on worker health, in which this commission was a union entity, the Foundation, and the Public Prosecutor's Office, the third party did not show up. P6*[14]

Morgado (2018) reports that the Public Ministry of Labor accessed data and found high rates of sick leave. In a study on absenteeism and leave among state civil servants in Santa Catarina, Correa and Oliveira (2020) detected causes ranging from musculoskeletal to mental and behavioral issues, which have become increasingly frequent in the workplace. The authors

[13] Our translation. Original “*...a gente fica sabendo, né, que está doente, né? Eh... acho que não chega nem um terço, tá? muitos, eles se isolam ... aqueles que nos procura, a gente tá encaminhando pro Centro de Referência do Trabalhador, porque lá eh... existe uma equipe médica ... composto pelo psicólogo, médico e o enfermeiro. Eles avaliam esse funcionário, eles também abrem o Cadastro de Acidente de Trabalho, né?” P5.*

[14] Our translation. Original “*...quando a Fundação, ela vem a público falar da sua medicina de trabalho, ela fala que o SESMT dela funciona muito bem. Só que na ponta a gente não vê chegando, né? ...quando tem reuniões do dissídio coletivo na questão do Tribunal Regional do Trabalho, a gente também pontua muito.. comissão tripartite de saúde do trabalhador, na qual essa comissão, ela era entidade sindical, a Fundação e o Ministério Público, o terceiro não chegou.” P6.*

note that it is necessary to understand these data and seek intervention strategies, aiming at a work environment as a universe of well-being, fulfillment, and professional and personal development, and not just as a means of producing services.

The focus group discussions also revealed a lack of demand for health services. Recalling Mendes (2020), there is cause for concern here about "the pathologies of silence." Workers isolate themselves, do not communicate their desires and problems, and further aggravate their health with serious consequences for their lives in general (and those of their families).

CATEGORY 4 - PHYSICAL AND MENTAL HEALTH CONDITIONS

Social education workers face major challenges in their professional practice, with repercussions for their mental health. Feijó (2015) observed, in clinical care for these workers in the state of Rio Grande do Sul, that most work absences were due to psychological problems (especially depression and anxiety). These problems affected the quality of life of workers in various sectors, both those who worked directly with adolescents (agents and technicians) and those who did not have direct contact with them (administrative sector). The author also reports that the invisibility of these workers' labor in the public health sector can place them in a vulnerable situation in the occupational area.

In another study using psychodynamics in work with Socio-Educational Reintegration Attendants (ATRS) with adolescents in conflict with the law in the Federal District, Costa, Brasil, and Ganem (2017) showed that this work has a subjective impact. This is due to absences from work due to illness, sleepless nights, and the way in which daily life is invaded by the fear of being recognized on the street by an adolescent who has left the detention center.

The authors Costa, Brasil, and Ganem (2017) analyzed how these workers mobilize themselves from a subjective point of view and the challenges they face in coping with anxiety and fear so as not to succumb to illness and violence.

Working in Brazil's socio-educational system reveals several flaws, which, according to Tavares (2019), range from the approach taken with adolescents in conflict with the law to the working conditions of the professionals involved in this context. In these spaces, according to the author, it is noticeable—even without a thorough laboratory analysis—that in the courtyards, dormitories, corridors, and even in the service rooms, high temperatures are common in the summer, in addition to a high number of fungi and bacteria in the winter, as well as overcrowding.

It is clear that the characteristics of socio-educational work, regardless of the sector in which it is carried out (socio-educational support, security, psychosocial, health, pedagogical, operational, management, etc.), involve a wide variety of particularities and emotional burdens.

With regard to physical and mental health in the workplace, the statements recorded show serious situations experienced by workers in the socio-educational system, especially in the old FEBEM model. According to Feijó (2017), the socio-educational category is impacted up to four times more by job-related stress than workers in other professional categories.

Aspects of family health were investigated by asking whether the employee has any family members with an illness that requires permanent care. One-third reported that they did. They were asked which family member requires permanent care. Among those who reported having family members who need care, nine employees noted that their father needs care, nine noted their mother, three their father-in-law, two their son, three their daughter, one their wife, one their sister, and one noted themselves.

The emotional and financial burden is much greater for workers with one or more family members who require constant care due to specific needs such as medical or psychological treatment and the payment (or non-payment) of increasingly expensive health insurance plans.

Tavares (2019) reports that the stress generated by the mismatch with family life, combined with stressful working conditions and financial concerns, when prolonged, can trigger mental health problems.

Undoubtedly, socio-educational workers have unique characteristics compared to other types of work. Among the various sources of stress in their work routine, the most impactful are situations of fighting and rebellion. Regardless of the causes, all staff present at the scene experience a high degree of stress. Socio-educational support agents, whose duties include the use of physical force to restrain adolescents in exceptional situations (ECA - Article 125 and Technical Notebook of the Security Superintendence of the CASA Foundation, 2022, p. 10, 27, 80, 81), this stress is greatly increased. Participant P1 reports extreme situations he experienced at the former FEBEM and the consequences that still linger and haunt him 22 years later.

> *...I came out of the rebellion badly injured... broken arms and nose, with head trauma, eh... I was beaten for hours... they put me on a mattress to be burned alive... and at the end of the day they threw me off the roof... I developed some phobias... inside the Foundation, I hear a noise, I get tense until I know what it is... the reflexes continue to this day... I have a lot of anxiety, I can't sleep... I saw a psychiatrist, took medication...*

> *but it didn't have much effect. P1*[15]

Violence is not specifically a phenomenon unique to the field of public health, but it significantly affects health, as it drastically reduces the quality of life of individuals and society as a whole (Minayo, 2006 apud Beretta, 2021, p. 10). The author adds that it "constitutes a socio-historical phenomenon, and understanding this phenomenon depends on the analysis of variables such as health-related problems, health conditions, specific social contexts, and individual and collective lifestyles" (Beretta, 2021, p. 10).

Participant P8 comments on colleagues who began working in socio-education and face various professional and personal problems due to the breakdown of the socio-educational system, especially in the old model, which was partially overcome by the paradigm shift after 2006.

> *... Family issues, eh... alcoholism, right, present, right... You can't separate it, say, the worker is one thing at Fundação CASA and forget about the problems at home... I've been through several episodes of rebellion... pressure at work, management, moral harassment, right... you work in a context of... prison...P8*[16]

Among workers in "detention centers" (in direct contact with adolescents) and those in the administrative sector, Feijó (2017) found that differences in stress patterns were significant, revealing a worrying pattern of high burnout in the group that works directly with young people serving socio-educational measures (Feijó, 2017).

With regard to workplace accidents, socio-educators are exposed to a wide variety of types. From "common" accidents, such as falling on floors or stairs, injured fingers and hands when closing heavy gates or iron bars... to the most serious, such as burnout syndrome (work exhaustion), tuberculosis infection, leprosy, assaults, threats, and deaths during riots, as can be seen in the statements of P2.

> *...I've seen it all… colleague being pierced with wires, with three-eighths iron...*

[15] Our translation. Original " *...saí* ***muito machucado da rebelião...*** *braços e nariz quebrados, com traumatismo craniano, eh... apanhei por muitas horas... me colocaram em colchão para ser queimado vivo... e no final do dia me jogaram do telhado... eu adquiri algumas fobias.... dentro da Fundação escuto um barulho, fico tenso até saber o que que é....os reflexos continuam até hoje.. tenho muita ansiedade, eu* ***não consigo dormir****...passei pelo psiquiatra tal, tomei medicamento... mas não surtiu muito efeito"*

[16] Our translation. Original "*...Questão da família, eh... o alcoolismo, né, presente, né... Não dá pra você separar, falar assim, o trabalhador é uma coisa na Fundação CASA e esquece os problemas de casa... Eu já passei por vários episódios de rebelião... de* ***pressão*** *no trabalho, chefia, assédio moral, né... cê trabalha num contexto de... prisão…"P8.*

> *wrapped in the mattress by teenagers... saying they were going to set fire to it... being thrown off the roof during riots, and then the colleague falling to the ground, becoming paraplegic, quadriplegic, eh... in 2022, they're not like that anymore, they're more restrained... P2*[17]

According to Morgado (2018), the CASA Foundation has accumulated complaints about poor working conditions, which culminated in a public civil action and inspection by the Public Ministry of Labor and Labor Justice in 2003. According to Morgado (2018), based on complaints from workers at a socio-educational center, a civil investigation has been underway since 2015, all of them related to episodes of physical and psychological violence due to conflicts with inmates.

> *...we were unable to see the actions of the Public Prosecutor's Office... they took action once... there is even a civil lawsuit that has been pending for a long time... it is still being processed... P6*[18]

Participant P6 reports that the Public Prosecutor's Office, whose role is to supervise, make decisions, and forward resolutions, conducted inspections and collected information at the detention centers. However, it did not return to follow up and include new information, such as the various types of harassment suffered by workers.

Morgado (2018, p. 13) states that the hypothesis of the Labor Prosecutor responsible for the case (investigation) is that the conventional approach model adopted by the CASA Foundation generates violence among the actors involved (inmates and workers) and that both sides are "imprisoned in the violence of the institution." Using specific and non-systemic approaches, the model is not changed, as there is no structural change.

In Antonovsky's (1987) Salutogenesis proposal, the focus is on coping resources rather than stressors. For him, stressors are present in human life and their consequences do not necessarily have to be considered pathogenic. Stressors should not be seen as something bad, just as their consequences on people are not necessarily causes of disease. The author believes that the onset of disease is not caused by stress, but rather by a lack of actions and strategies to manage it. Thus, he defines tension as the individual response to stress and, depending on the

[17] Our translation. Original "*...já vi de tudo... colega seu ser perfurado com fios, com ferro três-oitavos... enrolados no colchão pelos adolescentes... falarem que iam bota fogo...serem derrubados do telhado, em rebeliões e aí o colega ao cair pro chão, ficar paraplégico, tetraplégico, eh... no ano de 2022, elas não estão dessa forma, estão mais contidas…" P2.*

[18] Our translation. Original "*...a gente não conseguiu ver, a atuação do Ministério Público... fizeram uma atuação uma vez... inclusive tem uma ação civil pública já de* ***muito tempo****... tá tramitando…" P6.*

characteristics of these stressors and the resources available to resolve the tension generated, they can be considered positive for human life.

For the development of work with adolescents in conflict with the law, there is a numerical ratio of one socio-educator for every two or three adolescents or one socio-educator for every five adolescents, depending on their profile and educational needs (BRAZIL, 2006, p. 43-54), which qualifies them more as "jailers" or security guards than "educators" (Silva and Silva, 2017, p. 40).

One of the focus group participants, P6, recalled that, on one occasion, the union carried out health promotion activities aimed at caring for socio-educators, which had a positive impact on the reception and well-being of workers.

> *...in the past...a union director held a seminar called Caring for the Caregiver...it was in 2005, right?... it never happened...that's really bad, isn't it? Because it's necessary, right? How can you care for others when you don't take care of yourself? P6*[19]

Health promotion is an extremely important area for the labor category, as it is linked to training and education initiatives that enable people to take care of their quality of life and become more active in this process.

FINAL CONSIDERATIONS

The methodology used provided an important forum for listening and speaking, as well as valuing these workers, who face various difficulties in their personal, family, and professional lives on a daily basis. It demonstrated how much these employees feel "invisible" to the CASA Foundation institution, due to the treatment they have received for decades.

It was found that the trade union is the only instrument of struggle and hope in guaranteeing the benefits achieved and less precarious working conditions.

Currently, the CASA Foundation has an excellent structure, complying with existing policies and laws, with adequate physical spaces and high-quality human capital. However, it has also "suffered" for years from unilateral political directives at the state government level, resulting in increasing damage to the careers and direct impacts on the physical and mental health

[19] Our translation. Original "*...no passado...um diretor do sindicato fez um seminário chamado Cuidando do Cuidador...foi em 2005, né?... nunca existiu..isso é muito ruim, né? Porque **precisa**, né? Como você vai cuidar do outro, sendo que você não tem um cuidado pra si?" P6.*

of its employees.

Job satisfaction is a determining factor in improving overall quality of life and preventing mental illness, and should be considered and prioritized by the CASA Foundation and the Occupational Health area. Actions aimed at promoting the health of workers in the socio-educational system can enable change and/or improvement in work processes, identifying the determinants in the health-disease process, with due care for the quality of life of these people and respect for Decent and Dignified Work, objectives of the 2030 Agenda.

This paper did not intend to address such a complex subject, but rather to spark debate with other researchers and other graduate programs on how changes in the world of work reflect on the quality of life of socio-educational workers.

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