



HANDBOOK ON MANAGING
THE *ESCRITÓRIO SOCIAL* II

Methodology for the Singularization of Care for People Deprived of Liberty and Released from the Prison System

SERIES *FAZENDO JUSTIÇA* | COLLECTION POLICY FOR RELEASED PEOPLE



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**Methodology for
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and Released from
the Prison System**

BRASÍLIA, 2024

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Foreword

The National Council of Justice (CNJ, acronym in Portuguese), in partnership with the Ministry of Justice and Public Security (MJSP, acronym in Portuguese) and the Brazilian office of the United Nations Development Programme (UNDP Brazil), develops the Program *Fazendo Justiça* (Doing Justice) establishing a significant milestone in the search for innovative solutions in the field of criminal and juvenile justice.

The Program works to qualify structures and services, promotes training, supports the drafting of regulations and public policies, and develops informative documents. These materials include guides, manuals, researches and models that combine technical and normative knowledge with the reality experienced in different places across the country. These products identify good practices and offer guidance to facilitate the immediate and effective implementation of interventions.

The Program is aligned with the decision of the Supreme Court in the Claim of Non-Compliance with a Fundamental Precept Lawsuit (ADPF, acronym in Portuguese) No. 347, which in October 2023, recognized that Brazilian prisons are in an unconstitutional state of affairs and demanded national and local plans to overcome this situation. The Program also carries out various actions in the juvenile justice field, following the principle of absolute priority guaranteed to adolescents and young people in the country's norms and laws.

At present, 29 initiatives are being carried out simultaneously, taking into account challenges considering the complete cycle of criminal and juvenile justice, as well as transversal initiatives. Among them is the International Articulation and Protection of Human Rights, which facilitates the exchange of experiences between Brazil and other countries in public policies related to the criminal and juvenile justice cycle.

We recognize that each country faces unique contexts and challenges. We also believe in sharing knowledge and experiences as a tool for collective transformation. To this end, titles selected from the Program's different collections have been translated into English and Spanish, such as this publication.

The strategy behind international articulation also includes support for events, courses, and training in collaboration with international partners, as well as the translation into Portuguese of standards and publications aligned with the topics worked on by the Program. This promotes a necessary exchange of ideas and practices for a future in which dignity and respect for fundamental rights are common values for all of us.

Luís Roberto Barroso

President of the Supreme Court and the National Council of Justice

Presentation

Prison and juvenile justice systems in Brazil have always been marked by serious structural problems, reinforced by diffuse responsibilities and the absence of nationally articulated initiatives based on evidence and good practices. This picture began to change in January 2019, when the National Council of Justice (CNJ) began to lead one of the most ambitious programs ever launched in the country to build possible alternatives to the culture of incarceration: Program *Justiça Presente*.

This is an unequalled inter-institutional effort, of unprecedented scope, which has only become possible thanks to the partnership with the United Nations Development Programme in the execution of activities on a national scale. The Program also counts on the important support of the Ministry of Justice and Public Security, through the National Penitentiary Department.

The publications of the Series *Justiça Presente* cover topics related to the Program involving the criminal justice system, such as detention control hearings, alternatives to imprisonment, electronic monitoring, prison policy, support to released people from the prison system, and the juvenile justice system, consolidating public policies and providing rich material for training and raising awareness among actors.

It is encouraging to see the transformative potential of a work carried out in a collaborative way, which seeks to focus on the causes instead of insisting on the same and well-known consequences, suffered even more intensely by the most vulnerable classes. When the highest court in the country understands that at least 800,000 Brazilians live in a state of affairs that operates on the margins of our Constitution, we have no other way but to act.

These “Handbooks on Managing the *Escritório Social*” cover services – state or municipal, public, private or civil society, of the Judiciary or Executive – that are aimed at assisting released people and their families. There are three Handbooks that will help managers and professionals in the qualification of services, proposing specific and new methodologies for mobilizing pre-released people, for the singularization of care and for the management of *Escritório Social* units.

The publication of these Handbooks complements CNJ Resolution No. 307/2019, which institutes the National Care for Released People from the Prison System within the scope of the Judiciary, and the dissemination of *Escritório Social* units throughout the country, aiming to provide an effective response to the social reintegration of released people from Brazilian prisons.

José Antonio Dias Toffoli

President of the Supreme Court and the National Council of Justice

Technical presentation

In 2019 the National Council of Justice (CNJ, acronym in Portuguese) signed a partnership with the United Nations Development Programme (UNDP Brazil) for the implementation of Program *Justiça Presente*, which executes, among its five axes of action, a set of activities aimed at promoting Citizenship Policies and Guarantee of Rights for people deprived of liberty and those released from the prison system in Brazil. The partnership between the CNJ and the UNDP allowed, in addition to the sum of technical and institutional skills, to rescue several products that were incorporated by UNDP as reference documents for Brazilian criminal policies, including the material presented herein.

This publication is the result of various efforts among institutional actors, professionals in the field of criminal policies and researchers in the areas of public policies and public security who, in diverse moments and through specific institutional arrangements, collaborated to present to criminal policy professionals in Brazil a reference document for the singularization of care for people deprived of liberty and those released from the prison system. Given the unique characteristic of the development process of this material, describing the path of its elaboration, the actors involved, and the results expected from it becomes a fundamental premise for readers to have clarity about its contents and possible applications.

From July 2015 to July 2016, the National Penitentiary Department, in cooperation with the United Nations Development Programme, hired a Specialized National Consultancy for the Formulation of a Management Model for the Prison Policy, with the objective of "providing consulting services for the production of subsidies to the National Penitentiary Department (Depen, acronym in Portuguese)'s public policies, especially with the elaboration of proposals for the management model of the prison policy"¹. In the middle of this National Consultancy, a Working Group was formed composed of professionals in the field of criminal policies², managers and prison staff, researchers in the areas of public policies and public security, and released people from prisons.

During the discussions of this Working Group, the development of a methodology for the singularization of prison management care emerged, which advanced to hiring specific consultancy for this purpose, when, by indication of CEBRAP – Brazilian Center for Analysis and Planning of the University of São Paulo, Professors Ana Paula Galdeano Cruz and Thais Regina Pavez were hired.

¹ Objective declared in Notice 002/2015, Project BRA/14/011, Ministry of Justice – *National Penitentiary Department (Depen, acronym in Portuguese)*.

² Criminal policies are understood as a set of criminal liability policies that involve, in addition to deprivation of liberty measures in different regimes, detention control hearings, alternatives to imprisonment, electronic monitoring services, restorative practices in the criminal justice system and assistance for released people from prison system, as discussed in MELO, Felipe Athayde Lins de; DAUFEMBACK, Valdirene. *Modelo de Gestão para a Política Penal: começando uma conversa*. In: DE VITTO, Renato Campos Pinto; DAUFEMBACK, Valdirene [org]. *Para além da prisão: reflexões e propostas para uma nova política penal no Brasil*. Belo Horizonte/MG: Letramento: Casa do Direito, 2018.

This hiring, in turn, took place in the scope of the cooperation between Depen and the Federal University of Minas Gerais, which was focused on training courses for penal policy officials. The courses "Theoretical and practical reference for the construction of singular integrated projects in prison management" and "Social network analysis methodology (SNA) for evaluation of newcomers into the criminal system" were created for dissemination in the modality of Distance Education (EaD). Thus, for each course, a legal material and four video classes were developed, to be made available in the EaD portal. However, the end of the consultancy in 2016 and the political-administrative changes in the various bodies involved in the action from that year on led to the cancellation of the launch of the courses prepared, so that the material, after being finished by the *Centro de Apoio à Educação à Distância* (CAED-UFGM), was not distributed.

The resumption of this material, in turn, took place in the scope of the actions of Program *Justiça Presente* aimed at promoting a national care policy to released people, which included the publication of reference documents produced in the UNDP-Depen cooperation³, the dissemination of *Escritório Social* units⁴ and the publication of Resolution CNJ No. 307/2019, which establishes the National Care Policy for Released People from the Prison System within the Judiciary⁵.

So, from September to November 2019, the Program *Justiça Presente* hired via UNDP a new consultancy from Professor Thais Regina Pavez, with the purpose of conducting formative processes for criminal policy servants, public managers, representatives of civil society organizations and members of the Judiciary, aimed at discussing the "singularization of care" and seeking to implement it within the care policy to released people. Within this scope, the consultancy took on the challenge of adapting the methodology that had been developed for prison management, adapting the previously elaborated "singularization instruction" and putting it in test through the public discussion carried out during the formative processes.

Therefore, during the consultancy period, 06 regional meetings were held, covering the 26 states and the Federal District, involving 360 people, who had the opportunity to learn about the methodology of singularization and discuss the necessary improvements for its application for released people, since this, as mentioned, it had been developed to be applied in prison management.

Thus, the material presented here was adapted from the final, yet unpublished, version by Depen and CAED-UFGM. In principle, the material consisted, as already mentioned, of two independent publications and a set of four video classes, aiming at the realization of formative processes via distance education. This material, however, took a new form: the two publications were brought together in a single one, and Unit 4 was exclu-

³ Among them, the following documents are: Prison Policy Management Model and National Assistance Policy Proposal to Released People, both elaborated by Felipe Athayde Lins de Melo, UNDP consultant and coordinator of the Axis Citizenship Policies and Guarantee of Rights of *Justiça Presente*; Management Model for Criminal Alternatives, organized by Fabiana de Lima Leite, UNDP consultant and coordinator of the Axis Actions to Reduce Overcrowding and Prison Overpopulation of *Justiça Presente*; Management Model for Electronic Monitoring of People, developed by Izabella Lacerda Pimenta, UNDP consultant and specialist in electronic monitoring of the Axis Actions to Reduce Overcrowding and Prison Overpopulation of *Justiça Presente*.

⁴ The *Escritório Social* is a public equipment for the assistance of released people established by the CNJ and originally opened in Espírito Santo in 2016. In the Program *Justiça Presente*, *Escritório Social* units began to be disseminated nationally, with the implementation of 15 new units expected between 2019 and 2020. The trademark *Escritórios Sociais* is mentioned in the text in its original language (Portuguese). The term can be translated as "Social Offices".

⁵ Available at: <https://atos.cnj.jus.br/atos/detalhar/3147>; accessed on: 14/02/2020.

ded from the publication originally called *Referência teórica e prática para a construção de projetos singulares integrados em gestão prisional*, as it was the presentation of the "Sociability Networks Questionnaire," which was also presented in the Unit 4 from the publication *Metodologia de análise de redes sociais (ARS) para avaliação do ingressante ao Sistema penal* ("Social network analysis methodology (SNA) for evaluation of newcomers into the criminal system").

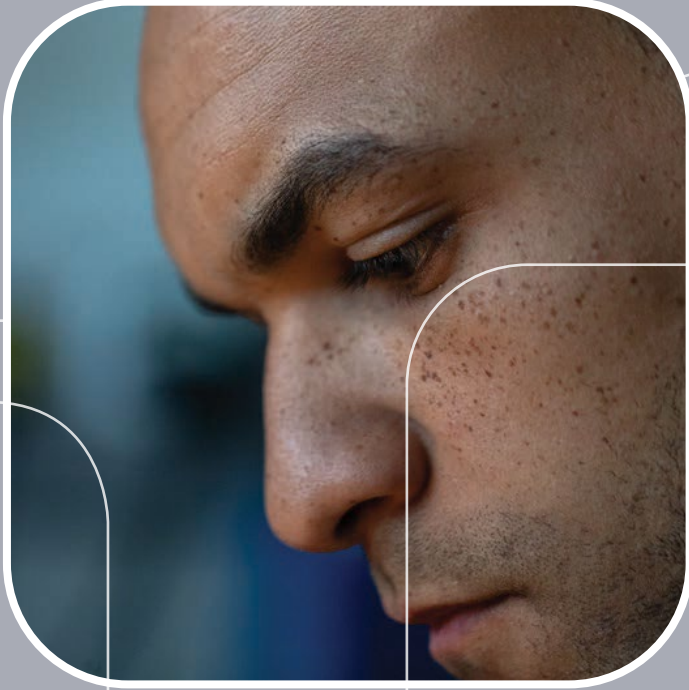
The title of this second publication has been amended here, being designated as "Social network analysis methodology (SNA) applied to criminal policies," whose approach was expanded from prison management to the application in assistance services for released people as well.

These adaptations were incorporated throughout the text and that questionnaire, after the improvements provided by the application tests carried out during the 06 (six) regional meetings, it was renamed as **"Instrument for Singularizing Care"**, being presented in the last unit of this publication.

This is an improvement of conceptual and practical nature because it overcomes possible habits of mechanical application of questionnaires by guiding active listening processes and collaborative construction between professional and person in care, projects of the future that allow to follow up with otherness those who, deprived of liberty or having left prisons, seek technical assistance from multidisciplinary teams of prisons or services for released people.

Nevertheless, in order to preserve the original authorship and edition, this material maintains the identification of credits at the end of the contents that correspond to each of those publications prepared by CAED-UFMG.

We hope that the readers of this material may find in the following lines the opportunity to learn, the motivation to the challenge for innovation, and the pursuit of new practices in assisting people deprived of liberty and those released from the prison system, guided by respect for diversity and fundamental rights and the desire to build a fair society.



INTRODUCTION

This material was elaborated to meet the need for creating a development program for individuals deprived of liberty that guarantees their return to civil liberties, in accordance with the rights provided in law. The content is also applicable in assistance services for released people from the prison system. We will reflect on theoretical and practical elements that emphasize the importance of mapping the sociability and life history of individuals before entering the prison system.

Its objective is to qualify the readers to produce the Integrated Singular Project, from an instrument that is characterized as an interview script aimed at identifying spheres of sociability that may be enhanced during and after prison life. It is a question of spreading a concept and practice focused on citizenship rights, through matrix support for public policies, whether in establishments of deprivation of liberty, or in the insertion of released people in social protection, employability, education or other public services and civil society networks.

This material is intended for professionals who work in multidisciplinary teams in prisons across the country (social workers, psychologists, pedagogues, sociologists, etc.), as well as technical teams in the assistance services for released people from the prison system.

By the end of the reading, we hope you can:

- critically reflect on the issue of Criminology in Brazil;
- realize the contributions of the sociological approach, through social networks and its application in prison management and in policies to released people;
- submit studies on the life path of individuals involved in the “world of crime” and in the prison universe, and their relationships with different spheres of sociability;
- be able to learn about the Instrument for Singularizing Care and prepare the Integrated Singular Project for people deprived of liberty or released from the prison system.

This publication is divided into six units, in order to favor a learning path that includes theoretical aspects and their applicability in prison management and in assistance services for released people.



Part I

CURRENT INSTRUMENTS FOR CLASSIFYING PEOPLE DEPRIVED OF LIBERTY

This first unit begins with reflections on the traditional ways of “classifying” people deprived of liberty. The most used instruments, their problems and potentials will be addressed, passing through the “prehistory” of criminology, psychopathology and the contributions of psychology, up to an introduction to the sociological approach, emphasizing the importance of interdisciplinarity.

1 INTRODUCTION

Before starting, it is important to remember that the Criminal Execution Law (Law N°. 7,210 of July 11, 1984) states that one of the purposes of the prison sentence is “to provide conditions for the harmonious social integration of the convict and the prisoner” (BRAZIL, 1984). This law guarantees that a Technical Classification Commission (CTC, acronym in Portuguese), existing in each facility, must “be composed of, at least, by 2 (two) Chiefs of Service, 1 (one) psychiatrist, 1 (one) psychologist and 1 (one) social worker, when the person is sentenced to deprivation of liberty” (BRAZIL, 1984).

Subsequently, Federal Law N°. 10,792, of December 1, 2003, reinforces that the evaluation will be carried out by the same commission “which will elaborate the individualizing program of the deprivation of liberty appropriate to the convict or provisional prisoner” (BRAZIL, 2003).

LEARN MORE

To learn more about the Criminal Execution Law (which already contains the amendments to Law N°. 10,792/2003), access the address: <<https://goo.gl/64Pn4k>>.

Thus, although each state of the Federation (or even prison facility) formulates its own instrument, generally called “entrance assessment,” each instrument aims at gathering information to support the individualization of the sentence according to the attributes or the qualities/characteristics of each person. This assistance should take place within the prison facility, in the areas of health care, social assistance, legal assistance, religious assistance, and educational assistance.

The law also guarantees support for released people to guide them to social life outside the prison walls, as we can see:

Article 25. The assistance to released people consists of:

- I – guidance and support to reintegrate them to life in liberty;

- II – the concession, if necessary, of accommodation and food, in a suitable facility, for a period of 02 (two) months.

Sole paragraph. The period established in item II may be extended only once, with proof, by declaration of the social worker, of the commitment to obtain employment.

Article 26. For the purposes of this Law, released people are:

- I – the individual definitively released from prison, for a period of 01 (one) year after leaving the prison facility;
- II – the conditional releasees, during the trial period.

Article 27. The social assistance service will collaborate with the released person to obtain work. (BRAZIL, 1984).

As we will see later, work is an important dimension of sociability, which guarantees integration, interaction and sociability, but there are other important spheres, such as education, religion, neighborhood, art and culture, among others.

Thus, the moment of assessing the individual deprived of liberty is not just a protocol for inclusion in the system, but a moment in which it is possible to gather important information about his/her social history, by means of an instrument that might, in fact, subsidize the individualization of punishment for a life in liberty that guarantees opportunities and the fulfillment of rights.

The work of professionals specialized in psychology, social assistance, pedagogy, sociology, among others, must include an integrated work aimed at the elaboration of an **Integrated Singular Project** that make it possible to connect or reconnect social bonds in important spheres of life. And, in this way, contribute so that the individual can resume living in civil liberty with a range of opportunities.

Thus, by means of the **Integrated Singular Project**, these professionals must mediate the access of individuals to social policies and programs, carried out by the State or by NGOs.

From this point of view, the professional's perspective requires sensitivity and an attitude that faces the individual, even if deprived of liberty, as a citizen whose rights must be ensured.

Approaches that seek only the criminal and psychopathological dimension of the individual contribute little to this perspective. An instrument of "individualization of punishment" or singularization, which seeks to design a project focused on the specific social bonds of each person, is not intended to control or punish, but to guarantee access to opportunities in the community, in the market and in the State.

LEARN MORE

You have already accessed the **Criminal Execution Law** and noticed that there are several others included therein, such as Law N°. 10,792 of 2003, Law N°. 11,942 of 2009, Law N°. 12,312 of 2010, Law N°. 12,654 of 2012 and Law N°. 13,163 of 2015. This is because the wording of these laws complements or changes the **Criminal Execution Law** and hence thereto incorporated.

2

“PREHISTORY” OF CRIMINOLOGY IN BRAZIL: A CRITICAL PERSPECTIVE

A small part of the history of criminology in Brazil can explain the anxiety of Brazilian society in the search for biological explanations about the profile of individuals criminalized by the justice system. What we call “prehistory”, or the beginnings of our criminology, are theories that remain in common sense, in some scientific discourses and even in professionals working in the justice system, the prison system, in public health, among others.

The “prehistory” of criminology is not far from us. Currently, we find this approach again in discourses that characterize the individual who committed a crime as a “monstrous” being or someone who does not belong to mankind. As shown by Briggs (2007), when analyzing a case of infanticide in Venezuela, these discourses tend to run through different spaces and characters – police, press, ordinary citizens – producing inequalities and shaping public opinion.

This “prehistory” was inspired by European ideas, especially those of Cesare Lombroso, who arrived in Brazil in the 19th century, and were disseminated in the 20th century by many doctors and legal professionals. Physician Leonídio Ribeiro was a disseminator of Lombrosian ideas through the publication, in 1859, of the book *Criminologia* (ALVAREZ, 2005).

DID YOU KNOW?

Cesare Lombroso was an Italian criminologist and physician who later became Professor of Psychiatry (1896) and Criminal Anthropology (1906). Lombroso suggested that criminals are distinguished from non-criminals by multiple physical anomalies.

Image 1: Cesare Lombroso.



For Lombroso, criminals represent a reversion to a primitive or sub-human type of man, known for physical characteristics reminiscent of apes, lesser primates and primitive man, to some extent preserved as modern “savages.” For him, these “reminiscences” constitute a biological behavior, inevitably contrary to the rules and expectations of modern civilized society.

Leonídio Ribeiro was a professor of Legal Medicine in Rio de Janeiro and vice-president of the International Society of Criminology. In addition to teaching criminological ideas, Ribeiro acted strongly in the practice of this theory in the 1930s. During this period, among other functions, Leonídio Ribeiro was director of the Civil Police Institute of Rio de Janeiro and created the Child Biology Laboratory within the Juvenile Court in Rio de Janeiro.

The 20th century was a time when criminology sought its legitimacy as a science. Doctors and jurists looked for knowledge capable of explaining criminality, that is, “why criminals are born.” These professionals formed networks of cooperation, taught in colleges, held positions in the justice sector, sought to influence public policies to fight crime and reformulate criminal legislation (ALVAREZ, 2005).

According to Garland (*apud* ALVAREZ, 2005), current theories of criminality move in two directions: the “Criminology of the self”, which believes that individuals who commit crimes are rational agents that calculate the costs and benefits of their actions. And the “Criminology of the

other”, still inspired by Lombroso, who understands the individual as non-rational, a “foreigner.” While the first thesis is used to demand and promote preventive actions, the second is mobilized to pressure the State to punish more and more severely.

LEARN MORE

Suggested reading

If you want to know a little about the history of Criminology in Brazil through the history of Leonídio Ribeiro, read the article *Criminologia, antropologia e medicina legal: um personagem central*, by Leonídio Ribeiro, available at:<<https://goo.gl/ijHZVt>>.

Ideally, what is at stake in the penalty attributed to someone is the legal object defined by the criminal code and not the anomaly, the illnesses, the lack of adaptation and the effects of inheritance (ALVAREZ, 2005). But the analysis becomes the criminal and not the crime committed, based on supposedly neutral scientific knowledge (WOLFF, 2005, p. 30).

Cesare Lombroso (1835-1909) was not the only one to contribute to modern criminological thought. Together with other thinkers, such as Raffaele Garofalo (1852-1934) and Enrico Ferri (1856-1929), he was responsible for the defense of the so-called **Positivist School of Criminal Law** (ALVAREZ, 2005).

LEARN MORE

Suggested reading

To learn more, read text 2, *A contribuição de David Garland: a sociologia da punição*, by Fernando Salla, Maitê Gauto and Marcos César Alvarez, available at:<<https://goo.gl/BSUpBV>>.

The Positivist School of Criminal Law was inspired by the biodeterminism present in modern Criminology, still used today. Its main characteristic is the medical-scientific discourse and the pathologization of the antisocial act. The Positivist School took place after the **Classic School**, whose main representatives are Beccaria, Bentham and Von Feuerbach.

For this school, the privileged legal object is not the subject of the action, but the crime committed. Thus, what were at stake were guilt and punishment, as well as the sacrifice of individual liberty through the action of the State. With the hegemony of the Positivist School in the criminal debate, medical knowledge enters the scene and, with it, the individual as a focus in the study of crime (YAMADA, 2009).

Thus, as the **Federal Council of Psychology** points out:

In an intertwining of concepts such as monstrosity, dangerousness and criminal personality, this school, whose main exponents were Cesare Lombroso, Enrico Ferri and Rafael Garofalo, credit, as the only source of knowledge and criterion of truth, experience as a positive and observable fact only from sensitive data. With this, Positivist Criminology sought to apply the methods of reduction, observation and experimentation to social, philosophical and human facts, in order to seek greater clarification and illumination about not only the crime, but mainly the criminal, who is considered monstrous and dangerous that would need to be controlled by the criminal system with the "help" of science to maintain the security and public order (CFP, 2012, p. 33-34).

Italian Cesare Lombroso graduated in medicine and was a man of his time. He was inspired by the ideas and thoughts of the period, especially positivist and evolutionist theories (ALVAREZ, 2005). Known for the "born criminal" theory, he believed that the behavior of individuals is determined by biology. His theory is based on the evolutionary perspective of man, according to which criminals reproduce physical and mental characteristics of primitive man. To build this theory, Lombroso relied on anthropometric data.

LEARN MORE

Suggested reading

To learn more about the theory and contradiction of Lombroso's theory, read text 3, available at: <http://www.publicadireito.com.br/artigos/?cod=ea6b2efbdd4255a9>.

Image 2: Lombroso's school.



La escuela de Lombroso aplicaba las técnicas de la antropometría para combatir la inseguridad.



El objetivo era identificar a los criminales según sus características físicas.

Source: <https://incrivelhistoria.com.br/lombroso-criminoso-nato/>

3

CURRENT INSTRUMENTS BASED ON PSYCHOPATHOLOGICAL STRUCTURES

Current assessment instruments are not completely distant from the beginnings of Criminology. According to the provisions of the Criminal Execution Law (LEP), as indicated above, the **Technical Classification Commission (CTC, acronym in Portuguese)** has, in each prison facility, the task of preparing a program for the individualization of punishment. But there is also another stage of classification, which “is the preparation of opinions that will equip the Criminal Enforcement Court to decide on the legal benefits of prisoners” (WOLFF, 2005, p. 138). When the Court asks for this last opinion, it is considered that there was a previous individualization project that must have had repercussions in the prisoner's life, enabling or not the sentence progression.

These are the **Criminological Exams**, which, since Federal Law N°. 10,792/2003 (BRAZIL, 2003), are not under the responsibility of the CTC. This commission is responsible for applying Article 6, which consists of drawing up a program for the individualization of the penalty of liberty for everyone convicted or in a provisional situation.

The same legislation, in its Article 12, recommends that criminological exams are not mandatory, since the sentence progression can be attested to by good prison behavior, as long as the prison director proves it. In view of the controversies of Law N°. 10,792/2003, the Supreme Court (STF, acronym in Portuguese) and the High Court of Justice (STJ, acronym in Portuguese) defined the legal conduct through the binding precedents of STF N°. 26 (2009) and STJ N°. 439 (2010), deciding that the judge can request the criminological examination, as long as the decision is motivated and substantiated (CFP, 2012).

This legal uncertainty generates a framework of procedural unsureness, and it is not possible to find a pattern of performance of the CTCs, which sometimes engage in criminological examinations, sometimes act in the procedures for incarceration and sometimes seek to carry out the enforcement of the individualization of punishment.

LEARN MORE

Suggested reading

If you want to learn more about the binding precedents of STF No. 26 (2009) and STJ N°. 439 (2010), go to: <<https://portal.stf.jus.br/jurisprudencia/sumariosumulas.asp?base=26&sumula=1271>>.

Thus, the individualization of punishment is not carried out and personality exams and reports are frequently requested and written without connection with the individualization dossiers. The personality report consists of “carrying out an inquiry into the agent beyond the crime committed, being (...) subjected to more in-depth technical schemes in the morphological, functional and psychic fields” (WOLFF, 2005, p. 149).

One of the reasons for the deficiency of individualized sentences is the lack of human resources in Brazilian prisons and the absence of rewards (WOLFF, 2005). That is, there are not enough professionals to prepare individual plans and there is a lack of opportunities for inclusion for individuals deprived of liberty in policies and programs capable of guaranteeing their rights.

Personality reports should reflect the follow-up of the prisoner and his/her family members throughout the sentence, but they are often produced from very brief contacts. Even when there is a management directed towards the individualization of punishment, professionals may be responsible for dual roles: providing assistance and conducting inspection. When inspection reports overlap with the individualization project and with the assistance, professionals find it difficult to act in practices capable of preparing the individual to resume living in liberty.

The roles of psychologists, social workers, educators and other professionals in the team are particularly important, as they interfere in the judicial process based on their information on the prisoner. At the same time, “(...) the inspection activity carries the weight of the responsibility to participate in a decision that involves a commitment to society and the person evaluated” (WOLFF, 2005, p. 151).

The requirement of producing reports, paralleled to the rising prison population, can consume the team, leaving little time for assistance and a careful look at social relations, and ties to be expanded in prison.

4 PSYCHOPATHIC PERSONALITY DIAGNOSIS AND ITS APPARENT NEUTRALITY

In addition to the great demand for reports and the absence of individual plans, there is also the problem of the apparently neutral nature of the opinions, which hide the professionals' moral judgments and rigid positions. These judgments go beyond etiological Criminology – the one that seeks Pathology. Thus, the reports are often not based on theoretical and ethical issues of the professionals involved.

The traditional perspective of individualization is based on the “requirement to change behavior and even personality, which are made based on authoritarian criteria that are external to those to whom the intervention was directed” (WOLFF, 2005, p. 139), that is, to the person deprived of liberty. This critical reflection is widely shared by psychologists and social workers, who understand the power games in

which they are inserted, and the ethical challenges imposed on their professional performance within the prison, especially when it comes to carrying out **Criminological Exams** (FREITAS *et al.*, 2003).

Behind the apparent neutrality of the reports, there are a number of issues influencing opinions (WOLFF, 2005): the professional's theoretical perspective; each one's instrumental and technical resources; the experiences and histories from each technician; the administrative implications of the professional's opinion within the prison facility; the media and the opinions and repercussions of the press on the problem of violence in Brazil; besides the positions of class and, of course, race and gender.

In general, reports are concerned with pointing out whether the individual is psychosocially fit, has maturity, responsibility and regrets the wrongdoing and the pain inflicted on someone, feels ashamed and accepts punishment. What is at stake is to assess whether the person deprived of liberty fits the established social rules and standards. While this is the "critical awareness" required for the sentence progression or parole, there are individuals who build their experience in criminal offenses from the social, cultural, and economic conditions involved. Wolff (2005, p. 183) shows that expressing guilt and the willing to repair the damage caused is not always verbalized by prisoners: "(...) an answer contrary to this demand may have different meanings; the reaction to the technical authority can be one of submission or passivity, of indifference or ignorance regarding the requirement to plead guilty."

In many prisons, the model used to make the personality diagnosis is the **clinical etiological**, which covers phenotypic characteristics (height, weight, eye color), mood, tattoos, among others. It is also very common to try to relate emotional problems to the cause of crimes.

However, the etiological basis as the central axis of the opinions – which aims to diagnose psychopathy, paranoid traits, weak ethical restraint, obsessive neurosis, antisocial disorder and manic traits – poses problems:

- a) lack of adequate treatment, which is not limited to medication; and
- b) the production of diagnoses connected to social origin and psychological disorders.

As we will see further on, a different perspective points to the need for inclusion and qualification procedures for persons deprived of liberty to be in discussion with an Integrated Single Project, so that the experience of deprivation of liberty may be a moment of resignification in individuals' life path, adding links with health, education, work, art, and culture.

Wolff (2005) argues that people deprived of liberty are aware of the limitations of technicians to assess their specific conditions. Insecurity in the face of the assessment or an attitude that is not very collaborative in the expected standards can be read as a sociocultural limitation, contempt for experts or lack of affection. At the same time, the individual deprived of liberty who talks too much, to please the technicians, can be evaluated as having narcissistic traits or with a low capacity to depress oneself in the face of the inadequate and degrading context of Brazilian prisons. The "truth, in this case, is the definition of the diagnosis (...) centered (...) on the subjectivity of the expert, and not on the evaluated subject" (WOLFF, 2005, p. 187).

Searching for diagnoses based exclusively on hypotheses centered on personality disorders as the cause of criminality is a perverse strategy, as many of these disorders are also present in the social universe. But among individuals living outside prisons, such disorders are not seen as criminological factors.

There are different tests to perform such diagnoses. In general, such instruments corroborate to build within common sense the image of the individual as pathological, abnormal, violent, incapable of socialization and without positive moral references. This justifies infringements of rights and inhumane treatment, in addition to causing lack of interest in the implementation of policies and programs on education, labor, professional training, and technical assistance.

FOR REFLECTION

Based on the “discourse of truth,” grounded on the positivist paradigm and intended to represent scientificity, one makes predictions of behavior and future events grounded on emotional characteristics of the present. This perspective casts the subject in a categorization that will also define his/her possibility or not of returning to commit crimes; it is ruled out the understanding of the subjects as participants of a contradictory social reality, in constant development and transformation. The idea of predictability reinforces deterministic conceptions about the prisoner (...) (WOLFF, 2005, p. 189).

One of these instruments is the **Hare PCL-R Scale** (*Psychopathy Checklist Revised*), an instruction for the detection of psychopathy, which was approved by the Federal Council of Psychology in 2005 and problematized by Yamada (2009). It intends to evaluate psychopathic subjectivity through a questionnaire with 20 items that, in theory, would include the medical, social, criminological, and psychological contributions of the individual. It also aims to be a unique scientific model for the individualization of the assistance of the person deprived of liberty. However, its apparent “neutrality” hides moral judgments and distortions.

LEARN MORE

Suggested reading

The **Hare PCL-R Scale** (*Psychopathy Checklist Revised*) was translated into Portuguese by the psychiatrist Hilda Morana in her doctoral thesis of the Faculty of Medicine of the University of São Paulo. In 2005, the Hare PCL-R Scale was evaluated by the Federal Council of Psychology, which approved its use.

The Hare PCL-R Scale has as one of its main objectives to identify the subjects with higher probability of criminal recidivism. Therefore, it consists of 20 items scored by a semi-structured interview, based on a three-point **Likert** scale:

0 = Not applicable

1 = Somewhat present

2 = Definitely present

From these items, the researcher observes the manipulation traits of the subject under analysis, observing the lack of remorse or guilt, the lack of realistic long-term goals, juvenile delinquency, criminal versatility, and other aspects.

The idea of using the Hare PCL-R Scale is that it is seen as an important diagnostic tool in decision-making about the convict's procedure in the criminal justice system. From the results obtained by the Hare PCL-R Scale, the researcher will have greater elements to separate ordinary criminals from those with high probability of criminal recidivism. Once this is done, the idea is to be able to promote the rehabilitation of non-psychopathic criminals and remove psychopaths to appropriate settings.

To learn more about the PCL-R Hare Scale, read the text "Factorial Structure of the Psychopathy Checklist-Revised Scale (PCL-R): a systematic review", available at: <https://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1677-04712014000200012>.

The PCL-R Interview and Information Roadmap is divided into Factor 1 and Factor 2 groups. The first factor covers issues aimed at detecting the psychopathic personality: loquacity/superficial charm; overestimation; pathological lie; grift/manipulation; absence of remorse/guilt; affective/emotional insensitivity; indifference/lack of empathy; and inability to accept responsibility for their own acts.

The second factor seeks to define whether or not the individual is socially devious, addressing the following items: need for stimulation/tendency to boredom; parasitic lifestyle; behavioral disorders; conduct disorders in childhood; lack of realistic, long-term goals; impulsiveness; recklessness; juvenile delinquency; and revocation of parole.

There are also three characteristics that do not fit Factors 1 and 2, but together with the other items, they would reaffirm the characteristics of psychopathy: sexual promiscuity; short-lived marital relationships; and criminal versatility. According to Yamada (2009, p. 50), what is at stake in the Hare PCL-R Scale is "the production of psychopathic life".

The items juvenile delinquency, revocation of parole and criminal versatility intend to describe the individual who passed through the justice system. Juvenile delinquency weighs arrests; the revocation of parole considers escapes and technical infractions, such as drinking on parole, among others; and criminal versatility considers charges and convictions.

But, as Yamada points out, following Thompson (1983 *apud* YAMADA, 2009), there are controversies in these items that can be problematized, considering the selective reality of punishments and the absence of police records and legal sanctions.

FIXATION ACTIVITY

Check on your work:

- a) Is there in your prison unit any standard classification instrument applied to the entry of persons deprived of liberty?
- b) Do you notice any similarity to the factors indicated in the Hare PCL-R Scale?
- c) What flaws do you notice in the classification model used in your unit?

Official statistics in Brazil and around the world do not reveal the reality of the crimes. Many violations of laws are not recorded by the police, so they are not investigated and do not generate investigations and convictions by the Judiciary.

For Yamada (2009), it is necessary to take into account selective punishment practices, because:

Studies conducted in England indicate that only 3% of the crimes committed culminate in convictions, and if we take into account the reference of the English police and their

justice system, it should be thought that the Brazilian situation cannot be greater than this. Thus, in the case of Criminal Law, it is necessary to take into account selective punishment practices.

In Brazil, social selectivity is revealed in the criminalization of one's own social exclusion that can be observed through the records and profile of the prison population. According to the survey developed by the Ministry of Justice (Depen, 2009), 77.5% of prisoners have up to complete elementary school, among these 7.7% are illiterate, 12.3% are literate and only 0.38% of the prison population have a higher education level. In relation to the types of crimes attempted/consummated, 52.5% are crimes against property, 12.7% are related to crimes against the person, 19.8% correspond to narcotics trafficking and 1.5% to international narcotics trafficking. As far as crimes against the public administration are not considered, the data are timid, appearing with the derisory 0.14%. In the category crimes committed by private people against the public administration, the data are also unimpressive: 0.18% (YAMADA, 2009, p. 52).

Sexuality is also another point of the Hare PCL-R Scale. The number of marital relationships with heterosexual or homosexual partners is investigated; if the person had a steady relationship; the age of the first sexual intercourse; the number of partners; fidelity, among others (YAMADA, 2009).

Such issues do not take into account recent changes about dating, marriage, and family. These are institutions in which sexuality is a central social phenomenon and which undergo changes over time: today, sexual experience before marriage is frequent; marriage is more unstable, with separations and divorces also frequent; it is common for people to marry more than once and, as a result, family arrangements are multiple, including with children living with their mother and her female partner or father and his male partner (SIMÕES, 2009).

Thus, the Hare Scale does not hide certain cultural values related to a certain conception of family, which corresponds more to the norms accepted by the interviewer than to the social norms that operate within society.

As pointed out by the psychologist and professor of Criminology, Pedro Paulo Bicalho, of the Post-Graduation in Psychology of the Federal University of Rio de Janeiro (UFRJ), at the public hearing "The practice of criminological examination in the prison system," held in the Legislative Assembly of Rio de Janeiro (ALERJ),

the central issue to be discussed in the criminological examination is not its scientificity or non-scientificity, because science is a social practice and, like all practice, produces discourses that make this practice, or this examination, legitimate. It is also a matter of thinking about the effects that this examination produces in the world (FREITAS et al., 2013, p. 18).

That is, in the bodies and lives of incarcerated subjects.

As for Factor 1, some of the items are the superficial charm that denotes individuals who may use technical terms, be friendly and have good presentation, while overestimation indicates self-confidence. The pathological lie indicates individuals who lie about their personal information and whenever confronted, show no shame. The grift/manipulation indicates ways to steal, using family money and even maintaining three or more relationships at the same time, as well as using employees to gain advantages within prisons, such as smuggling items. The absence of guilt denotes the behavior of individuals who are more concerned with themselves than with the suffering inflicted on others and society (YAMADA, 2009). In this item, as the author points out, if the individual deprived of liberty shows that his/her sentence was severe or unfair, it could be considered a psychopathic trait. Likewise, based on the item overestimation, any criticism of the judicial system or the prison system will be scored against the individual. It is, therefore, a perverse test, in which the score is eminent. According to Yamada:

(...) if the prisoner does not admit (or confess) his/her crime, he/she will obviously not present guilt or repentance, which will be 'absence of remorse or guilt'; if the subject does not show guilt, consequently he/she will present 'affective-emotional insensitivity' as well as 'indifference/lack of empathy', 'inability to accept his/her own acts' and will inevitably be scored again. Soon, we observe that if the Christian model of confessing the truth is not followed, the prisoner will fit into at least five items (YAMADA, 2009, p. 85).

From the relationship between medical and legal discourse, dangerousness and perversity arise, which add to the adaptation to prison norms, the existence or not of criminal records, family support and work. In the reports, the issues that are external to prisoners are interpreted as characteristics of individual ineptitude.

Thus, if the individual was abandoned in childhood, or if the family does not visit him/her for economic issues, he/she will be penalized. Even if professionalization programs are not offered, the individual must show that he/she fits in the role of worker and family father/mother. Reports rarely address the limitations of education, work and health care, among others. They seldom reveal the social context of the individual, although psychology professionals have their performance based on the care of the internal dynamics of the individual and the professionals of social assistance act on the social issue (WOLFF, 2005).

Furthermore, Hare PCL-R Scale's item "absence of realistic and long-term goals", regarding work, can be easily used to transform professional difficulties common to various individuals, especially in contexts of economic difficulties that affect the whole society, into the scoring of psychopathic traits (Factor 1). Thus, for not being scored in the item absence of realistic goals, individuals deprived of liberty need to demonstrate that they have goals within their limitations, that is, revealing very precarious life goals.

FOR REFLECTION

To understand the various conceptions, the reason and the intricate debate around the theme, we suggest consulting the book *Fragmentos de discursos (não tão amorosos) sobre o exame criminológico: um livro falado* (FREITAS et al., 2013), a publication of the Regional Council of Psychology of Rio de Janeiro, available at: <<https://goo.gl/HTIRVD>>.

You can find the dissonant voices from the opinions of psychologists, prison and hospital directors; social workers, psychiatrists, educators and inspectors of security; public defenders acting in criminal enforcement; lawyers and judges; in addition to people deprived of liberty and released people about the criminological examination. The book brings discourses collected in different spaces: forums, public hearings and texts of authors who contributed to reflection on this theme.

We also suggest the publication *Referências técnicas para atuação das(os) psicólogas(os) no sistema prisional* (CPF, 2012), elaborated by the Federal Council of Psychology, available at: <<https://site.cfp.org.br/publicacao/referencias-tecnicas-para-psicologas-os-no-sistema-prisional/>>..

But if the individual's desire is to get out of poverty, achieve greater education and professional qualification, one can fall into a trap, because

(...) affirming that their plans for the future are aimed at the formation of a citizen fulfilling his/her duties, a good worker, with well-designed projects of qualification and professional training they can probably fall into the category 'pathological lie', item 4, and earn a score anyway (YAMADA, 2009, p. 74).

According to Batista (1997, p. 86 *apud* WOLFF, 2005, p. 196), "psychologists, psychiatrists, pedagogues, physicians and social workers pursue on their opinions, case studies and diagnoses, in the most uncritical way, with the same categories used in the introduction of Lombroso's ideas in Brazil." The care, on the contrary, should be oriented to minimize the conditions of exclusion of the citizenship rights to which individuals are inserted.

On the other hand, the categories of these workers have been meeting since the 2000s to discuss the **criminological examination**. Aware that psychologists, psychiatrists and social workers are triggered to produce evidence effects in criminal proceedings, channels of dialogue have been

created to discuss the discomforts and controversies surrounding the examination in different areas of knowledge such as psychology, psychiatry and Social Assistance (FREITAS *et al.*, 2013).

FIXATION ACTIVITY

Did you reflect on the personality of the incarcerated individual? Is it clear that it has not always been associated only with one individual characteristic? Then write in your words what you understood by building the personality of the incarcerated individual. After reading the texts, how do you understand the relationship between crime and individual personality? Do you understand that personality classification is a sufficient methodology for understanding the crime?

5 THE CONTRIBUTION OF THE SOCIOLOGICAL APPROACH

The process of guaranteeing citizenship rights of individuals deprived of liberty depends on a unified strategy of individualization of punishment focused not on the pathology, but on the identification of the interactions, networks and social bonds of individuals. It is not just about considering the social, historical, political, and economic conditions of crime in an isolated fashion, but of creating effective strategies to connect social bonds. Sociology is a discipline that might help in this task, alongside social psychology and social assistance.

One of the classic authors of sociology who worked with the notion of interaction was Georg Simmel. For him, sociology should pay attention to the interactions between individuals and not only to the individual in a singular way. Simmel understands that social life is woven by a broad and varied set of interactive processes. Taken as the unit of analysis, the interaction concerns broader processes, such as the constitution of society itself, as well as the social action of the individual. In *Sociologia (Soziologie: Untersuchungen über die Formen der Vergesellschaftung, 1908)*, Georg Simmel stresses that society is only possible as a result of the actions and reactions of individuals to each other, that is, by their interactions.

Norbert Elias, a German sociologist who also studied medicine, philosophy and psychology, teaches that delinquent behavior is not abnormal.

FIXATION ACTIVITY

Search other sources and write a paragraph about what you mean by citizenship rights of individuals deprived of liberty and released people from the prison system.

On the contrary, it is a conflict situation that is present in all major urban centers, resulting from strategies of belittling some individuals in the face of their difficulties of falling into socially accepted standards. Elias and Scotson (2000) teach that these belittling strategies go through the distinction of values, by classification hierarchies in which some people and families are seen as less pleasant, less worthy, less good. When studying a working community in England, Elias states that:

*The classification of some young people as delinquents tends to make us forget that "delinquent behavior" merges imperceptibly with non-offenders. If we observe the behavior of children and adolescents in their community context, we will find many transitional forms of behavior. **Attempts to study offenders, explain them and make predictions about them, solely on the basis of individual criteria, through psychological diagnoses not corroborated by sociological diagnoses, are not usually trustworthy. The conditions of continuous reproduction of groups of young offenders are in the structure of society** and particularly in those of the communities where family groups live with "delinquent" children and where these children grow up (ELIAS; SCOTSON, 2000, p. 140, emphasis added).*

The young people studied by Elias were often classified as having inappropriate behaviors by the other respected members of the community, who considered themselves morally superior, which contributed to them constantly challenging the established order and the roles in place. This structure produced and, at the same time, reproduced these young people.

It is not possible, therefore, to classify a behavior without taking into account that the communities are formed by a network of relationships between people. According to the authors, it is necessary to consider **the network of relationships between people who organize themselves**. People establish relationships when they work, pray or have fun together. There are always relationships of interdependence, either within the city, at home, or even in prisons. It is important to acknowledge the types of interdependence, structures and roles in certain communities, or even those operating in the individual's life.

Elias points out a specific configuration of older families of this community – who have held positions in local institutions (such as neighborhood associations), greater group cohesion and solidarity, standardization of beliefs and internal and external discipline, self-control instilled since childhood, while newly arrived families in the community did not adhere to the social code accepted by this means. These families tended to show less self-control in the situations required by the old families, for example, breaking taboos that individuals from the old families were trained to respect and, therefore, seen as people "who do not know their place" (ELIAS; SCOTSON, 2000, p. 174).

Accordingly,

what was at stake were the status and power of the old families, called the established ones, while the newly arrived families, called outsiders, were reserved treatment based on humiliating gossip and stigmatizing beliefs. It is on the basis of affections and emotions that this form of generalization is produced (ELIAS; SCOTSON, 2000, p. 75).

The approach of social configuration for Elias presupposes that the starting point of the sociological investigation is a plurality of individuals, who are always interdependent. Besides,

to say that individuals exist in configurations means that the starting point of all sociological investigation is a plurality of individuals, who, in one way or another, are interdependent. To say that the settings are irreducible means that they cannot be explained, neither in terms that imply that they exist independent of individuals, nor in terms that imply that individuals somehow exist independent of them (ELIAS; SCOTSON, 2000, p. 184).



OVERVIEW

In this unit, we have discussed the beginnings of modern criminology from a critical perspective, highlighting the anxiety of scientists and jurists for finding a biological response to the behavior of the criminal. In addition, we have seen that there are currently very controversial instruments that seek to find and define anomalies and illnesses among people who commit infractions. We do not rule out the importance of diagnosing disorders among citizens, both those deprived of liberty and those who live in civil liberty. We believe that public health is a right to everyone.

However, instruments based solely on psychopathological structures make little room for us to create opportunities, and to ensure rights for citizens who are now deprived of liberty. We also consider the concern of professionals working in prisons regarding the need for better structuring prison management, in order to favor assistance, as instructed in the Criminal Execution Law.

Finally, we have reflected on the importance of considering the social sphere and the network of relationships of individuals so that we can relativize the commonsense view of behaviors considered abnormal. Sociology is an expertise that can collaborate to distance us from easy and quick interpretations of social reality.



Part II

CONCEPTUAL INTRODUCTION TO SOCIAL NETWORK ANALYSIS (SNA) AND MATRIX SUPPORT FOR PRISON MANAGEMENT

In this unit, we will present the main uses of the Social Network Analysis Methodology (SNA) and its conceptual elements. The content of the unit will allow us to understand the focus of the methodology and its wide possibilities of use in the areas of social research and public management.

We will see the concept of networks and the different types (internet, organizational, work, personal, among others), to focus on the study of personal networks, that is, on the structure of relationships established by individuals in different stages and areas of life, which will be the object of the instrument of singularization of care.

Social networks can be described and analyzed from the knowledge of their activities. The conceptual and operational formalization of such aspects is fundamental for the use of the methodology, and for this reason, the teaching of this conceptual framework will be our starting point to achieve the objective of the unit: to grant the basic references on the SNA methodology, in order to create a common knowledge ground to deepen the programmatic content of the course.

The methodology that will be addressed is a valuable information tool about the individual/society relationship and will be fundamental for managers and social teams of criminal policies in their evaluative activities, by bringing and elucidating reality also from the perspective of social life.

Thus, we will discuss the importance of networks for individuals' access to public policies and the market. And also, we will discuss how a intersectoral work can contribute to the singularization through the **Matrix Support for Public Policies**.

1 SOCIAL NETWORKS AND THEIR POSSIBILITIES OF ANALYSIS

The concept of social networks has been widely disseminated in the academic world and in the public policies, integrated into programs and projects whose purpose is to strengthen the management networks or the resources of **social capital** of poorer or segregated individuals and communities (PAVEZ, 2006, ARRIAGA; MIRANDA, MIRANDA, PAVEZ, 2005).

One of the problems faced by researchers and managers who sought to dimension the role of social life and interactions in their projects and programs is the acquisition and operation of data on social reality that could express characteristics of these social or institutional networks. Faced with the challenge, social science researchers developed the methodology of **Social Network Analysis (SNA)**; thus, the consolidation of a methodological tool allowed gathering information about social relations and institutional interactions, and distinguishing aspects of the social reality for its evaluation.

The instrument of singularization of care, presented in this publication, is based on the conceptual and technical antecedents of the methodology of **Social Network Analysis (SNA)**, used in the scope of social research and which had its conceptual elements adapted to the dynamics of the process of

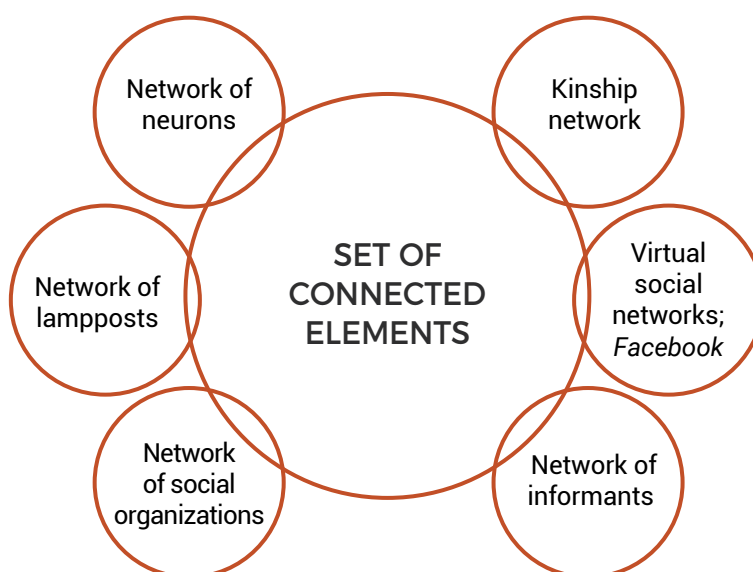
singularization of punishment, considering that those in charge of this task can count on an instrument that allows a rapid deliver of results.

To initiate the presentation on **SNA**, we will first discuss the concept of networks and the specificity of social networks. The purpose of this unit is to build, step by step, a summary table of the main general terms and aspects of the methodology.

1.1. Network — one word, multiple senses

Network is a **polysemic** word, which presents a multiplicity of senses and meanings, pointing, therefore, to different phenomena of reality – physical, biological, etc. – and can also be used in a metaphorical sense, such as when we refer to our "network of friends" to talk about a set of friendships. But there is in this diversity of meanings a common aspect that allows a general definition: the network is a set of **connected elements**. Let us see some examples:

Image 3: Example of networks and connections.



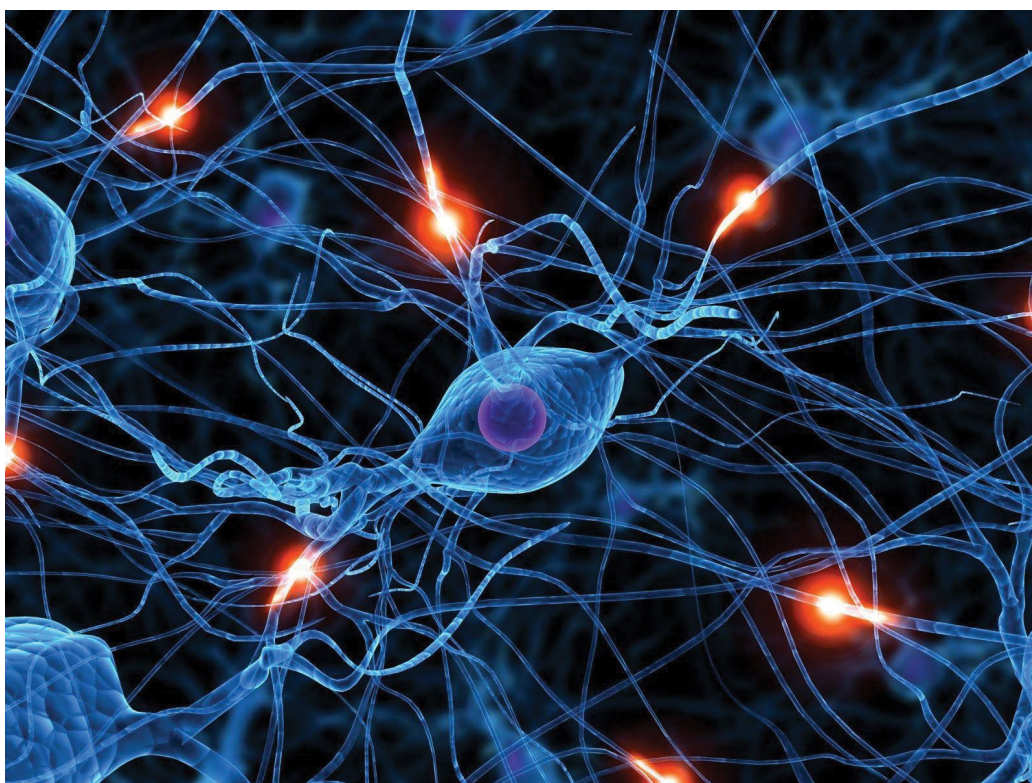
Author's elaboration

In Image 3, we see that the set of elements of the networks is very diverse, such as lampposts, neurons, organizations, informants, family members, contacts, etc. These elements are the main aspect of any network because they define its complexity and size. Let's take a look at an illustration of this statement: the network of lampposts in the Metropolitan Region of São Paulo is greater than the network of a medium or small city, depending on the area it should cover and, therefore, the number of poles that articulate the urban electricity grid.

In addition to size, networks can vary depending on the heterogeneity or homogeneity of their elements. Let us think, on the one hand, of the network of public health organizations that includes public institutions, secretaries, hospitals, and also civil society bodies. On the other hand, we have the network of lampposts that does not present another type of element besides the pole itself. Thus, the set of connected elements that form a network can vary by **size and diversity**.

In the Image, it is also possible to note that the sets of elements are of distinct nature. Let's take as an example the network of neurons and the network of friendships. For the study of the network of neurons of a laboratory mouse, it is necessary a series of equipment that record the structure inside the animal (monitors, microscopes, magnetic photographs, etc.). In this case, the object is fundamentally a physical and biological arrangement:

Image 4: Network of neurons.



Having this in mind, we can ask ourselves how we analyze the complexity, size and other characteristics in the case of a network of friendships. We will have to use an instrument elaborated within the human sciences that allows us to collect information about the fundamental elements of social networks – the methodology of **Social Network Analysis (SNA)**. But before learning the methodology we need to know what the elements are and what particularizes a social network in relation to other networks.

A social network can be defined mainly by the fact that it is organized on an intermediate level between society and the individual and/or organizations. Therefore, a **social network is produced or constructed by a determined social structure and by the action of social actors**. Regarding the actors, we precisely highlight their agency capacity to meet, communicate, contact, perform activities together for a certain period of time, among other actions. Therefore, it is the action that characterizes social interactions.

Thus, the basic and fundamental elements of any social network are: the **actor** or **agent** and the **social bond**. From these two basic elements, we can describe and observe the broadest spectrum of actors and types of social bonds that make up our effervescent society.

When we refer to the possibility of writing and observing social networks, we are already signaling the methodological perspectives of **SNA**.

1.2. Types of social network

According to Marques (2012a), social networks concern the relationships between individual, groups and entities in societies. From the micro social point of view, the relationships built by individuals and entities reveal diverse bonds, through which people make social bonds to solve problems, seek to help, work, study, produce art, take care of health, etc. Personal reactions thus evidence the sociability of individuals and their spheres of relationship: family, neighborhood, friendship, work, leisure, religion, association, among other possible ones. Social networks are "mid-range structures, in continuous transformation, that mediate individuals' access to opportunities in general" (MARQUES, 2012b, p. 30), or:

Social networks are complex patterns of relationships of different types accumulated along the life path and constantly changing. They are heterogeneous – they vary from individual to individual – they are intrinsically dynamic and can be mobilized in various ways depending on the situation. Even the meaning and use of these networks may vary for individuals from different social groups.

(...) Consequently, networks should be considered both relational (they are constituted of relationships) and relative (their mobilization may vary depending on the situation). To fully achieve these dimensions, studies must capture at the same time the structure

(the networks themselves and their characteristics) and their mobilization in everyday sociability (MARQUES, 2010, p. 16).

Networks can be visually represented by **sociograms**. They are graphs in which the elements we have just presented, constitutive of social networks, are represented by **lines** (social bonds) and **knots** (social actors).

The measurements of the network analysis methodology are based mainly on the language of graph theory, on the sets of elements and their relationships (the first represented by **points** and the second, by **lines**). Thus, a matrix that describes the bonds between a group of people can be converted to a **point chart connected by lines** represented in a **sociogram**. We will see that graph theory will be a key to creating measures of social network analysis.

PERSONAL NETWORKS

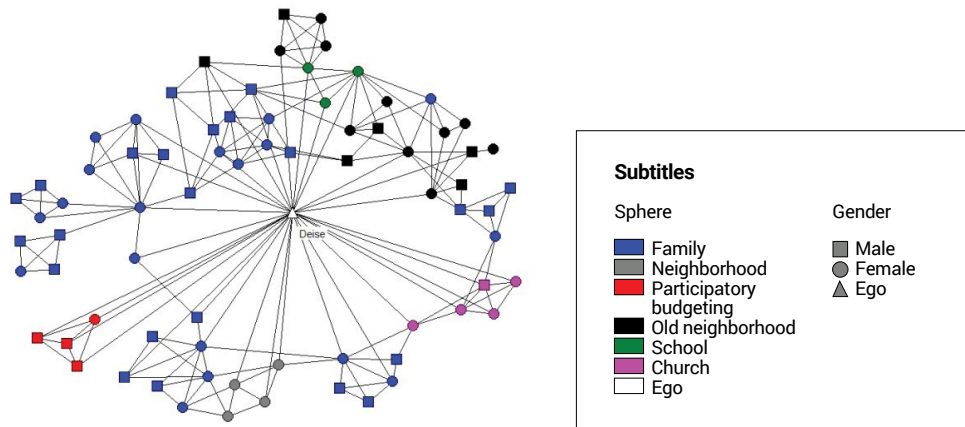
For almost everyone the network of friendships and contacts of Facebook should be familiar. As we can see in the Image, it is the finite set of contacts of an individual. For example, Sergio P, represented by the node in the language of the network methodology, is located at the center of the **sociogram**; his friendships (Carolina, Peter, John etc.) are also plotted by others **knots** arranged around Sergio. Ties between them are shown in the **sociogram** by **dashes** or **lines**. In addition to Sergio's friendships with others, there are also his friends and relatives who know each other. It may be groups of friends from school or university or even work mates.

When we talk about **relational activity**, we deal with those actions of social interaction, that is, conversations, visits, joint activities, meetings, among others, in different social contexts. As it can be imagined, these activities are intense and dynamic.

If you want to know a little more about this story, we suggest reading a detailed study of the forms of interaction of the subject in everyday life: GOFFMAN, E. *A representação do eu na vida cotidiana*. Petrópolis: Vozes, 2009.

The **sociogram** makes a map of these connections and contacts that stem from related activities. Although it is possible to analyze and visualize this information, the dynamics and complexity of relational activities should be worked from in-depth interviews, questions and other research and data collection resources to obtain context information. In sum, the social network that is organized around an individual and the subjects to which he/she is linked, in addition to the contacts between them, is known in the methodology of **SNA** as an **ego centered** network or **personal network**.

Image 5: Example of personal network.



Source: GUIMARÃES, N. A. et al.

The analysis of personal networks is performed based on the individual's bonds with the other and the bonds between them (Scott, 1992; Wasserman; Faust, 1994). But, as we have pointed out before, the methodological tool of **SNA** allows the study of different social settings. In addition to the personal networks, the methodology also enables the analysis of collective and/or organizational networks, which deals with social actors gathered around a specific theme or activity.

As an exercise for understanding this type of network, go to your personal network and make a small **sociogram** (as the example we have shown) about your personal connections and the connections of your networks. To do so, use *Facebook* network.

There is no need for great deepening, especially if you have a very extensive network in *Facebook*. There is also no need to publish this **sociogram**, as we will develop further work that will be published.

COLLECTIVE OR ORGANIZATIONAL NETWORKS

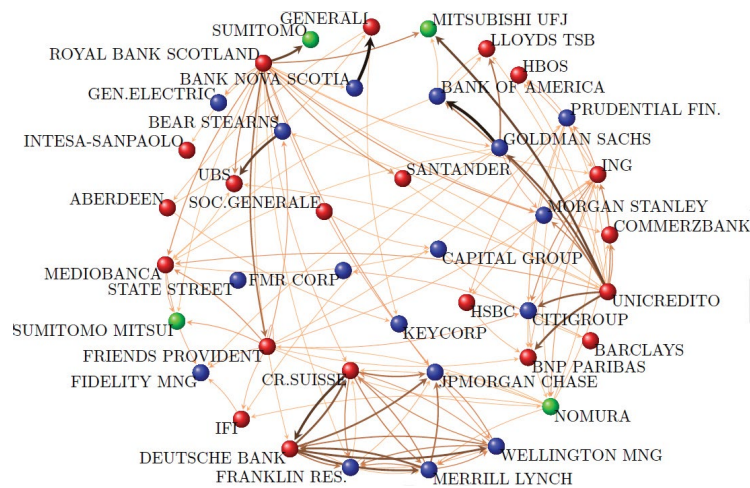
Collective networks, unlike personal networks, allow us to visualize interactions with a group of actors. Its analysis is oriented towards mapping the relationships of a given sector or field of activity, whether formal, informal, lawful, illegal, etc.

In the case of collective networks, the nodes (i.e., social actors) can be analyzed from the point of view of their position in the network as a whole. Unlike the personal network (whose focus of analysis is

the network of a specific subject or individual) in collective and/or organizational networks, it is possible to be described and analyzed not only the number of links and participants, but also which ones have a role that distinguishes it from the set of social actors, either by the number of links or by the strategic position of "bridging" with other subjects or organizations.

As we will see in the following units, for the methodological approach of social networks, this subject would have a centrality from the point of view of the role of mediation. Let us look at an example of collective or corporate networks:

Image 6: Example of corporate network.



Source: S. Vitali, J.B Glattfelder and S. Battiston.

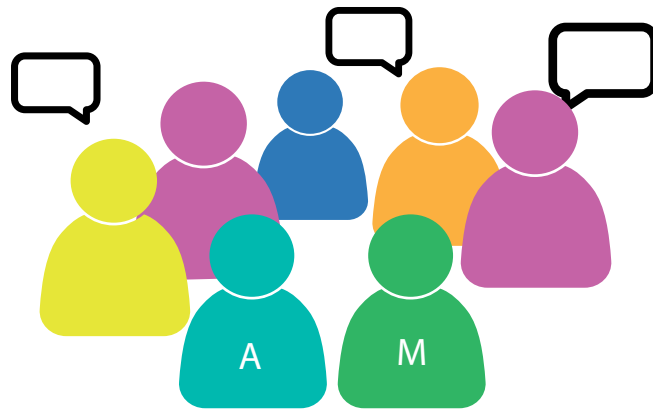
The **sociogram** presented in Image 6 represents the network of the international financial system. The **knots** represent Swiss, German, American organizations etc. In 2011, *New Scientist* magazine has shown that a small number of banks managed a high proportion of the world economy. In the magazine's explanation, financial institutions and multinational banks make their profits when the economy "heats up" and increases credit, and this finite group of actors, articulated by financial transaction bonds, plays a critical role in the direction of the most recent global crises.

In Image 6 you can also note that some links are represented by **dashes** and others by **arrows**. In the latter case, the **sociogram** points the **direction** of the information flow or financial actions.

THE RESOURCES OF SOCIAL NETWORKS

A classic example to illustrate what is meant by the flows that circulate through social networks is the networks of "gossip". In them, John tells Mary, who tells Cristina, and so on!

Image 7: People in conversations.



Elaborated by the authors.

On the other hand, the resources that circulate in a social network are often valuable to the subject or social actor who aims at their social insertion or positioning in a given field of activities. The concept of social capital deals with the role of social networks and the resources mobilized through them. Lin (2001) notes that the greater the **extent and diversity of an individual's social bonds, the greater the access to social capital**: facilitation of the flow of information, influence, prestige, among others. In the author's definition, "Social capital can be understood as the resources available on social networks and that are accessed by the actors through their agency" (LIN, 2001).

In this definition, there is the idea of **social agency**, which means interactions between individuals of a given social network that allow access and use resources for their purposes. Access to social capital would be the basic motivation of these interactions, which can be between individuals from the same group or from different groups (PAVEZ, 2006). Thus, as Wasserman and Faust (1994) and Emirbayer (1997) point out, social bonds constitute real channels for the transmission of material and immaterial resources – information, influence, goods, and even positions.

2

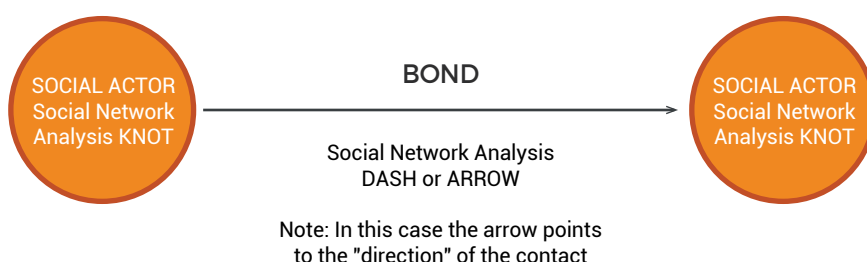
ELEMENTS AND CONCEPTS OF THE METHODOLOGY

We have seen so far that the methodology of **SNA** allows us to observe and study different types of social settings (personal networks, collective networks, organizational, etc.) and also to describe its characteristics, such as: the number of actors, the intensity of relational activities and even graphically to represent social networks by means of **sociograms**. Therefore, this valuable tool provides us with information about social life, through concepts and elements, that enable data collection and analysis of its results in a systemically, that is, in a regular and methodical way.

We highlight that the starting point of the methodological perspective of social networks was the understanding of its fundamental elements, which form the definition we have seen of networks: a set of **connected elements**. In the case of social networks, these elements are **social actors** (represented in **sociograms** by **knots**) and the **bond** (represented by **lines, strokes** or **arrows**) that stems from the subject's agency and/or social context.

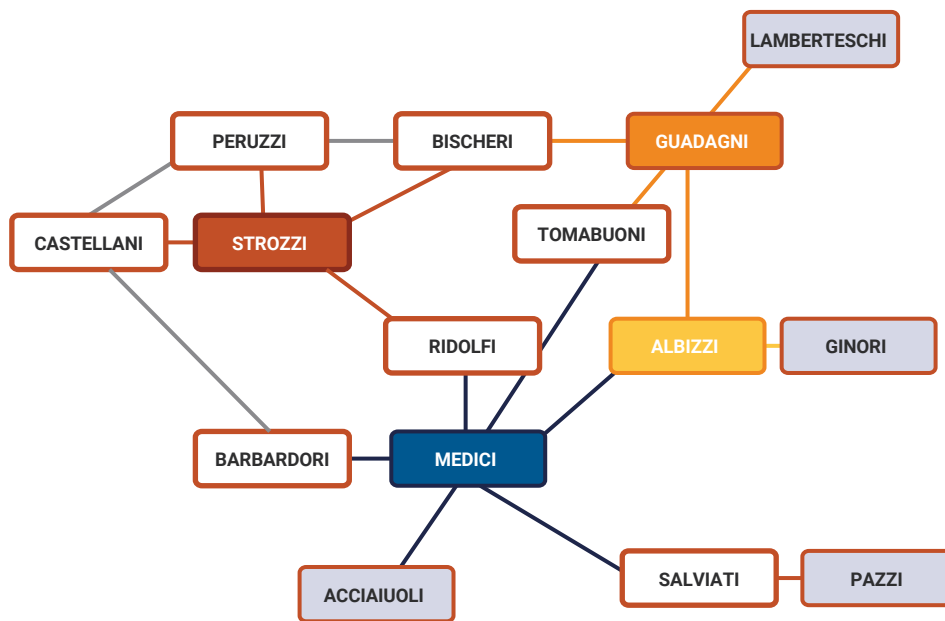
It is important to emphasize again that links and social actors are **multiple**. The methodological perspective of social networks allows us to work with the complexity of types of interactions existing in social life: bonds of friendship, kinship, corruption, participation, political mobilization, etc., and between different actors, whether individual, organizational, collective or groups: unions, clients, political parties, companies, community leaders, migrants, among others.

Image 8: Analysis of the bond of social actors.



Let us continue with our examples. Now, our challenge is to identify every element of the network and the type of bond that articulates them.

Image 9: Network of marriages of the Medici Family.



In the example, we have the **sociogram** of Florentine families articulated by marriage relationships, as part of a strategy to achieve economic and social power. We have, in the center, the Medici family and those families whose members have joined directly. For the construction of this social network, the researcher consulted the historical records that signaled marriages between Florentine families.

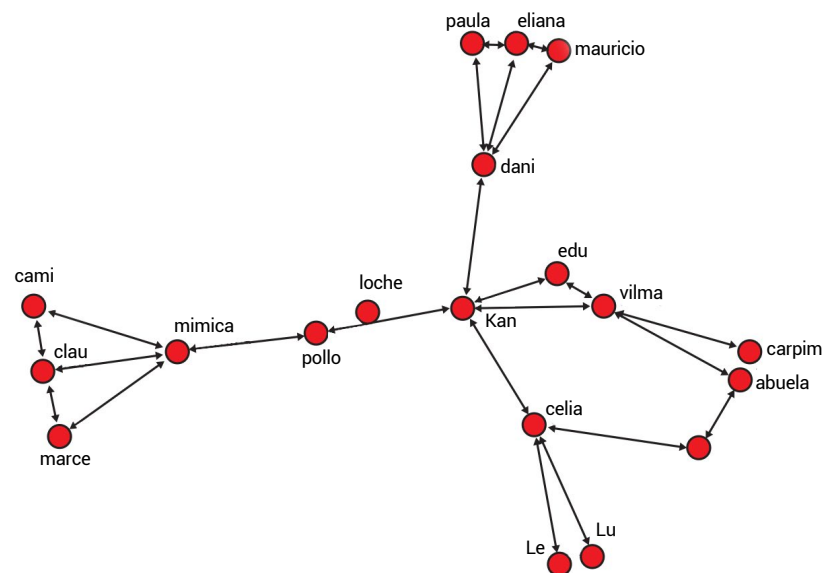
Knots: families of the Florentine elite in the 15th century.

Bonds: marriages.

Data sources: historical records.

The data used to elaborate the network is what we call "relational data", which expresses information about the bonds.

Image 10: Kari's personal network.



Elaboration of the authors

In our second example, we have a personal network. The contacts are organized around the interviewed subject, Kari. In addition to direct links, there are also links between third parties that form small clusters in which relational activity is more intense. This is the case of the contact group at the bottom, to the right of the sociogram, where the relatives of Kari's maternal family are. In this case, the collection of relational data was carried out through an interview, whose techniques will be discussed in the next unit.

Knots: sister, father, mother, grandparents, cousins, friends.

Bonds: family and friendship.

Data sources: personal interview.

Note that the **sociogram** image also provides information about the software that allowed the network to be view, the **NETDRAW**.

Later on, we will present the programs developed for visualization and work of data on social networks. The important thing for now is that you manage to discriminate the elements of a network represented in the **sociograms**.

Networks can be visually represented by **sociograms**. They are graphs in which the elements we have just presented, constitutive of social networks, are represented by **lines** (social bonds) and **knots** (social actors).

The measurements of the network analysis methodology are based mainly on the language of graph theory, on the sets of elements and their relationships (the first represented by **points** and the second, by **lines**). Thus, an array that describes the links between a group of people can be converted to a **point chart connected by lines** represented in a **sociogram**. We will see that graph theory will be a key to creating measures of social network analysis.

3 PERSONAL NETWORKS AND SPHERES OF SOCIABILITY

The relationship with spheres of sociability, such as work, education, culture and religion organizations that operate throughout someone's life path can contribute to increasing individuals' access to certain services and material or immaterial goods, which vary from money to information and emotional support. Social connections with people or organizations can provide interactions over time that contribute to increasing life chances. Bidart and Lavenu's (2005 *apud* MARQUES, 2012, p. 28), for example, indicate that events such as studying, going to college, and getting a job tend to increase the network.

Understanding an individual's network presupposes taking his/her representations about his/her relationships seriously. This information is therefore cognitive. It is important to consider that networks are not fixed and finished structures, but are constantly changing (MARQUES, 2012). Some events in individual histories often transform networks. This is the case of deprivation of liberty, which suspends bonds with some spheres.

For this reason, we will focus on personal networks. That is, in the structure of relationships established by individuals in different stages and field of life that will be the object of the **singularizing instrument**.

Personal networks are articulated between social life, personal history and action of the individual and reveal what type of integration the subjects have in society.

The first important feature about personal networks is that they, in general, provide companionship and support. When we refer to support or help, we think of both the affective and material dimension: containment, aid, loans, etc. Thus, social networks have a component of intimate and also active bonds with neighbors, friends, colleagues and relatives. When we refer to the fact that they are active, we highlight that these bonds are lived with those who maintain intense and frequent contact.

Therefore, the fundamental significance of personal networks in individuals' lives depends on how they can be used as resources to obtain social support, understood as empathy, emotional support, material, help or information (BLOCKLAND, 2003; WELLMAN, 2005).

To study personal networks, it is important to understand how social bonds are built and why we find a wide variety of types of personal networks. This difference will mainly depend on:

- social background;
- individual path;
- phase or life cycle in which the subject is.

There are classifications that show that individuals living in large metropolises know many people, have several spaces of sociability (leisure, studies, work, etc.) beyond the most immediate family context, and maintain a stock of latent contacts that can be activated according to their convenience. These are considered to be **potential relationships**. On the other hand, direct or intimate contacts are more restricted in relation to subjects whose life develops in rural areas or small villages (SIMMEL, 2005).

In general, the cosmopolitans of the metropolis have a lot of information due to the abundance of contacts that do not necessarily involve intimacy. Therein is contained the idea of sociologist Mark Granovetter about the strength of weak bonds, which are often the ones that help us obtain distinct and valuable resources.

Who has not received any information about employment, heard about any opportunities or met the loving partner through the friend of a friend? There are opportunities that can be accessed by subjects that come from bonds beyond those that provide support and are direct or intense.

For Granovetter, weak bonds are less intense and frequent in contrast to strong bonds, maintained within a group, which do not necessarily build these **bridges**. This is why the author addresses the strength of **weak bonds**. Weak bonds are important to transmit information, produce coordination and joint action and connect different actors. Therefore, for example, in the case of subjects born in the context of poverty and social segregation, the strategic role of certain **mediators** has an important value for access to resources, such as employment information, programs and social policies, among others.

From the point of view of life cycles, there are also subjects whose networks are small and maintain very restricted relationships. This is the case of some older people who lose their contacts and networks related to work, friendships, etc. The youth tend to expand their social networks because, in this period, they enter college and the working world. It is also in this period that they are part of new social groups such as clubs, churches, etc.

Another type of personal network can be called **encapsulated**. They are small networks, geographically concentrated (local networks), which have a close proximity among its members (with contact exclusively face to face), a high density (all members of the network know each other and are linked), involving a high frequency of contact between its members and maintaining a common interest (football, gossip, etc.).

The bonds in this type of network involve companionship, exchange of favors and, in some cases, trust and intimacy. These personal networks are commonly found in neighborhoods or most segregated places in cities (MARQUES; SAMPAIO; AGGIO, 2013). In this sense, the network analysis shows that the neighborhood, as a geographical location, is a relevant dimension for the composition and characteristics of personal networks.

There are also events in an individual's life that, reported in interviews about life path, can either increase social bonds or diminish them. Entry into the university, as we have seen, becomes for young people a moment of expansion of contacts. Marriage for some women, due to gender inequality, is a time of restriction of contact with friendships, leading those who become housewives to develop their activities at home or in the small family circle (PAVEZ, 2015).

In this sense, and thinking about the issue of prison in the subject's life, it is worth asking: what is the impact on the personal network of the individual who is deprived of liberty? This is a central issue that also allows understanding these subjects' social life and personal networks.

The first step, to start proportioning and evaluating this impact, is to describe what is the subject's network and what are its characteristics: is it an encapsulated network or, on the contrary, it has mediators? Do its contacts come mostly from the person's neighborhood? What are the types of bonds that predominate in the subject's life – family members or friendships?

To know these aspects, it is essential to know the life trajectory of the individual: how his/her social life was, what the main events and changes were and how this sociability is organized. Here, a fundamental concept for the use and application of the instrument of singularization comes in: the **spheres of sociability**.

The spheres refer to the sociability of individuals organized by a context that delimits a set of specific bonds and contacts and, in some cases, even identities and languages (MARQUES; SAMPAIO; AGGIO, 2013). A common and fundamental sphere of sociability is the family. It stems from the presence of specific types of linkage, in which kinship bonds relate to the subjects.

Other relevant spheres that concern the context are those of work, neighborhood and studies. They are constituted from a context of bonds and subjects available in the neighborhood, in the workplace or at school, and occur through the development of the subjects' interaction.

There are also spheres of sociability that are organized around an associating activity, as is the case of churches or clubs. The presence of one or more of these spheres in people's lives depends on their life story, as we saw earlier. In Bittar's (2011) work on the school trajectories of young residents of the urban periphery of Rio de Janeiro, the main spheres of sociability stand out as family, school, neighborhood, work, church, social programs, and leisure.

In situations of personal crisis, such as involvement in crime, some spheres are disabled or broken, due to the change in path, such as the abandonment of school, church or even family.

Based on a study on personal networks of low-income individuals in São Paulo and Salvador, Marques and Bichir (2012) point out that their networks tend to be smaller, less diverse in terms of sociability and more local compared to the networks of middle class individuals. Saying that an individual's network is more local means that their links are limited to their place of residence.

LEARN MORE

Suggested reading

If you want to learn more about the relationship between social networks and poverty, read the text available at: <https://www.revistas.usp.br/revusp/article/view/34881>

At the same time, poor people's networks are also quite different from each other, suggesting a wide range of networks between people from the same social group. Thus, the networks of individuals reflect better or worse social situations, which means that social networks are important for us to understand certain living conditions, in addition to their differences.

Marques and Bichir (2012) point out that the best social situations were identified among individuals who had a mid-sized network, with bonds established beyond the place of residence and links with spheres of work, religion and associations.

After conducting 362 interviews with poor people (209 individuals in São Paulo and 153 in Salvador), the authors built typologies that include:

- a) types of networks (large networks, large to medium networks, medium networks, medium to small networks, and small networks);
- b) types of sociability present in networks according to family, neighborhood, friendship, religion, work, and association spheres.

Regarding the types of sociability by sphere, the authors found:

- a) **family-centered sociability:** 93 cases (25.4% in São Paulo and 26.3% in Salvador). This is the most common type of sociability among poor people. The networks of these individuals tend to be family-centered and are smaller, considering the number of spheres and bonds, for example. They are mainly women, migrants, married people, people without schooling, retired and unemployed. Here, people who are not part of associations and individuals who have claimed to be Catholic are common. These people are less exposed to precariousness and have access to cash transfer programs, such as *Bolsa Família*.

- b) **neighborhood-centered sociability:** 86 cases (23.9% in São Paulo and 23.7% in Salvador). Individuals in these conditions have relationships with people who live in the same neighborhood, with many bonds with neighbors. Representatives of this type of sociability are single, self-employed, unemployed men and people who work in the same place where they live. There are also people with access to cash transfer programs, but they do not participate in associations, and precarious housing, income, and work affect them.
- c) **friendship-centered sociability:** 57 cases (14.8% in São Paulo and 17.1% in Salvador). These individuals are younger, have better levels of education and income, compared to others. Their networks tend to be more varied and larger than average in terms of the number of spheres. Here there are women, non-migrants, single people, students, housewives, civil servants and people who work in the same place of residence. These individuals are less precarious in terms of family structure, employment, income, and housing.
- d) **religion-centered sociability:** 48 cases (13.9% in São Paulo and 12.5% in Salvador). It concerns people who have bonds within religious temples. Their networks tend to be larger in terms of the number of spheres and links. They are represented by women, former migrants and married people, in addition to housewives, retirees, people with a formal contract and who work outside their place of residence. Practicing Protestants are represented here, as well as people who serve in associations. There is family precariousness, that is, when the family has a single adult provider, but there is "less precariousness of income" (salary greater than a quarter of the minimum wage), housing (they do not live in a shack or room without a bathroom), and work (when work is not informal).
- e) **work-centered sociability:** 55 cases (15.3% in São Paulo and 15.1% in Salvador). This type of sociability concerns individuals who have an intense sociability relationship with co-workers. These are individuals who have higher incomes and, thus, higher levels of education. Networks have fewer links with people from the same neighborhood and more spheres and links. Non-migrant and married men, small business owners, registered employees, civil servants, employees without a license, and individuals who work outside their place of residence are representatives of this sociability. There are non-practicing Catholics and individuals who do not participate in associations. These are individuals who do not have precariousness of any kind.
- f) **sociability centered on associative practices:** 22 cases (6.6% in São Paulo and 5.3% in Salvador). It is a less frequent type of sociability. However, participation in neighborhood associations, political parties or other associations shows that this type of participation is important. These individuals have an income lower than the average (0.82 minimum wages in São Paulo and 0.77 in Salvador), are over 37 years old and have higher education than the average of the interviewees (6/7 years of study). Men, single people, people who work in the neighborhood, workers without a formal contract, self-employed and un-

employed are represented in this type of sociability. These are individuals most affected by all types of precariousness.

From the combination of types of networks and sociability in spheres, the authors emphasize that it is possible to find networks of people who express types of primary and organizational sociability, presenting the following relationships:

- a) primary sociability in small networks;
- b) primary sociability in mid-sized networks;
- c) primary sociability in large networks;
- d) organizational sociability in mid-sized networks.

Primary sociability in small, large and mid-sized networks reveals the worst socioeconomic conditions. Organizational sociability in medium networks is associated with better living conditions.

FIXATION ACTIVITY

Do an analysis of the social networks you have built and try to link them to a type of sociability described above. After this initial analysis, try to reflect on how social networks can contribute to the individual's formation.

But how do networks matter for accessing goods and services in the market and in the State?

An important assumption for the analysis of networks, as Marques states (2010, p. 14), is that “the provision of well-being depends on elements provided by markets, the State and social units, such as local communities and the family”.

Marques' work considers these three important dimensions but focuses the analysis on the support of social units, as he understands that such units can mediate individuals' access to markets and the State, in addition to providing social support or everyday help (such as emotional support, childcare, borrowing tools, etc.).

Thus, a church member, for example, may help the individual to find a job or give emotional help. Likewise, a community health agent can mediate an individual's access to a health service, such as the Psychosocial Care Center (CAPS, acronym in Portuguese), or even a social service, such as the Social Assistance Reference Center (CRAS, acronym in Portuguese).

This discussion is fundamental for public policies. Marques (2010) points out that

networks (...) can play a prominent role in mediating access to State policies and services, with important effects on well-being. Thus, (...) the principal of one school sent Carlos, a young man and a tenement dweller, to find a vacancy at another school. Marta, also a tenement dweller, managed to get into a computer course through contact with the principal of her son's municipal day care center. Contacts with associations are also important, as is the case of a priest who mediates between the local sphere and social policies. In this sense, policy technicians can fulfill important functions in other public initiatives, explaining procedures and referrals for assistance (MARQUES, 2010, p. 165).

In other words, access to policies often does not occur automatically, they require intermediation. The idea is that social networks can be incorporated into the design of public policies, helping to improve their implementation and expected results.

We believe that the prison management policy and care for released people must include in its concept of "individualization" the understanding of the social network of individuals deprived of liberty – not just their attributes (age, race, income, age, level of education, etc.), but also their social relationships.

Looking at each individual must take into account the structure of their relationships, so that it is possible to build an **Integrated Singular Project** with the support of psychologists, social workers, psychiatrists, sociologists, and other professionals involved in the work with people deprived of liberty or released from the prison system. These professionals should act as mediators in the implementation and access to existing social policies.

This conception is in line with the recent recommendations of the Federal Council of Psychology (CFP, 2012, p. 79) for the practice of the psychologists in the prison system, which takes into account the dissatisfaction of professionals and the need for non-punitive and repressive actions, aimed at guaranteeing human rights for imprisoned citizens. According to the document, "(...) it is necessary to establish a network operation, which allows access to other services and that a partnership relationship is built."

Therefore, according to the CFP, it is the duty of the psychologist in the prison system to articulate this intersectoral network so that the project of full assistance for the prisoner can be carried out. This implies dialogue with the various actors in this network (social workers, doctors, judges, prosecutors, lawyers, educators, family members, NGOs, various social and institutional programs), which may benefit the person being monitored, whenever necessary to meet the individualization of the project on each case, in order to promote better conditions for life in liberty.

Thus, the discussion and articulation of the intersectoral network to promote the social network of the person deprived of liberty becomes fundamental. This articulation, according to **the Prison Policy Management Model** prepared by Depen (CNJ, 2020a), must be carried out

permanently by professionals in the technical areas that are included in assistances and services that must be ensured in prisons. The same applies to the care services for people who have been released, with the difference that, in these cases, the insertion takes place in social protection networks and other public services, as described in **the National Care Policy for Released People from the Prison System** (CNJ, 2020).

Thus, professionals must act in an interdisciplinary way, mapping each individual's social networks and referring them to social policies, whose offer must be ensured within prisons and in specific assistance programs to released people from the prison system. The aim is to reframe the work of professionals, contemplating their criticisms in relation to the limits of professional work (including issues of infrastructure and production of reports, among others).

In Unit 6, we will discuss how to apply the **Instrument for Singularizing Care**, necessary to carry out the processes provided for in **Prison Management Model** and in the **National Care Policy for Released People from the Prison System**. Before that, it is important to emphasize that the mediating role of professionals from multidisciplinary teams depends on a strategy called **Matrix Support in Public Policies**.



OVERVIEW

In this unit, we set out towards the methodological perspective of **Social Network Analysis (SNA)**, discussing the concept of networks and the specificities of social networks.

We have seen that a network is a set of connected elements and that may vary in size and diversity. A social network can be defined mainly by the fact that it is organized in an intermediate scheme between society and the individual and/or organizations. Therefore, a social network is produced by a determined social structure and also by the action of social actors.

We define, then, a network in the social sphere as a finite set of relationships between social actors, whether individual or collective, connected by bonds that arise from social interaction. Thus, we have the basic and fundamental elements of any social network: the actor or agent and the social bond.

From these two basic elements, we can describe and observe the broadest spectrum of actors and types of social bonds that make up our effervescent society.

We saw that networks can be visually represented by sociograms, and we also learned that, in addition to personal networks, the methodology also allows the analysis of collective and/or organizational networks, that is, dealing with social actors gathered together around a specific theme or activity.

On the other hand, the resources that circulate in a social network are often valuable to the subject or social actor who aims at their social insertion or positioning in a given field of activities. The concept of social capital is related to the role of social networks and the resources mobilized through them.

Finally, we have shown that personal networks are articulated between social life, personal history and the individual's action, which reveal what type of integration the subjects have in society. Therefore, it is important, in an evaluative instrument, to know how their social life was, what are the main events and changes in their lives and how this sociability is organized. Here comes a fundamental concept for the use and application of the instrument of singularization: the spheres of sociability. The spheres refer to the sociability of individuals organized by a context that delimits a set of specific bonds and contacts and, in some cases, even identities and languages.



Part III

GENERATING DATA FOR A SOCIAL NETWORK ANALYSIS

Now that you are familiar with the main uses of the networking methodology and its conceptual elements, we will present a brief history of the development of tools that allow us to scale, describe and analyze social networks. The starting point for appropriating these tools is to understand what types of sources are used to build information bases, what is the collection process and what are the specificities of the so-called relational data when compared to other types of data.

This unit will teach us how to start collecting data to build and analyze a social network and what data must be obtained. We will also see the importance of the combined use of relational data and other types of information for a particular research project or diagnostic tool.

Through the proposed exercises, we will take another step forward in the way of teaching and applying the singularization instrument, which will be presented in the last unit of this material.

1 BRIEF HISTORY OF THE METHODOLOGICAL PERSPECTIVE OF SOCIAL NETWORKS

The **Social Network Analysis (SNA)** methodology was developed in the context of academic research. However, the use of the concept of social networks was already being theorized in social sciences. The turning point was the possibility of making them an object of research and, therefore, of being able to analyze their different characteristics through new methods and techniques.

The technical background and conceptual language of the methodological perspective of networks come from research developed from the 1930s on in the field of anthropology, with studies carried out by the schools of Harvard and Manchester, United States, and in the field of social psychology, with the studies that led to the development of **sociometry**. In other words, it was the study of graphs that allowed the analysis of social networks. In both cases, the networks were **ego-centered**, that is, personal networks with the individual's direct social bonds, generally represented by **sociograms**.

The first studies were influenced by the work of the anthropologist Redcliffe-Brown, who was concerned with the importance of social relations in industrialized societies, elaborating works at the theoretical level on what he called the web of constitutive relations of society. At Harvard University, they conducted experiments to observe patterns of interpersonal relationships and the formation of subgroups (such as those at the Hawthorne factory), carried out by Elton Mayo (1933) and Lloyd Warner.

In Manchester, a school especially influenced by Redcliffe-Brown⁶, they have been studying the role of conflict and change as elements of social structure, such as those by Barnes (1987) on the concept of social networks, and those of Nadel (2013) and Mitchell (1969) on social structure and social relations.

⁶ British anthropologist and ethnographer. Born in 1881 and died in 1955. For more information, go to: <<https://g.co/kgs/G8HnJ2>>, accessed on: 27 mar. 2019.

In these studies, the authors developed criteria for analyzing social networks such as reciprocity, density, intensity of bonds, among others.

Studies on sociometric, on the other hand, derive from the search for techniques that enables visualizing social bonds in the field of psychology and constitute the main contribution to the methodology of networks. Jacob Moreno (1993), in his studies of the relationship between well-being and social settings, created the **sociogram**, a diagram of dots and lines used to represent relationships between people.

Later, Kurt Lewin (2013) proposed the use of **graph theory** (mathematical study of structural patterns through **dots** and **lines**) to formalize the representations of social settings.

The **graph theory** allowed the translation of the matrix of **relational data** into a formal language to describe and analyze networks and their characteristics, being the initial **dot** for most of the fundamental ideas and measures of the methodology of social network analysis.

Starting in the 1960s, at Harvard School, social networks were transformed into tools for structural analysis. The creation and application of algebraic and statistical analysis models and the development of specific computer programs for network analysis (**Gradap, Netdraw, Ucinet**) allowed us to visualize and operate larger networks, which made it possible to represent complex networks and recognize the spatial distribution of actors and their links, among others (Marques, 2000; Scott, 1991; PAVEZ, 2006).

SUMMARY TABLE OF SOCIAL NETWORK ANALYSIS METHODOLOGY (SNA)

General perspective: a method for describing and analyzing patterns of relationships present in society. It is based on the areas of sociology and anthropology, and on the development of sociometric analyses.

Development: until the 1960s, studies focused on self-centered networks, usually represented in sociograms. From then on, the development of technical innovations based on statistical knowledge allowed the visualization and operationalization of collective and organizational networks of larger size.

Areas of study: analysis of public policies, social movements, political coalitions, social elites, interpenetration of economics and politics, organizational studies, sociability and social groups, international migration, among others.

Visualization and measurements: to graph networks, sociograms are used, and to analyze them, matrices of relational data are used. In order to visualize and operate more complex social networks, computer programs were developed that allow the application of different techniques and statistical measures, such as: Ucinet, Netdraw, Gradap, Pajek, among others.

2

RELATIONAL DATA *VERSUS* ATTRIBUTES

The **SNA** methodology uses what we call **relational data** conlimged from existing links between social agents. These refer to connections that relate one agent to another or others. In general, this information is not organized as such, and it is up to researchers, managers and technicians to collect it from questionnaires, interviews or press sources, notary offices, registration of club members, organizations, directories, etc.

Relational data can and should be supplemented by data concerning characteristics, properties or qualities of individuals, organizations or groups and examples of gender, age, income, city, number of employees and branches, among others. Specialized literature on the SNA refers to this type of data as **attribute** data. Attribute data are widely used to design surveys and assessment tools. However, relational data have seldom been considered.

The singularization instrument that will be presented in this course allows collecting data on the subject's relationships and social life, which will be articulated with attribute data, and the same technicians or managers can collect it from interviews and questionnaires.

Let us see in Image 11 the differences between attribute and relational data:

Image 11: Attribute and relational data.

| DATA | | | | | | | | | | | |
|---|-----|--------|-------------------|-----------------|-----------|---|------|----------|-------|---------|-------|
| NETWORK ANALYSIS ← | | | | | | → NETWORK ANALYSIS | | | | | |
| Characteristics of unit or agent (individual, group, organization) | | | | | | Characteristics of unit or agent (individual, group, organization) | | | | | |
| | Age | Gender | Schooling | Income in MW | Religion | | João | Carolina | André | Tatiana | Paulo |
| João | 19 | M | High school | 5 | Catholic | João | - | 1 | 0 | 0 | 0 |
| Carolina | 24 | F | Graduation | 10 | Spiritism | Carolina | 1 | - | 1 | 0 | 1 |
| André | 23 | M | Graduation | 5 | Umbanda | André | 0 | 1 | - | 1 | 1 |
| Tatiana | 24 | F | Graduation | 6 | Evangelic | Tatiana | 0 | 0 | 1 | - | 1 |
| Paulo | 21 | M | Primary education | 4 | Catholic | Paulo | 0 | 1 | 1 | 1 | |

It is possible and desirable combining both data.

Elaborated by the authors.

The scheme presents two dimensions of data. One dimension presents the characteristics of the unit on which we are collecting information. In the example, we are talking about individuals and variables including numerical data, as income and age, ordinal, as schooling, and categorical, as religion. All this information allows building a social and economic profile commonly used by managers and technicians in the area of social policies.

The table on the left shown in Image 11 should be familiar to many of you. In the rows, we have the subjects' names, that is, the unit about which we are collecting information, and in the columns, the variables with the data. The other dimension presents the relational data necessary for the analysis of social networks. In this case, the data indicates the presence (assigned 1) or absence of links (assigned 0) between the units of the study.

The table on the right shown in Image 11 may be new. We have the same units therein, but they are repeated both in the columns and in the rows. Thus, we know between which individuals there is a bond: friendship, work, family, etc.

With these two dimensions of data, let us take an example to verify readings of both types of data: João is young, 19 years old, finished high school and works. His income is approximately five minimum wages, and he is Catholic. Among the group of young people studied, João maintains bonds of friendship only with Carolina. On the other hand, Paulo relates through social bonds with all the other young people, with the exception of João, but he has a lower level of education and income.

As we have highlighted, the combination of attribute and relational data is desirable and necessary. Let us continue with the previous example to see a simple model of using both data types. If we consider, hypothetically, that the subjects have their relationship limited to the individuals in the group in the table, we can obtain the size of each one's network, that is, with how many social bonds each individual has.

This measure, which is one of the most important for describing and comparing social networks, can be listed as one more variable in the information table:

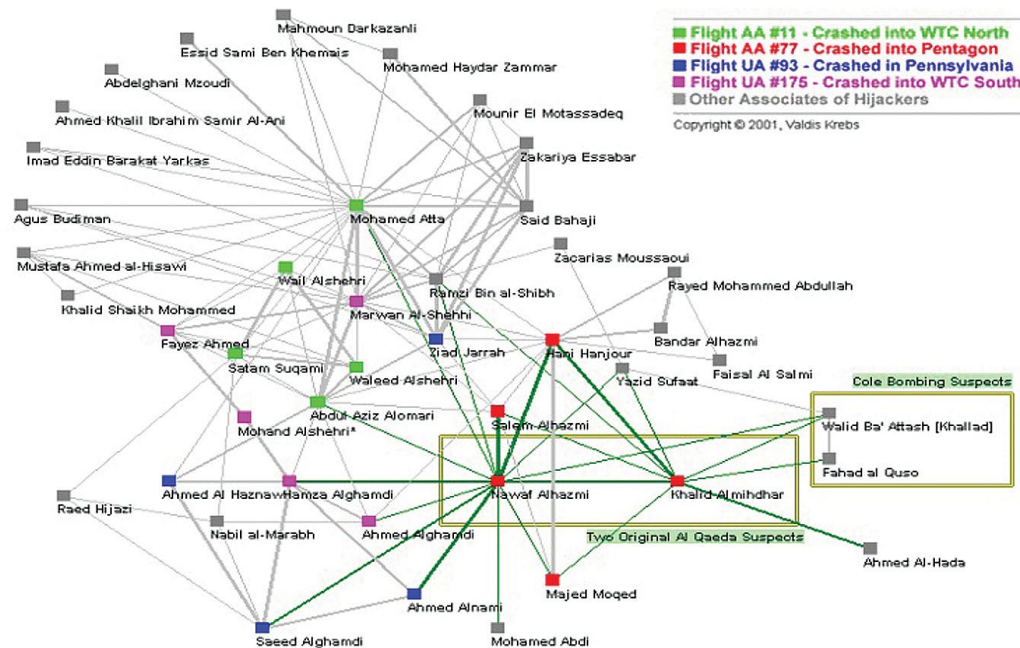
Table 1: Table of information on measurements of personal networks.

| | Age | Gender | Education | Income in MW | Religion | Network Size |
|----------|-----|--------|-------------------|--------------|-----------|--------------|
| João | 19 | M | High school | 5 | Catholic | 1 |
| Carolina | 24 | F | Graduation | 10 | Spiritism | 3 |
| André | 23 | M | Graduation | 5 | Umbanda | 3 |
| Tatiana | 24 | F | Graduation | 6 | Evangelic | 2 |
| Paulo | 21 | M | Primary education | 4 | Catholic | 3 |

The SNA methodology also allows us to analyze attribute data, that is, information about the analysis units and present them combined in sociograms. As we saw in the previous unit, the elements of social networks are agents (nodes) and their bonds (traits).

Let us look at the following Image:

Image 12: Networks of people involved on the September 11th attacks.



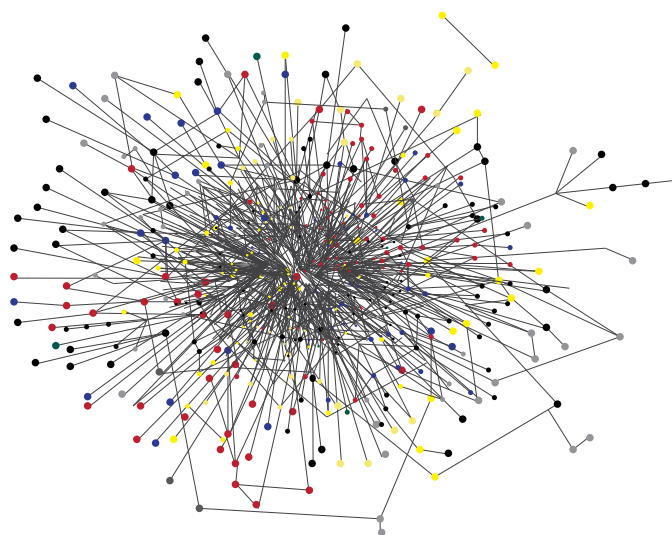
Source: S. Vitali, J.B. Glattfelder and S. Battiston.

The sociogram represents the individuals who were involved on the September 11th attacks, in New York, United States. As you can see, nodes are classified with different colors (red, blue, green, etc.), which represent the terrorists and the flights they used to carry out the attacks on the chosen targets (the twin towers and the Pentagon). Note that, in addition to knowing who was linked to whom, it was possible to incorporate a categorical piece of data that classifies each attacker according to the part of the attack execution that corresponded to him⁷.

Another example:

⁷ Qualitative data, that is, non-numeric data can be classified between ordinal and categorical. The first ones have an internal order, for example: level of education (completed elementary school, incomplete high school, etc.). Categorical data is only for classification, for example: car color (blue, red, orange, etc.).

Image 13: Sociogram on institutional actors.



Source: S. Vitali, J.B Glattfelder and S. Battiston.

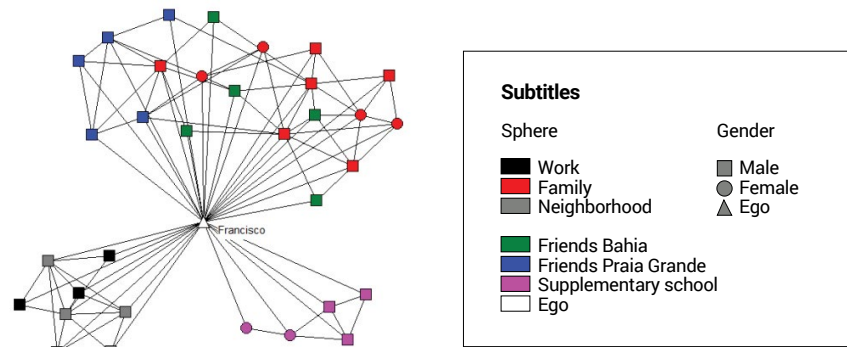
The **sociogram** represents the structure of interaction or contacts between institutional actors in the field of public security in the country at the time of the research. The attribute chosen for the analysis is that of **categorical** type: the colors represent each sector of the security field (civil society, managers, workers, and others).

This **categorization**, together with social network analysis, allows us to know, for example, how interaction takes place between different segments, who are those that are less or more connected, both internally and externally, what are the institutions which have a greater degree of connectivity, that is, the number of relationships, etc. Thus, if we had only the **relational data**, our analysis would be more circumscribed.

Therefore, it is recommended analysis **complexification** by using **attribute data**. Other attribute data could have been used in this network, such as the region of the institution (northeast, north, south and southeast); in addition, the data of attributes could be graphically represented through and in the form of **nodes**.

Let us look at the last example that brings us closer to the instrument of assistance singularization:

Image 14: Sociograms of personal networks.



Source: Guimarães [et.al].

The previous Image contains two **sociograms** representing personal networks. In this case, the **nodes** were classified according to the types of **spheres of sociability**. Categorically, each sphere of an individual's life is represented by a color: family, neighborhood, church, college, school, work, etc. These spheres are the **relational information** and **attribute types**, which will be collected and examined by the local teams when applying the diagnostic tool.

When comparing one personal network to another, we notice that there is a difference in terms of the number of bonds and spheres. The network at the top is less relationally dense, that is, it has a smaller amount of bonds and therefore has fewer relational elements (other **nodes** or social contacts and bonds).

It is observed that the subject whose personal network is represented at the bottom of the Image is inserted in a greater number of social contexts along his/her life path. These differences may indicate, for example, that this individual is more socially integrated. In Units 3 and 4, we discuss the measures and indicators that allow us to characterize different dimensions of the social life of individuals based on the analysis of personal networks and spheres of sociability.

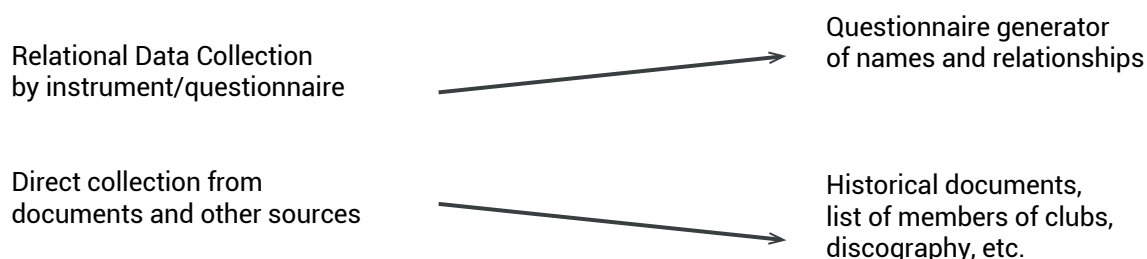
In addition to the **attributes of the sociability spheres** (classified by **colors**), we can also observe that the researchers distinguished between male and female the subjects' contacts. To observe this information in the **sociogram**, without losing sight of the links and the classification of the spheres, different formats were given for each category: **squares** for male and **circles** for female contacts. Note that, in this way, we have made our analysis more complex by adding information and variables to the data table and to the **sociogram**.

3 RELATIONAL DATA COLLECTION

The **relational data**, as we already know, inform about the presence of a bond or social bond between two actors, whether they are individuals, groups or family clans, organizations, and institutions. These are the elements of a social network. We will now see how relational data and their types are collected.

Relational data can be **primary** or **secondary**. We call primary when the information is not organized, and a collection instrument and a connectivity matrix are needed to record the data. In this case, we have to resort to sources of documentation, application of a questionnaire or interview. Secondary relational data are those whose information already expresses a bond between different actors, such as the list of board members from different companies. This type of secondary information is of interest to those studies concerned in identifying the connection between the governing nuclei of large companies, noting which members share the different boards. In any case, in almost most cases, surveys that use the social network analysis methodology utilize primary data.

Image 15: Data collection models.



Source: elaborated by the authors.

In general, the collection of relational data is carried out through **names** and **relations** generator, and it goes with or is included in a broader questionnaire, which also includes the collection of variables, life paths, attribute data, etc. The instrument is called name generator, as, based on an initial list of contacts (other social actors), questions are asked about the bonds of each one. Let us look at an example:

Table 2: Contact list template.

| Names | Position/ profession | contact 1 | contact 2 | contact 3 | notes: |
|----------------|-------------------------|-----------|-----------|-----------|--------|
| João | Architect | Maria | Joana | | |
| Carla | Teacher | Francisco | Maria | Pedro | |
| Paulo | | | | | |
| Cristina | | | | | |
| Pedro | | | | | |
| (new names...) | | | | | |

Source: elaborated by the authors.

This instrument allows the construction of a social and personal network. When we asked about João's bonds, he mentions two contacts: Maria and Joana. Therefore, in a data recording matrix, as we have already presented in the course, João appears linked to these two contacts with a 1 and, when graphed in a **sociogram**, there would be a trace between João and Maria and João and Joana. In this case, we would have to include in our list of names both Joana and Maria, who do not appear in the initial list. In Carla's case, she cited three contacts: Francisco, Maria and Pedro. As in the previous case, there would be a link (register 1 in the case of the matrix, and a **dash** in the case of **sociogram**) between Carla and Francisco, Carla and Maria, and Carla and Pedro.

LEARNING ACTIVITY

Hello!

Now that you know the data types and the name and bond generator, we would like you to apply the tool to build your own social network:

1. Name ten names of people you come into contact most often.
2. For each name, inform the social sphere to which it belongs (family, neighborhood, school, church, etc.).
3. For each name, list up to three contacts, and for each of them, fill in the following instrument.

| Names | social sphere | contact 1 | contact 2 | contact 3 | notes: |
|-------|---------------|-----------|-----------|-----------|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

LEARNING ACTIVITY 2

After filling out the instrument, enter the data in the connectivity matrix:

| | Name 1 | Name 2 | Name 3 | Name 4 | Name 5 | (...) |
|--------|--------|--------|--------|--------|--------|-------|
| Name 1 | | | | | | |
| Name 2 | | | | | | |
| Name 3 | | | | | | |
| Name 4 | | | | | | |
| Name 5 | | | | | | |
| (...) | | | | | | |



OVERVIEW

In this unit, we took another step towards understanding the methodological perspective of Social Network Analysis (SNA), discussing the concept of networks and the specificities of social networks.

We looked at the historical development of the methodology and presented the data used for this type of approach – the relational data. Finally, we presented the ways for collecting and recording this data for building and analyzing social networks.



Part IV

DATA MEASURES AND ANALYSIS

Hello!

After we have learned the main uses of the Social Network Analysis (SNA) methodology, how personal social networks are built and the ways of collecting and recording relational data, we are prepared for the next steps in which we will focus on network analysis, that is, in the study strategies that allow us to obtain relevant information for research or evaluation. The objective of this unit is to provide you with the necessary information to evaluate the results obtained from the application of the singularization instrument for the construction of the **Integrated Singular Project** (PSI, acronym in Portuguese), with which we will work later.

With this goal and recognizing the great utility of network methodology, we have adapted some of its main conceptual background and analysis measures for the preparation of this material. By expressing a simple language and using visual illustrations, we will seek to take one more step towards the incorporation of the methodology into the activities of singularizing the assistance to people deprived of liberty or released from the prison system.

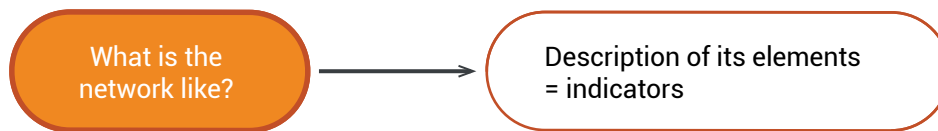
The content of this unit will teach us the two main ways of analyzing personal networks: description and comparison. First, we will observe which elements of social networks allow describing their central characteristics and of interest for the singularization of care, from the perspective of the subjects' relations and spheres of sociability. We will learn simple descriptive measures such as size and relational heterogeneity. Second, we will carry out comparison exercises by observing graphical representations of social networks or sociograms. Finally, we will present one of the computer programs developed for the analysis of networks, in order to show the horizon of technical possibilities developed for the study of social networks.

1 SOCIAL NETWORK DESCRIPTIVE ANALYSIS

To begin the study of social network information, we pose the following question: what is the network like? To answer this question, we initially describe its elements, which, as we saw in the previous units, are the agents or social actors (us) and the bonds between them (traits).

When starting the analysis of network data, our goal is to obtain relevant information for research or evaluation and, therefore, it is important to transform this information into indicators that illuminate dimensions of the social life of a subject or a group of actors.

Image 16: Collection of information about individuals and networks.

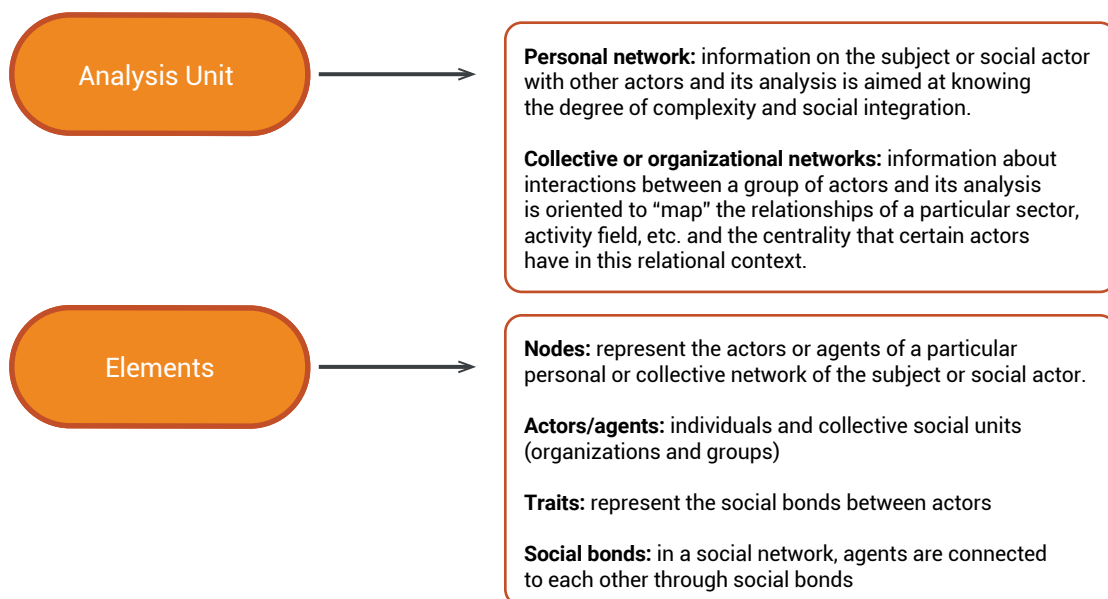


Prepared by the authors.

In order to achieve our analysis goal, once the relational data are organized, we have to carry out a sequence of steps that involves, first, having a clear definition of what is the analysis unit, which network elements will be measured, and which dimensions will be evaluated.

Let us look at Image 17, which presents a summary to help us whenever we start the process of studying a social network:

Image 17: Network analysis data.

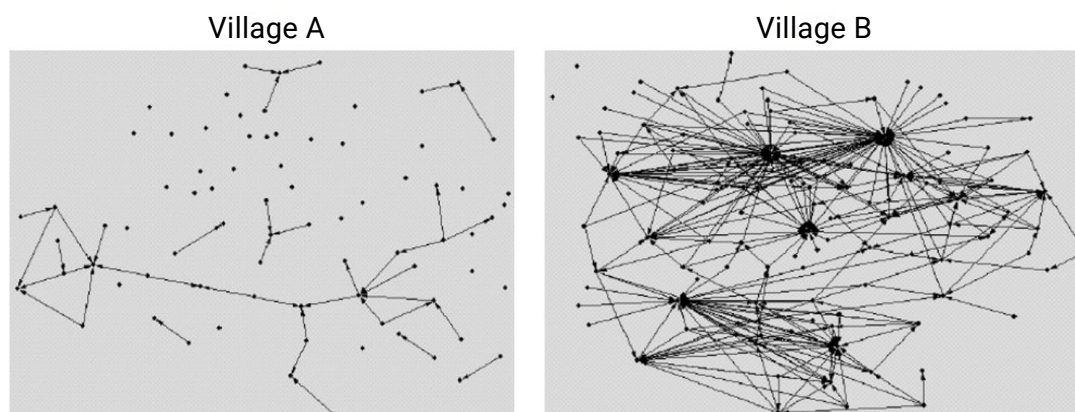


Source: elaborated by the authors.

In order to facilitate understanding, we recommend performing an imagination exercise of the concepts and measures that we will present in this unit. Visualizing a social network is the first step towards understanding how the description of its elements is transformed into indicators of different aspects of the social life of a subject, a community, an organization, etc.

Below, we present two collective social networks that are represented by sociograms:

Image 18: Collaborative relationships in rice harvesting.



So, let us start by looking at both social networks and start the process of obtaining information. As we have seen so far, social relationships can be established between different social agents and present a multiplicity of established links, for example: business, friendship, family or other relationships. They can also have positive meanings, such as relations of cooperation or solidarity, or negative, such as corruption and clientelism.

In the case of our example, the relationships presented are of help and cooperation between neighbors of the same village for the rice harvest. By simply observing the **sociograms**, it should be noted that **Village A** presents certain spaces between certain network regions, revealing where there are no connections or where a help bond has not been established. In the network of **Village B**, differently, it is observed that these disconnection **spaces** are smaller. In other words, in this case, there are more cooperation bonds between the village's neighbors and, therefore, there are more people involved in a collective work of community help.

In the language of **Social Network Analysis (SNA)**, we would say that the network of Village B is denser, that is, there are more links between the actors. In terms of evaluation, given that the observed links are positive, density has a positive meaning: the more people engaged in this community activity, the more people will benefit from collective work.

Since the relationships have a positive meaning, we can say that there is a high possibility that **Village B** has greater social capital than **Village A**. But if these relationships were, for example, of corruption, density would have a negative evaluative sense. Therefore, the density of a network is a descriptive measure, and it shows the social activity present in an individual's life or in a community, as we saw in the example.

There is other important information that we can glean from our village example. At a simple glance, we also observe that **Village A** comparatively has a smaller number of neighbors or residents.

In other words, a smaller number of **nodes** or **social actors** are present to carry out the collaborative activity in the harvest. Therefore, in addition to the network of **Village A** presenting a low relational density, it also has a smaller size.

Size is also a descriptive measure of social network analysis and indicates the number of social actors involved. The two measures indicate that, in addition to **Village B** having greater social capital, it is more complex, that is, it has a greater number of internal elements. This complexity leads to the presence, in the case of collective or community networks, of certain actors with central roles in the articulation of the social network. These are individuals or collective activities that play the role of **bridge** or mediation between groups, without which there would be no contact, leaving spaces of disconnection or low relational density. There are also social actors that are distinguished by the number of bonds and contacts and are particularly important, for example, for the dissemination of information.

The **SNA** Methodology also provides centrality measures in the case of collective social networks.

SUMMARY OF SNA MEASURES

- **Size:** number of actors. In this case, individuals who are part of the network, and the number of bonds.
- **Density:** number of connections or bonds between actors. It reveals whether there is a low, high or moderate presence of connections between actors, that is, it shows how many connections exist in the network in relation to its potential (if all possible links existed). Density is a general measure, which means it is a measure for the entire network. However, the density is not necessarily homogeneous within the network, and there may be specific regions or areas that are denser than others. The total of bonds may be dispersed or concentrated in certain regions or groups, so it is important to understand the network, carry out a graphic observation of the sociogram, in addition to analyzing the measures.
- **Centrality:** Measuring the centrality within a network makes it possible to identify the prominence of an actor or groups within it. Measures of centrality vary according to the definition of the social role. For example: actors can be central from the point of view of the mediation they perform between one part of the network or according to the number of bonds they have, including the information that they manage.

2

GRAPHIC INDICATORS AND REPRESENTATIONS

As we have seen, the general aspects of a social network assessed through descriptive measures indicate characteristics of its size, density and complexity. We obtained relevant information in the previous section, through the method of observation and comparison of **sociograms** whereby the different network components are possible to be visualized, in order to identify which one has the highest density of links or relational activity, which is made up of greater numbers of social actors and which have a central role.

In addition to the observation and comparison method, the methodological **SNA** tool allows us to quantify the characteristics for the creation of indicators. The forms of measurement range from simple counts to more complex mathematical algorithms operated by computer programs. In this course, we will focus on the former, which allow a quick and timely collection and analysis of information for decision-making in the context of daily public management and project implementation. We will also look at two practical examples to see how social media characteristics become measures and indicators.

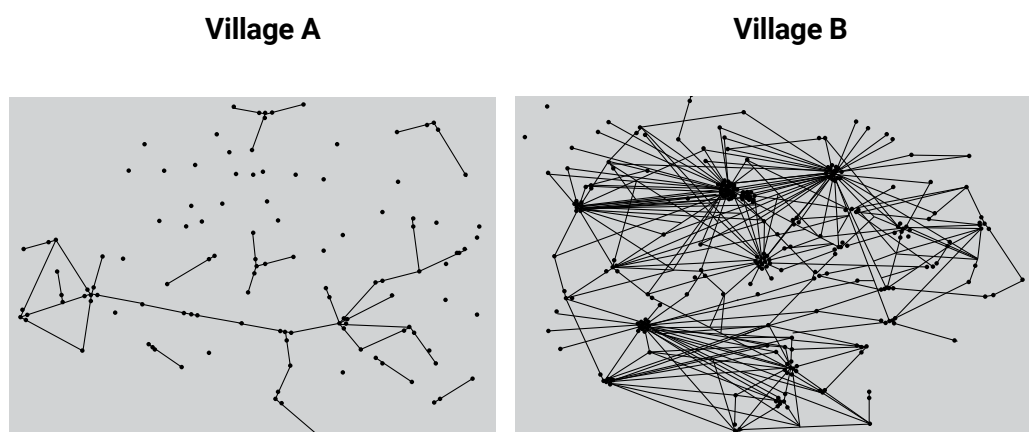
2.1. Collective networks: the example of a segregated community in urban context

To study the transformation of the social network of a segregated community in an urban context, Pavez (2005) compared the results of the analysis of patterns of social interaction between community actors observed before and after the intense action of local power, that is, of a program of the city hall that involved the presence of agents implementing the social program, also residents of the community.

The results showed that there was a change in the composition of the main actors, associated with the formation of new leaders – people of contact between the local power and the community's population.

To carry out this analysis, it was necessary to compare the collective network of the community in two periods, so that the changes that had occurred after the implementation of the social program could be noticed:

Image 19: Sociograms of the community network in the before (t1) and after (t2) with denser areas.



By the method of observation and comparison of **sociograms**, we noticed that the network, after the implementation of the social program, started to have a greater relational activity, perceived in the higher density. These new bonds took place between actors from the city hall and the community, and also between residents of the community itself. Therefore, there was an increase in the number of **nodes** or social actors and, with that, their size. Similar to the previous example of villages, the network has become more complex as a result of other subjects occupying central roles in the network.

Now, we will see that the information resulting from the comparison of the **sociograms** is possible to be recorded in numerical measures. Let us see Table 3 with the data of the networks before and after:

Table 3: Network structure data in t1 and t2.

| | t1 | t2 |
|-------------------------------|--------|--------|
| Number of actors | 98 | 116 |
| Percentage of external actors | 23% | 31% |
| Total bonds | 463 | 692 |
| Density | 0,0473 | 0,0597 |

The analysis of the measures describing the general structure of the network recorded confirms the observations of the **sociograms**: in **t2**, the size and density of the network, that is, the intensity of the connections, increased. As we have just seen, network size measures correspond to the number of existing links in its total, and the density of the present bonds in proportion to the number of all connections are established among the total number of actors (SCOTT, 1992).

The calculation of this measure for a mid-sized or large network is usually done using computer programs such as **Ucinet**, which we will discuss at the end of this unit. For smaller networks, as for personal networks in general, the calculation can be done by counting the list of actors and the present bonds in the matrices (as we saw in the previous unit), or the traits between the individual and the other

actors. The indicator of community integration was based on using attribute data, that is, counting those present actors in the total number of non-community actors, namely **external actors**. In this case, it is better to calculate this measure in the computer program.

In the example, this measure showed that the overall network density increased, and after the implementation of the program, 6% (0.0597) of all possible bonds were present, so that the network would have become more cohesive and complex. It was also indicated that individuals who were socially and spatially segregated started to have new **bridges** outside the area in which they were grouped. This took place by means of the contact from residents involved in the program's activities with individuals inserted in local government institutions and individuals who participated in similar activities located in other geographic areas (PAVEZ, 2005).

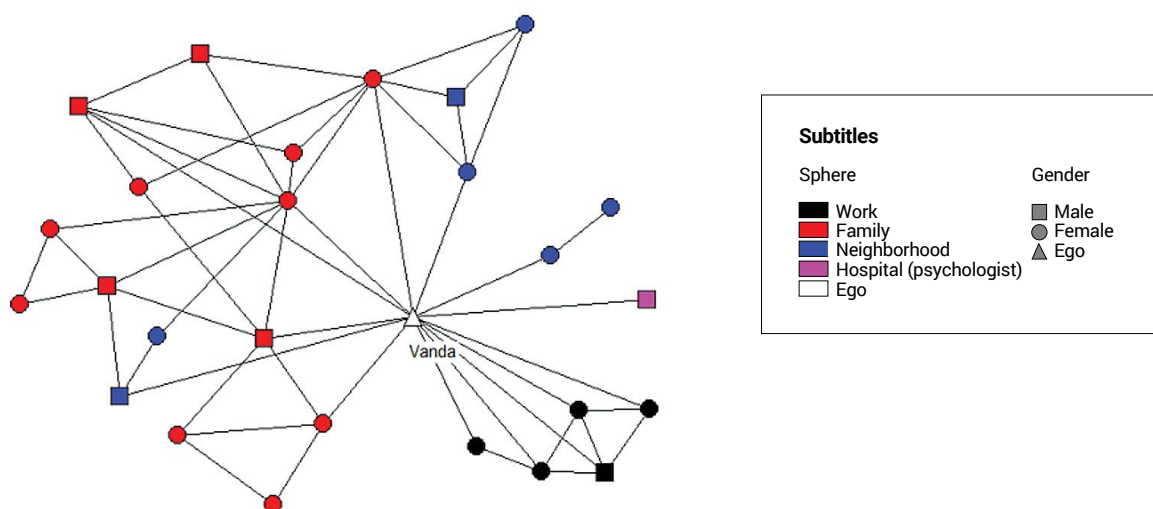
Therefore, the sets of measures served as an indicator of the formation of **social capital**. The action of the program allowed a change in the configuration of some residents' social relations, which led to the intensification of bonds within these communities and, mainly, to the construction of bridges outside them to obtain social capital.

2.2. Personal network analysis

We will return to the example of personal networks to see how their characteristics can become measures and indicators. Let us look at the last example that brings us closer to the instrument for singularizing care:

Personal Network A

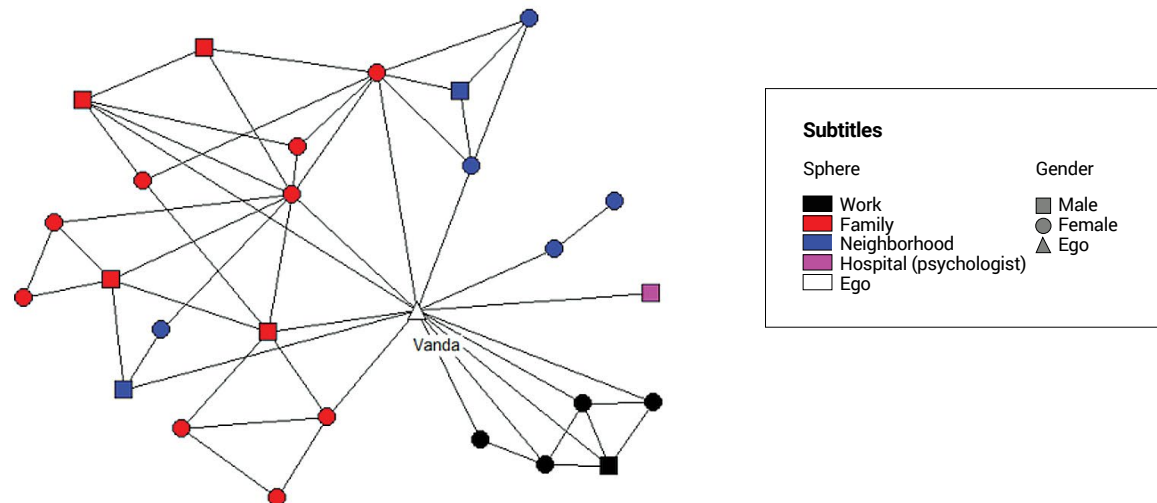
Image 20: Sociograms of a personal network A.



Source: Guimarães et al., (2012).

Personal Network B

Image 21: Sociograms of a personal network B.



Source: Guimarães *et al.*, (2012).

The **sociograms** presented correspond to the study by Guimarães *et al.* (2012) on the use of personal social networks to gain access to employment opportunities. One of the key aspects considered in the study for establishing bonds that allow someone into the labor market was the complexity of the network in terms of heterogeneity and the number of spheres of sociability built along the life path of the study subjects.

When we apply the method of observation and visual comparison of the **sociograms**, we notice that there is a difference in terms of the number of bonds, the number of contacts and the spheres of sociability: **network A** is less dense, that is, it has fewer bonds, therefore it has fewer relational elements; on the other hand, **network B**'s subject not only has a greater size and density but has also embedded into a greater number of social contexts over his/her life path.

Thus, the information from the comparison of the **sociograms** show that **network B** is not only larger, but also more complex in terms of social inclusion. Now let us see the measurements:

Table 4: Actors, bonds and spheres of sociability.

| | Network A | Network B |
|----------------------------------|-----------|-----------|
| Number of actors | 26 | 62 |
| Total bonds | 106 | 321 |
| Number of spheres of sociability | 4 | 8 |
| Density | 0,0151 | 0,0794 |

The measurements confirm and give the exact dimension of the differences analyzed when observing the sociograms. Network B's subject has more than twice as many contacts than network A's subject.

Furthermore, it has three times the number of bonds. This more intense relational activity of **network B** is also verified in the number and heterogeneity of the spheres of sociability: **network B's** subject has twice the number of spheres, which include work, family, neighborhood, college, school, church, etc. Thus, the comparison of measures shows that this individual is more socially connected, showing indicators of greater social integration.

3 USING COMPUTER PROGRAMS

Since the 1960s, at Harvard School, social networks have been transformed into tools for structural analysis. The creation and the application of algebraic and statistical analysis models and the development of computer programs specifically for network analysis (for example, Gradap, Netdraw and Ucinet) made it possible to visualize and operate larger networks, as well as to represent and study more complex networks (MARQUES, 2000; SCOTT, 1992). Currently, you can get a trial version on the following page: <<https://goo.gl/ww5eXi>>. Accessed on: March 21st, 2019. Next, we will present some basic notions to use the SNA computer program, Ucinet and Netdraw.

You will:

- learn the software environment;
- record data;
- create sociograms.

It is important to highlight that, for the application of the instrument for singularizing care, as a subsidy of the Integrated Singular Project (PSI, acronym in Portuguese), there will be no need to use software. However, we believe that teaching some basic notions can give autonomy to students interested in deepening their knowledge about SNA methodology.

Image 22: Using software.



Source: elaborated by the authors.

3.1. Organizing and recording relational data

When teaching how relational data are collected and systematized, we saw that, in a square matrix, in which the column units are the same as that of the lines, the presence (it is assigned 1) or absence (it is assigned 0) of bonds is registered between the units of the study. Thus, we know between which individuals there is a bond: friendship, work, family, etc.

Table 5: Example of filling relational data.

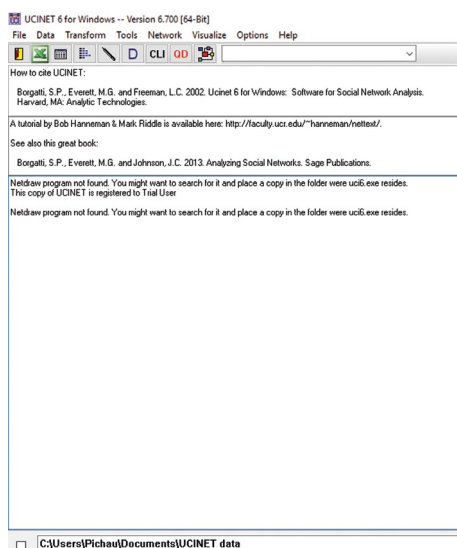
| Names | João | Carolina | André | Tatiana | Paulo |
|----------|------|----------|-------|---------|-------|
| João | - | 1 | 0 | 0 | 0 |
| Carolina | 1 | - | 1 | 0 | 1 |
| André | 0 | 1 | - | 1 | 1 |
| Tatiana | 0 | 0 | 1 | - | 1 |
| Paulo | 0 | 1 | 1 | 1 | - |

In this case, we have a matrix of six lines and six columns and the same names repeating in the lines and columns, this is why we call this type **square** or **symmetrical matrix**. The only bonds that are not registered are those of the individual to itself.

The same spreadsheet will open in software **Ucinet** for creating the matrix. Once the program is installed, we can start it with the following path:

Home > Programs > Ucinet 6 for Windows. In the initial window of the program, we observe the following:

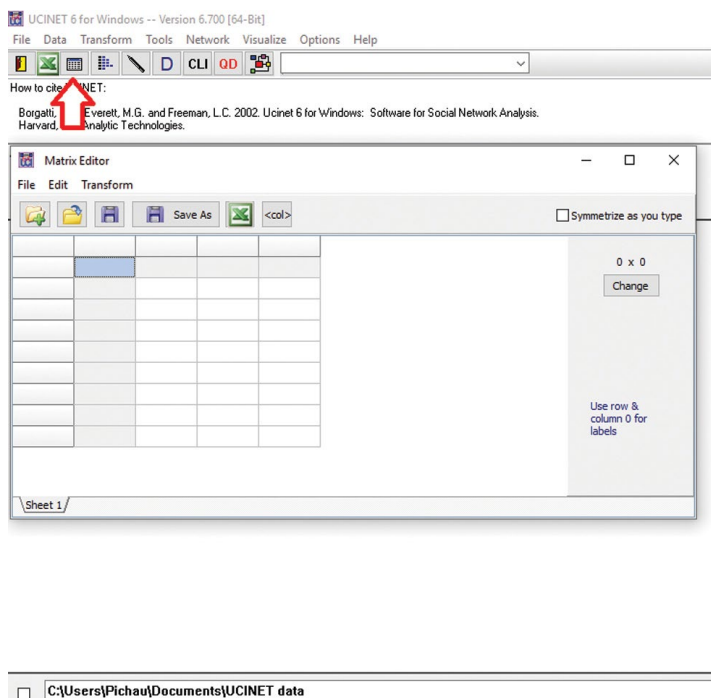
Image 23: UCINET software screen.



Ucinet is a program that has features similar to other programs that work in Windows **operating system**. In the image, we see that, at the top, there is the menu bar – *File, Data, Transform, Tools, Network, Draw, Options and Help* – which is followed by a series of direct access *icons*; and, finally, at the bottom, there is an address bar that tells us the *Folder* in which we are working and where, automatically, all files created are saved.

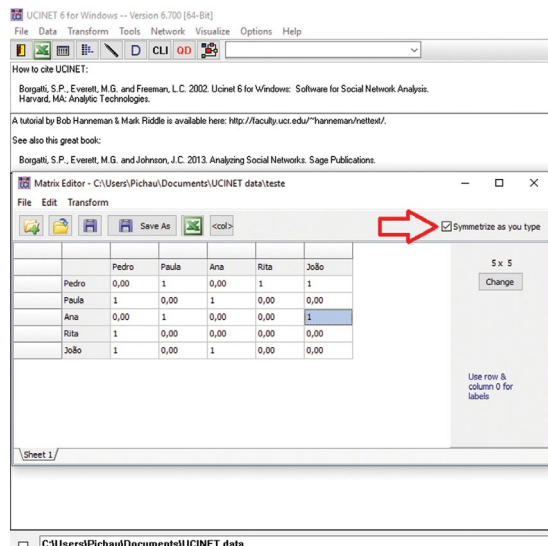
To build the matrix where we will record our relational data, we must press the third icon, counting from left to right, which refers to the Calculation Sheet **function** (*Spreadsheet*). At this point, a spreadsheet remarkably similar to the one in our example opens:

Image 24: UCINET software screen 2.



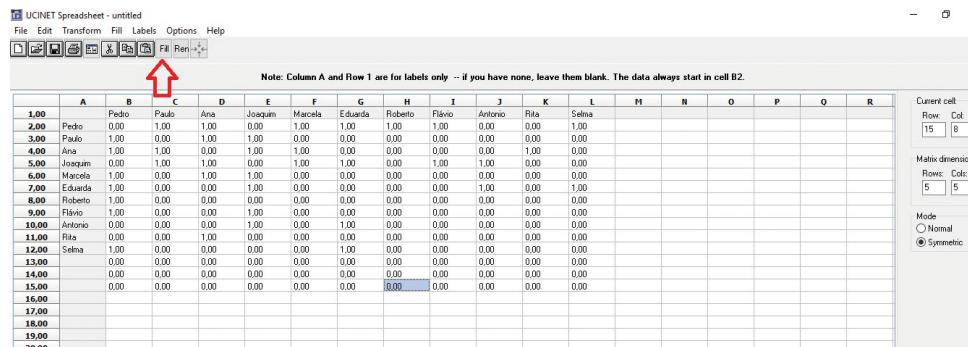
At this point, we must start recording data, entering the actors' names in the rows. But first, we must ask the program to consider our symmetric matrix:

Image 25: UCINET software screen 3.



Thus, when we type a name on the row, it will automatically appear in the column; we should check in the monitor on the right if the number of rows is equal to the number of columns. Once we have entered the names, we start entering the relational data. After finishing the registration, go to menu > Fill> Fill with zeros blank cells. Thus, the program will fill with **0** all the blank spaces, that is, those in which **1** was not registered, indicating the presence of bonds. Fill icon can also be used.

Image 26: UCINET software screen 4.

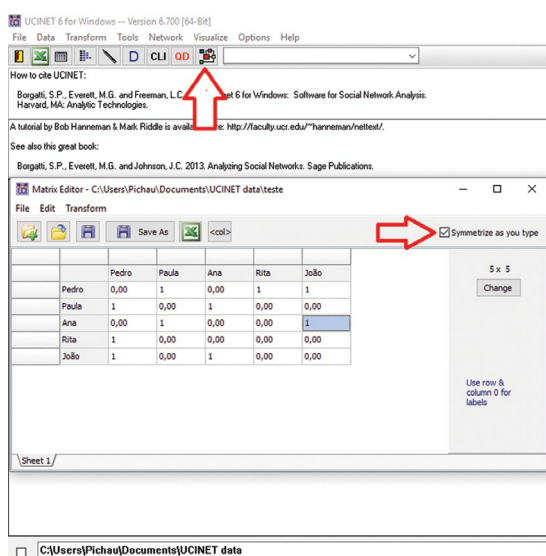


Finally, we ask to save the matrix. The program generates two files: one with the extension. **##h** and another with the extension. **##d**.

CREATING SOCIOGRAMS

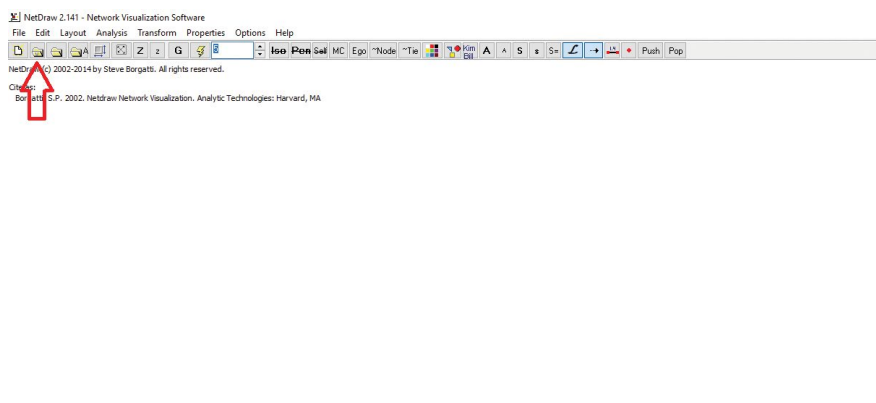
The networks can be visualized through the program **Netdraw**, which draws the graph from the relational data of the matrix and creates the **sociograms** that we have seen throughout the course. The first step in order to build a **sociogram** is to access the program through **Ucinet** and then program **Netdraw** comes with it:

Image 27: UCINET software screen 5.



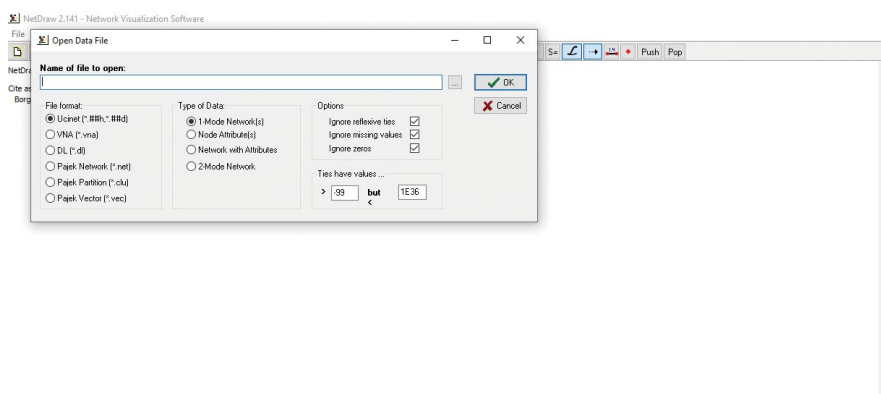
When we press the first icon, counting from right to left whose symbol is a **sociogram**, **Netdraw** opens. Just like **Ucinet**, this program also presents similar features to others from **Windows** operating system, with a menu bar, direct access icon bar, windows, etc.

Image 28: UCINET software screen 6.



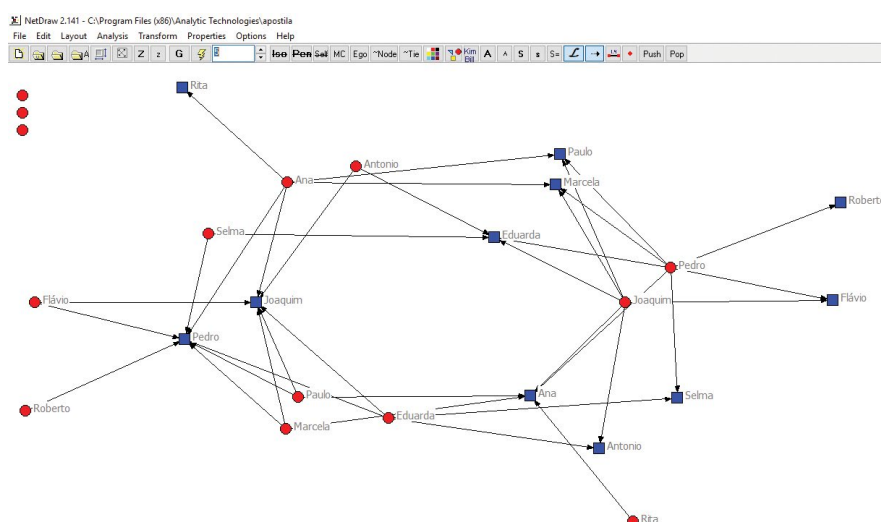
In order to start creating the **sociogram**, we must load the matrix file created previously, as its data give the coordinates for the construction of the chart in the software. When we go to the menu bar, we will find an icon whose symbol is a file folder. Next, a dialog box *Open data file* opens and, where we must select the option **Ucinet (.##h and .##d)**, which correspond to the extents of relational data matrices. Afterwards, you need to look for the file from which you want to build the **sociogram**.

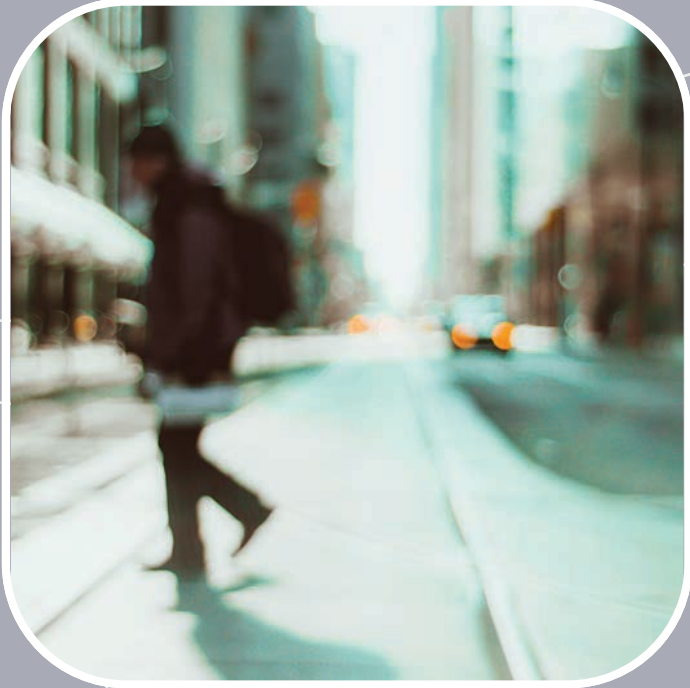
Image 29: UCINET software screen 7.



Once the data is loaded, the program creates the chart:

Image 30: NETDRAW software screen.





Part V

LIFE PATHS AND SOCIABILITIES OF INDIVIDUALS IN DEPRIVATION OF LIBERTY

In this unit, we will bring together sociological contributions on the sociability of individuals in situations of deprivation of liberty, conflict with the law and involvement in the criminal world.

This discussion is important for the application of the **Instrument for Singularizing Care**, which intends to gather information about the understanding of the individuals' life path by themselves.

We will see that the experience of institutionalization in prisons or control institutions, in addition to the involvement in "crime," changes the social bonds and networks of individuals. At the same time, spheres such as family/friends, training/education, work/income, religion, culture and leisure, among others, contribute to bonds that are important for the sociability of individuals.

Finally, we will reflect on two life paths of individuals with experience of institutionalization in control and social correction facilities. These life paths should not be taken as typical examples of individuals who go through the experience of deprivation of liberty. Although all of them often have bonds in spheres of sociability such as family, education, work/income, religion, among others, such spheres can be active or inactive before at some point in their life paths. We take into account that the individual deprived of liberty, like any other individual, builds social bonds throughout his/her life path and also reflects on them.

1 THE EFFECT OF DEPRIVATION OF LIBERTY ON THE INDIVIDUALS' SPHERES OF SOCIABILITY

The experience of deprivation of liberty alters social bonds. Studies show that institutionalized individuals – in prison facilities or control institutions for adolescents – have their spheres of sociability and social networks modified (DIAS, 2005; FELTRAN, 2008; MELO, 2011).

According to Dias (2005, p. 44), "the deepening of these individuals' lives in the world of crime is marked, in most cases, by their distance from the family, which characterizes the moment of breaking the most important social bonds."

When analyzing the life path of a young person at different moments of his/her institutionalization (closed and semi-open regimes), Feltran (2008) emphasizes that his/her social network indicates social bonds with institutionalized individuals or those recently released from prison, the police and state agents of the corrective world. Thus, penal institutions of deprivation of liberty and juvenile justice institutions, in the case of adolescents, "aggravate the feeling of social disconnection" and "reinforce the reference of the criminal world in life paths." As the author states:

*It is understandable why correctional institutions of deprivation of liberty (and juvenile justice ones, in the case of adolescents) end up aggravating the **feeling of social disconnection from the "legitimate" world** and thus reinforce the reference of the*

“world of crime” in life paths. The device is set up between the space of detention, in which horizontal relationships are always internal to illegality, and the criminal judiciary, where all relationships revolve around the offense. This monothematic circuit, which strengthens the “criminal” identity, appears precisely when the State starts to mediate its social relations (FELTRAN, 2008, p. 116, emphasis added).

Thus, prison tends to deepen the criminal sphere. The sociability of released people can indicate very local bonds, based on the family (MELO, 2011), exemplifying a dimension of “localism”, which indicates situations “of contacts with people who live in the same place of residence” (MARQUES, 2014, p. 50). Under these conditions of localism, the reintegration of coexistence in civil liberty can be very precarious in terms of opportunities and help, since the networks of individuals, as we highlighted above, are very heterogeneous.

It is important to keep in mind that the Criminal Execution Law guarantees that the State mediates the bonds of individuals with other spheres ensuring rights (Unit 1): the sphere of education/training, the sphere of art/culture, the sphere of work/income, among others, enabling their adequate return to the civilian world.

TO THINK ABOUT

What are spheres of sociability? We share the notion of spheres of sociability present in Marques (2010):

I understand sphere as a sociability region generally organized by some specialization process (functional, practical, cultural, ideas). The spheres are the product of the specialization of social activities in a broad sense, including circles of interest (circles of discussion and specific practices), circles of sociability and coexistence (groups of friends) and specific institutions (such as the family). In concrete terms, the spheres include certain sets of individuals and organizations, the relationships established between them (of various types and in constant transformation), as well as certain identities, sets of signs and discursive patterns (...).

The delimitation of spheres (...) concerns the social spaces recognized by individuals in their activities and sociability. The existence of a neighborhood sphere, for example, does not include all neighbors nor does it necessarily include only neighbors, but rather those individuals that the interviewee considers being united, in a space of his/her sociability that he/she calls 'neighborhood' (MARQUES, 2010, p. 70-71).

FIXATION ACTIVITY

Now that the notion of Spheres of Sociability is clear, let us put it into practice. Put your name in the center of the Sociogram below. Think about your own spheres of sociability and write down which individuals are present in each of them.

Image 31: Sociogram model.



Elaboration of the authors.

What are the most important spheres for your sociability? Why? You can do the same exercise, taking into account the life path of someone in a situation of sentence progression.

1.1. Analyzing life paths and spheres of sociability

Let us now know some sociability life paths to broaden the reflections on the issue.

PEDRO

Feltran (2008) analyzed the trajectory of Pedro, an adolescent who completed a juvenile justice measure and, at the time of the interview, was working in an organization serving people with disabilities. Through Pedro's narrative about his own life path, it is possible to perceive the spheres we have referred to: family, work, school, religion, crime, in addition to mediations carried out by the State through social policies and correctional management.

We will highlight some of Pedro's sociability spheres, underlining how his social network changes over time. We will see that a specific sphere, such as family or work, for example, can be **active** at one time and **inactive** at another. It is very frequent that prison marks a moment of change in the individual's social network. At the same time, life in liberty poses the challenge of recomposing spheres of sociability in the civil world.

FAMILY

At the beginning of Pedro's narrative, the family sphere presents a delicate moment. The mother died, the father is an alcoholic, there is material need, the brother starts contact with criminal children, the sister is far away. Pedro starts a close relationship with the crime. Pedro's godmother appears at this moment offering help and support. Pedro moves in with her, but his relationship with crime is intensified. Initially, the family appears as an element of justification to enter the life of crime. When Pedro starts to steal, the narrative about the family is "changing":

At that time, Pedro's family still appears quite a bit in the narrative, but already in changing records – the house was a space for rhetorical protection from crime, but at the same time his brother is seen as a bridge to the group of 'involved' friends; the father disliked it, but he offered a counterpoint: he was still drunk and did not provide enough; the sister disapproved of his companions, but she remained absent. The money he brought was frowning, but it was accepted. The uncles and the godmother, never too close, have already disappeared from the testimony. The school had already disappeared at an earlier time, right after childhood memories (FELTRAN, 2008, p. 103).

Later, Pedro becomes a "thief", and descriptions of the robberies are narrated one by one, in details. The family appears as a worn out sphere, and relations with neighbors are recorded based on the actions with the crime: friends and brother are in the "crime". The mother returns at some point in the narrative, as a sanctified figure: "Family and friends outside 'crime' disappear from the testimony, the house disappears from its routine and becomes a distant horizon ('I go there just to sleep')" (FELTRAN, 2008, p. 111).

The family's support reappears during his stay at *Fundação Casa*, when his sister tries to visit him. But Pedro's codes are already awfully close to the "world of crime":

My sister came to visit me once and I: "I'm here because I want to, I wanted it for me. I don't want no visits!" My family already saw me stealing like that, suffered with me and they came to visit me, it was too much. My sister already had a daughter. One day I sent her away; she got nervous. And the employee said: "Hey, you're a slacker! Do you treat your sister that way?" And I: "I do, the sister is mine". Then he said: "Nigga, you are really cheeky indeed!" Then I said: "I really am, you toothless!". Then he came and punched me: "If it were your sister, would you like her to stay here visiting you?" I told him. I stared at his face and remained quiet. I never had a visitor, no, because I didn't want to. My sister used to visit me, but I said: "No, I want no visits!".

The moment of judgment contributes to family relationships based on solidarity, while Pedro has his "criminal identity" recognized by his family, neighbors and by the State itself:

*The first prison is always a time of important change. **The extended family is obliged to communicate in order to process what happened; it is necessary to think about***

what to do. *The boy is really “in crime”, he is in prison, everyone suffers. **Solidarities are mobilized.** Neighborhood gossips confirm suspicions and re-establishes the statute of Pedro's social existence: he is “becoming a crook,” he has already become. The police make his file, take photographs, assemble a folder, he becomes someone “with a criminal record,” thus his status also changes before the State (FELTRAN, 2008, p. 111, emphasis added).*

After the trial and the **probation sentence**, Pedro begins to work in an organization to assist people with disabilities. The family starts to include people without blood ties. These people, considered as part of the “extended family”, are those who made the mediation for the sphere of formal work.

WORK

Jobs prior to the life of a “thief” are informal, low-paid “jobs”: Pedro worked handing out leaflets and in a car wash. The sphere of work has little mediation. Thus, we can say that the bond with formal work is a “weak bond” throughout Pedro's life path, especially before institutionalization.

We will see throughout the course that you will still realize with us how weak bonds are less intense and frequent, as opposed to strong bonds. In fact, as life as “thief” intensifies, “side hustles” start to have connotations of precariousness and humiliation.

During the fulfillment of the juvenile justice measure, Pedro's social educator appears as an important mediator. This educator “bridges” access to employment. Pedro starts a job as an office boy in the entity and, later, he is registered as an educator in the work of assistance to people with special needs. It is an entity that has a partnership with a social assistance policy. Therefore, the social educator, in his role of “street bureaucrat”, mediates Pedro's access to both a policy and a job.

RELIGION

At the end of the interview, Pedro narrates an attempt at “conversion” between the “world of crime” and the “world of work”. Feltran shows that in this type of conversion a boundary operates, which means that the individual tries to move in the moral codes between these two worlds. Religion and faith often operate as important spheres in these contexts.

Currently, different religious denominations and churches, especially neo-Pentecostal ones, have incorporated the issue of “violence” in their actions in an attempt to “save”, “dispute” or “convert” individuals involved in the “crime”. There are different types of action by these religions, as shows an extensive bibliography: exorcism rituals, spiritual assistance, assistance in clinics for the recovery of drug addicts, even forms of mediation that indicate the conversion of criminals into evangelicals and the conformation of “evangelical traffickers” (GALDEANO, 2014).

Religions are also important mediators for accessing material goods. Gurza Lavalle and Castello (2004) indicate that participating in religious associations favors the socioeconomic insertion of residents, especially the poorest, into the world of labor, mitigating the risks of social exclusion.

LEARN MORE

Suggested reading:

To reflect on religious associativism as a form of mediation of opportunities, read the article *“Benesses de mundo: associativismo religioso e inclusão socioeconômica”* (GURZA LAVALLE; CASTELLO, 2014), available at: <<https://goo.gl/Wq0GRO>>.

DIEGO

Melo (2011) analyzed Diego's social networks in three moments. The first is when Diego is in semi-open regime. The second corresponds to liberty. And the third is when Diego returns to closed regime. In order to consider the flow of Diego's life path, we will call these three moments **Time 1** (T1), **Time 2** (T2) and **Time 3** (T3).

Time 1: active spheres of sociability in semi-open regime

In the first moment, Diego is in sentence progression process, having already served some years of deprivation of liberty. The education/training sphere is **active**. Diego attends private college, with a scholarship, and studies pedagogy. During nine years in closed regime and three in semi-open, Diego completed elementary education and attended high school.

He is an education assistant in the “Weaving Freedom” project, implemented by “Prof. Dr. Manoel Pedro Pimentel Foundation” (FUNAP) in 2004. He is responsible for mobilizing the prison unit's school community, acting in building significant knowledge together with the prisoners, even exceeding the traditional school contents (MELO, 2011,p. 90). The work allows for an income higher than what can usually be earned in a prison unit.

College and working as an education assistant link Diego in the active spheres of education/training and income. There is also a bond with the sphere of religion. In between coming and going from the semi-open facility to the street, Diego starts using drugs, contracting debts and maintaining a relationship with a female partner of an employee at the unit. The relationship with the criminal world is tense.

Image 32: Diego's sociogram in T1.



Extracted from MELO, 2011.

Time 2: spheres of sociability during liberty

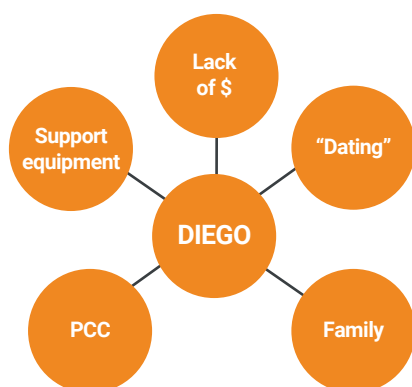
Diego is free. His social network indicates a sociability centered on the family sphere, including a new girlfriend. There is income precariousness. He goes back to committing infractions. His justifications, at this moment, are the daily social interactions in liberty, which both pressure and encourage him to look for “an illicit income alternative”.

The work/income sphere, which was active in T1, becomes inactive. Although Diego could activate his links with FUNAP, he does not. Bonds in the sphere of education/training are also not active in this moment of return to the civil world. The very local bonds, present in the sphere of family sociability, are not highly effective in mediating access to material goods:

(...) it could be inferred that, upon gaining liberty, Diego would face a broader social network, provided by the greater number of sociability spheres. However, what happened was that, despite starting to interact with new elements – girlfriend, family, unemployment, stigma, etc. – such interactions did not alter the densification of the association patterns to which Diego was already linked, which remained linked to the world of crime (MELO, 2011, p. 92).

In liberty, Diego's relations with the criminal sphere remain tense. He feels “persecuted” by crime.

Image 33: Diego's sociogram in T2.



Family's material conditions are vulnerable. Diego finds himself without money and his girlfriend appears both as a new source of pressure and as an incentive to seek illicit income alternatives.

College, Funap, the support equipment for former inmates are innocuous to solve immediate problems and Diego postpones the decision to look for them (although he has expressed interest in doing so).

Extracted from MELO, 2011.

Time 3: spheres of sociability in closed conditions

Diego returns to closed regime. His spheres of sociability are similar to the initial moment (T1). The sphere of religion intensifies; there is the possibility of resuming the bond with the sphere of work/income, through working as an education assistant; the family sphere is active, and the mother makes regular visits. The criminal sphere is inevitably active, as, even though they adopt the identity of "believer" in prison, there are complex relationships that are established between these types of prisoners and the rest of the prison community. As Dias (2008) shows, religion gives new meanings to work, education and family ties, serving as a support for the reintegration of life in civil liberty.

Image 34: Diego's sociogram in T3.



Social relationships are similar to the first prison. The family replaces the college, because by being in a closed system, Diego will not be able to resume the course, but by being in a facility located in the city of São Paulo, it becomes possible to receive visits from his mother.

The church appears as a "refuge" (DIAS, 2008)

The school-group presents itself as the horizon of social participation for Diego in prison, also representing the opportunity for work and income.

Extracted from MELO, 2011.

1.2. From life paths to matrix support

What the life paths of these two individuals — Pedro and Diego — who experienced institutionalization in deprivation of liberty demonstrate is that their spheres of sociability change when they are in contact with the "world of crime" and the relationships established in those institutions.

Life paths are made up of comings and goings, that is, permanent transits between various spheres: family, friends, school, work and income, religion and, sometimes, crime itself. Life paths will always vary. One may relapse, return to crime, but may also convert to a religion, be rescued, entry into the formal market, among others. The art/culture sphere, for example, is also a possibility for engagement. Life paths are built in the flow of individuals' time and space. There is always the horizon of possible transformation. Other individuals or organizations, however, mediate every individual transformation or action. The challenge of prison management is to play an effective role in the mediation of the individual with the social spheres considered legitimate (or formal), even though the sphere of crime is still present.

The type of mediation (with which spheres and through which policies and programs) should be guided by the life path of each individual and defined based on the discussion of each case by the multidisciplinary team. This team is responsible for building the **Integrated Singular Project**. The result of this project can be either a satisfactory integration into the civil world or an integration with setbacks, difficulties or "relapses." Monitoring the Integrated Singular Project result is therefore important. Remember that the spheres of sociability are important for any individual and that social networks can contribute both to precariousness and increase opportunities and help.



Part VI

CARE SINGULARIZATION PROCESS

Hello!

We have finished teaching the Social Network Analysis (SNA) perspective and methodological tool, passing by teaching the collection and use of relational data, recording and analyzing data to obtain relevant information about the social life of an individual or a group.

Having seen how the analysis of social networks can contribute to understanding the life path of individuals who have experienced institutionalization processes in deprivation of liberty, let us get to know and apply the Instrument for Singularizing Care.

The singularization concerns not only the consideration of general risk factors, crime severity and/or criminal history to assess their situation, but also the examination and knowledge of the individual's social life and life path, in order to improve decision-making regarding the **Integrated Singular Project** (PSI, acronym in Portuguese).

Keep in mind that **Stage 1 of the singularization process** still takes place at the entrance door of the prison system, when the individual goes through the processes of identification and health check. **Stage 2** is the inclusion procedure, when the instrument is applied to subsidize the Prison Management Matrix Support meeting. On this occasion, as highlighted in Unit 2, it is important to have an organized bank of policies and projects, which can support the strengthening of social bonds in the individual's spheres of interest. The instrument does not exclude interviews of each professional with individuals deprived of liberty: all knowledge is important for proper monitoring and support in the prison unit. **Stage 3** is the elaboration of the **Integrated Singular Project** (PSI), which depends on another round of conversation with the individual deprived of liberty about the opportunities for inclusion in the spheres of family, school/training, work, culture/leisure, health, and religion. This stage also depends on continuity, follow-up and evaluation.

Stages 1, 2 and 3 are represented below:

Image 35: Steps for the elaboration of the Integrated Singular Project.

| | |
|----------|--|
| 1 | Entrance Door Procedures Identification (security) and initial health check |
| 2 | Inclusion Procedures Application of the Network and Sociability Instrument Interviews with professionals from the interdisciplinary team Prison Management Matrix Support Meeting (for people deprived of liberty) or Referral in Public Policy Networks (in the case of released people) |
| 3 | Construction of the ISP Feedback with people assisted to build the Integrated Singular Project, with short and medium term recommendations to be monitored by the team |

Elaborated by the authors.

The procedures indicated for prison management can also be adopted in care services for released people from the prison system. To do so, it is enough to carry out stages 1, 2 and 3 above at the moments, respectively, of reception, assistance and referral of released people who seek those services. Besides, these services must be articulated, as provided for in the National Care for Released People from the Prison System (CNJ, 2020) in broader networks of public institutions and civil society aimed at promoting the city and guaranteeing rights.

This unit will present the Instrument for Singularizing Care in detail, discussing the procedures for its application and collection of relevant information, discussing the dimensions of the individuals' social life that the instrument's indicators are intended to identify.

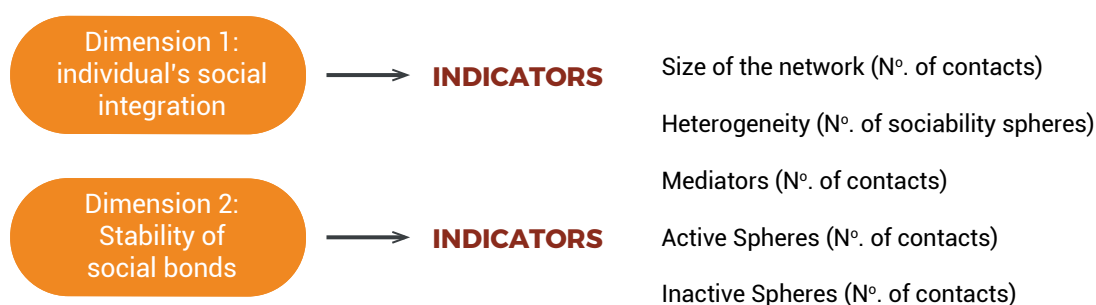
1 PRESENTATION OF THE INSTRUMENT FOR SINGULARIZING CARE

A method to recognize one's life path was developed to create the **Instrument for Singularizing Care**. This method is based on two dimensions:

- **Dimension 1:** the individual's social integration;
- **Dimension 2:** stability of social bonds.

Then, measures were developed that work as indicators of both dimensions:

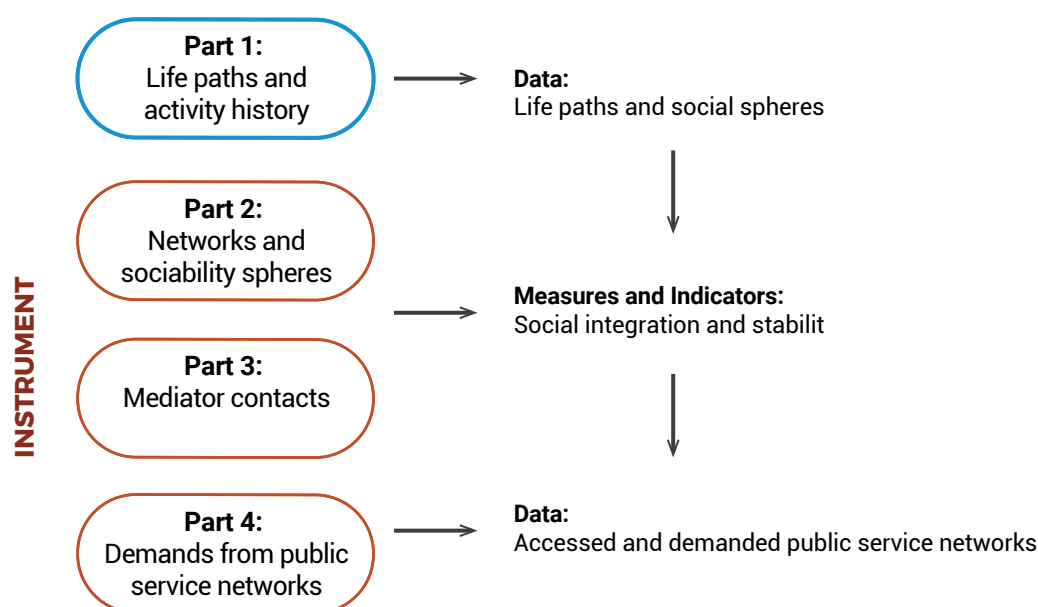
Image 36: Dimensions of a sociability network.



Elaborated by the authors.

Let's see the general analysis matrix and how the relevant information for the diagnosis of personal sociability networks is obtained according to the flow and internal organization of the **Singularization Instrument**:

Image 37: General methodological line of the Singularization Instrument.



Elaboration of the authors

As we can see in the matrix of the general methodological line, the instrument is organized into four parts, and the data obtained in each one feeds the internal flow of information from one step to another. For this reason, its application must follow the proposed order.

The primary data, which will feed the elaboration of networks and spheres of sociability of the beneficiary, will be obtained from a semi-structured interview, carried out in the first part, whose objective is to understand their life path. As a result of the interview, it is expected that the person who used the instrument has detected the different contexts of social insertion or sociability, in which the subject participates or participated: family, school, church, neighborhood, etc.

In the second part, once the spheres created throughout the life history of the individuals from their path have been identified, these data must be recorded and organized, in order to know which and how many spheres were observed throughout the subject's life, who are their contacts (individuals or institutions) who participate in each one of them and which ones are still active. It is also important to know whether there has been a detachment or split with any scope or sphere of their social lives.

The third part seeks to identify individuals and institutions that allow or have allowed the individual to have access to opportunities and/or resources to improve their living conditions, work for instance. This information will allow you to define, together with the person in care, the

dimensions of social integration and stability of social bonds presented by the subject that can/should be activated, reactive or deactivated.

As we have shown in previous course units, personal networks are articulated between social life, personal history and the individual's action and reveal the type of integration that subjects have in society. Therefore, it is important, in an evaluative instrument, to know how their social life was, what are the main events and changes in their lives and how this sociability is organized.

Here, a fundamental concept for the use and application of the instrument of singularization comes in: the **spheres of sociability**. The spheres refer to the sociability of individuals organized by a context that delimits a set of specific bonds and contacts and, in some cases, even identities and languages.

Based on these indicators and in the light of the semi-structured interview, the person in charge of applying the questionnaire is expected to produce an opinion oriented towards the construction of an **Integrated Singular Project (PSI, acronym in Portuguese)**.

1.1. The Instrument for Singularization of Care

Presentation of the **Singularization of Care** [observe the principles and guidelines in the methodology manual and explain the objective of the interview]

Date of interview: ____/____/____

Full name:

Social Name:

Race/Color (self-declaration):

☐ Black ☐ Brown ☐ White ☐ Yellow ☐ Indigenous

Gender identity (self-declaration):

☐ Male ☐ Female ☐ Non-binary Note:

How do you like to be called throughout the interview? (please note)

Part 1 — LIFE STORY AND SOCIAL BONDS — SCRIPT

[Note1: the script has an *indicative* and *guiding sense* and should not be applied as a questionnaire. The recurrent interruption by asking questions in sequence inhibits the space for a life story to be linked together].

[Note2: take into account when doing active listening the structural aspects of inequality in Brazil, and its consequences in the distribution of public resources].

[Note 3: before starting the interview, it is important to read the guidelines to apply the instrument in the methodology manual].

[Note 4: the purpose of this part is to understand how the social life of the person in care was, what are the main events and changes, what is the history of their social bonds, how they were organized in the past, what was the effect of the prison system on their personal network, and how it is organized in the present].

I wanted you to tell me your life story...

A. Beginning of life path

- Where were you born, who were you raised with? How about your family? Who did you live with?
- Have you ever moved (city, neighborhood or country)?
- How was your childhood?
- How's your relationship with your family? Do you live in the same neighborhood?

B. Schooling routes

- Tell me a little bit about your experience at school. How long have you studied?
- What were the classes like, the teachers, the classmates? Would you like to share a memory?
- What was the commute to school like? Were you having difficulties? Was it close?
- If you didn't come to finish it, what happened? Did you ever return? Did you have any difficulties for that? Would you like to finish it?
- Did you go on to higher education? Would you like to?

C. Income generation routes

- What was your material life like? What about the people you used to live with?
- What were you doing to generate income? Who was in charge?
- Have you ever had a job with a signed license?
- Did you work doing gigs, or in the informal market?
- Have you participated in any solidarity economy initiative? Family farming? Would you like to take part in any?

- Any training/qualification program? Would you like to take part?

D. Everyday life

- How was your day today? Who did you live with? Did you have a partner? Sons or daughters? And how is it today?
- Did you use to go around the city, or the neighborhoods, or was your life more in the neighborhood?
- When you hanged out, what did you use to do? Visiting relatives, neighbors, meeting friends, doing some activity with them?
- Are you in contact with your friends, relatives, or your neighborhood/territory?

E. Recreation and culture

- What did you use to do to have fun, to be distracted, with whom?
- Do you practice or did you practice sport? Which one?
- Did you have or do you have now some difficulty walking around the neighborhood, territory or city, or in participating in these leisure activities or others?
- Have you suffered harassment, aggression or threats?
- Did/do you have any religion? Were activities linked to your religion part of everyday life?
- Have you participated in groups/projects of drawing, cinema, graffiti, music, dancing, reading, theater? Would you like to?

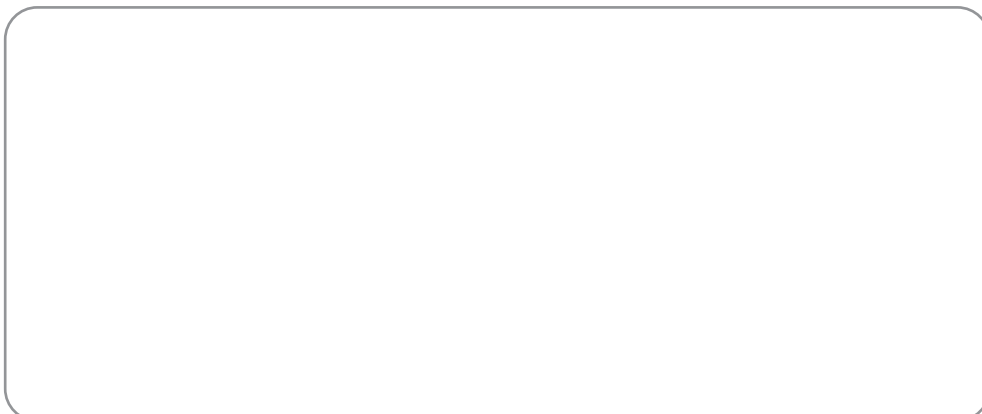
F. Career and experience in the prison system

- How was the time you were deprived of liberty? How was life in prison, the day today?
- What has changed in your life with this experience?

G. Future prospects

- What are your expectations for the future? For this year?
- What are your doubts, fears, hopes, dreams, and nightmares?

Notes:



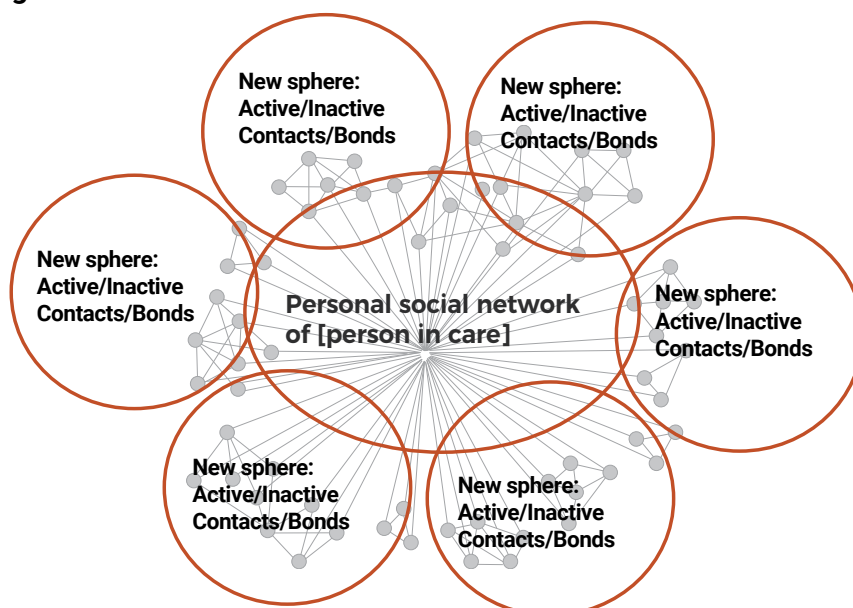
Part 2 — PERSONAL NETWORK AND SPHERES OF SOCIABILITY

[Note1: the purpose of this part is to map the spheres of sociability, past and present, that is, those social contexts that were or are part of their life history and constitute the personal network of the person in care from his/her life story information].

Instructions:

- 1) Identify the spheres of sociability in the figure below [observation: the spheres refer to the sociability of people organized by a context that delimits a set of specific bonds and contacts. Common sociability spheres are, for example, that of family, neighborhood, associative life (movements of neighborhood residents, collectives, football clubs, etc.)];
- 2) Fill in the spheres identified with the names and/or contacts of the people who made part of the life story of the person in attendance [note: it is not necessary to identify with surname];
- 3) For each sphere, point whether the person in care has active bonds (A – if the person in care still maintains relationships, or communicates with some people from this context, or could be contacted), or inactive (I – the person cannot count on bonds of this sphere to be contacted, does not want to, moved away from this context in the past, or has stopped communicating);
- 4) Once the social spheres and the bonds of the person in care are identified, it is important to understand the qualitative aspects of these relationships:
 - Type of bond (friendship, work, family, income generation, others);
 - Role in his/her network (containment, material and affective support, others);
 - Other aspects related to violence, threats, isolation, dependence or social domination.

Fill in the figure and mark:

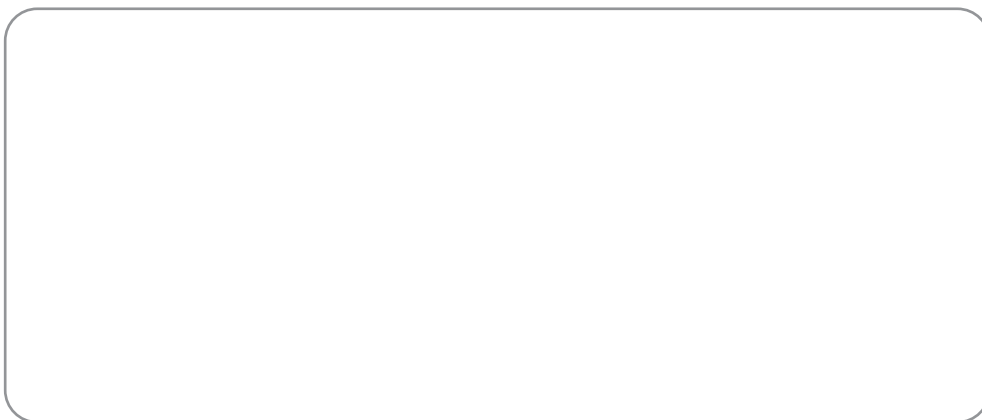


Part 3 — MEDIATING CONTACTS

[Note1: in the third part of the instrument, we will identify – if there is agreement of the person in care – the persons or collectives that allow or would allow the person in care to have support in the actions resulting from the singularization of the demand to improve their living conditions from the life story and the personal network].

[Note2: those people or institutions that have granted in the present or in the past: support to solve ordinary day-to-day problems, "making do" in daily life, providing help at crucial moments in the individual's life, giving access to information and inclusion in social policies, etc. are considered mediators.]

Write down the names/contacts:



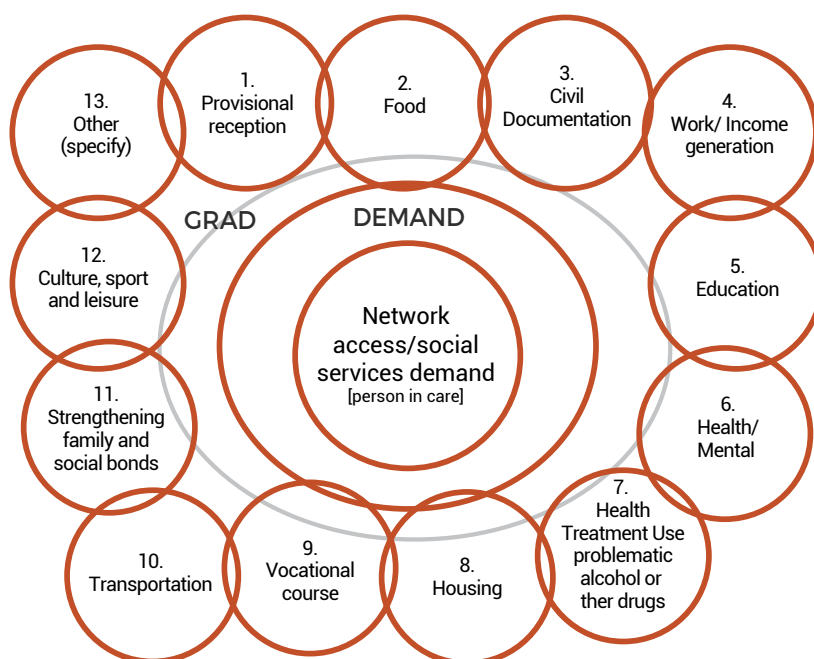
Part 4 — DEMAND FOR THE PUBLIC SERVICE NETWORK

[Note1: In the last part of the interview, a map of the demand for access to public services will be made, verifying the degree of inclusion/exclusion or removal from the social policy network, as well as the need and the person's interest in care, in view of their story and life path].

Instructions:

- 1) Read and fill in the services following the numerical sequence (and clockwise), identifying each sphere of assistance:
 - degree of contact (you've heard, but you've never been attended to; you've been attended to; you've been attended, but you haven't been able to continue; you've never heard of it, you haven't heard, etc.);
 - demand (interest and/or need for assistance).
- 2) For each service area identified as demand indicate referral, reference/service and need for return in the table in the annex "Post-assistance".

Fill in the figure:



Closing [Note1: read guidelines for closing the interview].

2 GUIDELINES FOR USING THE SINGULARIZATION INSTRUMENT

2.1. Presentation

- The singularization instrument aims to identify the demands of each released person who seeks the services of the *Escritório Social* based on their story and set of experiences lived up to this moment of searching for care.
- In view of the structural aspects of the inequality of Brazilian society and the associated exclusion and/or discrimination of large portions of the population – residents of urban and rural communities in extreme poverty, black people, indigenous people, quilombolas, women, LGBTI people – the concept of Singularization seeks to emphasize the importance of caring for released people from prisons and the referral to the social policy networks based on their life path and the social content of their biography. Special attention is paid to sociability spheres and to the degree of access and/or exclusion of public social services, seeking to overcome a monolithic or stereotyped view of released people.

- The central principle that guides the methodology and the application of the instrument is connected directly to the reception that represents the initial moment of contact of the released person with the *Escritório Social* through active listening. The technical team should provide space and confidence necessary for the person to freely report his/her life experience. Listening should therefore be carried out respecting the diversity of the subjects and multiple life paths.
- Life experience is the main object of the methodology of the singularization of the service because it does not seek the truth, but rather the person's version about his/her own story and social bonds. So, there are no right or wrong answers.

2.2. Guidelines for conducting the interview

- Before starting the interview, the importance of the singularization for identifying demands must be explained to the released person, as well as interests and potential to build the referral to the network of social policies with the multidisciplinary team of the *Escritório Social*.
- It should also be explained at this moment the voluntary dimension of the interview and that, therefore, at any time the person can interrupt the report, or even ask to continue or reschedule the interview at another time or day.
- It should be communicated to the interviewed person that, for the singularization of care, their point of view about reality matters. It is necessary to make it clear that the goal is to increase their life opportunities by inserting in programs and projects tuned with their story and that are of their interest. To do so, it is important to know their life path, desires, fears, and potentials.
- The instrument should then be presented to your interlocutor, explaining that it has 04 (four) parts, plus an attached form that should be applied in the post-assistance. The first one is about their life path. The second and third ones intend to systematize the spheres of sociability created throughout one's life path, and to identify people or institutions that allow or would allow the person in care to have support in referrals arising from the singularization of the demand, in order to improve their living conditions or, on the contrary, that represent threats and/or blockages to their possibilities of social integration. Finally, in the fourth part, the degree of access to and/or exclusion to public services will be identified.
- The minimum length of the interview is 1:30 minutes. Therefore, it is important to check if the person has this amount of time available, and the material conditions for its realization at another time, if it is necessary to reschedule or continue the interview at a second meeting to finish the assistance. In this case, whenever possible, the same technician who initiated the attendance must finish it.

- Highlight the confidentiality of the information: it is necessary to emphasize that the information of the interview is for the exclusive use of the *Escritório Social's* multidisciplinary team. You should also highlight that as a professional in the area (inform your profession), you also follows the Code of Ethics of your category.

2.3. Guidelines for applying the singularization instrument

Part 1 — LIFE STORY AND SOCIAL BONDS — SCRIPT

- The conditions must be created for the person's story to be chained according to the initiative of the person in care. Therefore, the first part of the instrument, which aims to know his/her life path and story, should be conducted seeking to avoid interruptions to the narrative or narrative thread.
- As a methodological principle of singularization, the interview must be carried out without interrupting the person's report or making judgments about what he/she reveals, as well as contesting it. It is also important to note that the methodology is based on the principle of respect for diversities, multiple choices, and life paths. Any judgment on these aspects, in addition to inhibiting the interviewee's report, removes the validity of the results of the instrument.
- The narrative course does not necessarily have to obey the material continuity of the facts. It is also important to listen attentively to the feelings, doubts, fears, expectations, impressions, dreams or nightmares of the person in care.
- The instrument must be applied only by one (01) person from the technical team in order to facilitate the process of active listening and acceptance. It is important that the interview is carried out in a silent and discreet space to facilitate the reporting of the life story, and to avoid possible external interruptions.

Keeping these aspects in mind:

- **Questions should be broad, always placed in large blocks, indicating major events, as shown in the script that guides the first part of the instrument.** The script has an **indicative and orienting sense**. Therefore, it is not a questionnaire – an instrument widely used among technical teams, and which meets a question and answer logic sequencing – which makes it difficult, in this case, to establish a narrative thread. For this reason, this first part of the instrument **should not be applied as a questionnaire**, since the recurring interruption by asking questions in the sequence of those who apply the instrument greatly inhibits the space for a life story to be chained together.

- To carry out the interview, the technician must have and demonstrate interest in the life story of the person being assisted, which is verified in active listening and in facial expressions and welcoming gestures. In this sense, it is extremely important to establish a bond of empathy in the interview, respecting the moments of silence so that the person in care can have time to chain their ideas together.
- When possible, have water, coffee, or tea so that the person in care can catch his/her breath and take breaks if necessary or requests so.
- Active listening involves attention focused on the person's life experiences. Therefore, it is important to maintain a direct, face-to-face contact without the use of computers. In this sense, **notes must be handwritten, without recorders to record the interview.** In addition to the use of the recorder to generate discomfort and mistrust, the main purpose of this part is to listen and create a space in which the story thread is chained together.
- Taking notes of the following elements is sufficient to record this first part of the interview: keywords, ideas, references, short sentences that help identify demands and networks of sociability of the released person.

Part 2 — PERSONAL NETWORK AND SPHERES OF SOCIABILITY

- The purpose of this second part of the instrument is to understand how the social life of the person in care was, what are the main events and changes, what is the history of their social bonds, how they were organized in the past, what was the prison effect on their personal network, and how it is organized in the present. This picture should be recorded by mapping past and present **spheres of sociability**, that is, those social contexts that made or are part of their life story.
- The spheres refer to the sociability of individuals organized by a context that delimits a set of specific bonds and contacts and, in some cases, even identities and languages. Common spheres of sociability are, for example, that of family, neighborhood, associative life (movements of neighborhood residents, collectives, football clubs, etc).
- A fundamental aspect when elaborating the personal network is the attention to structural aspects that led to the interruption and even the blocking of access to certain spheres by a large portion of the population – such as school, higher education and formal work – in deeply unequal societies like Brazil's, and their consequences in the distribution of public resources.
- Spheres of sociability or bonds in certain spheres can also be organized by contacts via virtual social networks. In some cases, the coordination of meetings, the creation of support communities, etc., occurs through networks such as Facebook.

- It is paramount to record both past and present bonds and spheres so that, through a process of activation, valorization and recovery of memory, interests, potentialities, and spheres that can be mobilized or resumed for the elaboration of demand, or that represent threats and/or blockages to their possibilities of social integration and life.
- In this sense, it should be mapped in the illustrative figure of a personal social network the spheres (indicating the name: for example, neighborhood X, colleagues of work Z) and the people or contacts of which he/she remembers, if the person in care agrees. Of course, it is not necessary to record first and last names or give details regarding bonds or contacts.
- For each sphere, point whether the person in care has active bonds (if the person in care still maintains relationships, or communicates with some people from this context, or could be contacted), or inactive (the person cannot count on bonds of this sphere to be contacted, does not want to, moved away from this context in the past, or has stopped communicating).
- Once the social spheres and bonds of the person in care are identified, it is important to understand the qualitative aspects of these relationships: type of bond (friendship, work, family, income generation), the role in their network (containment, material and affective support, for example), and other aspects linked, for example, to violence, threats, the production of isolation, dependence or social domination, etc.
- The important thing in this part of the instrument is to understand the person's own perception of their relationships, avoiding imposing an external and normative perspective on their bonds. An example is the case of the family.
- The identification of affective and family bonds can present different arrangements. It is the case of single-parent families, or those composed of grandparents, uncles, or even friendships, just siblings, neighbors, etc.
- The person being assisted may seek to distance themselves from their family relationships when they consider, for a certain reason, that the contact may affect their possibilities of social and emotional integration, and physical integrity.

Part 3 — MEDIATING CONTACTS

- In the third part of the instrument, we will seek to identify – if there is agreement of the person in care – people or groups that allow or would allow the person in care to have support in the actions resulting from the singularization of the demand to improve their living conditions from the life story and the personal network.
- Mediators are those people or institutions that have granted in the present or in the past: support to solve ordinary day-to-day problems, "making do" in daily life, providing help

at crucial moments in the individual's life, giving access to information and inclusion in social policies, etc.

- If the person in attendance agrees, these mediating contacts may be activated, according to strategies jointly defined between the technical team and the person in care.

Part 4 — DEMAND FOR THE PUBLIC SERVICE NETWORK

- In the last part of the interview, a map of the demand for access to public services will be made, verifying the degree of inclusion/exclusion or removal from the social policy network, having in mind their story and life path, and the structural inequalities regarding the distribution of public services.
- Thus, the person in care must be consulted on contact degree (has heard of, but has never been assisted; has been assisted; has been assisted, but it was not possible to continue; has never heard of, does not know, etc.) and the demand of services/policies listed in the figure representing the public services network.

CLOSING

- At the end of the interview, the technician must ask the person in care if there are any questions about the interview and provide the necessary clarifications, if necessary. It is also important to communicate the next steps for the singularization of demand, which involve the preparation of an action plan to be discussed with the multidisciplinary team.
- After the interview is over, the after-care form must be filled out with the information collected with the instrument. If it is possible and the person in care agrees, this step can be carried out with his/her presence to verify the information.
- Leave a note if it is necessary to resume the interview at another time/day to conclude the understanding.

3

MATRIX SUPPORT IN PRISON MANAGEMENT⁸

The **Singularization Instrument** is based on a roadmap for mapping the social networks of each individual assisted, which will result, as already pointed out, in the **Matrix Support in Prison Management** and in the elaboration of an **Integrated Singular Project**⁹. However, the project can only be carried forward if the multidisciplinary team cross-references the information from each individual's network with the mapping of public policies, social programs and existing projects in the municipality and in the State, including NGOs that implement public and third sector organizations, inserting these policies into the prison system¹⁰.

The basic spheres that must be mapped for each individual deprived of liberty are: family/friends, school/training, work, culture and leisure, health and religion. Thus, prisons must map the policies, programs and projects of those areas, so that they can be offered and incorporated as a strategy in the Integrated Singular Project of each citizen deprived of liberty.

The first step towards Matrix Support in Prison Management is mapping policies, programs and projects. An Excel spreadsheet can be used to create a database, according to the model below:

Chart 1: Mapping programs and projects.

| Mapping programs and projects | | | | |
|-------------------------------|--------------|----------------|----------------|---------|
| Type of sphere | Program name | Form of action | Contact person | Address |
| Family and friends | | | | |
| School/training | | | | |
| Work | | | | |
| Recreation and culture | | | | |
| Health | | | | |
| Religion | | | | |

It is important to keep in mind that some policies may be offered on a short-term basis, such as education, work and health. The same can be said of art and culture programs that already exist outside of prisons and can be incorporated into daily activities within the unit, in addition to job vacancies and professional qualification courses.

However, other policies and programs can be seen as medium-term strategies, and can be

offered when the individual is in a semi-open regime or is a released person from the prison system. In this case, it is up to the multidisciplinary teams to identify the programs, policies and projects to be offered¹¹.

As will be seen in detail below, the workflow that will prepare the Integrated Singular Project, through the Matrix Support in Prison Management, involves the following steps:

Chart 2: Stages of Matrix Support in Prison Management.

| | |
|---|---|
| 1. Entrance Door Procedures | |
| Identification (security) and initial health check. | |
| 2. Inclusion Procedures: | |
| 2.1. | Application of the Singularization Instrument; |
| 2.2. | Interviews with professionals from the interdisciplinary team; |
| 2.3. | Meeting on Matrix Support and Prison Management. |
| 3. Returns with people deprived of liberty for building the Integrated Singular Project: | |
| 3.1. | Short- and medium term recommendations to be followed up by the team; |
| 3.2. | Liberty preparation program and orientation to pre-released people; |
| 3.3. | Articulation with assistance services for released people from the prison system. |

¹¹ It is important to highlight the need for coordination between technical teams from prison establishments and security services of attention to released people from the prison system, as provided for in the National Policy for Attention to Released People from the Prison System (CNJ, 2020).

From this perspective, the Integrated Singular Project provides parameters for assistances and subsequent dialogues/interviews to be carried out by professionals with people deprived of liberty, taking into account the knowledge of human sciences and health.

LEARN MORE

Suggested reading

The details of the prison management flow, which includes the entrance door, inclusion and reception stages, with preparation of the PSI, can be found in Part VI of the Prison Policy Management Model, developed by the National Penitentiary Department, available at: <https://www.justica.gov.br/modelo-de-gestao_documento-final.pdf/view>.

The proposal follows the idea of matrix support that has already been developed and successfully practiced in the area of public health, which understands “matrix support as a new way of producing health in which two or more teams, in a process of shared construction, create a intervention proposal” (CHIAVERINI, 2011, p. 13).

According to Campos and Domitti (2007, p. 400 *apud* CHIAVERINI, 2011, p. 14), the relationship between these teams constitutes a new system arrangement, as the “matrix support and reference team are at the same time, organizational arrangements and a methodology for work management (...), at widening the possibilities of carrying out an expanded clinic and dialogic integration between different expertise and occupations”.

On Matrix Support in Prison Management, it is important that professionals from inside and outside the prisons exchange information and work together to expand the bonds of each and every released person, and mediate and monitor inclusion in policies and programs. These activities should also contemplate the workers’ need for redefining their professional performance.

As in Public Health Enrollment (CHIAVERINI, 2011), Matrix Support in Prison Management should provide specialized assistance, technical-pedagogical support, interpersonal bonds with individuals deprived of liberty and institutional support in the process of collective construction of **Integrated Singular Projects**, involving other professionals.

Thus, matrix support differs from supervision, in that the mediator/matrix supporter can actively participate in the project. In addition, professionals from various specialties share their knowledge when they face the individual's social network, relationships, and life paths.

FIXATION ACTIVITY

Activity 5

How can Matrix Support in Prison Management contribute to enhancing the work of inter-disciplinary teams, giving professionals in technical areas a relevant role in prison policy?

4 THE INTEGRATED SINGULAR PROJECT AS A PRODUCT FROM MATRIX SUPPORT IN PRISON MANAGEMENT

The Integrated Singular Project can be understood, as recommended by the Criminal Execution Law, as a project for the individualization of punishment based on the rights of citizens deprived of liberty. The term “singular”, however, is based on the idea that it is essential to take into account not only individuals, but also the plurality of individuals, or even relational dynamics and the various spheres of sociability.

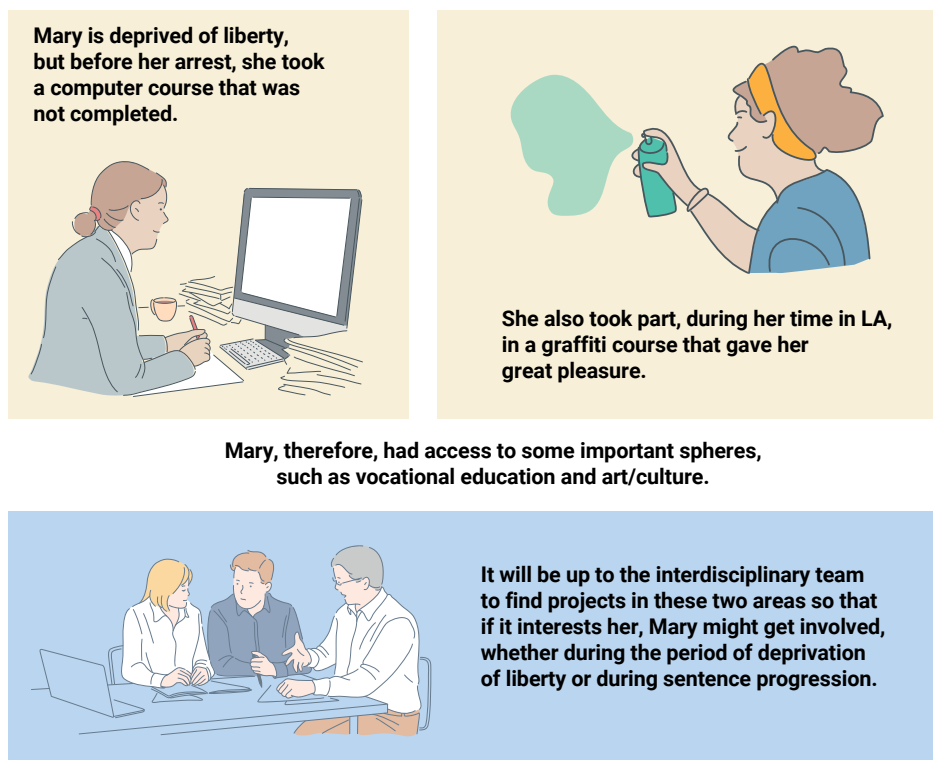
In the area of mental health, in a similar way, Carvalho and Cunha (2006 *apud* CHIAVERINI, 2011, p. 21) consider that the use of the term “singular,” replacing the “individual” previously used, is more appropriate, since everyday practices are based on the premise that “it is essential to take into account not only the individual, but their entire social context.”

The Integrated Singular Project is the result of Matrix Support in Prison Management. This instrument, in addition to allowing dialogic practices and the exchange of knowledge between professionals from the interdisciplinary teams, allows the assessment of referrals. Thus, it is possible to evaluate issues such as:

- where should the individual be or where was the individual referred to?
- how long did it take to be included in the policy or program?
- how did the individual respond to program activities?

It is possible that each individual, in his/her singularity, presents a life path and a pre-arrest sociability that qualifies him/her to be referred to more than one program or project, as in the example below:

Image 38: Simulated situation: Mary's journeys before, during and after prison.



It is important to bear in mind that individuals deprived of liberty and those released from the prison system do not cease to have bonds with different spheres of sociability, involving family, friends, school, work, art and culture, among others. We will study these networks in the next unit.



OVERVIEW

In this unit, we saw that the access of individuals to opportunities is mediated by the relationships that these individuals have with other individuals and organizations, which can be well apprehended by social networks.

We also discussed that the analysis of social networks can contribute to prison management, within a perspective that expands the individual's spheres of sociability. Matrix Support in Prison Management and the production of the Integrated Singular Project are important instruments in this process.

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