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## FOR A NEIGHBORHOOD THAT PROTECTS: A PSYCHOSOCIAL INTERVENTION BY THE IDEALIZE PROJECT - GAMA- FEDERAL DISTRICT

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## INTRODUCTION

The interest in developing a project that involves research and study intervention is the result of the work carried out at the Ministry of Education and Culture in 2007 within the School that Protects Project, which deals with the training of education professionals to face violence against children and adolescents and the experience accumulated in monitoring the work carried out by Prodequi/Unb regarding the issue of chemical dependencies and adolescents in conflict with the Law.

The work is based on the Charter of Educating Cities, according to which

“All inhabitants of a city shall have the right to enjoy, in conditions of freedom and equality, the means and opportunities for education, entertainment and personal development that it offers them. The right to an educating city is proposed as an extension of the fundamental right of all individuals to education. The educating city permanently renews its commitment to educate its inhabitants in the most diverse aspects throughout their lives. And for this to be possible, it must take into account all groups, with their particular needs”. (Portuguese version of the letter captured on 11/09/2006 on the Lisbon City Council website: <http://www.cmlisboa.pt> Carta das Cidades Educadoras: 01)

Scientists and professionals from different areas will have the challenge of contemplating human and social rights in this century. Several treaties and laws and programs, including the National Human Rights Program which emphasized civil and political rights, in 2002 incorporated economic, social, cultural and environmental rights, ratifying the vast majority of

international treaties on Human Rights and proposing actions aimed at system of strong rights as proposed by Bobbio. “When one thinks of human rights that have historically experienced the passage from a system of rights in a weak sense, insofar as they were embedded in codes of natural or moral norms, to a system of rights in a strong sense, as are the legal systems of national states. And today, through the various bills of rights promulgated in international forums” (BOBBIO, 1992:78)

Human rights refer to those inherent to the human person, with a view to safeguarding people’s physical and psychological integrity. The guarantee of human rights must be a perennial action of the State, but how to protect human rights by limiting the powers of the authorities and guaranteeing well-being through equality, fraternity and the prohibition of discrimination.

Bearing in mind the question of human rights, it is worth asking how these rights are guaranteed in a liquid, fragmented, consumerist society, lacking values and solid relationships Bauman (2001)? How to ensure that human rights are respected in a social context without borders, which offers a range of choices, as Giddens (1999) points out, lacks guides and ethical reflections that make it impossible to establish whether the choices are right or wrong? In the midst of this crisis, the family, like other institutions, experience a confusion of values and roles.

Goldani (1994) observes that the Brazilian family has undergone considerable changes with the increase in income concentration, social inequalities and the failure of the State, influencing family relationships. The patriarchal family model became conjugal; composed of parents and children where at least one is the parent. In the family scenario, people in their socialization process impregnated with cultural and moral values

can establish gender and power relations with asymmetric and violent characteristics.

Violence against children and/or adolescents is one of them. This violence can be conceptualized as any act or omission by the adult or institutions that cause physical, psychological and/or sexual harm to the victim (parents or guardians). This type of violence implies a transgression of power by the adult and society in general and the objectification of the child, that is, the denial of her rights as a person in formation (Azevedo and Guerra, 2000). In this relationship, there are actors with unequal powers with regard to knowledge, strength, authority, experience, maturity, strategy and resources (Falerios and Faleiros, 2006).

Violence against children and adolescents manifests itself in different ways, such as: a) structural violence (expressing inequalities); b) symbolic violence (constructing inferiority); c) institutional violence (neglecting care); d) physical violence; e) psychological violence (destroying the image of the other); f) situations of negligence, abandonment and child labor; g) different forms of sexual violence - sexual abuse, commercial sexual exploitation; human trafficking for sexual purposes, sex tourism, pedophilia and pornography. Violence against children and adolescents constitutes one of the worst forms of disrespect for human beings, since it undeniably compromises their biopsychic and social development. The degree of complexity of this type of violence varies according to the form, content, motives and target audience.

Within this theme, a significant number of children and adolescents are in a situation of social risk in the DF, as pointed out by the research carried out by Souza (2017), who pointed out as a strong risk factor the fact that many students are in frequent contact with the licit and illicit drugs in their families

and in the school environment, in family relationships with a high degree of conflict and violence.

Children's contact with drugs starts very early, according to the PenSE survey (2015) is about 9.0% of students aged 13 to 15 years old have tried illicit drugs, among students between 16 and 17 years old level and approximately 17.0%." As for the current consumption of illicit drugs, it also increases with age. For marijuana, current consumption was 7.2% among students aged 16 to 17 years old. In this age group, around a quarter of the students had friends who used illicit drugs" (p.91). It is important to highlight that the use of alcohol is increasing among students, According to PenSE (2015) "in the age group of 16 to 17 years, 73.0% of students have already tried a dose of alcoholic beverage. In this age group, just over 21.0% of students had their first dose of alcohol before the age of 14 and about 60.0% had friends who consumed alcoholic beverages. The indicator of current alcohol consumption, considering the two age groups analyzed, grew 56.5%, going from just over 24.0% among students aged 13 to 15 years to almost 38.0% in the group age of 16 to 17 years. Around 37.0% of 16 to 17-year-old students have already suffered from episodes of drunkenness and approximately 12.0% of them had problems with family or friends because they had been drinking" (p. 90).

The school can be a protective factor against drug use, offering students conditions for insertion in the school environment and academic success. The fact that the student is not at school is considered a social risk factor. In the DF, in 2012, the high school dropout rate was 11.14%, while in the final years of elementary school it was 3.42%. The grade-age distortion also reveals the difficulty of succeeding at school. According to SEE/DF's 2015 District Education Plan, the grade-age distortion in 2013 was 23.2% in primary

education and 34.8% in secondary education. The failure rate in 2012 was 19.62% in the final years of elementary school and 22.28% in high school.

This fact demands action from the school units themselves, in order to approach this reality and provide families with the means to minimize the risks to which children and young people are being subjected to mistreatment in their homes and in their community.

According to the Ottawa Charter (1986), preventing drug use implies knowing how to welcome, it implies enabling the identity construction of educators and students, enabling the development of human potential and insertion in culture. It consists of allowing subjectivation, that is, making it possible to become a person, to belong, to build one's own space and a life project.

Prevention was constituted "in an effort to anticipate the disease", it refers to the "act or effect of preventing, of precaution, of arriving before, of avoiding some damage" (Büchle, Coelho & Lindner, 2009, page 02). It is "early action and targeted interventions to prevent the onset or progression of specific diseases" (Polejack, Gussi, & Seidl, 2012, p.02). Prevention aims at education, training and awareness. Preventive programs become more effective when they integrate approaches, sectors and institutions. There are three forms of prevention: primary, secondary and tertiary. In the first, drug use is not yet installed, in the secondary, moderate drug use is already identified, and in the tertiary, it is already installed and requires specialized treatment. Interventions must be carried out with planning, evaluation and transparency in small and specific communities. Information must be considered as one of the components of education about drug use, along the lines of affective education aimed at personality

formation. The health crisis is reflected in epistemological, methodological, theoretical (and political) contexts. Care for life must be shared between public, private and community authorities.

The phenomenon of drugs is not an isolated phenomenon, it is multifaceted, contains several factors that are interconnected, and must be approached in a systemic way, as proposed by Morin (1991). In Morin's perspective, there are seven black holes in education, sometimes ignored, underestimated or fragmented within the educational process: they are relevant knowledge, human identity, human understanding, uncertainty, the planetary and anthropo-poetic condition. Faced with the uncertainties of the modern world, it is therefore necessary to have knowledge that allows for the growth of interpersonal relationships and does not ignore and mutilate the other, the adoption of a planetary conscience and an ethical commitment to the development of humankind.

For preventive work at this level, it is important to articulate the protection network to develop articulated and sequential actions involving all school actors, from managers to education employees, relying especially on the protagonism of teachers and students. In this sense, the IDEALIZE Project: Network Technology for the Construction of Dialogue Alternatives, developed by young people from a public high school in the Gama-Federal District/Brazil, seeks to help the school community in resolving students' internal conflicts, through debates and guidance in conversation circles. These circles, which use a dialogical method (SÍVERES, 2015), are carried out dynamically, with a view to establishing healthy interpersonal interactions between student/student and between teachers and students.

In the students' conception described in the aforementioned project, Idealize constitutes "a space for students to talk about, which encourages the use of their skills to positively change their reality within the school". For them, it is the most comfortable way to mediate conflicts within the school environment, where young people listen to young people - young people learn from young people. In addition, providing fundamental support for young people who are going through the transition from elementary to high school.

The Idealize Project, in 2015, in partnership with "Universidade de Brasília" (UnB), received financial resources from the FAP/DF and expanded its actions aiming at: (a) the construction of a virtual environment in which the various conflicting situations can be reflected in a way indirect, creating an environment to encourage and strengthen protagonism and the peaceful resolution of conflicts; (b) develop a network for exchanging information and dialogue about existing conflicts in the school. "Idealize Externo" therefore aims to expand the project to other Secondary Education Centers (CEMs). The subproject began with the creation of the website and the invitation to students from other CEM's to work on the project. After many attempts, the project achieved a stable number of participants and was thus able to start the second action of the project, which is training in conflict mediation, which began in July 2016 and the conversation circles. At ExpoCEMI, in August 2016, two works were presented, the first was focused on the study of the site, how it works, what is its importance for the project. The other on the impact of Idealize on students. The group focused on the web platform came first and the other third, both groups were invited to participate in the Science Circuit of the Public Schools of the Federal District - Brazil. The

impact survey carried out with the student community showed that first-year students positively appreciate the project's actions, and third-year students suggest other topics such as college, future choices, competitions.

Lévy et al (1994:201) propose the application of projects for the development of institutional interactions as a way of interfering in the studied field and producing psychosocial changes, enabling new relationships between social actors and between them and the organization. They emphasize the subjective understanding and the place of each one in the subjects insofar as they understand the situation in which they are placed, their world and the world itself. It proposes to strengthen commitment, moving from the act of speaking to the analysis of the act, leading people to question themselves, to communicate their differences, enabling new actors to express their "instituting" will and assume the cost of conflicts.

In Pain's view (2000), the institution functions as a training ground, as a "third party", researcher, equally "trainer" that links the different participants of the educational institution, composing an articulated and complementary whole that is enriched every day. Intervening has a militant dimension, it multiplies competences, seeks social relations, introduces a third party that produces a critical and structuring effect. This other addition requests the social bond, the dimension of exchange, the use of reciprocity.

In this sense, the project aims to carry out community work aimed at guaranteeing the rights of children and adolescents, and the psychosociological intervention presents the following fundamental premises, namely:

- Contemplates what is not said, interrogates what is hidden and transcribes desires in the organizational order
- Focuses on the intersubjective reality that constitutes the discourse; so the discourse

can be taken as the place of change

- It proposes interventions that articulate existing resources and expand coordinated actions with other sectors (of social, community policies, etc.) And the participation of professionals from different backgrounds.

It considers that every word is located, at the same time, in the two registers of information and suggestion – word act and act analysis. The decision, taken as a group, opens up new constructive spaces for actions and interactions

## **METHODOLOGY**

The project had as participants students and former students of the Center for High School Integrated to Professional Education in Gama who are part of the Idealize Project, responsible for the students, community partner agents and the support network, such as health, safety and justice.

Weekly face-to-face meetings were held to define the activities to be carried out and during the pandemic, virtual meetings were held in order to create links between students, students and guardians, between them and the support network. In addition to developing means of disseminating important information about the rights of children and adolescents, vulnerability, mental health and other topics of interest, strengthening the protection network for the rights of children and adolescents.

Specific guidelines were also provided for specific cases involving violations of rights and violence.

During the pandemic period, social networks such as facebook and instagram were used as a way to reach the general population with lives, posts and tips on music, movies and series addressing topics of interest. Whatsapp was used for group

discussions and topic ideas, meet for specific group meetings where material to be disseminated was produced.

## **RESULTS AND DISCUSSION**

The process of participation in the project proved to be very important for most of the students and other agents, as they demonstrated through their speeches and work proposals to reframe the protection network among the adolescents themselves and between the adolescents and the support network, mainly during the pandemic where the remote way of working led to the construction of means of understanding what colleagues were experiencing and how their mental and physical health was. The relationship involved communication and understanding of oneself and the other, enabling integration, self-confidence, security, self-worth and acceptance. The conflicts experienced were transformed into forms of support for colleagues and joint constructions for the development of actions that triggered the promotion of health, citizenship and human rights.

## **FINAL CONSIDERATIONS**

The development of the project showed that a psychosocial approach is possible for the development of successful actions in schools involving guardians, the community and the support network. The observations and analyzes of the work carried out and the development of the students reveal that this approach is possible and procedural, as is the act of educating and that it contributes to self-knowledge and improves both interpersonal and social relationships.

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