

Brazilian criminal justice system: historical contradictions and challenges for public security policies

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SUMMARY

This study investigates the contradictions and potentialities of the articulation between Professional and Technological Education (EPT) and the Brazilian public security system. Using the historical-dialectical materialist method, the research analyzes legal frameworks, structural contradictions, and possibilities for integration between the systems. The analysis reveals that, although there are solid normative foundations for this articulation—such as Law No. 11,892/2008 and SENASP documents—obstacles related to corporate resistance and institutional fragmentation persist. The research identifies significant transformative potential, especially through critical professional training, applied research, university extension, and education in the prison system. The findings indicate that the EPT-public security articulation can contribute to the democratization of security institutions and overcoming authoritarian practices, requiring integrated public policies and effective social participation for its institutionalization.

Keywords: Professional and Technological Education. Public Security. Integrated Public Policies. Professional Training. Institutional Democratization.

ABSTRACT

This study investigates the contradictions and potentialities of the articulation between Professional and Technological Education (EPT) and the Brazilian public security system. Using the historical-dialectical materialist method, the research analyzes legal frameworks, structural contradictions, and possibilities for integration between the systems. The analysis reveals that, although there are solid normative foundations for this articulation - such as Law nº 11.892/2008 and SENASP documents - obstacles related to corporate resistance and institutional fragmentation persist. The research identifies significant transformative potential, especially through critical professional training, applied research, university extension, and education in the prison system. The findings indicate that the EPT-public security articulation can contribute to the democratization of security institutions and overcoming authoritarian practices, requiring integrated public policies and effective social participation for its institutionalization.

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1 INTRODUCTION

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The criminal justice system in Brazil is configured as a complex field of scientific research, requiring a critical and methodologically consistent approach to that its deep contradictions and the reflections of these tensions in the formulation are understood of public security policies. In particular, it is urgent to investigate alternatives educational, especially in the field of Professional and Technological Education (EPT), can constitute viable strategies for the resocialization of the incarcerated population.

Studies from critical criminology and legal sociology show that impasses existing between the various institutional segments of the justice apparatus - such as police, judiciary and penitentiary system - do not arise from simple failures administrative, but of historical and structural contradictions that permeate the formation of Brazilian State. These conflicts hinder the effective implementation of reintegration policies. social, revealing a scenario where education can function as a transformative tool.

The fragmentation between the competencies of police and judicial institutions has deep roots, linked to the colonial heritage, the inquisitorial tradition of law and the federative organization that dismantles joint initiatives in matters of public security. This fragmented institutional structure generates what Poulantzas (2000) called "relative autonomy" of state apparatuses, reflected in divergent and contradictory practices in institutional daily life. Such practices directly compromise the viability of actions educational in the prison system.

Brazil currently has one of the largest prison populations in the world, with 670,265 individuals deprived of liberty, according to data from the National Secretariat of Policies Penalties (Senapem, 2024). This alarming number is aggravated by the high rates of criminal recidivism, indicative of the inefficiency of current resocialization policies and the urgency to think about structured, integrated and effective educational alternatives.

The institutional crisis in public security gained political prominence after statements of the Minister of Justice and Public Security, who publicly exposed the "disintelligence" between the Executive and Judicial branches in dealing with security policies. This episode is symptomatic of a historical and structural contradiction that spans decades of public initiatives in this sector.

To understand the complexity of this reality, the materialist perspective historical-dialectical - as founded by Althusser (1985) - offers tools theoretical-methodological that allow us to reveal the interactions between the economic base, legal-political superstructure and institutional practices. In this view, conflicts between

institutions of the criminal justice system are not merely operational, but express broader tensions in Brazilian social formation that impede the advancement of policies transformative educational practices.

Professional and Technological Education emerges in this context as an alternative strategic and concrete for the resocialization of people deprived of liberty. The Federal Network of Professional, Scientific and Technological Education has instruments to work with this public, as provided for in the Law of Guidelines and Bases of National Education (BRAZIL, 1996), offering qualification, technical and higher education courses that can promote social reintegration and reduction of criminal recidivism.

Although the field of criminal justice research has advanced in recent years, decades with important contributions from critical criminology, legal sociology and analysis of public policies, a theoretical gap still persists: there is a lack of understanding, from the perspective historical-dialectical materialist, the structural contradictions between the police and the judiciary, and how the EPT can act strategically to overcome these institutional impasses.

The relevance of this study stems not only from the alarming data on incarceration and crime, but the need to debate concrete solutions to this scenario. International experiences show that countries with solid educational policies for the incarcerated public tend to have lower recidivism rates and higher success in social reintegration.

From an academic point of view, this research contributes to the development theoretical and practical studies on public security policies and professional education, offering a critical and innovative reading of the structures of the Brazilian justice system and the opportunities for EPT to act as an instrument of social transformation.

Thus, the central objective of this article is to analyze, from a materialist perspective historical-dialectical, the historical and structural contradictions of the criminal justice system in Brazil, exploring the interactions between the police, the judiciary and the state, and highlighting the challenges for the formulation of integrated public security policies. In parallel, we seek to identify the potential of Professional and Technological Education as a concrete strategy for resocialization in the prison system.

To achieve this overall goal, we have established the following specific objectives: examine the historical formation of the Brazilian police system and its structural contradictions; analyze the configuration of the judiciary and its relative autonomy in the justice system criminal; investigate the relations between the State and public security policies based on the



historical-dialectical materialist perspective; identify the main systemic contradictions that characterize the relations between the police and the judiciary in contemporary Brazil; and analyze the potential of Professional and Technological Education as a public policy resocialization and reduction of criminal recidivism.

The hypothesis that guides this investigation is based on the hypothesis that conflicts between police and judiciary are not occasional or administrative, but reflections of contradictions structural problems of Brazilian social formation. Such impasses make integrated policies unfeasible security and perpetuate cycles of violence. EPT, in turn, presents itself as an alternative viable for partially overcoming these contradictions, by promoting educational actions aimed at citizenship, critical training and productive inclusion of people in vulnerable situations social.

2 THEORETICAL FRAMEWORK

The analysis of the structural contradictions of the Brazilian criminal justice system requires a solid theoretical basis, capable of understanding the complexity of the social relations involved in public safety and education as an instrument of transformation. Materialism historical-dialectical constitutes this interpretative matrix, articulating economics, politics and ideology as interdependent dimensions of social reality.

2.1 Historical-dialectical materialism: Foundations for critical analysis

The historical-dialectical materialist conception, as elaborated by Marx (2013) and deepened by authors such as Althusser (1985) and Mészáros (2002), starts from the principle that social institutions are conditioned by economic structures and class relations that cross them. It is not a mechanical determination, but a dialectical dynamic, in what contradictions and mediations make up the social totality.

According to this approach, the police and the judiciary do not operate as technical institutions. neutral, but as state apparatuses that reproduce the current social order. Althusser (1985) reinforces this notion by introducing the concepts of "ideological State apparatuses" and "repressive apparatuses", which act both through coercion and through the production of consensus ideological - especially in the field of public safety.

2.1.2 State and hegemony: The Gramscian contribution

Gramsci (2000) adds the concept of hegemony to the dialectical reading, by demonstrating that social control is not sustained by force alone, but by intellectual and moral leadership of society. The naturalization of institutional violence and criminal selectivity are, in this view, expressions of a hegemony that legitimizes domination.

The idea that "the police arrest and the justice system releases", widely spread in the common sense common, reveals the crisis of this hegemony, since it points to fragmentation and contradiction between the different state apparatuses. In this context, educational practices - such as those that occur in the EPT - can constitute counter-hegemonic nuclei, forming subjects critical and capable of transforming this reality.

2.1.3 Contradiction and totality in institutional analysis

For Mészáros (2002), the contradictions of capitalist society are structural and only can be overcome by profound transformations. The criminal justice system, by maintaining selective and punitive practices, does not escape these contradictions. Law enforcement, often, serves to maintain inequality, and targeted reforms fail to address the roots social aspects of crime.

The analysis of the totality proposed by historical-dialectical materialism allows understand that tensions between the police and the judiciary are part of a larger field of educational exclusion, economic inequality, and job insecurity. Education professional therefore emerges as an intervention that not only prepares for the market, but proposes structural alternatives for vulnerable groups.

2.1.4 Theoretical mediations: From the abstract to the concrete

The dialectical method requires that theoretical abstractions be linked to investigations concrete. Understand Brazilian institutions - marked by colonialism, authoritarianism and fragmented federalism - allows us to explain why the contradictions between the organs of the system of justice take particular forms.

The Marxian method points out that it is necessary to start from the real, from the concrete, from the chaotic vision of the whole, and through a more precise determination, through analysis, arrive at increasingly simpler concepts; from the figurative concrete to increasingly delicate abstractions, until reaching the simplest determinations. (MASSON, 2007, p. 110)

It is in this specific field that EPT acts as a mediating space between conflicts structural and the real possibilities of transformation. Critical and professional training developed at Federal Institutes can break the cycle of criminalization, creating pathways for citizenship and productive work.

2.1.5 Methodological implications

The adoption of historical-dialectical materialism as a method requires that analysis go beyond institutional appearances. It is necessary to identify internal and external contradictions of institutions, investigate their historical origins and propose alternatives that are effective transformative.

In this study, this approach guides the examination of the relations between the State, police and Judiciary, as well as identifying obstacles to the integration of public policies. It also underpins the analysis of the potential role of EPT as a counter-hegemonic force, capable to transform both repressive practices and structures that reproduce inequality and exclusion.

2.2 Brazilian Police System: Historical and Structural Contradictions

The police structure in Brazil is the result of a historical formation marked by deep social and political contradictions, directly reflected in current practices and difficulties in coordinating with other criminal justice bodies. From the perspective of materialism historical-dialectical, these contradictions are not limited to institutional management, but reveal broader tensions that permeate the State and its processes of social reproduction.

2.2.1 Historical formation and institutional organization

The current configuration of the Brazilian police goes back to the colonial heritage, whose basis institutional was based on state violence, territorial fragmentation and the exclusion of citizenship rights. As Holloway (1997) argues, these characteristics still persist in contemporary police organization, compromising the democratic ideal envisaged in the Federal Constitution.

During the imperial period, a structural duality was established with the creation of the National Guard (1831) and the Civil Police (1841), expressing tensions between centralization and decentralization. In the Republic, these contradictions intensified, especially with the

militarization of the state police - consolidated under the military regime - and with the overlapping of federative competences that made the system even more fragmented (Battibugli, 2017).

The 1988 Constitution maintained this dual structure, establishing the existence of Civil and Military Police in the states, as well as the Federal Police at the national level. This organization, according to Poulantzas (2000), promotes a "relative autonomy" between corporations, making it difficult to build integrated policies and revealing internal disputes over legitimacy and power. A classic example is the historical conflict between the Military Police and the Civil - the so-called "police war" - analyzed by Muniz (1999).

Now, what distinguishes the Civil Police is the term "civil." This situation must be fundamentally differentiated from the Military Police. Brazil has had a dual police system since 1809, with military police responsible for preventive policing and civil police responsible for repressive policing. Simply put, the Military Police are responsible for uniformed and overt policing in public places, while the Civil Police are involved in criminal investigations—that is, once a crime has already occurred, it is their responsibility to solve it (AVILA; ROCHA, 2019, p. 183).

The duties of the Municipal Guards, listed in the 1988 Constitution, introduced a third agent into the public security structure. Although with responsibilities limited, their performance often overrides other forces, aggravating the lack of cohesion and revealing the absence of a unified security model (Mesquita Neto, 2004).

2.2.2 Institutional practices and professional training

The daily practices of Brazilian police forces are profoundly marked by patterns of criminal selectivity and institutional violence, especially against groups vulnerable. Zaluar (2004) highlights how police actions focus on populations black, poor and young people, reinforcing the criminalization of poverty and perpetuating inequalities structural.

Brazil is among the countries with the highest police fatality rates in the world. This reality cannot be attributed only to individual deviations, but to the reproduction of patterns authoritarian institutions, as pointed out by Lima and Bueno (2024). The differences in treatment according to social class - highlighted by Kant de Lima (2019) - also highlight the selectivity of criminal justice, compromising its legitimacy.

The training of public security professionals, in turn, reinforces these practices authoritarian in prioritizing operational content to the detriment of humanistic reflections.

Muniz (1999) argues that this training model makes it difficult to build a police force democratic and committed to human rights.

The predominance of the military character in the formation of state police forces emphasizes the discipline and hierarchy, moving away from community models of policing. This contradiction between discourse and practice reaffirms the challenge of democratizing the security system public (Bayley, 2006).

The articulation between police training and the formal educational system is practically non-existent, limiting the possibilities of critical professionalization. Brito (2017) argues that Professional and Technological Education can fulfill this role by offering technical training integrated with political and civic awareness.

Although the operational and authoritarian perspective of police training is an argument consolidated in research, authors such as Porto (2009) address the media exploitation of this context, pointing out that 86.7% of respondents agree with the exploration of narratives of news about violence as commodities to sell more newspapers. This clash between criticism of the police training tradition and the recognition of public demands and reforms institutional, pointed out by Angra (2019) with a focus on the control mechanisms of police activity in the last decade, creates a fertile dialectical space, enriching the debate and promoting balanced, democratic solutions committed to human rights.

External oversight of police activity is a subspecies of oversight of public administration, with a specific constitutional basis. Indeed, regarding police activity, the Constitution established a special, permanent, inalienable, and external oversight. Thus, few activities performed by police agencies are immune from oversight by the Public Prosecutor's Office, except under the specific constitutional provision (CF, art. 129, VII), under the foundation of general oversight of public administration (CF, art. 129, II), including management acts in light of the principle of efficiency. (AGRA, 2019, p. 147)

2.2.3 Contemporary contradictions and transformative potential

Currently, the police system faces contradictions involving distancing between the official discourse of "citizen security" and traditional repressive practices, in addition to lack of integration between corporations and other sectors of criminal justice. Rolim (2009) states that this "public security crisis" expresses the exhaustion of repressive models in the face of of a society in transformation.

Paixão (1982) shows that disputes between different corporations - and between these and the Judiciary - fragment the state apparatus, preventing coordinated action in



combating crime. This lack of integration blocks the implementation of systemic and effective policies.

However, a dialectical reading of these contradictions also allows us to identify transformative elements. Gramsci (2000) reminds us of the possibility of counter-hegemonic that emerge from society itself and from institutions, especially when there is popular pressure for democratic models.

In this scenario, Professional and Technological Education presents itself as a tool promising. Frigotto (2010) argues that the critical training of security professionals public can break with authoritarian patterns and build an action based on rights humans. Continuing education experiences, in partnership with Federal Institutes, demonstrate this possibility (Brazil, 2014).

Finally, overcoming the structural contradictions of the police system requires public policies integrated measures that articulate qualified repression, social prevention and resocialization. Reiner (2004) highlights that only a multidimensional approach can promote real changes. EPT, by connecting technical and critical training, represents a fundamental axis of this transformation (Ramos, 2014).

2.3 Brazilian Judiciary: Autonomy, Contradictions and Systemic Tensions

The Judiciary is one of the central institutions of the system of Brazilian criminal justice. However, its historical trajectory and institutional structure reveal a complex set of tensions, especially when analyzed from the perspective of historical-dialectical materialism. Despite its claim to neutrality, the Judiciary reproduces selective and hierarchical practices that contribute to the maintenance of social inequalities and make it difficult to articulate with public security and professional education policies.

2.3.1 Historical formation, institutional organization and relative autonomy

The constitution of the Brazilian Judiciary is marked by disputes between the consolidation of their functional autonomy and their insertion into the structures of class domination. According to Vianna et al. (1999), the institutional evolution of the Judiciary reflects not only advances in terms of independence, but also the persistence of elitist practices and selective measures that compromise their social legitimacy.



During the republican period, a dual system was consolidated between Federal Justice and Public Justice. State, with often competing and overlapping competencies. This structure fragmented is an expression of Brazilian federative contradictions, according to Sadek (2004), and hinders the implementation of effective inter-institutional policies.

The 1988 Constitution substantially expanded the institutional autonomy of the Judiciary. However, this autonomy, as highlighted by Arantes (2002), can result in isolation of the institution in relation to social demands, fostering the so-called "judicialization of politics". Althusser (1985) reinforces this perspective by stating that this autonomy is relative: the Judiciary, although endowed with apparent impartiality, is inserted in ideological processes that link it to the reproduction of the current social order.

The hierarchical structure of the Brazilian Judiciary - composed of different instances and specialized courts - generates internal tensions, divergent jurisprudential practices and little predictability in decisions. Furthermore, the actions of the Public Prosecutor's Office, although independent, is part of this institutional web and, as Arantes (2002) shows, contributes both for the control of public policies and for conflicts between powers.

The National Council of Justice (CNJ), created in 2004, sought to rationalize and oversee the administrative functioning of the Judiciary. However, the introduction of performance targets productivity and standardization created new tensions between managerial innovation and traditions corporate (Sadek, 2013).

2.3.2 Judicial practices, penal selectivity and systemic tensions

Criminal selectivity, according to Adorno (1995), is a deep mark of the Judiciary Brazilian. Judicial decisions vary significantly according to social class, race, skin and access to technical defense. The procedural slowness, structural in the system, affects disproportionately the most vulnerable groups, reproducing inequalities and perpetuating cycles of exclusion (Sadek, 2004).

In the higher courts, there is a valorization of technical-formal arguments in to the detriment of analyses committed to social justice. Vianna et al. (1999) identify that this legal approach reinforces conservative interpretations that are far from the principles constitutional rights of equity and human dignity.

The criminal enforcement system is formally subordinate to the Judiciary, but contradicts the principles of resocialization provided for in the legislation. The lack of infrastructure,



reintegration policies and minimum conditions of dignity in Brazilian prisons reveals the limitations of judicial action in this field (Wacquant, 2001).

Interactions between the Judiciary and other criminal justice bodies — such as police and Public Prosecutor's Office — are marked by conflicts of jurisdiction and disagreements regarding the role of each institution. Kant de Lima (2008) points out that these tensions make it difficult to build integrated strategies, especially with regard to procedural guarantees and combating crime.

Disputes also occur in the relationship between the Judiciary and the penitentiary system, especially regarding the role of punishment versus resocialization. The predominance of a punitive legal culture, focused on retribution, clashes with the constitutional principles that provide for human dignity and social reintegration of prisoners (Garland, 2008).

This institutional tension increases when the Judiciary interacts with the Executive. in the formulation of public security policies. Sadek (2013) indicates that there is an overlap of functions and lack of consensus on priority guidelines, compromising effectiveness and the legitimacy of actions in the field of security.

2.3.3 Contemporary contradictions and transformative potential

In contemporary times, the Judiciary faces a paradox between the expansion of social demands for justice and internal resistance to the democratization of their practices. Vianna et al. (1999) highlight that this “crisis of the Judiciary” is associated with the perception of elitism, selectivity and slowness that undermine the population's trust in the institution.

The computerization of processes, promoted by the CNJ, seeks to increase productivity. However, according to Sadek (2013), this rationalization can empty the depth of decisions and compromise the quality of jurisdictional service. Furthermore, the mechanisms of access to justice — such as the Special Courts and the Public Defender's Office — creates new tensions internal to the system, requiring institutional adaptation.

Pressures for transparency and accountability, especially after the creation of the CNJ, challenge the corporate logic that historically protects the judiciary. Arantes (2007) notes that this opening represents an important inflection in the direction of the Judiciary, even which is marked by resistance.

However, there is also transformative potential: the social demand for more justice accessible and democratic creates space for change. Santos (2007) reinforces that counter-

hegemonic within the Judiciary — such as formations focused on human rights and justice social — can generate a positive impact.

Professional and Technological Education emerges, in this scenario, as an ally strategic for critical legal education. Freire (1987) argues that citizenship education must integrate the technical and ethical dimension, allowing for action committed to transformation of social structures. Continuing education experiences in partnership with professional education institutions - as pointed out by Brasil (2009) - demonstrate the potential of impact on judicial practices.

The articulation between access to justice policies and professional education can promote a concrete transformation of legal institutions. Ramos (2014) states that this convergence can reduce the criminalization of vulnerable populations and expand access to citizenship.

The structural contradictions of the Judiciary require the formulation of policies integrated public institutions, capable of articulating justice, security and education as pillars of a democratic project. Facing these tensions presupposes not only accurate diagnoses, but transformative training and institutional actions.

3. METHODOLOGY

This research adopts a qualitative approach, of an exploratory nature. descriptive, based on the logic of historical-dialectical materialism. Such a choice methodological is justified by the complexity of the relationships between professional education and the system of public safety, requiring an analysis that goes beyond empirical data and penetrates the structures that condition these interactions.

The research is classified as exploratory, since it deals with a field that is still incipient in Brazilian academic production - the articulation between Professional Education and Technological (EPT) and public security policies. Gil (2017) highlights that investigations of this type are fundamental to making little-studied problems explicit, allowing the construction of hypotheses and the development of original ideas.

The descriptive character is manifested in the systematic analysis of the characteristics of systems studied: EPT, police system and Judiciary. According to Triviños (1987), the accurate description of these dimensions requires rigorous delimitation of collection methods, interpretation and organization of data.

The qualitative approach is considered appropriate to capture the meanings, values, beliefs and attitudes that permeate the objects under study, as argued by Minayo (2014). When dealing with public policies and institutional practices, research goes beyond the dimension quantitative and focuses on the meanings produced by such relationships.

Historical-dialectical materialism, as developed by Frigotto (2010), offers tools for understanding social phenomena as products of formations determined historical contexts. This method allows us to articulate the singular, the particular and the universal, analyzing the mediations between the educational and public security systems in their totality.

To this end, the study organizes its methodological procedures into three fronts interconnected: a documentary analysis focused on laws, resolutions, curricular guidelines and public policies that define the role of EPT and public security, bibliographic research covering a survey of national academic literature in the areas of education, public security and critical criminology and a content analysis guided by systematization of collected data and their categorization according to dialectical principles (Bardin, 2016). This methodological triangulation, according to Denzin and Lincoln (2006), aims to expand the scope and rigor of research, overcoming the limitations of isolated methods.

The bibliographic survey followed criteria of academic relevance, current affairs and theoretical diversity. Priority was given to classical and critical authors in the fields of education professional and safety and studies with dialectical and counter-hegemonic approaches.

The documentary analysis focused on official texts that establish policies national guidelines for EPT (such as Law No. 11,892/2008 and the National Curricular Guidelines) and for public safety (National Plans and SENASP documents). The period considered covers from 2008 to 2024 - a milestone in the creation of the Federal EPCT Network and the reformulation of security policies.

Data interpretation was guided by the categories, structural contradictions: tensions internal to the systems analyzed, understood as expressions of social contradictions Brazilian. Based on Gramsci (2000) and Poulantzas (2000), concrete mediations: mechanisms that enable or hinder the articulation between EPT and public security. Inspired by Marx's theory of historical mediations (Marx, 2013) and potentialities transformative: alternatives for overcoming contradictions through educational practices criticism. Aligned with the perspectives of Freire (1987) and Ramos (2014).

The lack of fieldwork limits direct observation of institutional practices, which prevents generalizations about the subjects involved. Still, the study pays off this limitation with documentary rigor and systematic bibliographic review, signaling the need for further empirical research (Thiollet, 2011).

From an ethical point of view, research is committed to the production of knowledge socially relevant and with methodological transparency. The sources were duly referenced, ensuring reliability and openness to verification. The ethical dimension also applies expressed in the well-founded criticism of the public policies analyzed, with a view to transforming democratic institutions (Santos, 2007).

4. ANALYSIS AND DISCUSSION

Based on the constructed analytical categories and the theoretical foundation developed, this section examines the structural contradictions, the possibilities of articulation institutional, the obstacles faced and the transformative potential involving the Professional and Technological Education (EPT) and the Brazilian public security system. dialectical approach allows us to view this field as a space of permanent tension, but also as fertile territory for innovative and democratic practices.

4.1 Structural contradictions in the investigated systems

The tensions that run through both the EPT and the public security system express broader contradictions in Brazilian social formation. In the field of education professional, the main tension lies between the emancipatory vocation of critical training and the subordination to the immediate demands of the labor market. As Frigotto (2010) highlights, this duality manifests itself in the historical oscillation between technocratic pedagogical proposals and polytechnics.

The Federal EPCT Network itself reflects this ambiguity: created with objectives broad social contexts, it often reproduces mercantile and limiting logics of education transformative. Although legally committed to social justice, ethics and citizenship (BRAZIL, 2008), their institutional practices still face the challenge of coherence between speech and action.

In the public security system, the fundamental contradiction is between the role constitutional protection and citizenship and its historical function as an instrument of control

social. This ambivalence is evidenced by the repressive practices concentrated in the segments most vulnerable members of the population - young, black and poor - as indicated by Holloway (1997) and Zaluar (2004).

The training of public security professionals is marked by a technical-operational that neglects content focused on human rights and democracy participatory. Muniz (1999) states that this institutional socialization reproduces views authoritarian, reinforcing patterns of exclusion instead of promoting civic practices.

In the Judiciary, contradictions emerge from the tension between institutional autonomy and reproduction of domination structures. Vianna et al. (1999) identify that neutrality legal is often apparent, as judicial decisions and procedural practices reproduce social inequalities.

These contradictions in the three systems make it difficult to build integrated public policies and reveal that, to be effective, the articulation between EPT and public security needs to face structural barriers.

4.2 Institutional Frameworks and Coordination Possibilities

Despite the structural contradictions of the systems studied, there are legal and institutions that open up concrete space for articulation between Professional Education and Technological (EPT) and public safety. Although underutilized, these normative bases provide guidelines and rationales for promising cross-sector partnerships.

Law No. 11,892/2008 establishes the Federal EPCT Network and defines one of its purposes scientific and technological development aimed at local development, social and economic. This purpose legitimizes EPT's actions in public safety by through applied research and extension actions.

The EPT National Curricular Guidelines provide for the articulation between qualifications professional and humanistic training, creating space for critical approaches to citizenship, human rights and social inclusion.

Public safety guidelines with an educational focus, through the Matrix SENASP National Curriculum, establishes training content for professionals in security that include human rights, public ethics and citizenship, enabling dialogue directly with EPT educational proposals (BRASIL, 2014).



The National Public Security and Social Defense Plan (2018–2028): Emphasizes the continuing education for agents and encourages educational practices aimed at preventing violence.

The National Distance Learning Network in Public Security (Decree No. 5,993/2006): Creates infrastructure for offering distance learning courses to public agents, although still little integrated into the Federal EPCT Network.

The National Guidelines for the provision of education for young people and adults in situations of deprivation of liberty in penal establishments, conditioned by Resolution CNE/CEB No. 2/2010, establishes national guidelines for the education of young people and adults in situations of deprivation of liberty, including the possibility of offering EPT in prison units.

Law No. 12,433/2011 provides for sentence remission through study, valuing education formal and professional as a mechanism for resocialization.

The National Catalog of Technical Courses (CNCT) includes courses such as "Technician in Occupational Safety", inserted in the technological axis of safety, already signaling the alignment between EPT and professional practices in this sector, as well as the National Catalog of Higher Technology Courses (CNCST): Includes courses in "Security Technology" Public" and "Private Security Management", reaffirming the relevance of EPT in this field.

These institutional milestones demonstrate that, from a legal point of view, there are already mechanisms and foundations that enable and encourage integration between EPT and security public. The challenge, therefore, is to overcome resistance and transform this normative basis in real practices.

4.3 Institutional Obstacles and Corporate Resistance

The construction of integrated policies between Professional and Technological Education (EPT) and public safety faces several obstacles that are not only administrative, but direct expression of the structural contradictions of the systems analyzed. Beyond the milestones favorable legal frameworks, it is necessary to face institutional, corporate and cultural resistance that limit concrete advances.

In the context of Professional and Technological Education, the expansion of the activities of Federal Institutes in areas such as public safety is often seen as "misuse of purpose", especially by civil servants and managers who defend a technocratic view of training.

The predominant institutional culture, focused on training in classical areas such as industry and agriculture, resists the incorporation of content on human rights, citizenship and public policies. Pacheco (2020) identifies this resistance as a pedagogical barrier and politics.

There is a budgetary fragility for implementing intersectoral initiatives. Without forecasts of specific resources, innovative projects face difficulties in their consolidation.

Police training academies and schools maintain a strong corporate tradition and militarized. Partnerships with civilian institutions, such as Federal Institutes, are often seen as a threat to institutional autonomy (Battibugli, 2017).

Institutional fragmentation between the Military Police, Civil Police, and Municipal Guards and the Federal Police hinder the standardization of curricula and educational activities. Kant de Lima (2008) highlights that each corporation has its own organizational cultures, with little openness to integration.

Resistance to critical education and the approach to issues such as race, gender and justice social is still evident in many training programs.

The Brazilian Judiciary maintains a legal tradition centered on dogmatics formalist, making it difficult to insert EPT content aimed at humanistic training and transformative practice (Sadek, 2013).

There is resistance to the democratization of continuing education for magistrates and servers, with a predominant focus on technical and procedural issues. The culture of judiciary, marked by functional autonomy and institutional reserve, hinders advances in terms in conjunction with educational and social policies.

The absence of legal instruments that link resources to the articulation between EPT and public safety limits the expansion of initiatives. Sectoral budgets do not include this intersection.

There is a low tradition of intersectoral policies in Brazil, as pointed out by Inojosa (2001), reinforcing the logic of fragmentation and preventing a systemic approach.

Union and corporate action - both in education and security - can raise barriers when there are perceptions of threats to specific rights or functions (Antunes, 2018).

These obstacles not only represent operational difficulties, but also constitute contradictions between different training models, conceptions of the State and practices

institutional challenges. Overcoming them requires political confrontation, critical thinking, and ongoing dialogue between the actors involved

4.4 Transformative Potentials of Articulation

Despite the obstacles identified, the articulation between Professional Education and Technological (EPT) and public safety have enormous potential to provoke structural transformations. From a dialectical perspective, these institutions are not static - have fissures and openings that allow counter-hegemonic and alternative practices concrete steps to build a more democratic and inclusive security system.

Based on the principles of polytechnics and omnilateral education, training offered by EPT can break with traditional technicist models. Gramsci (2000) emphasizes that this critical training can produce organic intellectuals with social commitment.

By including topics such as human rights, conflict mediation, prevention of violence and restorative justice, EPT courses can contribute to a change in mentality of public agents, as suggested by Freire (1987).

Federal Institutes have the potential to develop applied research aimed at field of public security, overcoming positivist approaches and contributing with solutions innovative solutions for complex problems.

University extension can articulate educational practices with communities vulnerable, creating spaces for popular education, citizen awareness and prevention violence - as defended by FORPROEX (2012).

Technical and higher education courses such as "Occupational Safety" and "Technology in Public Safety" are already provided for in national catalogs and can be expanded to meet interinstitutional demands.

Continuing education for public security professionals, offered by Institutes Federal, can promote technical updating integrated with ethical and political training (Ramos, 2014).

EPT can offer concrete qualification alternatives for people deprived of freedom, directly contributing to reducing recidivism and social reintegration.

Partnerships with prison administrations enable coordinated technical courses with youth and adult education, in accordance with CNE/CEB Resolution No. 2/2010 (BRAZIL, 2010).



Technological innovation centers of Federal Institutes can develop solutions focused on community safety and violence prevention, without reproducing exclusionary logics or authoritarian (Dagnino, 2009).

These social technologies can strengthen territorial protection networks, systems of preventive communication, or citizen participation tools.

These possibilities reveal that EPT is not just an educational field, but a strategic agent in the reconstruction of public security paradigms, contributing to the citizenship training, productive inclusion and the construction of more humane and institutional practices democratic.

4.5 Perspectives on Institutionalization and Public Policies

The consolidation of the articulation between Professional and Technological Education (EPT) and public safety requires planned actions, a consistent legal basis and political will that transcend specific initiatives. For this integration to become an effective public policy, it is necessary to create regulatory frameworks, financing mechanisms and bodies of intersectoral coordination.

MEC Ordinance No. 1,291/2013 establishes guidelines for the activities of Institutes Federal in strategic areas, allowing public safety to be considered as regional needs.

The National Education Plan 2014–2024 (Law No. 13,005/2014) reinforces the importance the expansion of EPT in secondary education and in youth and adult education, opening space for inclusion of groups in situations of social vulnerability.

The National Public Security Fund (FNSP), established by Law No. 13,756/2018, provides support for projects in the area of security and violence prevention. This resource can be mobilized for EPT actions aimed at training public agents or prison education.

The creation of specific budget lines for intersectoral actions is essential to overcome fragmentation and enable ongoing projects.

The Integrated Management Offices (GGI), provided for in the Unified Security System Public (SUSP), may include representatives from the educational sector to develop actions joint and avoid policy overlaps.

The formation of inter-institutional commissions with the participation of the Ministries of Education and Justice/Public Safety can drive national plans with objectives integrated.



The construction of specific indicators that measure democratic quality and citizenship is fundamental. As Demo (2009) suggests, evaluations should consider impacts social, not just technical productivity.

Monitoring systems should include indicators of resocialization, recidivism, productive inclusion and community perception of safety.

The articulation with local development programs, such as the former Territories of Citizenship can enhance the effects of EPT in preventing violence.

Social participation in the formulation of these policies is essential, ensuring legitimacy and democratic control over the actions implemented (Dagnino, 2004).

The formation of inter-institutional networks involving Federal Institutes, secretariats of security, universities and civil society organizations can strengthen exchanges and ensure sustainability.

Pilot experiments can be developed without relying on major reforms legal, drawing inspiration from successful international cases, such as the Nordic models of prison education and violence prevention (CHRISTIE, 1998).

The institutionalization of this articulation, therefore, does not just occur as a rule - it requires collective construction, sustained political decisions and practices committed to democratization of the institutions involved. EPT can become a strategic axis of transformation of public security, as long as it is incorporated into an inclusive political project and intersectoral.

5 FINAL CONSIDERATIONS

The research carried out on the contradictions and potentialities of the articulation between Professional and Technological Education (EPT) and the Brazilian public security system revealed a complex field, crossed by historical conflicts, institutional limits and transformative opportunities that have not yet been fully exploited by policies current public policies.

Through the application of historical-dialectical materialism, it was possible to understand that the systems analyzed - EPT, police system and Judiciary - do not operate in isolation, but as expressions of a social formation marked by inequalities and structural tensions. The EPT, although conceived as an emancipatory instrument, is often subjected to the demands of capital and technocratic conceptions. The system of

public security, in turn, faces the contradiction between its constitutional role of guaranteeing of order and its historical practice of social control of the subaltern classes. The Judiciary reproduces penal selectivity and federative tensions that hinder its effectiveness as an agent transformer.

The analysis of the legal frameworks showed that there are consistent normative foundations for the articulation between these systems, with emphasis on laws, resolutions and national plans that recognize the relevance of critical training, education in the prison system and qualification professional as a security strategy. However, the institutional culture of each sector, corporate resistance and budgetary limitations still pose barriers concrete to the implementation of effective intersectoral policies.

From a theoretical point of view, this research contributed to the construction of categories analytics that articulate structural contradictions, concrete mediations and potentialities transformative. The application of the dialectical method allowed for a comprehensive view, connecting historical, institutional and political elements in a coherent narrative about complexity the articulation between EPT and public security.

The identified potentialities - from the critical training of professionals, for university extension, prison education and development of social technologies - indicate that EPT can be a strategic tool in building a model of democratic, humanized and inclusive public security. For this contribution to be materialize, however, it is necessary to face the challenges of institutionalization: milestones specific regulatory frameworks, sustainable financing, intersectoral coordination and participation socially active.

International experience, especially in countries with educational policies aimed at the penal system, reinforces that education is a decisive factor in reducing crime and recidivism. The Brazilian context demands urgent adoption of measures that break with punitive and exclusionary logics, replacing them with educational strategies focused on citizenship and social justice.

In summary, the connection between EPT and public security should not be understood as a simple technical or administrative action. It is a political project that requires ethical commitment and collective mobilization. Overcoming corporate resistance and facing authoritarian structures impose the construction of alternative hegemonies, based on critical education and democratic participation. EFA, from this perspective, becomes not only



a professional training policy, but a commitment to the transformation of institutions state-owned companies and in building a more just, egalitarian and safe society.

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