


"SEXTA DO PÉ-DE-MEIA" AND THE PLACE OF WORKSHOPS WITH FAMILIES IN BASIC SOCIAL PROTECTION <https://doi.org/10.56238/sevened2024.037-083>

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ABSTRACT

This article analyzes the role of workshops with families held within the scope of the Family Protection and Integral Care Service (PAIF) in the prevention of rights violations, protection of families and promotion of proactive actions in the context of Basic Social Protection (PSB). Through writing, we address the experience of the "Sexta do Pé-de-Meia" project, implemented in a Social Assistance Reference Center (CRAS), highlighting the intersectorality between public policies and the valorization of community knowledge. The research shows how the workshops can enhance the active participation of families and respond in an integrated way to territorial specificities, increasing the effectiveness of social protection actions.

Keywords: Pé-de-meia. Workshops with families. Intersectorality. Writing. Public policies.

INTRODUCTION

Historically, in Brazil, Social Assistance was characterized by a philanthropic and paternalistic approach, without the regulation of public policies formalized in laws that met the demands of individuals in situations of social vulnerability. This configuration relegated citizens to a condition of dependence on the goodwill of others.

It was only with the promulgation of the Federal Constitution of 1988 that Social Assistance began to be recognized as a duty of the State and a right of the citizen. Subsequently, in 1993, with the approval of the Organic Law of Social Assistance (LOAS), Social Assistance was consolidated as a universal public policy of social protection (Brasil, 1993).

However, it was also necessary to create the National Social Assistance Policy (PNAS) (Brasil, 2004) and the Basic Operational Norm of the SUAS (NOB-SUAS) (Brasil, 2005) to face structural and operational challenges that limited the effective implementation of Social Assistance in Brazil.

Of these legal and normative arrangements, we highlight the Basic Social Protection (PSB), a central component of the Unified Social Assistance System (SUAS), in its function of preventing situations of vulnerability and social risk, strengthening family and community bonds in vulnerable territories.

This protective function requires the articulation of strategies that, in addition to promoting social rights, consider the diversity of contexts and the specificities of local demands, as well as the various possible changes in public policies neighboring Social Assistance: Health, Education, Social Security, Public Security Policies, among others.

It is in this wake that the Social Assistance Reference Center (CRAS) assumes a central role, as it acts, through intersectoriality, as a point of convergence between these public policies and the realities experienced by families in their territories with the purpose of executing the PSB through services, projects, programs and benefits.

To meet these objectives and consolidate Social Assistance as a right without this becoming philanthropy and benefit, CRAS starts from social work with families, made possible through the Family Protection and Integral Care Service (PAIF) to carry out individualized actions, community actions, guidance, family monitoring and workshops with families. These actions aim to enable families' access to basic rights, ensure their social participation and promote autonomy.

In this broad scope of possible actions within Basic Social Protection, we specifically chose workshops with families. These emerge as relevant instruments to promote coexistence and active participation, contributing to the construction of effective responses

to the needs of the population. The effectiveness of these workshops, however, depends on their ability to incorporate intersectoriality between public policies, recognizing that complex social issues can rarely be solved by a single sector and necessarily depend on articulation with other public policies.

This is what leads us to write, in this text, an experience that condenses these operators and circumscribes our objective: to analyze and reflect on the role of workshops with families, carried out within the scope of the PAIF, in the prevention of situations of violation of rights, in the protection of families and in the promotion of the proactivity necessary for effective social work in the context of the PSB.

Thus, in this article, we seek to discuss how Basic Social Protection can materialize the intersectoriality between public policies and appropriate the communicative indices generated by the community to produce a qualified, attentive, proactive and protective action, considering not only the existing demands, but also what is produced in progress.

We will start, initially, from the need to situate the place of the Social Assistance Reference Centers (CRAS) within the protective levels of the National Social Assistance Policy (PNAS) and briefly discuss their function within the assistance practices. It is necessary, at this first moment, to specify the configurations of this institution, which assumes the exclusive responsibility for the execution of the PAIF and, therefore, for embodying the actions that make up this service.

Then, we will analyze the role of intersectoriality among public policies and how workshops with families can constitute an important methodological and work strategy in the context of community communication. However, it is essential to highlight that we do not adopt here a specialized perspective that starts exclusively from what SUAS technicians and workers consider as relevant topics. On the contrary, our objective is to start from the communicative indices generated by the community itself, in order to plan and implement actions that dialogue directly with local demands.

This way of listening-experiencing (Viana and Neves, 2021) what is conveyed in the enunciative developments of the people assisted led us to build a workshop with families about the Pé-de-meia Program, later renamed by the CRAS team as "Sexta do Pé-de-meia". Established by Decree No. 11,901/2024, this program emerges as a public policy with the aim of offering financial-educational incentives aimed at actions for students to remain in public high school and calls on the PSB to rearrange itself in its ways of working, especially with regard to referrals and information provided to the people assisted.

To analyze and reflect on this experience, we used the methodology of writing, as proposed by Conceição Evaristo (2007), with the purpose of articulating a work experience

in a CRAS, the subjectivity of the people involved in the construction of this experience and the production of knowledge that results from it. The records of speech collected were organized and recreated in the form of fictionalized narratives (Costa, 2014), replacing the names of the people with names of neighborhoods in the city of Parnaíba-PI.

Incorporating excerpts from these statements is essential to demonstrate the power and applicability of writing in the context studied. In addition, the presence of narratives reinforces our ethical and political commitment to not only talk about subjects, but to allow their experiences to be expressed, even if in fictional form, with their complexities and contradictions preserved.

THEORETICAL FRAMEWORK

CRAS AND BASIC SOCIAL PROTECTION (PSB)

Basic Social Protection (PSB), a protective level of the Public Social Assistance Policy (PNAS), aims to prevent situations of vulnerability and risk by strengthening family and community bonds. It plays an essential role in ensuring access to basic rights and community life, standing out as a public policy of a universal nature.

Thus, the execution and materialization of the PSB occur through the Social Assistance Reference Center (CRAS), which divides its functions into two main fronts: the provision of the Integral Family Protection and Care Service (PAIF) and the territorial management of the social assistance network.

The first involves actions such as individualized and/or collective welcoming, workshops with families, community activities, individualized actions and referrals (BRASIL, 2012b). The second, in the scope of territorial management, covers the articulation of the social assistance network of basic social protection, the promotion of intersectoriality and the realization of active search in the territory (BRASIL, 2009).

These two functions of the CRAS are complementary and interdependent: while the PAIF offer enables the referral of users to the services and provides information on demands to be answered, the management of basic social protection in the territory ensures that action with the family is the axis around which local services are organized and that the referrals made by the CRAS are effective and problem-solving (BRASIL, 2009).

Having situated the CRAS and its main functions, it is necessary to specify which work guideline guides the actions of the PAIF as a service. According to the Technical Guidelines on PAIF, Vol. 2 (Brasil, 2012b), PAIF actions – reception, referral, community actions, workshops – are based on the concept of social work with families as a theoretical-methodological operator that should be taken as a common understanding of technicians

and managers in SUAS.

Social work, within the scope of the assistance policy, is understood as a set of procedures carried out based on ethical and technical-operational assumptions, with the purpose of contributing to coexistence, recognition of rights and possibilities of intervention in people's social life (Brasil, 2012b). It should be noted that the Technical Guidelines, when discussing the place of social work within the scope of the PAIF and constructing its definition, end up oscillating between, on the one hand, relying on the primacy of specialized knowledge as the only knowledge that guides the actions in the SUAS, rejecting common sense knowledge and, on the other hand, encouraging the technicians to enable and value the participation of families in the construction of actions.

This leads us to the following questions: how to think about an action? Where does it start from and to which horizon does it point? Acting as professionals in the SUAS – or in any other public system – requires us to be attentive to what concerns us, but also to what challenges us from other places: legislative changes in other public policies, doubts and repetitive questions that are vocalized from the people assisted and, also, what is created from specialized knowledge.

That's how we learned about the Nest egg. Working at a Social Assistance Reference Center (CRAS) in the municipality of Parnaíba – PI, questions suddenly begin to arise about what emerges as something new in other contexts: Am I entitled? How do I receive it? Why am I not receiving? What do I do for my daughter to have access?

The implementation of the Pé-de-meia, in another public policy, challenges our work experience in the form of incessant questions. People who can even take the CRAS as a starting point or finish line, either to seek guidance and a more effective referral to the social assistance network and/or other intersectoral institutions or, on the contrary, to go to the CRAS as a last attempt, after several refusals of care and guidance in public institutions.

These and countless other questions can be experienced by SUAS technicians¹¹, in at least two ways: listening-experimenting and, with that, building something in the territory and in the institution; or, on the contrary, reproducing the logic of the dispatch, just answer: *this is not where it is solved, look for another institution!* We bet on the first path and made it the construction of a workshop with the families, which was later named "Sexta do Pé-de-

¹¹ In small municipalities I (up to 2500 families referenced), 2 technicians with higher education, 1 of whom is a social worker and the other, mandatorily, a psychologist; 2 mid-level technicians. In small municipalities II (up to 3500 families referenced), 3 technicians of higher education, 2 of whom are social workers and, mandatorily, 1 psychologist; 3 mid-level technicians. In medium, large, metropolis and Federal District municipalities (for every 5,000 families referenced), 4 higher education technicians, 2 social workers, 1 psychologist and 1 professional who makes up the SUAS Social Worker and Psychologist, Lawyer, Administrator, Anthropologist, Accountant, Economist, Domestic Economist, Pedagogue, Sociologist; 4 mid-level technicians.

meia" and implemented in a fixed way within the institution's work processes.

This experience leads us to reflect on the importance of intersectoriality between public policies and the need for practices that consider the specificities of the territories and populations served, promoting an integrated and contextualized action.

INTERSECTORIALITY BETWEEN PUBLIC POLICIES AND THE PÉ-DE-MEIA PROGRAM

Intersectoriality is understood as the articulation between different public policies – such as health, education, social assistance, work and housing – to offer coordinated responses to the needs of the population. This concept is based on the understanding that complex social problems, such as poverty and social exclusion, cannot be solved in isolation by a single sector or institution (Brasil, 2004).

In the context of SUAS, intersectoriality translates into collaboration between services from different areas, such as health, education, work, security and social assistance, to meet the multifaceted needs of families and individuals. Through this approach, it is possible to build more complete and effective solutions that address the multiple dimensions of social vulnerability. Intersectoriality represents, therefore, a necessary approach to expand the State's capacity for action and enhance the impacts of public policies, promoting an integrated and responsive protection network.

In the case of the Pé-de-meia, intersectoriality is materialized in the promotion of joint work between the CRAS and other public policies in the territory. PAIF's actions are not limited only to issues related to social assistance. They incorporate, in an interconnected way, themes of health, education, rights, personal finances and family life. This allows the demands of families to be addressed in a comprehensive way and for services to complement each other effectively.

Thus, within public policies, even in a short period of time, several legislative changes may expand and/or mitigate access to certain rights, as well as modify the criteria for access to benefits. These changes directly interfere with the dynamics of the affected families and unfold inside public institutions. Depending on how they are received, these developments give us the possibility of making viable what, until then, may seem somewhat nebulous, both for families and for us.

Among the exemplifying possibilities, we would like to highlight the approval of Law No. 14,818, of January 16, 2024, regulated by Decree No. 11,901, of January 26, 2024, which instituted the financial-educational incentive, in the form of savings, for students enrolled in public high school. Popularly known as Pé-de-meia, this legislative proposal is based on certain objectives: to democratize young people's access to secondary education

and encourage them to remain in it; mitigate the effects of social inequalities on the permanence and completion of secondary education; reduce school dropout and dropout rates; contribute to the promotion of social inclusion through education and stimulate social mobility (Brasil, 2024).

As a public policy, the Program arises in the context in which data from institutions such as the Education Observatory (Instituto Unibanco, 2025) indicate that school dropout and dropout have a class, race, and gender cut: of the 9 million people who did not complete high school, 58.1% were men and 41.9% were women. Of these, 71.6% declared themselves black or brown. In addition, 41.7% of young people between 14 and 29 years old stopped attending school due to the need to work to provide the minimum necessary for themselves and their families.

Well, what is the relationship between this and CRAS? For our part, we can say, all of it. Retracing our theoretical path, CRAS carries out social work with families through the PAIF, using instruments such as reception, workshops and referrals to better manage the needs of the territory under its responsibility. Thus, the implementation of a public education policy of this magnitude signals the need for SUAS technicians to act in a preventive, protective, and proactive manner.

In this scenario, what would it mean, therefore, to act based on the insignia of prevention, protection and proactivity? The preventive action aims to avoid occurrences that interfere with the exercise of citizenship rights; protective action means concentrating efforts on interventions that seek to support, support and enable families' access to their rights; and, finally, proactive action is related to intervention in the face of problem situations that hinder the population's access to their rights, but which have not yet been identified as such (Brasil, 2012a).

In this way, and starting from intersectoriality as a matrix of action, we seek to reflect on an experience that integrates the role of workshops with families in the prevention of rights violations, in the protection of families and in proactive action, which should guide efficient social work.

This intersectoriality, in turn, is directly linked to community interaction. The Pé-de-Meia workshops function as a space for dialogue and exchange of experiences, in which the needs and knowledge of the community become important elements for the construction of knowledge. Through this community interaction, the workshops are consolidated as a meeting point for the active participation of families, who cease to be mere recipients of policies and start to act as protagonists in the construction of proposals aligned with their specific realities.

COMMUNITY COMMUNICATION AND WORKSHOPS AS A PARTICIPATION STRATEGY

Community communication is a powerful tool to foster social participation and give voice to the populations served by public policies. According to Paulo Freire (1987), dialogue is fundamental for emancipation, allowing subjects to recognize themselves as agents of transformation of their own realities. In the context of OHP

An important community communication strategy is the workshops with families, which "aim to stimulate reflection on a topic of interest to families, on vulnerabilities and risks, or potentialities, identified in the territory, contributing to the achievement of acquisitions [...]" (Brazil, 2012b, p. 24). In this sense, they present themselves as privileged places for the construction of spaces for active listening, exchange of knowledge and strengthening of bonds.

More than punctual activities, they are educational and transformative practices, which promote the active participation of individuals and reinforce the sense of community belonging. By incorporating the community's communicative indexes, the workshops can qualify the intervention of the PSB, promoting more assertive, proactive and protective actions. This process requires, however, a sensitive approach that is attentive to local dynamics, as well as articulation with other sectors and public policies, in order to ensure integrated and effective responses, as discussed earlier.

In order to assist in the process of choosing topics to be worked on in the workshops with PAIF families, the Guidelines suggest topics such as: right to income transfer; the right to basic civil documentation; the right to culture, sports and leisure; rights of children and adolescents; women's rights; rights of the elderly; rights of people with disabilities, among others.

By connecting community practices to public policies, it seeks to highlight the role of workshops as instruments that not only strengthen bonds, but also promote critical reflections on social conditions and stimulate the protagonism of the subjects. In addition, the active participation of the community in the construction of these actions strengthens the social bond and amplifies the impact of social protection policies, creating a more cohesive network that is situated according to local needs and contexts.

METHODOLOGY

The methodological construction of this article is based on writing, a concept developed by Conceição Evaristo (2007), as a practice that articulates experience, subjectivity and knowledge production. Unlike a merely descriptive approach, the write-up positions the narrative as a political space of resistance, offering a way to give voice to the

subjects involved in public policies of basic social protection.

In the context of this study, writing becomes central to narrate the experience of implementing the workshops of the Pé-de-meia project at CRAS. This methodological approach connects the PAIF guidelines to the realities experienced in the territory, valuing local communicative indices and social practices shared by the community.

According to Evaristo (2009), writings go beyond the factual report, by proposing narratives in which researchers are involved, actively participating in the processes of subjectivation that emerge from the practices experienced. This methodological implication allows us to capture the intersectoral impacts of the workshops in the PSB, using the narratives of the participants as a common thread. The experiences shared during the workshops were recreated based on collectively constructed memories, dialogues and reflections, respecting the identities, contexts and singularities of the participants.

The use of writing in this study not only records the experiences, but also re-signifies the practices based on the dynamics and specificities of the territory. As Barossi (2017) argues, literary narrative in the academic field allows exposing fissures and contradictions in public policies, in addition to revealing strategies of resistance developed by the subjects involved. In the case of Pé-de-meia, the writing offers a critical lens to understand how the PAIF guidelines are transformed by local demands and practices, connecting these to the objectives of the SUAS.

Data collection was carried out through participant observations and narrative records during the workshops held at CRAS. Our methodological choice is in line with the reflections of Luís Oliveira (2009), who identifies body, condition and experience as central elements of writing. These elements are present in the narrated stories, in which the individual trajectories of the participants are intertwined with the social structures that shape their experiences within the scope of the PSB.

The collected records were organized and recreated in the form of fictionalized narratives, a resource that, according to Luis Costa (2014), expands the possibilities of analysis by intertwining individual and collective experiences. The stories, protected in their confidentiality and adapted literarily, preserve the integrity of the participants while highlighting the impacts of the workshops. Fictionalization, in this case, does not compromise veracity, but expands the power of the narratives.

These fictionalized statements are fundamental to demonstrate the power and applicability of writing in the studied context, reinforcing the ethical and political commitment that the methodology carries to not only talk about subjects, but to allow their experiences to be expressed, even if in fictional form, with their complexities and contradictions preserved.

In addition, the choice of writing as a methodological approach dialogues with the ethical principles of SUAS, which proposes a policy based on equity, social participation and the strengthening of community bonds. As Henrique Melo and Maria Godoy (2016) point out, writing is configured as a political and aesthetic act, allowing writing to be both a form of denunciation and a tool for emancipation.

By transforming experiences into narratives, writing not only records the implementation of the workshops, but also offers a critical analysis of the challenges and potentialities of intersectoral action within the scope of the SUAS. In this way, the stories narrated become part of a collective process of knowledge production, valuing subjectivity and contributing to a broader understanding of the OHP and its role in confronting social inequalities.

RESULTS AND DISCUSSIONS

When it was implemented as a public policy, the pulverization of information about the Pé-de-meia program in the official and unofficial means of communication resonated in our daily work as a demand expressed for guidance and doubts. In this scenario, it was possible to perceive that the individualized resolution of all the demands for guidance could overload the daily work, requiring the complementary construction of other intervention strategies.

Therefore, as previously pointed out, we bet on workshops with families, which have as their scope possible themes related to the family sphere and the community/territorial sphere (Brasil, 2012b). We understand that the proposal of the workshop with families, by taking the Pé-de-meia as a theme, intersects these two cuts.

At the same time, it uses the communicative indices conveyed by the community and the territory to produce qualified and effective interventions, which contribute to the construction of social protection that goes beyond prevention, promoting a strengthened family life and active citizenship. In addition, these workshops can provide the sharing of experiences, the development of negotiation and mobilization skills, with a view to exercising protagonism and autonomy.

In the process of planning and operationalizing workshops with families, Technical Guidelines Vol. 2 (Brasil, 2012b) highlight that, in order to support their realization, it is important to define the number of participants, with a minimum of 7 and a maximum of 15 people. It is recommended that the workshops be integrated by family guardians, with the prior definition of the professionals who will conduct the activities, and that they last from 60 to 120 minutes, and may take place in a single meeting or in successive meetings.

In our experience, we have gathered as much information as possible about the obstacles and barriers faced by families to access the Pé-de-meia-Programa and about effective ways to overcome these obstacles – whether institutional, access, information, technological support, among others. To publicize the workshop, we used institutional social networks and word of mouth, promoting the event that was scheduled to take place on a Friday at CRAS, open to the public and without the need for prior registration.

We were aware that this format of unrestricted opening to the public could generate difficulties during the execution of the workshop, but we were willing to mobilize the necessary resources to ensure that everything occurred satisfactorily. On the scheduled date, we received, in all, about 15 families, composed mostly of mothers and/or grandmothers, accompanied by teenage children and/or grandchildren. These adolescents were duly enrolled in high school and faced difficulties in accessing or even confirming whether they had become beneficiaries of the Pé-de-meia.

The meeting began with a brief presentation of the workshop proposal, followed by an invitation for all the people present to introduce themselves. Subsequently, there was a moment of shared reading on the main objectives of Decree No. 11,901/2024 – which regulates Law No. 14,818/2024 and institutes the Pé-de-meia Program – and its purpose.

Next, each participant was invited to report their difficulties, with emphasis on the points in which the attempt to access the law encountered barriers that made the success of the process unfeasible, whether for the family or for the adolescent.

Transforming these reports into fictionalized literary narratives, according to our methodological notes, we highlight some of the statements expressed by the families throughout the workshop. To preserve the identity of the participants, the names were modified, being replaced by names of neighborhoods in Parnaíba-PI: Pindorama, Nossa Senhora de Fátima, Mendonça Clark and Santa Luzia.

At this point in the report on the difficulties faced, Mrs. Pindorama shares that, moments before, she had left a banking institution in search of information on how to access her granddaughter's nest egg benefit. She reports, with a tone of discontent, that she had to take her granddaughter along, which resulted in a lack of class. Despite the effort, the situation remained unresolved. According to her, the bank employees informed: *It's not here, you need to look for the CRAS.*

Our Lady of Fatima, in turn, highlights her dissatisfaction with the lack of information available at the school. She explains that no one knows how to clearly guide how to access the Nest egg. The only answer he receives is: *The government took the information automatically and the families have to wait.*

These two difficulties had already been voiced in the daily life of the institution, so that we were previously able to carry out an institutional visit to the Municipal Department of Education and also to a high school, in order to understand how these institutions were organizing themselves in relation to this new public policy. They knew little or nothing about it, only that each school needed to join the program and send a list of students to the Ministry of Education and since then they have had no news about what to do and how to guide families.

Mrs. Mendonça Clark, who was accompanied by her daughter, comments briefly: *Now I see the curumin wanting to study*, pointing out that the financial incentive of the program has worked as a catalyst, motivating adolescents to return or remain in the school environment.

Mrs. Santa Luzia, present at the workshop to discover strategies for accessing the program, expresses a critical tone when she recalls: *In my time there was no such thing*. Despite recognizing the benefits of the incentive, his speech carries the mark of generational comparisons that raise reflections on changes over time.

In addition, we observed that, although the program is recognized as important in encouraging young people to return to the classroom, it is not exempt from generating concerns related to other material needs. One participant vents: *I don't have a cell phone, my son doesn't either, how am I going to do it?*

Thus, we perceive that the Nest Egg, by seeking to reduce social inequalities through education, ends up revealing inequalities of another order. Although it proposes solutions, the program encounters barriers in structural and material issues that remain complex and challenging.

Thus, it is important to highlight that, in all group work, information constitutes the basic input to be introduced, with the objective of promoting changes in representations and practices, through a creative process that stimulates reflection, coexistence and action (Brasil, 2012b). In contrast to the hegemonic logic of specialized discourses, which attribute to technicians and social workers the knowledge to be transmitted and position families as mere receptacles, in this workshop we prioritize the appreciation of the voices of families.

They were encouraged to share not only their difficulties, but also the solutions and strategies used to overcome the obstacles they faced. Throughout the meeting, points of coincidence, divergence, identification, surprise, indignation and other affections were woven, as mentioned above. We emphasize that most of the solutions found collectively actually came from community knowledge: the arduous walk between institutions; the negatives from other sectors; cut, incomplete and discontinuous information; our institutional

visits to institutions of reference in public education policy; and the communicative indices of families, who held information on various platforms, social networks, rumors and television programs.

This process of collectivization allowed us to raise the difficulties faced, the relevant information, the strategies employed and the reapplicable guidelines. These elements were organized in a systematic way (Flowchart 1) to facilitate analysis and application.

Flow Chart 1



Source: Prepared by the authors.

According to the Technical Guidelines (Brasil, 2012b), the workshops can emphasize reflection, coexistence and action. By systematizing the results, we highlight that the workshop built with the families made it possible to materialize the expected results in these three emphases, according to the orientation of the booklets.

In the emphasis of the reflection, the development of the families' capacity to systematize and reflect on the given issue was stimulated, to know their rights, as well as to develop and strengthen social support networks. In the emphasis on coexistence, communication skills, interaction, mutual protection among family members, the ability to manifest their needs and desires and strengthening of groups in the territory that have common goals were stimulated.

Finally, with the emphasis on action, the adoption of an investigative attitude by the participants was demanded, which makes it possible to understand and problematize obstacles that prevent or hinder access to rights, seeking to develop processes of cooperation and social mobilization.

CONCLUSION

It is tempting, when reflecting on the Pé-de-meia, to limit it to an economic initiative aimed at confronting school dropout and dropout. However, this prospect is not sufficiently fruitful. Although precarious income and social vulnerability are fundamental determinants in the statistical data on school dropout and dropout – discouraging young people from staying in school – it is essential to broaden the discussion to other levels.

It is necessary to intersect data, promote the intersectoriality of policies, deterritorialize limited imaginaries, transdisciplinary institutional knowledge and, above all, listen to community knowledge to identify the dynamics that permeate the community. The basic needs of the population are multiple and, in the case of populations in situations of social vulnerability, go beyond material survival (Andrade; Romagnoli, 2010). In this sense, the initiative, understood as a financial-educational incentive, goes beyond its initial purpose. When it is instrumentalized within the scope of the Social Assistance Policy, it takes on new contours, performs other functions and achieves varied results.

Through workshops with families and based on this experience, the institution consolidated what was later called "Sexta do Pé-de-meia", a fixed project, carried out weekly, in which people have space to express doubts, share difficulties and get guidance on access to the benefit.

As Andrade and Romagnoli (2010) point out, it is necessary to stimulate the community's ability to identify its own demands and organize itself to create the necessary

devices to improve their living conditions. It is community knowledge that shapes service, reinvents needs and drives the dissolution or reinvention of practices, workshops, actions and interventions.

The results of the program transcend the numbers and are manifested in visible and invisible dimensions of the daily life of the families, the professionals involved and the role that the institution can play in the territory. Among these results, the following stand out: the encouragement of participation and social protagonism; the development of autonomy strategies; the overcoming of institutional, social, technological and information barriers; and the engagement of the student himself in the achievement of his rights.

Its analysis highlights its power as an instrument for promoting citizenship and social transformation, especially in the context of populations in vulnerable situations. However, its effective implementation requires overcoming gaps that compromise the quality and achievement of its objectives.

One of these gaps is in the planning and execution of the workshops, which require continuous and careful preparation. The choice of themes, the techniques used and the articulation with qualified professionals are important elements that require solid institutional support. For this action to be effective and of quality, the training and continuing education of SUAS technicians must be guaranteed by social assistance managers, with access to technical and material resources that support this process.

In addition, the consolidation of the nest egg as a public policy requires a solid evidence base on its effective impacts. Quantitative and qualitative studies that evaluate the results of its implementation, in different contexts and territories, are indispensable. Researchers and institutions such as IBGE and DIEESE can play an essential role in this regard, contributing to the continuous improvement of the program and to the construction of more integrated and effective social policies.

Only by filling these gaps will it be possible to ensure that initiatives such as Pé-de-meia transcend their immediate dimension, becoming sustainable and transformative practices, aligned with the demands and potentialities of the communities they seek to serve. Thus, the urgency of public policies that articulate knowledge, resources and actions towards equity and social justice is reinforced.

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