



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

# IJDR

International Journal of Development Research

Vol. 10, Issue, 07, pp. 37752-37757, July, 2020

<https://doi.org/10.37118/ijdr.19208.07.2020>



RESEARCH ARTICLE

OPEN ACCESS

## VIOLENCE IN SCHOOLS IN NEIGHBORHOOD PEDREIRA, BELÉM (PA) BRAZIL

**\*<sup>1</sup>Gustavo Nogueira Dias, <sup>2</sup>Natanael Freitas Cabral, <sup>3</sup>Pedro Roberto Sousa e Silva, <sup>4</sup>Eldilene da Silva Barbosa, <sup>5</sup>Ademir Ferreira Silva Junior, <sup>6</sup>Herson Rocha, <sup>7</sup>José Itabirici de Souza Silva Junior, <sup>8</sup>Nazaré Doriene de Melo Reis and <sup>9</sup>Waljucy Furtado Cardoso**

<sup>1</sup>Doctor Professor at Federal College Tenente Rêgo Barros, Souza, Av. Júlio Cesar s/n ZIP Code 68447-000, Belém, Pará, Brazil; <sup>2</sup>PhD Professor at the State University of Pará (UEPA) (PA) Address: Rua do Una, nº 156. Telegraph CEP 66113-010, Belém, Pará, Brazil; <sup>3</sup>Master Professor at the School of Application of the Federal University of Pará (EA-UFPA), Avenida Perimetral, n ° 1000, Terra Firme (Montese). CEP, 66079 095, Belém, Pará, Brazil; <sup>4</sup>Master Professor at the Federal Rural University of the Amazon, Terra Firme CEP 66077-830, Belém, Pará, Brazil; <sup>5</sup>PhD Professor at the Federal University of Pará, Address: Rua Coronel José Porfírio 2515- Esplanada do Xingu, CEP 68372-040, Altamira - Pará - Brazil; <sup>6</sup>Prof. Doctor from the Laboratory of Production Engineering (LAGEP), Federal Rural University Campus, PA -275 Road, km 7, s / n, Rural Zone, Zip CEP 68515-970, Postal Box 3017, Parauapebas, PA, Brazil; <sup>7</sup>Phd Professor at the Federal Rural University of the Amazon, Terra Firme CEP 66077-830, Belém, Pará, Brazil; <sup>8</sup>Master Professor at Estácio de Sá University in Pará, R. Municipalidade, 839 - Reduto, Belém - PA, 66050-350; <sup>9</sup>Master Professor at the Federal Rural University of the Amazon Terra Firme CEP 66077-830, , Belém, Pará, Brasil

### ARTICLE INFO

#### Article History:

Received 18<sup>th</sup> April, 2020  
Received in revised form  
09<sup>th</sup> May, 2020  
Accepted 06<sup>th</sup> June, 2020  
Published online 25<sup>th</sup> July, 2020

#### Key Words:

School Violence. Habitus.  
Sybolic Violence.

\*Corresponding author: *Gustavo Nogueira Dias*

### ABSTRACT

This paper investigates the problem of school violence in the neighborhood Pedreira in the city of Belém do Pará the research problem is: As human violence is manifested in the school environment and when associated with drug use starts to interfere with the maintenance of a model social to minimize its effects. The research was qualitative and quantitative. The method used was the interviews with teachers and the use of questionnaires with a hundred and seventy students group. Several reasons for the problem are listed, such as the treatment of the "differences"; the importance of "habitus" specific to each subject; the "symbolic violence"; the social problem of education. Among all the difficulties, poverty, lack of financial resources and lack of a regulated work has stimulated parallel activities, with the prevalence of drug trafficking and organized crime, leading to increase in all crime rates and the frequent cases of psychological disorders. The actions needed to decrease school violence are identified, which are consolidated with the support of the school community and the creation of codes of conduct essential to living together in the school environment.

Copyright © 2020, *Gustavo Nogueira Dias et al.* This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: *Gustavo Nogueira Dias, Natanael Freitas Cabral, Pedro Roberto Sousa e Silva, et al.* "Violence in schools in neighborhood pedreira, belém (pa) brazil", *International Journal of Development Research*, 10, (06), 37752-37757.

## INTRODUCTION

The research was carried out in the city of Belém, State of Pará, Brazil, specifically in the neighborhood of Pedreira, in state schools in the metropolitan region of Belém. The occupation of the "Baixadas" in 1970, imported 40% of the urbanized area of Belém and these development methods with the neighboring municipalities led to the implementation of the federal law, in 1973, of the Metropolitan Region of Belém. In 1980, the occupation of the urban vacuums were encouraged by landowners, covering damages and the promise of land tenure regularization for occupants. IBGE data show that the

population dynamics from 1991 to 2000 reinforced the growth of peripheral areas. With regard to the problem of violence, OMS (2002) defines violence as the use of physical force or power, in threat or in practice, against oneself, another person or against a group or community that results or may result in suffering, death, psychological damage, impaired development or deprivation. Linda et al.(1999) comments that the inclusion of the word "power", completing the phrase "use of physical force", expands the nature of a violent act and expands the usual concept of violence to encompass the acts that derive from a relationship of power, covering threats and intimidation. The "use of power" also leads to slums or acts of omission, in addition to the most obvious violent acts of

execution itself. Below is the map of the city of Belém, figure 1, with its indication of the neighborhood in which the investigation took place:

sections with different ramifications, and young people who adopt this type of culture or have been seduced by it, become prone to know each other and take ownership of their

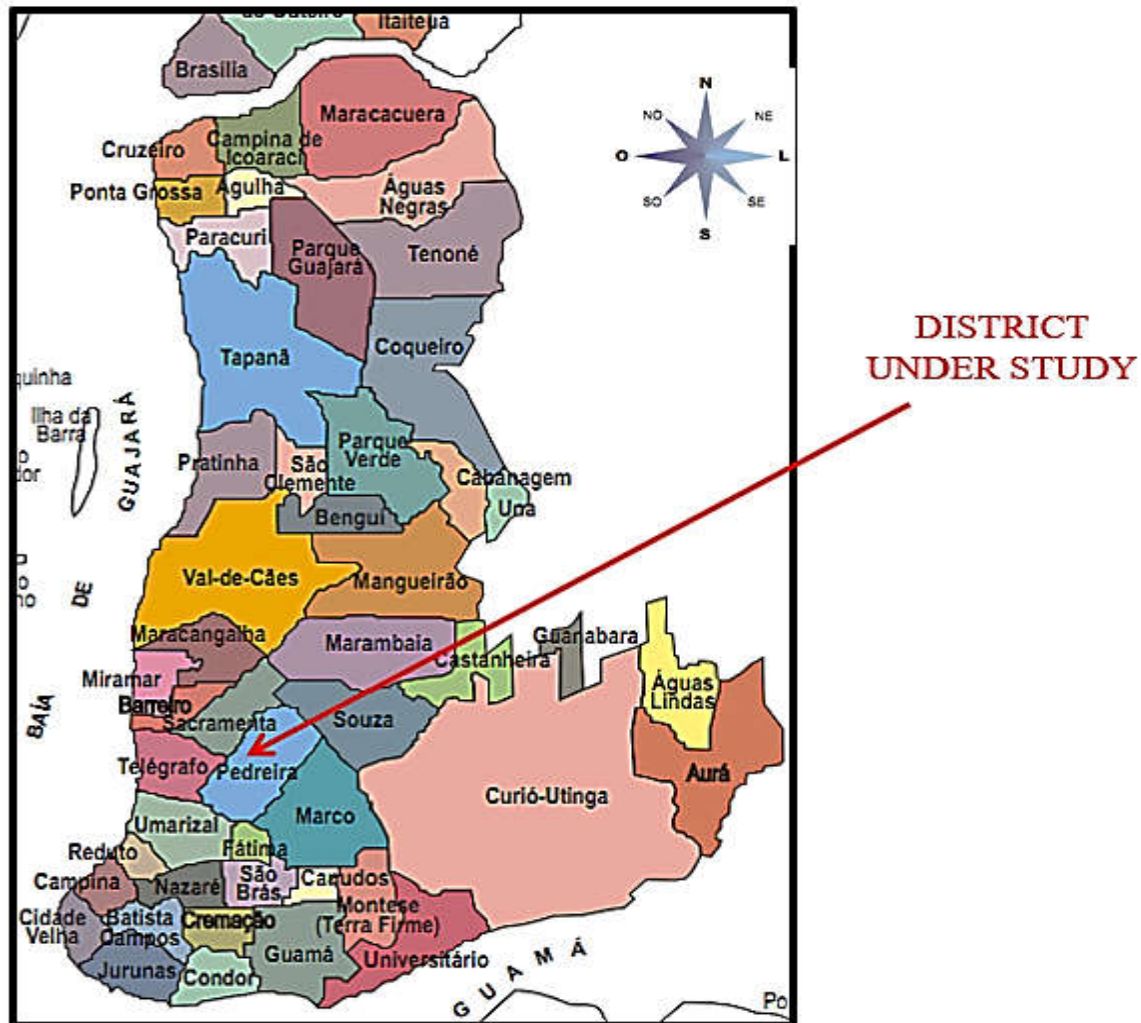


FIGURE 1. Map of the city of Belém.

In the perspective of Zaluar (2001), violence is what we will try to distinguish between real violence and symbolic violence. The first can be exemplified by deprecation, drug trafficking, possession of weapons, as well as physical violence perpetrated by institutionalized agents charged with maintaining order. The second can be defined in the form of threats or the imposition of conducts that deny or oppress the other. Today, in a classroom, we observe students with different types of education, culture and ways of life. To say that the environment does not affect development is perhaps a crime to the child's development. There are zealous parents that any problem that causes their child to miss classes makes the communication immediately to the school and the teachers involved in their child's educational process and, contradictorily, there are parents who are not present, do not participate. Most of our young people finish high school in the 17 to 23 age group, considered by the World Bank as a late age. The concern lies in the fact that after that, what will you work with? Where? What is formed? We realized that there is no intermediate technical profession that brings this individual closer to work, regardless of the desire to continue studying. Greater education attention is needed in order to adopt profitable skills for the future of these subjects. We have the impression that there is a multiculturalism expressed in several

contributions and in a way clone, without diminishing local properties and singularities.

**Violence and its Different Forms:** Violence hides drug use and juvenile delinquency in two of its many faces and is even manifested in school contexts. There is a conflict between the interests of society and the attitudes of drug users that materialize in a dimension of fear and incomprehension. According to Foucault (1999), it would be naive to believe that the law is made for everyone. It is legal to recognize that it is made for some and applies to others and that initially it obliges all people, but the most numerous classes are directed and its application does not refer to everyone in the same way. What is understood is that for lack of resources and education these social groups do not know how to keep themselves within the limits of the law. The boomerang effect of delinquency is the fact that when the criminal is sent to prison and that the state is unable to correct it with a specific penalty, it would be like a kind of "punishment-reproduction", in this kind of reformatory it ends up becoming a form of school of violence, where the offender learns new techniques of killing, stealing, raping, etc. Nowadays, criminals find themselves practicing a localized crime in a political way without representing any danger and economically without consequence. Criminal justice functions

as a transmission valve. She exchanges roles, whose main actors are the police, prison and delinquency. The inertial force that prison opposes justice is an old thing. Perhaps it is the effect of sclerosis of the displacement of power. We can say that criminal justice is done to meet the demand of a group of people tied to a means of control plunged into the shadow of delinquency. The deputy arrests and after a few days he releases. Not because he wants to or because he feels like it or is corrupted. Free because there is no more space. He committed more crimes, even heinous, and it may not be possible to keep the one who committed a primary crime compared to the last who committed several crimes.

**Violence and the Influence of Habitus:** It is important to realize the use of our daily activities. What this contributes to our life in society. The fact that our activities are so intense that we do not have time, even to live with our children and give them the necessary education, or too much time, that due to the fact that on many occasions “doing nothing” leads us to a condition of lost in a world full of injustice. Everything we do or fail to do is important for our daily lives. To speak of the constitution of the habitus, it is necessary first of all to know its history and genesis and all the structures in force in this society and in that specific field. It is common to say that the personal mode or a particular brand that takes all products or practices of the same habitus according to a certain time or class to which the subject belongs. In the conception of Bourdieu (1998) we perceive the importance of “Habitus” present in individuals and differentiated and specific in each subject. If this individualized and peculiar characteristic of this individual is compatible with the position of this group to which it is inserted, this reinforces this particularity, depending on the position of this subject in society. The habitus corresponds to a practical coherence and determines the affinity of everyday life with the outside world, alluding in a logic between it and the probable meanings that result from practices that are somewhat unnoticed over time as they are internalized by the agent. The habitus is a certain position in the social world of the agent or a plant for the production of practices and also a code of schemes of shrewdness and judgment of practices. The techniques he determines are caused by past conditions of production so that they tend to reproduce the objective compositions of which they are the result. In a way, habitus is a kind of chain of human actions in everyday life. These are dispositions acquired by the experience they suffer, determining variations according to place and time. Since the family is part of society and without values and aspirations, they depend on this position to choose a prosperous future or that at least guarantees their survival, this mechanism that constitutes the habitus is very significant in the constitution of the individual. Considering that it can be modified in the individual's trajectory and coexistence with other groups, this works for a long period until other subsidies and characteristics different from the previous ones appear, finding answers for the world and its place in the world. On the contrary, they are the most difficult values to be modified, since the “values” experienced seem to be more natural than they should be and give great certainty in the meaning of their world for this individual. Violence often occurs because this subject has never had access to a new type of habitus and comes from a family group where violence is present all the time, such as: father and mother are drug dealers, brothers are thieves and addicts, the mother is beaten by the father, her neighbors are addicted or traffickers, thieves, perverts and all kinds of psychic anomalies, acquired by the constant practice

of violence. The family group from its habitus indicates a possible trajectory and applies a positive reinforcement in the attitudes that go towards it. There will be more reinforcements for the individual to choose the path inculcated by the family and social group in which he lives and many more obstacles and difficulties if he chooses other values understood as incomprehensible by the group in which he lives.

**Symbolic Violence:** Symbolic violence is a type of violence because it results from the obligation of a certain arbitrariness of an inflicted power that is often born out of a relationship of strength that is appropriate at some point in this attitude considered to be imposed. This arbitrary power holds in its conception a content, a kind of culture-specific beliefs, which is also arbitrary, as it is the result of imposed choices that do not refer to any need. Therefore, man cannot live without reason and neither can his works. He spends his time and his energy inventing reasons that can be considered as false reasons, that is, that do not fulfill the objectives for which he was destined as examples, they can mention the guarantee of the perpetuation of his works, of his author and also of his constructions. The difference between the different forms of violence, physical and symbolic, is no longer important, the difference between them, because they are complete, they merge, they pass into each other, accumulating their effects. Every relationship produces a symbolic symptom mediating, frightening and terrifying the group in which it operates. Be it physical, cultural, school violence, etc. Symbolic violence resembles an invisible prison. No walls or doors. It attracts a greater power, because in it violence is masked. In a way, its strength decreases when the mask is pulled out and it has to appear. Symbolic violence, proposed by Bourdieu (2005), is the imposition of an arbitrary rule or conduct. It is an imposed, declared and omnipotent power, which arises from a relationship of strength that makes it strong, favorable, passed over, preferred, which in a certain way imposes conduct and arbitrary meanings. Symbolic violence has a universe of generalizations, omnipresent in various places and situations, which translates into a so-called symbolic capital, so we can say that all fields that constitute social space and the division of capital are arbitrary. A reality that is attributed to the classification of arbitrary is explained from the moment it is related to the social conditions of its emergence. The fact that at school many times the teacher does not seem to accept the differences existing between his students as he also accepts only the dominant standards and rejects any feature different from the proposal as normal, acting as a form of segregation to the customs and attitudes of his students, thus constituting forms an exercise in symbolic violence. The current educational policy that does not seem to connect education to work, that would give the appearance of preparing our young people for a “nothing”, just to improve the yields in government tests that imply in improving Brazil's credibility in relation to the international policy it has as a goal to increase the limit of loans with the world bank, it is also a form of symbolic violence.

### **School Violence**

Priotto and Boneti, (2009) denominates school violence, all acts or actions of violence, aggressive and antisocial behaviors, including interpersonal conflicts, damage to property, criminal acts, marginalization, discrimination, among others practiced by, and among the school community (students, teachers, staff, family members and strangers to school) in the school

environment. Charlot, (2002) presents three distinct types of concepts: i) Violence at school, when it is the place of violence that has an external source. For example, when a group invades the school to fight with someone who is on the school's premises, in this case, the school is invaded by violence that previously happened just outside its gates, or on the street. ii) Violence against the school, related to institutional activities and which concerns cases of direct violence against the institution, such as the depredation of property, for example, or violence against those who represent the institution, such as teachers. iii) School violence, understood as violence where the victims are the students themselves. Abramovay and Rua, (2002) state that physical violence and against property are prevalent in schools among all types of violence, with several negative consequences on the quality of teaching and learning. These authors stated that more than half of the students ensure that violence in the school environment prevents them from obtaining the necessary concentration for their studies, also reporting that they are extremely nervous about the situations of violence they face in their schools and begin to miss classes. resulting in the abandonment of studies.

The judgment of violence linked to the school has several dimensions, of which the concepts of Alba Zaluar stand out:

At school, today, violence has (a) double dimension [...]: (1) physical violence perpetrated by drug dealers or bandits in the neighborhoods where they are located, as well as some of the public authorities responsible for maintaining order and security, and (2) the violence that is also exercised by the power of words that deny, oppress, psychologically destroy the other, which annihilates bodies and minds (Zaluar, 1994).

School violence may be due to other factors, such as the implications of learning. Today's society is very different from that found by our parents and grandparents. The parents' role of submission to their children is much greater. Today the parents and mother do not determine, do not order, do not give orders, no longer have a pulse and no property about what they ask and do. Parents offer a child 8 to 14 years old something to educate them. Part of these children is formed in families that have no authority over them. Sleep at the time you want, eat what you want, there was the program you want, leave at the time you want, etc. It is the lack of limit. Many families play education for school. Fathers and mothers work and send their children to school, wanting in a way to transfer their homeland to six or seven education professionals in which the child is faced daily. Gimeno, (2000), contributes with a concept, called "schooling", an equal process, for different subjects, through a common curriculum believing in the universality of school culture so that the school must transmit to all those public knowledge that has a value, regardless of circumstances and particular interests, depending on general training. Considering the student's native environment, originating from risk areas, where poverty and violence prevail, they may perceive certain anxieties, discrimination, different forms of treatment, in general leaving this subject always outside any attitude or pedagogical work in the classroom.

According to Bourdieu,

The school does not act by inculcating the dominant culture to children and young people in the dominated

classes, but on the contrary, by a mechanism that ends up functioning as an exclusion valve. Children of the ruling class can easily understand this code, as they have been immersed all their lives throughout their lives. It is your native environment. In contrast to children in the dominated classes, this code is indecipherable. It is like a foreign and incomprehensible language. The family experience of children and young people in the dominated classes did not accustom them to this code. The result is: children and young people in the dominant class are successful in school, which allows them access to the higher grades of the educational system, while children and young people in the dominated classes can only face failure. (Bourdieu, 1998).

In view of the population accumulation progressively advancing in almost all Brazilian capitals and the huge increasing number of enrollments encouraged by Brazilian programs such as Bolsa Família, we have an increasing concentration of students in the classroom and, logically, we do not have the same ratio of teachers to students. meet these students. A large part of them are applying for retirement, as they do not want to stay even a second longer, as they have no incentives, and few competitions are in progress, with the state governments regulating the call for competitions, the trend is the swelling of classrooms. Brazilian companies.

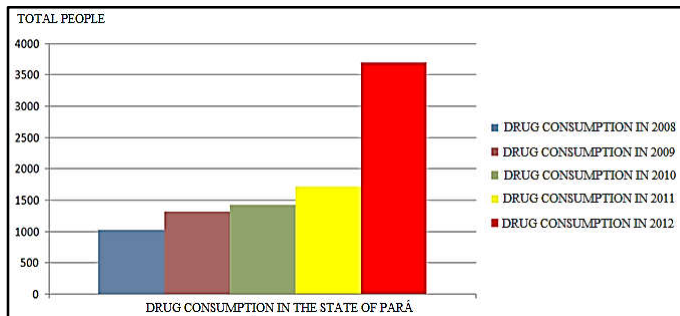
### **School Violence and the State of Pará**

In a report shown by the *Diário do Pará* newspaper on 02/02/2014, it reflects the headline that scares us daily:

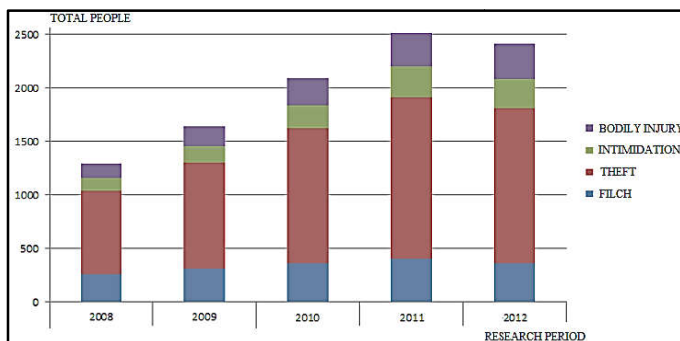
"Violence Corners Schools in Belém". According to Carolina Menezes, editor of the newspaper, there is a knot in relations with the government. There are teachers and school staff from several neighborhoods in Belém, including Pedreira, who are already refusing to go to work, due to fear and insecurity present in schools. One of the flawed points pointed out by SINTEPP (Union of Teachers of the Public School of the State of Pará) is the lack of specialized employees, such as inspectors. There are schools that have only one inspector per shift or none. The Eunice Weaver school in the neighborhood of Pratinha, the security guard at the concierge, an outsourced employee, acts as an inspector, after the students enter in the afternoon, acting as a volunteer in this activity. There is a lack of investment in education. These positions of school inspector, according to SINTEPP (Public School Teachers Union of the State of Pará), have not opened tenders for years and do not hire any school in the State of Pará, contributing directly to the increase in the crime and violence rate within the schools. schools. There are no internal laws and no internal regulations, it is the direction that has to perform all tasks at all times.

The justification for the significant increase in drug use in 2012, shown in figure 02, is probably due to the factor of increasing accessibility with several distribution points has generated a significant increase in the use of narcotics. In addition to that there are several types of drugs and narcotics used. Oxy and marijuana are currently the most consumed drugs, perhaps because of the affordable price and the effect of being able to addict the subject very quickly as in the case of oxy. The effect of social networks and new technologies such as modern and affordable cell phones has improved product sales in all senses, mainly of prohibited articles where the

seller is offering his product through messages. It is no longer necessary to have a store or a fixed point. Just a phone with access to social networks and the internet is ready and the sale is concluded in a short time.



**Figure 2. Graph indicating drug use in the State of Pará from 2008 to 2012. Source: Ministry of Justice, National Public Security Secretariat, SENASP and IBGE**



**Figure 3. Graph relating the type of crime to the number and years of juvenile offenses. Source: Anuário Estatístico de Belém Segurança Pública 2013**

According to the graph in figure 3, theft (armed robbery) is the most common activity among juvenile offenders, with a small drop from 2011 to 2012, following the same downward trend as theft. This graph indicates an overview of young people under 18, with the majority 74% presenting proof of school enrollment according to the Statistical Yearbook of Belém. We realize that young people, when entering adolescence, encounter the natural problems that every individual encounters when they are in this stage of life, but in these subjects raised in a region characterized as sectors belonging to the perverse Territorialization, where we find the places where the drug trade develops and psychoactive substances, this young man ends up giving in to local social pressures and ends up adhering to drug users or trafficking drugs on a small scale. According to Couto (2013), what happened in this region was the so-called "Perverse Territorialization" and not the existence of a militia that is the setting up of armed criminal groups linked to drug trafficking and that has been expanding to the city center.

## RESEARCH METHODS

The research methodology was qualitative-quantitative with a focus on understanding and inserting the researcher in the work environment, with direct observation through continued work for one year using questionnaires to students, interviews with parents, principals, teachers and coordinators. The research process will have the contribution of principals, parent coordinators, teachers and students from the Pedreira

neighborhood. The observation was direct and indirect of all the behavior of students, parents and teachers in the three shifts of the 3 State schools, related to violence and the use of narcotics during twenty months of investigation, in the period from August 10, 2013 to June 10 2015.

### It had three specific objectives:

The first objective was represented by the results presented in the first questionnaire, total of 70 analyzes, which was disseminated and distributed to students and it was essential to relate the student's involvement with marginal groups in their surroundings, their habits; if you are or have been a drug user; whether alcoholic beverages are consumed and how often; its degree of proximity to drug users, dealers, thieves and murderers. The second objective was represented by the questionnaire distributed to teachers, during the pedagogical week, which included 15 participations and contributions on the theme, which were of fundamental importance in pointing out possible solutions to minimize the problem of violence in the school environment.

## RESULTS

Transforming the natural environment in which man lives, through lack, for example: lack of food, insufficient physical space for survival, deprivation of affection, exclusion from parental care, causing physical pain, changes in psychological conditions, such as abuse suffered in childhood, are possible reasons in a way that determines a subject prone to be aggressive insofar as he is compared with another who lives in social conditions favorable to his natural development. Among the problems presented, graph in Figure 4, the contact with people who consume alcoholic beverages is often the one with the highest index, almost 50% of the total of the researched group, influencing negatively among the aspects that the continuous use of the drink brings within the family group in numerous situations, financial, emotional and social imbalance in the society in which they live. Another relevant aspect is that around 30% of the researched group has an excess of people in the same house and also the food is precarious, graph in figure 4, there is a lack of adequate foods for your daily life. This leads to a food imbalance during the day, with the group of children being motivated to go to school due to the increasing school meals, generating an interest in the school as a source of food and not as education.

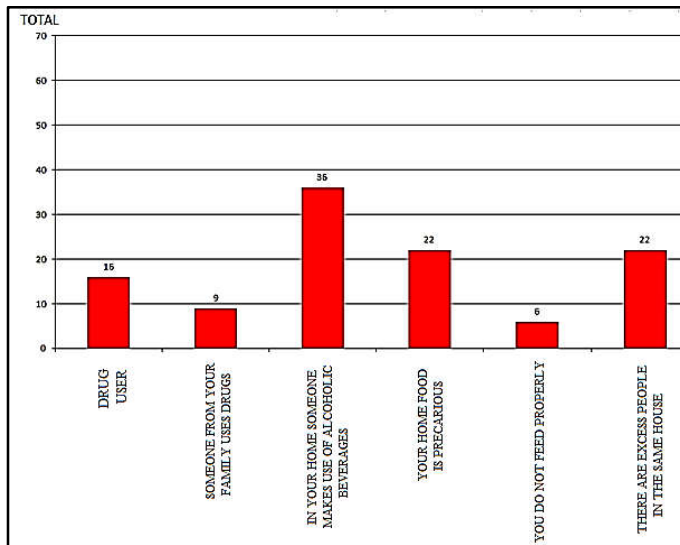
### Final Considerations

According to the research developed in this article, we can obtain the main question that guided the research: How does human violence manifest itself in the school environment and to what extent when associated with the use of drugs it interferes in the construction of the citizenship necessary to maintain a model to minimize its effects?

According to research carried out in schools in the neighborhood of Pedreira, violence spreads more around young people aged 15 to 18, for several reasons:

ii). It manifests itself in the school environment through the dominant power that labels people and does not consider their differences acting with a symbolic violence that arises from a relationship of strength that makes them strong, favorable, passed over, preferred, which in a certain way imposes a

conduct, and arbitrary meanings such as the increase in the number of unemployed people due to the specificities required for the various positions that are not taught to the population at the right age;



**Figure 4. Socioeconomic problems found in the profile of students at schools in Neighborhood of Pedreira, Belém, Pará, Brazil**

iii) Drug use: the problem of low esteem is among the risk factors that most contribute to the consumption of psychoactive substances, which is manifested through insecurity that the young person perceives of himself, suggesting the low control of emotions, leading young people to achieve faster responses to their problem and leading this behavior as a model to the frustrations obtained.

The indicative of drug use in the state of Pará in the last five years shown in figure 2, we can see the evolution and increase of this statistic in the year 2012, and in no year was there a decrease, but an increase from year to year, until that of 2012 in which the involvement with narcotics almost doubled. In relation to 2008 until the year mentioned above, there was an increase of 400% in relation to drug use. Where the factor of increasing accessibility with several distribution points has generated a significant increase in the use of narcotics. Also the effect of social networks and new technologies such as modern cell phones that seduce the majority of young people to own them, has improved product sales in every way, where through messages you can find the place that the seller is offering the your product. It is no longer necessary to have a store or a fixed point. Just a phone with access to social networks and the internet is ready and the sale is concluded in a short time.

iv) The insertion of this student in risk areas belonging to Perverse Territorialization: During the investigation it was noticed that school violence is also disseminated by the influence of the students' place of residence where the preferred place by the criminal networks predominates.

v). During the development of the investigation it was noticed that the lack of definition of a full and adequate curriculum to our social problems;

v) The lack of adequate punishment: currently the legislation attributed in Brazil to minors under 18 (eighteen years old) provides that all the infraction acts that they commit, their

penalty will have a maximum of three years of imprisonment in the closed or semi-open regime, where due to these perks and privileges, you will probably find support and retribution for the crimes committed, being welcomed in the criminal faction so that the small punishment becomes a stimulus to continue in the criminal life.

vi) The influence of Habitus: in the conception of , Bourdieu (1998) we perceive the importance of “Habitus” present in individuals and differentiated and specific in each subject. If this individualized and peculiar characteristic of this individual is compatible with the position of this group to which the habitus is inserted, it is a kind of chain of human actions in daily life.

In this article it is found that violence often occurs because this subject has never had access to a new type of habitus and comes from a family group where violence is present all the time, such as: father and mother are drug dealers, brother thieves and addicts, the mother is beaten by the father, her neighbors are addicted or traffickers, thieves, perverts and all kinds of psychic anomalies, acquired by the constant practice of violence.

## REFERENCES

- \_\_\_\_\_. (2005). *Trabalhar com Bourdieu*. Rio de Janeiro: Bertrand Brasil.
- ABRAMOVAY, M. E RUA M. G. *Violência nas escolas*. Brasília: UNESCO, STD / AIDS Coordination of the Ministry of Health, State Secretariat for Human Rights of the Ministry of Justice, CNPq, Ayrton Senna Institute, UNAIDS, World Bank, CONSED, UNDIME, 2002.
- ANUÁRIO BRASILEIRO DE SEGURANÇA PÚBLICA. *Brazilian Public Security Forum*, year 6, Ministry of Justice, 2013.
- BOURDIEU, P. *Escritos de Educação*. 1st Edition. Petrópolis: Vozes, 1998.
- CHARLOT, B. *A violência na escola: como sociólogos franceses abordam essa questão*. *Sociologia magazine*, Year 4, nº 8, jul. / Ten, p. 432-443. Porto Alegre, 2002.
- COUTO, A. C. *Redes Criminosas e Organização Local do Tráfico de Drogas na Periferia de Belém*, *Rebsp*, Goiania, v. 5, n. 1, p. 2-13, jan. /jul.2013.
- FOUCAULT, M. *Vigiar e Punir. História da Violência das Prisões*. 27th edition. Petrópolis. Ed. Vozes, 1999.
- GIMENO S. J. *La educación obligatoria: su sentido educativo y social*. Madrid: Morata, 2000.
- LINDA E.S.; JANET L.F.; PAMELA M.M.; GENE A.S. *Intimate partner surveillance: uniform definitions and recommended data elements*, Version 1.0. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 1999.
- ORGANIZAÇÃO MUNDIAL DA SAÚDE – OMS *Neurociências: consumo e dependência de substâncias psicoativas*. Genebra: OMS, 2002.
- PRIOTTO, P.E.; BONETI, L.W. (2009). *Violência Escolar: na escola, da escola e contra a escola*, *Paraná v. 9*, revista *Diálogo Educativo*, Curitiba, 2009.
- ZALUAR, A. E LEAL, M. C. (2001). *Violência Extra e Intramuros* *Rev. Brasileira de C. Social*, vol. 16 at 45. São Paulo, February 2001.
- ZALUAR, A. *Condomínio do Diabo*. Rio de Janeiro: Revan/UFRJ, 1994.