

GRUNDTVIG

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Project ON OFF

Exchanges of Methodologies in Education of Detainees

Presentation

The portuguese participation

INTRODUCTION

In this document, we present a regarding to the topics listed on the meeting of 10th and 11th October 2013 and to be developed in the 3rd Meeting of Partners in Project - a Study Tour in Portugal, on the 9th and 10th May, 2014. Some of these topics will be implemented during this Study Visit. The order of work was then defined as follows:

1. EDUCATION SYSTEM IN PRISON CONTEXT.
2. EDUCATIONAL PROJECT PRESENTATION (2013/2014).
3. EXAMPLE OF A "GOOD-PRACTICE" IMPLEMENTATION OF THE EDUCATIONAL SYSTEM.
4. PROCEDURE ADOPTED FOR THE STUDENT /DETAINEES AT THE TIME OF ENTRY TO THE PRISON SYSTEM.
5. DESCRIPTION OF THE PORTUGUESE COURSE FOR SPEAKERS OF OTHER LANGUAGES.
6. STRENGTHS / WEAKNESSES.

However, we present the developed or ongoing strategies that best characterize the current situation in the host country – Portugal

1. PORTUGUESE EDUCATIONAL SYSTEM IN PRISON CONTEXT - COORDINATION AMONG TRAINERS / TEACHERS AND THE PRISON SYSTEM

1.1. Presentation of the Portuguese Prison System

The General Direction of Prison and Probation Service, abbreviated as DGRSP, is a central service under direct administration of the State, endowed with administrative autonomy.

The DGRSP's mission is the development of crime prevention policies, the execution of punishments and measures, social reintegration and articulated and complementary to protect education and prison systems management, ensuring compatible with human dignity and conditions contributing to the defence of order and social peace.

This General Direction performs an intervention focused on the individual since the pre-sentence until liberation, preparing, in cooperation with other public and private sector, opportunities for change and social reintegration, reducing the negative consequences of deprivation of liberty and reducing the risk of recidivism.(1)

(1) Law no 215/2012 of 28 September

The constitutional instrument governing the enforcement of sentences and custodial measures is the Code of Execution of Sentences and custodial Measures, approved by Law no. 115/2009 of 12 October.

The DGSP assumes a hierarchical model, in management and administration, execution of custodial measures, study planning, training and safety, and a matrix model in the areas of prison treatment, with regard to health care, education, vocational training, work, sports, socio-cultural activities and preparation of freedom, as well as the exploitation of the economic activities of the establishments. Also includes an internal control body, the Audit and Inspection Service (IAS), which oversees the organization and functioning of Prisons.

In Portugal there are 4 Judicial Districts and 49 Prisons (EP) in operation, dependent and integrated into the Direction of Rehabilitation and Prison Service within the Ministry of Justice agency.

The classification of prisons(2) it is due to the security level and the degree of management complexity. Depending on the level of security, prisons are special security, high and medium, without prejudice of including different levels of security units set up by order of the Director of the Prison and Probation Services. The complexity of managing involves a high degree and an average degree, and is based on the classification of safety, capacity; characteristics of the prison population, the diversity of programs implemented and the size of the media manage.

Regarding Training of employees DGRSP, is integrated in the Training Division (DF), which is responsible among other activities:

- Identify training needs and professional improvement, in conjunction with other academic units, with a view to pursuing the strategic objectives of DGRSP well as the development of human resources;
- Propose and implement policies to develop human resources with respect to the initial and continuing training including those resulting plans of activities or processes of change;

- Define methodologies to evaluate the impact of training activities and professional improvement in the productivity of workers and the services provided;

(2) -Portaria nº 13/2013 of 11 January

- Promoting the use of alternative methods of training including using e-learning;
- Organize and maintain current manual of technical and pedagogical training actions taken;
- To publicize the actions of training and ensuring the procedures for enrolment, attendance control and certification;
- Collaborate with the Ministry of Justice, the preparation of applications centralized actions of formation of EU funds;
- To promote the candidacy of training activities to other financial support;
- Organize and maintain an updated team of trainers and ensure procedures for hiring external trainers, in conjunction with the relevant department;
- Prepare and ensure the implementation of cooperation protocols with other agencies and entities to diversify, expand training provision and improve access to training for workers of DGRSP.

It is also incumbent of the DGRSP, implementation of alternatives to prison and with recourse to means of electronic surveillance and preparing the probation measures. The organs of Prisons are the Director and the Technical Council .The execution of prison sentences is monitored and enforced by the Courts of Execution of Sentences (TEP), which has the responsibility of the granting and revocation of parole and grant Jurisdictional outputs.

The measures translate to a judicial or administrative licenses output, which *"are aimed at maintaining and promoting social and family ties and preparation for life in freedom,"* permits administrative output consist of *"short-term outputs to maintain and promote family and social ties; There still exists to perform activities; Special outputs, for reasons of particular human meaning or resolution of urgent and urgent situations; and outputs preparation for freedom"*. Regarding enforcement of penalty regimes, prisoners can

serve their sentences in common, open system, or security; in the open system, can perform activities under surveillance, within the perimeter of the Prison (EP), or attend activities such as work, school, or other, outside the EP, unsupervised, depending on individual situations.

Prisons (EP) in the Algarve (3)

In the Algarve, currently there are three prisons, all of them intended for detainees of the male gender: Faro, Olhão and Silves, but only participate in this project the first two:

-The Regional Prison Faro

The Regional Prison Faro was established in 1972 and is housed in the building of the former County Prison. In 1997, the prison received renovations and expansion, aimed mainly at improving the facilities for inmates and employees. The Prison is intended primarily to inmates living in the Algarve and the preventive order of the District Court of Faro.

- The Regional Prison of Olhão

The Regional Prison of Olhão reopened on March 19, 2008. Provides space for individual and collective accommodation, all with toilets. Recently received improvement works. The prison population consists mainly of the order of preventive Courts of Loulé, Olhão, Tavira and Vila Real de Santo António prisoners.

1.1.1 Teaching in Prison System Context

Until 1979, education was provided by experts from the Ministry of Justice placed in Prison, who accumulated the teaching duties with other tasks in the area of education. From 1979, the school became jointly undertaken by the Ministries of Justice and Education, in order to “ensure basic education of prisoners and provide them an integrated educational system in teaching, in order to guarantee the possibility of to continue their education.” In all legislative documents there is concern that the

sentence set only involving deprivation of liberty and not access to education, vocational and cultural training .

It is also not justified the creation of a staff of teachers working in prisons for economic and educational reasons. This has implications in the absence of initial teacher training for intervention in the prison context and other inadequacies. Thus, it was determined that the 1st cycle of basic education is ensured by distinguished professors , the 2nd and 3rd cycles by teachers of primary schools 2/3 closest geographically . The teaching service is part of the teachers' own time. Study plans, programs, teachers and teaching materials provided are the same as regular education outside the prison.

(3) -<http://www.dgsp.mj.pt/paginas/estatisticas/estatisticastrimestrais.php>

Against this we easily understand the inadequacy compared to the target audience of the planned teaching models, programs, teaching tools and methodologies available.

In 1988, the Ministries of Employment and Social Security and Justice ratified a protocol creating the Vocational Training Centre for the Justice Sector (CPJ), with the function of promoting vocational training activities for recovery of the young population or adult services under the tutelage of the Ministry of Justice, with a view to their integration into society and the working world. The sector of promotion of vocational training in prisons is also open to private entities and the Ministry of Education, through the associated schools. Since 1999, teaching / training school of the prison population is provided in all prisons. The EP's elaborate an educational project, alongside education, implement several extracurricular activities and teach courses particularly Portuguese for Foreigners, Citizenship Education, Visual Arts, Music and Sports, among others.

1.2. Coordination between the Lecturers / Professors and Prison Management

The coordination between the Professors and Lecturers, the EPs, develops framed by the respective Education Project and Activity Plan, differentiating strategies according to the context of each. Also exists systematic coordination and supervision of several services.

2. EDUCATIONAL PROJECT IMPLEMENTATION (2013/2014)

- EDUCATIONAL PROJECT PRISONS OF FARO AND OLHÃO

"The Education Project is presented as a fundamental document of the internal policy of each school/group, whose aim is to present and explain the guidelines of educational activity and how it combines with the lines of national policy, and show to what extent each school / group intends to ensure the continuity of their projects and successful interventions, i.e., their best practices, and establish new development goals. (...)

In summary, the project shows about what, and how, the school reflected when analyzing and clarifying the action plan that aims to maintain and develop, if necessary, improve the quality of service provided. "

in " **Contributions to the Construction of Educational Project and the Annual Action Plan School or Group of Schools , " Monitoring Unit Regime of Autonomy Administration and Management of Schools , Ministry of Education , March 1999.**

An Educational Project is an identity of an educational institution. Stems from a wish to undertake the construction of an educational activity with proper and consistent meaning, with a set of values shared by the educational community, which feels like the own and want to share that with the world that surrounds it. It is therefore an open and flexible instrument, which should meet the needs, problems and expectations of the educational community and enrich themselves with the suggestions coming from it.

From the Educational Projects of EPs Faro and Olhão, we prepared a summary.

The existence of an Educational Project aims to bring the team (internal and external members) around common principles and guidelines of reference. As can be seen in the following text, the importance given to the education service is one of the HIGHLIGHTS of the two EP.

EDUCATIONAL PROJECTS OF FARO AND OLHÃO

I ABOUT US – PRISONS OF FARO AND OLHÃO

This presentation summarize the characterization of the Partners in the 1st Meeting, on 10 and 11 October 2013 in Italy (Augusta).

FARO

Figure 1 – Detainees by nationality

NACIONALITY	NO
PORTUGUESE	135
FOREIGN	50
TOTAL	185

Figure 2 – Detainees according to the type of detention

TYPE OF DETENTION	NO	TOTAL
DEFENDANTS	35	185
PDL	14	
CONVITS	136	

Figure 3 – Detainees according academic qualifications

QUALIFICATIONS	No
CAN NOT READ OR WRITE	4
CAN READ OR WRITE	18
1ST PRIMARY EDUCATION	60
2ND PRIMARY EDUCATION	53
3RD PRIMARY EDUCATION	36
SECONDARY EDUCATION	13
HIGHER EDUCATION	1
TOTAL	185

OLHÃO

Figure 4 – Detainees by nationality

NACIONALITY	NO	
PORTUGUESE	35	
FOREIGNERS	31	CAPE VERDE 11
		OTHERS / EUROPEANS 20
TOTAL	66	

Figure 5 – Detainees according to the type of detention

TYPE OF DETENTION	NO	TOTAL
DEFENDANTS	62	66
DEFENDANTS *	0	
CONVITS	4	

Figure 6 – Detainees according academic qualifications

QUALIFICATIONS	No
CAN NOT READ OR WRITE	2
CAN READ OR WRITE	4
1ST PRIMARY EDUCATION FREQUENCY	11
1ST PRIMARY EDUCATION	11
2ND PRIMARY EDUCATION	20
3RD PRIMARY EDUCATION	13
HIGHER EDUCATION	5
TOTAL	66

II AIMS AND OBJECTIVES

They are the following purposes :

- Provide opportunities for detainees to acquire skills to facilitate social reintegration, for a sustainable, productive and integrated rehabilitation by improving their academic human and professional skills.
- Integrate physical activity and sporting activities in the prison context, as a means of overcoming tensions and facilitate internalization of basic rules of coexistence.
- Provide reflection on specific topics and thus contribute to help design the definition of a life path after prison without relapses and with success.
- Supporting each detainee on redesigning life outside of prison.
- Advancing cultural, recreational and educational activities for the leisure time and promoting psychosocial aspects.
- Organize the contact of prisoners with the outside environment, encouraging the exchange of correspondence and regular contact with family and friends.
- Contribute to strengthening the identity of prisoners and improving their self-esteem, which will facilitate their reintegration into society after a period of seclusion and hoping to avoid recurrence.

Objectives to be achieved by detainees:

- To acquire functional skills that enable social and vocational integration after serving the sentence.
- Acquire, enhance and consolidate basic skills, which allow for knowledge, so that they can be recognized in the recognition and validation of competences in New Opportunities Centres (NO / RVCC) or courses in Education and Training of Adults (EFA) process.
- Acquire basic skills of communication within the Portuguese Speaking (For speakers of other languages);
- Reflect and discuss issues and problems of today.
- Improve the physical capabilities ;
- Acquire basic rules of coexistence and cooperation.
- Strengthen the identity of prisoners and improving their self-esteem.

III GUIDELINES

1.Guidelines for interventions

Prisons Faro and Olhão seek as a priority the rehabilitation of inmates, establishing a humanitarian and respect for the dignity of the person treatment.

The guiding principles interventions, including teachers and psychologists, is the personalization of the different actors in the field, knowledge and compliance of the EP, the relevance and appropriateness of strategies and practices to the context (a population adults generally emotionally unstable, unreliable and motivated , often with diminished capacity by drug use), flexibility, full participation, empathy and cooperation.

All the work done with prisoners should be oriented towards social reintegration and must always be safeguarded order and security of property and the protection of society. In all interventions, will seek to work - collaborative way with partners, valuing and seeking to leverage the respective valence, in the belief that a harmonious working environment is the best.

The rehabilitation technician develop the skills necessary to host inmates, in collaboration with the other services category or adopt and implement methods - scientific processes considered most suitable for monitoring of prisoners. One of the key instruments used by these professionals is the individual rehabilitation plan (IRP). Applies whenever the sentence, the sum of feathers or part of the sentence not fulfilled exceeds one year, the prison treatment. This is periodically evaluated and updated. Regardless of the length of the sentence, the individual rehabilitation plan is mandatory in cases of prisoners up to 21 years or conviction in relatively undetermined sentence.

In terms of employability and occupational skills training, the Support for Social Reintegration of Prisoners is consolidated through collaboration with the General Direction of Social Welfare in preparing probation , interaction with social support networks and associations that pursue goals of reintegration social, implementation of support to inmates with special needs for output preparation and establishing partnerships and concluding protocols with other public and private institutions of social solidarity programs .

2. Plan of Action - Scope of intervention

The Action Plan EP Faro and Plan of Action of the EP Olhão were developed taking into account the respective reality and identify the needs of the inmate population. This, however, by the characteristics of the two EP is relatively buoyant, which often advises the application of methodologies for the implementation of short courses, such as those provided in extracurricular activities, and the adoption of educational strategies mobilized essentially by re-education technicians with the collaboration of teachers, in particular as regards the development of the educational project.

Prisons also organize educational courses of varying degrees and types of education, encouraging inmates to their frequency and establish the necessary contacts with the Ministry of Education. The EP Faro and Olhão have partnered respectively with the Group of Schools João de Deus and the Group of Schools Dr. Alberto Iria, where they are featured annually teachers who teach these EP.

The training becomes even more important as an instrument to promote the social reintegration of prisoners and consequent prevention of recurrence. In order to achieve this objective, the provision of training is constantly redefined and reprogrammed in order to respond either to the constant changes in the prison context, whether the requirements of the labour market .

FORMATIVE OFFER OF EACH PRISION:

FARO

EFA B3, to continue the studies of those who have completed the 6th grade (2nd cycle).

EFA B2, for prisoners that need to finish the Cycle 1 (1st to 4th year).

BASIC SKILLS TRAINING for detainees without 1st cycle qualification. It is high, for example, the number of individuals serving sentences for driving without a driving license, can not get that without being enabled with the 1st cycle of basic education.

PORTUGUESE FOR SPEAKERS OF OTHER LANGUAGES, a significant proportion of the prison population is foreign, as a basic tool for acquiring functional skills needed for social and professional reintegration of those who wish to stay in Portugal, besides being an instrument that will to prevent the insulation inside the EP.

PROGRAMMES OF PHYSICAL ACTIVITY / SPORT DESIGN ANIMATION, by impacting on health, socialization, applying effort, group spirit, the internalization of rules and release of energy.

TRAINING COURSES - 2010/2011/2013

Courses Professional Training in the Year 2010: Training Entity - ANJE Course: Entrepreneurship for employability, Hours: 360 Hours; Training Entity: GABINAE - Course: Building Maintenance - Hours: 250 Hours.

Vocational Training Courses in Year 2011/2012 : Training Entity : ENGIAREA - Travel: Tableware - Hours: 800 Hours

Vocational Training in the Year 2013: Training Entity: CPJ - Travel: Hotel and Restaurant - Hours: 100 Hours; Training Entity: CPJ Course: Tiler / Azulejador - Hours: 100 Hours; Training Entity: CPJ - Travel: Train to integrate - Hours: 150 Hours; Training Entity: VIRTUAL AGE - Computer Course - Hours: 50 Hours.

OLHÃO

The EP Olhão intended to accommodate preventive prisoners, of whom more than 50% have been foreigners, which dictated how important the inclusion of training with a focus on the Portuguese for Speakers of Other Languages .

This EP focuses its training provision in Further Education consisting of shares of short-term training. These, though not confer academic ability , allow the development of skills that might be recognized within the process of recognition and validation of competences in New Opportunities Centres (RVCC) or courses in Adult Education and Training (AET Courses) .

The training supply 2013-14 divided into two levels, each with three modules of 25 hours each, for a total of 75 hours. Thus we have :

Figure 7 – Training offer – short learn courses

Subject	LEVEL
My daily routine and I	A1
Eating habits, culture and leisure	
The human body, health and services	
I and the world of work	A2
My past and my present	
Communication and life and society	

Sport activities that, in addition to the objectives previously explained, aims to enable prisoners to learning and practice of collective and individual sports and arrange as possible to the accompaniment of a futsal team, to participate in the Annual Tournament Inter Prisons.

TRAINING COURSES - Year 2013:

Training Entity: CPJ - Travel: Train to integrate - Hours: 150 Hours.

So, are verified as STRENGTHS, the existence of coordination between academic and vocational training, a connection between internal/external educational content, flexibility of formats (Modules) educational and certification of qualifications / skills.

IV MONITORING AND EVALUATION OF THE EDUCATION PROJECT

The development of PE is made of regular reflection meetings in the school team, focusing on both the results and in the process, so that they can be introduced into the relevant adjustments. At the end of the school year, this discussion provides guidelines for redefinition in the following year.

3 . “GOOD - PRACTICE “IMPLEMENTATION OF THE EDUCATIONAL SYSTEM IN PRISON SYSTEM

The selection of good practice was made based on successful experiences, creating conditions to access the social and professional reintegration after finishing sentences and the reduction of recidivism in delinquency.

Exemplified are:

Service teacher training, integrated in the CFAE Plans Training: Teaching and education in the prison context.

Participation in Grundtvig Projects - There is a wealth of work in this area, including participation, between 2008-2011 , in two projects :

- 2008-2010 - Oliveira , M. Dolandina (Coordinator in Portugal and Team Member INUAF/CICEF for the Grundtvig Project 2008-2010) Little Stories, great hopes Autobiography an instrument for the replanning imprisonment in consequence of an experience - REF2008 - 1 - IT2 - GRU06 - 005 112 , XIV Istituto Comprensivo " K. Wojtyla " Istituto Comprensivo No. 15 -Centro per l' Territoriale educazione degli adulti (ctp) , " ISKENDERUN MESLEKI Egitim Merkezi , Inspectoratul Scolar Al Judetului Maramures , KA CVO Turnhout .

2009-2011 Oliveira , M. Dolandina (Coordinator in Portugal and Team Member INUAF / CICEF for the Grundtvig project from 2009 to 2011) Memory and the Time_ Autobiography an instrument for re -planning in consequence of an imprisonment experience - REF 2009-1 GRU06 - IT2 - 06408 - 7 , Istituto Superiore XIV " Principe di Napoli " _ Corso serale , CEA EDRISSIS , CVO Horito , CTP Scuola media Maccioni , www.proalv.pt

Reception of trainees to courses in psychology, as well as Clinical Psychologists in the phase of dissertations.

Conducting extracurricular activities: EF, Christmas party, cinema,...

Training for prison staff / non-teaching staff of schools: The teamwork in an educational context.

Include:

- Attribution of importance to the education service in the organization (EP or Educational Centre).
- Application of methodologies for the implementation of short courses.
- Individual contact students / inmates.
- Relationship between the prison administration and external parties (teachers, trainers, facilitators, etc...).
- Coordination between the academic and professional training.
- Coordination and supervision of the various services.
- Liaison between internal / external educational content.
- Flexibility of formats (Modules) Education.
- Certification of qualifications.
- Valency and skills Education Project.
- Statement by a Centre for Continuing Teacher Education and a university, in offering for teachers who work in prisons and officials from the EP.

4. ADOPTED PROCEDURE FOR THE STUDENT / INMATE, AT THE TIME OF ENTRY TO THE PRISON SYSTEM

When entering the prison system, is made the host of the inmate. A characterization of each detainee is made, also preceding the survey of their qualifications, school history, and expectations. At the end, an interview host is held. Then, necessarily, it is an

Individual Rehabilitation Plan (IRP) for inmates with sentences greater than 1 year or undetermined sentence, under the age of 21.

The IRP is also one of the **STRENGTHS** and consists of a social reintegration project, built by the technician along with the prison inmate. These seek to meet the motivations of prisoners, encouraging them to build life projects out of bars, supporting them, how important improving their academic and functional skills is. In turn, the process of teaching and learning always begins with a diagnosis depending on the group of students so that teachers can have reference as to knowledge, skills, and interests of those difficulties, the different materials to work.

In the case of foreign prisoners, attention focuses on the language level, in which is situated after extending teaching and learning situations that enable them functionally for future social and professional reintegration. This practice is another **STRENGTHS** the two EP to consider.

Motivating students / inmates

The importance attributed to the initial motivations for school and / or professional frequency, facilitates the work of education professionals, since it is what really helps to unlock the student for the learning process.

Results from a study of Catherine Maria Isabel Vaz, identified the main motivations of prisoners to attend training courses occupation time (42 %), motivation for success (33 %), economic motivation (19 %) (Mary, 2005: 96).

In most cases, the inmate insistently demands attention and therefore the teacher bases its educational intervention in establishing personal relationship with him.

We have a significant part of the prison population, for which the school has resulted in failure in achieving its goals of full and even school education; it is also a population without many expectations of life, which affects motivation for learning. The fact that a specialized teacher education does not exist; preparing for an intervention in the prison context (where learners are an adult population generally emotionally unstable and often, with capacity reduced by drug use) also can not enhance the effectiveness of their intervention. All these constraints have not been immobilizers, but the EPs have sought to overcome them.

To encourage inmates are proposed extra- curricular activities such as music lessons , visual arts and computers, these classes are taught by competent teachers in those areas.

The EP also promotes the access of inmates to the media in order to keep them informed of relevant events of social life.

Thus, teachers, technicians and EP Psychologists attempt to meet the motivations of prisoners, encouraging them to build life projects out of bars, supporting them and stressing how important improving their academic and functional skills is.

CONCLUSION

Marginalization and prison are present in the Algarve, as throughout the world. Thus, in order to prepare for the full exercise of the rights and duties of citizenship, it is essential to think about the reintegration of those who completed the measures restricting the freedom, following practices of crime, are returned to society.

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In most cases, the inmate insistently demands attention and therefore the teacher bases its educational intervention in establishing personal relationship.

The Individual Rehabilitation Plan (IRP) is a legal requirement that is being implemented in almost all Portuguese prisons where inmates with the above conditions exist. This is a social reintegration project, built by re-education technicians together with the prisoner and one of the strengths of the practices of EP partners. The Technical Board, we evaluate the Individual Rehabilitation Plans (IRP), their results and possible changes as well, emit opinions about prison situations that should be changed (grants schemes - RAI - in internal CT, and opinions for freedom, the external CT - Judge / Executive to the Court Sentencing).

Working with persons deprived of liberty, have been developed over the years, various activities, some of which are mentioned in 3 (pp. 13-14 of this document). Participate in European projects has been another strength, both by the benefits resulting from shared learning and because it is believed that constitute strong contribution to the strengthening of European identity.

The involvement of partner institutions as a means of promoting helpful solutions with regard to improving the mobilization of appropriate teaching strategies, further the learning for the reintegration of ex -offenders is relevant and urgent. The two EP partners have made an effort to encourage inmates to investment in construction projects for future life.

The past of the detainees is often discontinuous and fragmentary. With the help of psychologists and education personnel can open up to them new ways. Preparing for Tomorrow 'out of bars', a harmonious perspective, involves leaving paths of marginality. Often the desire to do so is great, but this option entails willpower, ability to respond to adversity and endure frustrations to face many difficulties, mistrust and prejudices reintegration. Hence the need for the detainee to make a deep reflection, build a life plan and be supported in preparing its future. If it is true that teachers and trainers can be a useful adjunct, it is also true that among the detainees, given their paths in the world of criminality, including drug addiction, some need of multidisciplinary technical support, including psychologists.

There are difficulties that affect the educational process in the prison context, in Portugal, which go beyond the scope of intervention of the partners of this project, as result of legislation nationwide. For example, there isn't formally certified and legislated in Portugal, initial teacher training for work in prisons, because there isn't legal means of employment in career. However, strategies have been adopted to reduce, in aspects in which it has been possible. The strategy of the partners to mitigate this failure consisted of:

- Offering training in Center Ria Formosa - Training for teaching and non teaching staff of the EP.
- Offer by a partner university of a course of specialization for teachers working in prisons or other detention to be held in 2014-15, under the b-learning.