



Article

Teacher training in the state of Alagoas' prison system: advances, limits and possibilities

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Abstract

This study's go analyzing constant devices in the State Plan of Education in Prisons (PEEP) of the state of Alagoas (Brazil) related to the prison units' teacher training. There the acknowledgement of how important is discussing the training aspects of the docents who act in the prison system, in order to make evident the advances, limits and possibilities regarding training, as to their implications to exercise of teaching. The research has a qualitative character supported by the descriptive-analytic and interpretive perspective, with the approach of qualitative-quantitative complementarity. As methodological procedures there were used bibliographic studies and the answering of a survey by the administrators linked to Alagoas' prison units educational process. The analysis of the information gathered was made by documental analysis as well as it searched to interpret the event by the meaning that the participants attribute to what they say and do. The research's results made evident the advance of the educational grounds that referenced the PEEP, namely: the respect regarding the students' identities, experience and knowledge, the problematization of the reality in which the educational process occurs and the dialog as principle of education, important factors that may subsidize the prison units teachers' training; one of the limits is the distancing between these fundamentals and the propositions to the training and acting of the teachers; and as possibilities a revision of the PEEP and the establishing of partnerships between the government instances and public universities on behalf of the training of teachers who act in the prison system.

Keywords: Education in Prisons, State Plan of Education, Teacher training, State of Alagoas.

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Introduction

The legal devices established in the legislation for Education in the Prison System and the actions implemented in the State of Alagoas are inserted in the context of the discussions on education in prisons in Brazil.

This study, the general objective was to analyse the provisions of the State Plan for Education in Prisons (PEEP) of the State of Alagoas related to the training of teachers of the prison units. The specific objectives were: to identify advances of the State Plan for Education in Prisons of Alagoas; to highlight limits to teacher training in prisons and to present possibilities to improve the training of teachers who work in prisons in Alagoas.

The interest for this research theme emerged due to the lack of studies on the training of teachers who work in prisons in the state of Alagoas. It is essential to mention the importance of the teacher in the educational process, especially due to the implications of his performance in the construction of knowledge and citizenship training of students, people in situation of deprivation of liberty, in order to contribute to the return and coexistence of these individuals in society.

In this study, education is considered an essential process for the social reinsertion of inmates. Indeed, public policies directed to education in prisons refer to actions of resocializing nature and, in this context, such process is directly related to the teaching practice, given the possibilities of contribution to human, social and cultural formation of incarcerated individuals.

In the context of discussions about the legal bases inherent to education in the prison system in Alagoas and its consequences, it concerned us to understand the propositions and the directions regarding the function of teachers and their training process to meet a public so peculiar, consisting of people in situation of deprivation of liberty.

This is a qualitative research, supported by the analytical-descriptive and interpretative research perspective, with a qualitative-quantitative complementarity approach.

Regarding the methodological approach and the procedures for collecting and analysing the information obtained, initially, a bibliographical research was carried out (BOGDAN; BIKLEN, 2010) to access studies/researches previously conducted that could subsidise the ongoing investigation. Legislations were also consulted for a better understanding of the research object, in order to facilitate the analysis of the provisions of the State Plan for Education in Prisons of Alagoas (ALAGOAS, 2015) referring to the training of teachers.

The analysis of the information contained in the PEEP/AL (ALAGOAS, 2015), specifically directed to the training of teachers, caused us concerns and showed gaps, since in that plan, when describing the objectives of the initial and continuing training of teachers, a criticism is made to higher education institutions (HEIs) that offer undergraduate courses, regarding the absence of disciplines that address youth and adult education and that can contribute to the preparation of future teachers.

With emphasis, the PEEP (op. cit.) defends a training policy that

precedes the admission of professionals for the exercise in the educational field in prisons, either for the technical-pedagogical areas, for teaching and/or in the scope of the performance of prison guards, but does not set schedules, goals or objectives for its implementation, so that it was necessary to deepen some aspects.

In the meantime, we resorted to the analysis of the monthly reports of educational assistance activities of the Alagoas prison system in the years 2014, 2015 and 2016, prepared by the teachers, in addition to the application of a questionnaire for some servers of the prison management and the management of the reference school, to which the teaching staff that works in prison units is linked.

To this end, a questionnaire was applied because we understand that it is an instrument that ensures the anonymity of the answers, the freedom to answer it at the time they consider most appropriate and without the influence of the researcher. According to Gil (2002, p. 128), the questionnaire is a

a research technique consisting of a greater or lesser number of questions presented in writing to people, with the aim of getting to know their opinions, beliefs, feelings, interests, expectations, lived situations, etc³

The analysis of the information collected from monthly reports of educational assistance activities in the prison system of Alagoas was performed through documentary analysis, because, according to Lüdke and André (2013), the documents are important sources of information, historically and politically situated for being inserted in certain contexts, with possibilities of bringing out significant evidence. The information obtained through the questionnaire were analysed based on the perspective of Chizzotti (2011), considering that qualitative research seeks to interpret the meaning of the event from the meaning that the interlocutors of the research attribute to what they say and do.

Concerning the organization of this article, the first section is constituted by the introduction, containing the delimitation of the research object, the general and specific objectives, the justification for the choice of the theme, the presentation of the methodology and the indication of the work organization.

The second section, "Teacher Training: legal bases and conceptual contributions", deals with teacher training in the legislation analysed, as well as the contributions of scholars who deal with this theme, in order to provide reflections and discussions that subsidize the analysis of the research object.

The third section, "The State Plan for Education in Prisons (PEEP) of the State of Alagoas: aspects in focus" presents and discusses the legal bases that refer to education in the prison system in the State of Alagoas.

The fourth section presents the results and respective discussions about the objectives set for this study/research, especially the advances, limits and possibilities of the training of teachers who work in prisons under the State Plan for Education in Prisons of the State of Alagoas.

³ A research technique consisting of a greater or lesser number of questions presented in writing to people, with the aim of getting to know their opinions, beliefs, feelings, interests, expectations, lived situations, etc.

In the final considerations, the conclusions resulting from the studies are presented, establishing the necessary relationship with the objectives, considering the methodological and analytical procedures, in order to evidence contributions to the debate about education in prisons, particularly with regard to the training of teachers who teach in prisons in the state of Alagoas.

2 Teacher Training: legal bases and conceptual contributions

To assist the study about teacher training, we analysed legal bases to guide the reflections, discussions and significant contributions from authors who discuss the theme, from a more general approach to the particularities of the training of teachers in the prison system.

The educational service is implemented legally and mandatorily in prisons since the Law of Criminal Enforcement (LEP), Law n° 7.210, in force since 1984, establishing the duty of the state to provide educational assistance to the deprived of freedom, in order to promote their re-socialization. The right to education for all Brazilian citizens is consolidated from the Federal Constitution of 1988.

The amplitude and generalization of the disposed articles about the education in the LEP (BRASIL, 1984) are normalized with the Resolution n° 3/2009 (BRASIL, 2009), that establishes the national directives for offer of the education in the prison systems. In the meantime, the attention to the training of the professionals who act in the education starts to figure more explicitly, for example what the Art. 9° of the referred resolution disposes when determining that:

Art. 9 - Educators, managers, technicians and prison staff in penal establishments must have access to integrated and continued training programs to assist in understanding the specificities and relevance of educational actions in penal establishments, as well as the educational dimension of the work (BRASIL, 2009. p. 02).⁴

In this context, the Normative Resolution n° 2/2010 (BRASIL, 2010) which provides the National Guidelines for the provision of education for young people and adults in situation of deprivation of liberty in prisons and, subsequently, Decree n° 7.626/2011 (BRASIL, 2011), which establishes the Strategic Plan for Education within the Prison System, endorse the importance of initial and continuing training programs for professionals working in educational actions.

In this case, the legal bases directed to education in prisons, successively, guide that programs are created for training of professionals who work with the deprived of freedom, reinforcing the observance in the peculiarities that involve education in prison spaces and the importance of professionals understand the relevance of educational actions.

⁴ Art. 9° - Educadores, gestores, técnicos e agentes penitenciários dos estabelecimentos penais devem ter acesso a programas de formação integrada e continuada que auxiliem na compreensão das especificidades e relevância das ações de educação nos estabelecimentos penais, bem como da dimensão educativa do trabalho (BRASIL, 2009. p. 02).

In the process of analysis of the legal basis, we searched for conceptual contributions from authors who discuss the theme of training, with the purpose of expanding the reflections about what the legislation provides, considering the challenges of training and performance of teachers of Youth and Adult Education (EJA) in prison.

Regarding teacher training, Souza (2012) considers that the training of teachers enters the "pedagogical praxis", constituted in the diverse training institutions, as well as throughout the professional experiences:

It is assumed that the pedagogical praxis is tempus and a locus of intentional and organized realization of education. A locus of confrontations in which education is carried out in a collective, organised way with explicit intentionality (purpose and objectives) in a school or non-school way. Tempus of emotional, operative and intellectual maturation in the search for a social status and cultural position (SOUZA, 2012, p. 28).⁵

This understanding is reinforced by Freire (2018) when he defends that the teacher training process should favour reflective and mediation practices, since it is up to the teacher to mediate forms of knowledge construction for the development of students' autonomy and emancipation, arguing that, as educators:

Our mission is not to speak to the people about our vision of the world, or to try to impose it on them, but to dialogue with them about theirs and ours. We must be convinced that their vision of the world, which is manifested in the various forms of their action, reflects their situation in the world, in which they are constituted. Educational and political action cannot do without a critical knowledge of this situation, under penalty of becoming 'banking' or preaching in the desert (FREIRE, 2018, p.120).⁶

The mentioned authors defend autonomy and dialogue in the construction of relations with the students, here, students of the Young and Adult Education (EJA) in situation of liberty deprivation. This educational modality is rooted in popular education, of libertarian understanding, defends the respect for diversity in any school community.

Throughout the history of adult education in Brazil, gradually, the EJA (so called from the promulgation of the Law of Directives and Bases of National Education, Law n. 9.394/1996) has been building and strengthening

⁵ Assume-se que a práxis pedagógica seja um tempus e um lócus de realização intencional e organizada da educação. Um lócus de confrontos no qual se realiza educação de maneira coletiva, organizada com intencionalidades explícitas (finalidade e objetivos) de forma escolar ou não escolar. Um tempus de maturação emocional, operativa e intelectual na busca de um status social e posição cultural (SOUZA, 2012, p. 28).

⁶ Nosso papel não é falar ao povo sobre a nossa visão do mundo, ou tentar impô-la a ele, mas dialogar com ele sobre a sua e a nossa. Temos de estar convencidos de que a sua visão do mundo, que se manifesta nas várias formas de sua ação, reflete a sua situação no mundo, em que se constitui. A ação educativa e política não pode prescindir do conhecimento crítico dessa situação, sob pena de se fazer 'bancária ou de pregar no deserto (FREIRE, 2018, p.120).

its legal bases, but there are still limitations as to the understanding and interpretations of its concept, as Silva (2017, p. 127) states when pointing out that, many times, the EJA is:

understood only as a way of access to schooling, we question its meaning for an audience characterized by cultural diversity, with different knowledge, interests and needs, aggravating this concern in the case of a prison public.⁷

Corroborating the discussion, Onofre and Menott (2016, p.152) point out that:

EJA should not be understood as a 'second chance education', nor as the last chance to be part of a literate society. It should not be seen as a prize, nor as a reduced education offered to those who, for social, political and family reasons, did not have access to it during childhood.⁸

To overcome this stigma and qualify the educational action of EJA, in our perspective, qualified teachers are needed because the challenges are many, especially if such action is within the prison environment, as evidenced by Silva (2006, p. 87):

The training of teachers to work in Youth and Adult Education is one of the great problems of education. This unpreparedness is often revealed in an infantilized teaching practice, transferred from the work with children, causing more and more the evasion of those who, once excluded, are again expelled from the institution that proposes to contribute to their construction (students).⁹

Discussing and rethinking this training contributes to understanding the paths that education has been following inside the penitentiaries, as well as to discussing the importance of implementing Youth and Adult Education in the curricula of higher education institutions that offer licentiate courses.

The difficulties faced in the teaching practice in prison environments, considering their singularities and daily challenges that range from the admission of teachers to exercise teaching in prisons, the constant changes of students per class, the rules of the prison system, the difficulties related to the

⁷ compreendida apenas como via de acesso à escolarização, questionamos o seu sentido para um público caracterizado pela diversidade cultural, com saberes, interesses e necessidades distintas, agravada essa preocupação em se tratando de um público presidiário.

⁸ a EJA não deve ser compreendida como uma 'segunda chance de educação', nem como a última oportunidade de fazer parte de uma sociedade letrada. Não deve ser encarada como um prêmio, tão pouco como uma educação reduzida, oferecida aqueles que por razões sociais, políticas e familiares não tiveram acesso a ela durante a infância.

⁹ A formação de professores para atuarem na Educação de Jovens e Adultos é um dos grandes problemas da educação. Esse despreparo se revela, muitas vezes, numa prática docente infantilizada, transferida do trabalho com crianças, provocando mais e mais a evasão daqueles que, excluídos uma vez, tornam a ser expulsos da instituição que se propõe a contribuir com a construção deles (alunos).

conditions of physical facilities and teaching materials, among other factors that need to be considered.

As a formative space, under the triad teaching-research-extension:

The university must be a locus of resonance for these challenges and of equating the social contradictions of the current historical moment. Thus, it can offer a contribution to overcoming these contradictions and respond to the pressing need to build and consolidate other historical and social perspectives. It is a privileged instance of initial and continuing education for education professionals at all levels and in the dissemination of pedagogical knowledge with school organizations and social and political movements (SOUZA, 2012, p. 129).¹⁰

In this perspective, the university needs to assure an initial training for the education professionals that can serve as a support for the attendance of the varied publics that compose the educative spaces, being able to recognize and dissociate the pedagogical practices and to contribute for the improvement of EJA, supplying the bases for the construction of this specialized pedagogical knowledge.

Ratifying the discussions initially grounded by Freire (2018) and Souza (2012), Silva (2017) contributes to the discussion by highlighting that:

Our understanding is that this process of schooling of young people and adults takes place within the discussion, formulation and implementation of a project that prioritizes the humanization and re-socialization of the participants. It is about the expansion of the worldview and the understanding of the insertion of men and women, in this world, in a transformative way (SILVA, 2017, p. 127).¹¹

In our opinion, such factors must be considered as essential for the teacher's work, as a contribution for the training of a professional who knows the ways of the teaching practice, in a humanizing, critical and creative perspective.

These principles establish a pedagogical action based on the need to know the student, with situations that enable mediation for critical awareness, that question their reality linking the educational process to the subject's

¹⁰ A universidade deve ser um lócus de ressonância desses desafios e de equacionamento das contradições sociais do atual momento histórico. Assim, pode oferecer uma contribuição à superação dessas contradições e responder à necessidade impostergável da construção e consolidação de outras perspectivas histórico-sociais. [...] instância privilegiada da formação inicial e continuada dos profissionais da educação em todos os níveis e na disseminação do saber pedagógico junto às organizações escolares e aos movimentos sociais e políticos (SOUZA, 2012, p. 129).

¹¹ Nosso entendimento é o de que esse processo de escolarização dos jovens e adultos aconteça no interior da discussão, da formulação e execução de um projeto que priorize a humanização e a ressocialização dos participantes. Trata-se da ampliação da visão de mundo e da compreensão da inserção dos homens e mulheres, nesse mundo, de maneira transformadora (SILVA, 2017, p. 127).

previous knowledge, and that beyond learning the curricular contents, are able to understand, explain and intervene in society.

According to Onofre and Menott (2016, p.157):

The teacher who works in the school of the prison system needs specific training in EJA, in addition to continued training that contributes to overcome the dilemmas experienced in prison, to perform his teaching task in favour of an emancipating education, which proposes to seek the emersion of consciousness, aiming at the critical insertion of the subject in reality.¹²

The formative instances need an interweaving of initial and continued training, since when entering the prison space, the teachers start a new journey, they are navigators of unknown waters, a rite of passage, as Onofre (2012, p.211) states:

In order to adapt to the new situation, their way of thinking and acting will be more or less conditioned by the ways of thinking and acting of the other members of the group to which they now belong [...] it is important to consider that teachers go through a process similar to the arrival of a newcomer in prison, when they are given the 'house rules' [...] there they realize the importance of seeking knowledge, not only to deal with different cultures, but to deal with conflicts and dilemmas for which they were not prepared in their initial training or in experiences in other school spaces.¹³

This formative and adaptation process requires engagement and attention, given the peculiarities of performance, specifically, regarding the continuing education of teachers who work in prisons, an aspect to be considered is the recognition of diversity, interests and needs of the individuals/students, recognizing that "the school in prison seeks to provide people deprived of freedom the development of critical consciousness favourable to the exercise of citizenship and professional performance"¹⁴ (SILVA, 2006, p. 164).

¹² O professor que atua na escola do sistema prisional necessita de formação específica em EJA, além de formação continuada que contribua na superação dos dilemas vivenciados na prisão, para realizar sua tarefa docente em prol de uma educação emancipadora, que se propõe a procurar a emersão das consciências, objetivando a inserção crítica do sujeito na realidade.

¹³ Para se adaptar à nova situação, o seu modo de pensar e agir passarão a ser, mais ou menos, condicionados pelos modos de pensar e agir dos outros membros do grupo a que passa a pertencer [...] é importante considerar que os professores passam por um processo semelhante à chegada de um novato na prisão, quando lhe são passadas as 'regras da casa' [...] ali ele percebe a importância de buscar saberes, não só para lidar com diferentes culturas, mas para lidar com conflitos e dilemas para os quais não foi preparado na formação inicial e nem em experiências em outros espaços escolares.

¹⁴ "a escola na prisão busca propiciar às pessoas privadas de liberdade o desenvolvimento da consciência crítica favorável ao exercício da cidadania e ao desempenho profissional"

Still in the perspective of reflection about the training of teachers, it is urgent the need to break with a reproductive logic of the training, that is, as teachers we need to search "to respond to the needs and difficulties posed in the educational daily life; we need to establish principles that support our pedagogical action"¹⁵ (SILVA, 2001, p. 105), here are some challenges and possibilities of the training and the teaching practice.

3 The State Plan for Education in Prisons of the State of Alagoas: aspects in evidence

Just to situate, it is important to explain that the State Plan for Education in Prisons of Alagoas - PEEP/AL (ALAGOAS, 2015) aims at the effective educational service to men and women who are in situation of freedom deprivation, being constitutive part of a proposition to obtain financial contribution in order to expand and qualify the offer of education in prisons.

The referred plan was elaborated in attendance to the national legislation that establishes norms for education in prisons, subsidized also by other legal devices, namely: Penal Execution Law (LEP), Law No. 7.210/1984 (BRASIL, 1984); Normative Resolution n° 03/2009 (BRASIL, 2009); Normative Resolution CNE n° 02/2010 (BRASIL, 2010); and Decree n° 7.626/2011 (BRASIL, 2011).

As a result of state government initiatives for education in penal establishments in Alagoas, the State Plan for Education in Prisons (op. cit.) was created and Normative Resolution n° 02/2014 was instituted, which states:

about the offer of Basic and Higher Education, in the modalities of Youth and Adult, Vocational/Technological and Distance Education, for people deprived of liberty, in penal establishments of the State of Alagoas and makes other related provisions (ALAGOAS, 2014, p. 1).¹⁶

The above-mentioned Resolution, in its Article 5, further establishes that:

Educators, managers, technicians and support staff working in penal establishments should be offered initial and continuing training programmes that take into account the specificities of the penal execution policy and the importance of formal education in the process of re-socialisation of the person (ALAGOAS, 2014, p. 3).¹⁷

¹⁵ "responder às necessidades e dificuldades postas no cotidiano educacional; precisamos estabelecer princípios que deem suporte à nossa ação pedagógica".

¹⁶ sobre a oferta de Educação Básica e Superior, nas modalidades de Educação de Jovens e Adultos, Profissional/Tecnológica e a Distância, para pessoas privadas de liberdade, nos estabelecimentos penais do Estado de Alagoas e dá outras providências correlatas (ALAGOAS, 2014, p. 1).

¹⁷ Deverá ser ofertada aos educadores, gestores, técnicos e pessoal de apoio que atuem nos estabelecimentos penais programas de formação inicial e continuada que levem em

Regarding the fundamentals of education contained in the PEEP/AL (ALAGOAS, 2015), the pedagogical action should, among other purposes, be based on the students' reading of the world; the built knowledge will be problematized considering the reality and the understanding of the lived world and dialogue will be the basis of this construction. We had as assumption that such fundamentals guided the teachers' continued training.

In the PEEP/AL (op. cit.) are objectives of the continued training: to prepare the pedagogical team for living in the prison system; to have pedagogical techniques with theoretical and methodological skills; to encourage the research in the scope of the education in the prisons; to discuss the pedagogical proposal and the curriculum for the prison education; to qualify the involved staff in the process of formal education.

On the other hand, the aforementioned Plan also establishes the teacher's attributions, directly linked to the following aspects: term of conduct; due use of uniform; work/class schedule; control of students' entrance, exit and attendance. In our view, the attributions of the teachers of the prison system of the State of Alagoas are close to the assumptions criticised by Foucault (2010), when he states that the prison is configured by a model that controls, shapes and docilises the individual.

From Silva's perspective (2001), the continuing education of teachers who work in prisons needs special attention, since:

The different conditions of schooling and social inequality that the teacher faces in relation to his students have made the teaching action much more complex. This reminds us of the need to rethink teacher training on the part of the training institutions, the teachers and students themselves, as well as the policies for the training of education professionals (SILVA, 2001, p. 105-106).¹⁸

Based on the information contained in the PEEP/AL (ALAGOAS, 2015), the State of Alagoas has a prison complex composed of eight units, with educational care in six of them, with Silva (2017, p. 127) one directed specifically to the psychiatric hospital.

From the statistical tables provided in PEEP/AL (op. cit.), relevant data on the level of education of people in situation of deprivation of freedom were identified, as well as about the supply of education and the relationship between demand and educational supply, whose attendance numbers are below the possibilities, if compared to the physical structure available in some prison units and the effective of teachers to work in education in prison environments.

consideração as especificidades da política de execução penal e a importância da educação formal no processo de ressocialização do sujeito (ALAGOAS, 2014, p. 3).

¹⁸ As diferentes condições de escolarização e desigualdade social que o professor enfrenta face a seus alunos têm tornado a ação docente muito mais complexa. Isto nos remete à compreensão da necessidade de um repensar da formação de professores por parte das instâncias formadoras, dos próprios professores e alunos, bem como das políticas voltadas para a formação dos profissionais da educação (SILVA, 2001, p. 105-106).

Seeking to update and deepen the information obtained, we resorted to the analysis of the monthly reports of educational assistance activities of the prison system of Alagoas for the years 2014, 2015 and 2016, time frame established as reference for being subsequent to the approval of Normative Resolution No. 02/2014 - CEE/AL (ALAGOAS, 2014), which defines the guidelines for the formulation and implementation of the PEEP/AL (ALAGOAS, 2015), as well as the responses derived from the application of a questionnaire with some servers of the prison management, linked to education and management of the Paulo Jorge dos Santos Rodrigues State School of Reference.

The questionnaire, elaborated with open questions, addresses activities of formal education and the training of teachers/as, in the intention to exempt the concerns generated after the analysis and comparison of the data contained in the PEEP/AL (ALAGOAS, 2015) and in the monthly reports of the activities of educational assistance of the Alagoas prison system of the years 2014, 2015 and 2016.

The questionnaire was applied to complement the information contained in the educational assistance reports and sent to 01 (one) education manager of the Secretary of Resocialization and Social Inclusion (Seris) and 02 (two) managers of the State Department of Education (Seduc), namely: Manager 1 (G1) - Education Supervisor; Manager 2 (G2) - Pedagogical Coordinator; and Manager 3 (G3) - Director of the School of Reference. The choice for management servers was due to their being segments responsible for the preparation and monitoring of schedules presented and discussed with the teaching staff who work in prison units, and also because they are the sectors with the highest incidence in the documents analysed.

Under the responsibility of the Supervision of Education, connected to the Management of Education, Production and Labour Therapy, the monthly reports of the educational assistance activities of the prison system in Alagoas are elaborated based on information provided by the teachers and forwarded to the General Superintendence of Prison Administration for appreciation and action.

The reports present quantitative and qualitative data of the educational assistance, including school days planned / executed, number of enrolled, number of present distributed by classes, teacher, schedule and pertinent observations to the daily occurrences.

The quantitative results are presented in graphs, by prison unit, containing the prison population, the convicted students, the provisional students, the total number of students and the percentage attended, but there is no type of observation or analysis of these numbers.

The qualitative results provide information about the activities carried out, schedules and the description of the events that made it impossible to hold classes on the scheduled school days. In the item COMMON REMARKS TO ALL PRISON UNITS aspects are presented regarding the teaching; permanence/class time; assiduity; security/prison staff and classroom structure, in sequence the report suggests possible solutions to the difficulties presented.

Among other aspects, it was verified that the number of places and institutions that constitute the prison system, with formal education offer, had a

significant drop between the years 2014 and 2016, as verified in the analysis of the records contained in the available reports.

In 2014, it was found that 6 (six) units offered formal education. Already in 2016, only 3 (three) offered school education, including the Prison of Agreste, representing a significant regression in educational care of students deprived of liberty.

In the context of the limitations of education in prison units, the lack of security is one of the main factors presented in the reports that cause the absence of classes, i.e., the low number of prison guards to escort the students to classrooms, makes it difficult, for example, the fulfilment of the total number of school days in most prisons.

The monthly reports of the years 2014, 2015, and the months of January and February 2016 inform that there is a group of security monitors, considered insufficient, prepared by the Secretariat of Prison Administration (SAP) to attend, exclusively, to education, an activity suspended in the month of March/2016, according to the report,

As for security/prison staff: after the report of some problems due to lack of staff in Cyridião Durval, Baldomero Cavalcante and Santa Luzia, SAP prepared a group of security monitors to escort students exclusively for education, however, the monitors are not able to do internal escort due to not having the legality for such procedure. Also, the units do not have the necessary amount of prison guards (ALAGOAS, 2016, p. 39).¹⁹

The issues related to security are fundamental, the absence of a staff that meets the needs of displacement of students between modules, compromises the guarantee of the educational process, the security monitors appear as an alternative in an attempt to minimize the impacts of the absence of prison guards that result in the impossibility of compliance with the school calendar.

In view of this information, we sought to understand this regression and we verified that in 100% (one hundred percent) of the answers of the managers presented in the questionnaire applied, the main factor evidenced was the lack of security, as informed in a clear and objective way by G1, when stating that: "the lack of prison guards in the prison units is a factor that makes it impossible for students to move from the cells to the classrooms, although they are inside the prison units themselves".

Regarding the training of teachers, a vague mention of the activities developed was identified. Regarding the training, the PEEP/AL defines that:

[...] the professionals who are inserted to act in the educational field of the prison system, whether in the pedagogical technical

¹⁹ Quanto à segurança/agentes penitenciários: após relato de alguns problemas por falta de efetivo no Cyridião Durval, Baldomero Cavalcante e Santa Luzia a SAP preparou um grupo de monitores de segurança para fazer a escolta dos alunos exclusivamente para a educação, porém, os monitores não estão podendo fazer escolta interna devido não ter legalidade para tal procedimento. Também as unidades não possuem a quantidade necessária de agentes penitenciários (ALAGOAS, 2016, p. 39).

area for teaching exercise and even the prison guards need a training policy that ensures that these professionals are only admitted to exercise their function after an initial training and, consequently, continued and permanent training (ALAGOAS, 2015, p. 68).²⁰

Required in the PEEP/AL (ALAGOAS, 2015) so that the teachers can work in the activities with the detainees, the initial training, as well as the continuous and permanent training, did not have a schedule that covered its execution period or even a suggestion of periodicity, gaps also existing in the monthly reports of the educational assistance activities.

Faced with the scarcity of more concrete data on the training of teachers who work in prisons, we resorted to the questionnaire to analyse the answers presented on the initial training of teachers and, briefly, G2 answered: "A meeting for the guidance of behaviour, safety rules and signing of the term of commitment, only! This statement was ratified by G3's answer:

There is practically no initial training of the teachers who attend to the deprived of freedom. When the teacher is referred to fill the gap, priority is given only to initial information about the target audience and other pedagogical aspects, because the student has already been without class in that subject for a few days, most of the time.

A relevant fact regarding the recruitment of teachers to make up for the lack of teachers in the State of Alagoas is that most of those hired go through a simplified selection process, that is, they take over the classrooms, but are identified as monitors, with temporary contracts, so as to cause the rotation of these professionals.

Questions 8, 9 and 10 of the questionnaires applied to the administrators were aimed at the temporary hiring of teachers (monitors). When asked about the lack of effective teachers, the administrators were unanimous in affirming that there is a need for a public exam.

Question 11 asked the managers about the difficulties for the admission and permanence of teachers to attend the students deprived of liberty, in response, G2 stated that "some are afraid to work in the prison system", but, the main reason pointed out was the lack of effective teachers, which could only be remedied through public competition, being the competence of the Government of the State of Alagoas through the State Department of Education (Seduc).

The PEEP/AL (ALAGOAS, 2015) shows that the teaching staff, mostly consists of teachers (monitors) hired on a temporary basis, without adequate investments in training, in addition to low pay, a situation experienced over the years. Aiming to ensure a quality education, there is a recommendation in the

²⁰ [...] os profissionais que são inseridos para atuação no campo educacional do sistema prisional, seja na área técnica pedagógica para exercício de docência e até os agentes penitenciários precisam de uma política de formação que garanta que estes profissionais só sejam admitidos para o exercício de sua função após uma formação inicial e, consequentemente, formações continuada e permanente (ALAGOAS, 2015, p. 68).

PEEP/AL (op. cit.) to hold a specific public competition for teachers of the prison units of Alagoas.

It is a fact that there is a great lack of permanent teachers to work in the education of people deprived of freedom in the State of Alagoas. Also, investments in teacher training are of fundamental importance to ensure a quality educational service, in order to prepare teachers to deal with the peculiarities of the educational environment in the prison system.

It was identified a vague mention of the activities developed in relation to the continued training of the teachers in temporal events. In this regard, in response to question 13 of the questionnaire applied, about the existence of a Continuing Education Program for the teachers of the prison units, G2 answered:

Not specifically. Neither Seduc nor Seris promotes continued training for teachers. We receive guidance on behaviour inside the prison units, but in a very general way. As for the school, we make systematic pedagogical monitoring and, consequently, pedagogical guidance with a view to the teaching and learning process of EJA students.

Considering the particularities of the prison population, added to what the PEEP/AL (ALAGOAS, 2015) proposes, regarding the objectives for continuing education, the speech of G2 leads to a reflection on the limits imposed for the teaching performance, which, in turn, go against those based on dialogue and the development of methodologies that contribute to the return and coexistence of subjects deprived of liberty to society.

4 Results and discussion

Based on the readings/studies, certain advances, limits and possibilities were identified in the State Plan for Education in Prisons in Alagoas - PEEP/AL (ALAGOAS, 2015) related to the continued training of teachers who work in prison units in Alagoas. From what we were able to analyse, we highlight some factors:

4.1 Some progress

a) Regarding education in the prison system in Alagoas, the preparation and approval of the State Plan for Education in Prisons was an important step, since Alagoas is among the states with the highest rate of people in situation of deprivation of liberty in Brazil (INFOPEN, 2014), emphasizing its relevance as a public policy for education in prisons, with devices that contemplate the performance and training of teachers;

b) In the text of the PEEP/AL itself (ALAGOAS, 2015), the educational foundations that reference it consider: the respect for the students' identities, experiences and knowledge, the problematization of the reality in which the educational process occurs and the dialogue as a principle of education, important factors that can subsidize the training of teachers in prison units.

4.2 Some limits

a) In the PEEP/AL (ALAGOAS, 2015), there is a certain priority to control and record the entry, exit and attendance of students in the classroom. Indeed, if we take the educational foundations mentioned in that plan, we understand that the teaching assignments need to be understood beyond the control assignments; teaching recognized as a process of knowledge construction, but from a human formation perspective;

b) Regarding teachers' training, there is no detailing of the proposals for this process. In our view, the continued training of teachers is timidly referred to in the aforementioned plan, appearing only as an attribution in the description of the competencies of certain management sectors. It was also not identified a harmony between the teaching attributions and the continued training of the teachers;

c) After analysing the monthly reports of the educational assistance activities of the prison system, we found that the continued training of teachers is mentioned, but this mention is related to the activities developed in temporary events, no details and/or characteristics of these trainings, their objectives, content, nor the corresponding procedures are informed. From the answers contained in the questionnaire applied to the managers, there was a vague mention of the activities developed in temporary events.

4.3 Some possibilities

Based on what was possible to identify and analyse, we recognize that there are possibilities of actions, by the instances responsible for education in prisons, as contributions to the performance and continuing education of teachers working in prisons. Such initiatives require, initially:

a) That a review of the provisions contained in the PEEP/AL (ALAGOAS, 2015) be carried out, specifically with regard to the integration between the educational foundations that underpin this plan, the assignments and the continued training of teachers, considering the necessary inseparability of theory and practice as a procedure to subsidize and qualify the teaching performance;

b) Partnerships are also possible between the government bodies responsible for education in prisons and public universities, as training institutions, in order to favour the training process of teachers who work in prison units.

However, despite the advances, limits and possibilities of teachers' training within the scope of the State Plan for Education in Prisons in the State of Alagoas (ALAGOAS, 2015), there is an urgent need for due attention to the work of teachers, especially the recognition and appreciation as education professionals.

5 Final considerations

We have tried to establish the necessary relationship between the objectives, the methodological and analytical procedures, in order to evidence some contributions to the debate around education in prisons, particularly about the continuing training of teachers who teach in prisons in the state of Alagoas.

In Alagoas, it is evidenced an attention and expansion of the legal contribution for the formulation of public policies directed to education in prisons, with greater adhesion and concern, especially in the last decade, to the recognition of the fundamental right to be guaranteed to people in situation of deprivation of liberty, institutionalized since the Brazilian Federative Constitution of 1988, in the perspective of favouring the development of the training of people in situation of deprivation of liberty.

To overcome the limits imposed by the lack of attention, by certain segments of the public power, for the implementation and maintenance of the rights that deal with a quality education, requires an attentive and sensitive look also for the teaching performance, with priority to the process of continuous training of the teachers and that considers the didactic and pedagogical needs, the difficulties and impasses in interpersonal relationships, the precariousness of the physical and material conditions and, above all, that it is exercised the listening of the experiences and needs of teachers, protagonists who work in the prison system, given the singularities of the prison population that can access and attend school.

In this sense, it is necessary the reconstruction of a teaching professional identity which considers and recognizes the teacher as a mediator of the educational process, which takes the dialogue as an educational principle, values the experiences and experiences of the subjects, recognizes the limits and the possibilities in the teaching and learning process, exercises the theory-practice inseparability, constituting itself in the pedagogical praxis, able to overcome the stigma of EJA only as a way to access schooling and to contribute to the individuals' autonomy.

In the research process, it was possible to identify that there are advances regarding the formulation of public policies for education in the prison system in the State of Alagoas, especially the elaboration and implementation of the State Plan for Education in Prisons (ALAGOAS, 2015) and the Normative Resolution n° 02/2014 of the State Education Council of Alagoas (ALAGOAS, 2014).

It is also worth mentioning the creation of the School of Reference Paulo Jorge dos Santos Rodrigues, responsible for the organization of the educational offer in the prisons of Alagoas, which ensures the issuance of documentary evidence of schooling, enabling the permanence of the studies of people in situation of deprivation of liberty, as well as of the former inmates of the prison system.

It is evident, in the analysed documents and in the interviewed women's statements, the limits for a continued training, once the teacher's training is not reduced to a training space, he/she will be formed in several spaces and must reflect his/her practice to be open to new experiences.

During the investigative course, it was possible to strengthen links among the instances involved in the promotion of education in prisons, to know and to deepen the understanding about the peculiarities of this universe and, above all, to ratify that education, in any environment, can be a transforming element in the life of each and every human being.

We come across teachers eager to know and participate in debates and researches about education in prisons, in order to discuss, expand and present their practices, which brings us closer to what we discuss as pedagogical praxis, which aims to unify theory and practice in their daily school life.

As a formative instance, the Federal University of Alagoas (Ufal), through the Education Center (Cedu), based on the triad of teaching, research and extension, has implemented some initiatives aiming to expand the spaces for discussion, such as the insertion of the elective discipline "Public Policies for Education in Prisons" in the Pedagogy course and the creation of the Research Group on Education in Prisons (GPEP), operating since 2017. Another institutional initiative is that the Pedagogical Political Project of the Pedagogy course redirected EJA to compulsory disciplines.

We hope that the discussions and reflections here made can instigate other studies, in order to contribute to the education of people deprived of freedom and the training of teachers who teach in prison environments.

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Submitted August 15, 2020 | Approved on: January 27, 2021

English translation of the original in Portuguese SILVA, A. K. L.; SILVA, M. C. V. *Formação de professores/as no sistema prisional do Estado de Alagoas: avanços, limites e possibilidades*. by Cristina Thuyly Patriota Valença, E-mail: crispatriota@yahoo.com.br