

SCIENTIFIC COUNCIL OF EDUCATIONAL SERVICE TRAINING
PRESENTATION OF ACTION TRAINING
IN TERMS OF COURSE, MODULE AND SEMINAR

An₂-A

Form required to be annexed to the record model ACC2

N° _____

1. TITLE TRAINING

Teaching and education in the prison context - introductory course

2. JUSTIFICATION REASONS OF OPERATION AND THEIR INCLUSION IN THE PLAN OF ACTIVITIES OF THE APPLICANT

Education and learning are, in our time, increasingly complex challenges, involving an ever larger number of players, whether in the family, school, community or specific institutions as in the present case, the detention.

Educational skills are compartmentalized for many systems that must together seek ways of cooperation to address such diversity and interaction.

In this sense, it seems plausible that schools increasingly bet on teachers with a profile of complex skills, especially focused on so-called personal and social skills that promote cooperation between systems, in line with the renewed conceptions of education that insist on the assumption the whole society, from those responsible for the primary socialization, to the promoters of socialization of adults, should be involved in promoting educational actors.

However, as in any social intervention, the need for coordination between different systems in the educational framework poses opportunities and risks. The vision of this educational opportunity is the possibility of on many levels of educational and training interventions to promote cooperation and exchange of experiences, useful to work in complex contexts and diverse as are schools and prisons.

Over the several years of monitoring school activities and training, have become latent difficulties of trainers who work with detainees. These are visible in the first instance, the playground where they will work with troubled people and a totally different from their previous experiences and practices between. Moreover, regardless of host monitoring and counseling trainers made, by the directions of E.Ps and SAEP is known to exist some difficulties in internalization of institutional procedures. As an example of this situation, we need to mention the journal entry of EP, the fact that trainers cannot take their mobile phone, classes arise within the prison area, the (understandable) difficulty in understanding the dynamics of the organization (careers, jobs, etc.), among others that we could enumerate.

In this context, and aware of how ambitious this training action is, we believe that trainers who wish to come and work for E.Ps should receive training in which to understand the institution succinctly and the prison population, care in their treatment, ways of being in this context, preventive practices to avoid conflicts, etc. .

It is with this action, to contribute to the training of teachers to work in a complex network of cooperation in specific contexts, with a view to overcoming the difficulties posed by prisoners and their conditions of detention.

The characteristics of emerging challenges, its possibilities, as well as analysis of opportunities and risks, their understanding and developing strategies to address them, are aspects that this action seeks to embrace, to respond to the increased work in the prison context complexity.

3. RECIPIENTS OF ACTION

4.OBJECTIVES TO BE ACHIEVED

- a) Acquire the skills to perform duties in prisons;
- b) Develop and strengthen appropriate to exercise methodologies of teaching activities in the prison context;
- c) Encourage the development of intervention programs in the educational context of prisons.

5. CONTENTS OF ACTION (discriminating, as far as possible, the number of training hours for each component)

DGRSP PRISONS AND ESTABLISHMENTS

themes

- Organizational structure of an E. P.
- Services and its functions.
- Personal Services security and surveillance: role and hierarchical structure - posts and functional responsibilities.
- Services responsible for monitoring the execution of the sentence: role and hierarchical structure.

Specific Objectives

Knowing the mission and assignment of the General Directorate of Probation and Prison Services.

Know the organizational structure, the operating regime and the powers of those services and the prisons.

5 hours

LEGAL FRAMEWORK. EXECUTION CODE OF PENALTIES AND LIBERTY CUSTODIAL MEASURES AND GENERAL REGULATION

themes

- Prisons and prison population (brief characterization);

- Guiding principles of enforcement of sentences and custodial measures;
- Entrance, allocation, scheduling and release the prison treatment;
- Contacts with the outside world: visits, correspondence and other communications; media and exit the prison licenses.

- Prison Treatment:

- Education (organization and incentives)
- Professional Training (and incentives).
 - Work (principles and organization).
 - Programs (guiding principles, design and implementation).
 - Socio-cultural activities and sports.
- Approach to Joint Order No. 451/99 of 1 June.

Specific Objectives

- Know the specific laws and regulations in force in the prison system and that regulate life in prison;
- Knowing the functional content of the intervention of the trainers in the execution of custodial measures.

5 hours

INTERPERSONAL RELATIONS

themes

- The personal development and work performance;
- Effective interpersonal communication in a professional context - facilitating and inhibiting factors;
- Self-knowledge: skills, motivations and emotions;
- The behaviors that cause problems: aggression, addiction and manipulation;
- Negative emotions and positive emotions - their contribution to the work environment;
- Emotional self-management;
- The performance characteristics of assertive person;
- Nonverbal Communication;
- The relationship of authority: communication and behavior;
- Interpersonal conflicts: manifestations and consequences;
- The communication and relationship conflict.

Specific Objectives

- Develop interpersonal skills and assertive communication;
- To promote attitudes and behaviors facilitating the cohesion and effectiveness of the teams;
- Apply personal strategies for managing professional stress and other related with the fact that this action for teachers.

5 hours

GENERAL ACTIVITIES. EDUCATION, TRAINING, AND SOCIO-CULTURAL ACTIVITIES SPORTS

themes

The education, training, work and social, cultural and sporting activities as a prison treatment and organization of daily prison activities.

- Brief regulatory framework / legal.
- Guiding principles and general objectives in the execution of the sentence and prison.
- The coach / manager activities - role of higher technical rehabilitation.
- The cooperation of the community in carrying out prison treatment activities and the execution of sentences and custodial measures;
- Private institutions and voluntary organizations;
- Churches and religious communities.

Teaching, training, work and socio-cultural and sports in prisons:

- Legislative Legal Framework;
- Organization and methods of intervention;
- Types / Arrangements underway - results.

The teacher as a professional with responsibility for prison treatment and enforcement of sentences and custodial measures.

Specific Objectives

- Know the goals of education, vocational training, work and social, cultural and sporting activities in prison treatment and enforcement of sentences and custodial measures, with special focus on the first two.
- Raising awareness of the role of trainers in operating activities.

5 hours

TRAINER INTERACTION / inmate

themes

- Interaction trainer - recluse.
- Posture Professional.
- Precautions in the personal aspect (clothing, language, etc.) .
- Precautions in vocational tracks (adapt language to adult learners and private freedom, etc.)

Specific Objectives

Optimize the interaction of trainers with prisoners;
To Raise Professional Posture trainers meet the inmates.

5 hours

6. METHODOLOGIES FOR CARRYING OUT THE ACTION (disaggregated to the extent possible, the types of lectures to be delivered: theoretical, theory / practice, practice, seminar)

The methodology used is preferably expository dialogued. It will seek to address clearly the existing legal and regulatory models, but when is possible, with a practical framework of accumulated experience by trainers. Legislative and regulatory models
In all subjects, there is always the possibility of asking questions and answering questions about approaches and procedures of institutional every day

7. SCHEME EVALUATION OF TRAINEES

I. CERTIFICATION - Assessment and Accreditation

1. The performance of trainees in shares of continuing education is always evaluated and certified. This review translates into a rating and crediting.

Pursuant to Circular Letter CCPFC - 3/2007, September 2007, in all actions for continuous training starting from October 1, shall be given to trainees in a quantitative rating scale of 1 to 10 points.

The reference scale evaluation / classification is as follows: Low (1 to 4.9 points), Regular (5 to 6.4 points), good (6.5 to 7.9 points), Very Good (8 to 8.9 points), and Excellent (9-10 values).

2. Are entitled to certification for participation in a continuous action of the teacher training that complete successfully, cumulatively satisfying the following conditions:

2.1. Not exceed, fouts, one third of the number of joint contact hours;

2.2. Get a rating equal to or greater than 5 on a scale of 10 values.

3. Crediting The assigning vary the weighting of parameters, depending on the modality in which to perform the action of training.

II. PARAMETERS AND CLASSIFICATION

Participation [40 %]

- In performing tasks in the classroom, attendance and punctuality

Productivity [60 %]

Quality of the final work, either type of test or proof of knowledge: relevance, rigor, clarity, insight, critical thinking, formal presentation.

III. TYPE OF WORK

Job type test / written test of knowledge.

8. EVALUATION MODEL OF OPERATION

Evaluation questionnaires applied at the end of the action to the trainees as well as an evaluation report completed by (a) forming (a) - models of the Centre.