

C.E.Per. RETAMAR

(Centro de Educación Permanente RETAMAR – Adult Education Centre RETAMAR)

Some previous considerations

Constitution.

Article 25...2. "Prison sentences ... will be focused on reeducation and reintegration into society ..."

Article 27

1. Everyone has the right for education

2 Education will aim for the full development of the human personality

In every Penitentiary in Spain there are teachers who teach basic education: from the fundamentals up to classes to obtain a High School Graduate degree.

Each autonomous community has been transferred its respective competencies in education, so there are slight differences in educational pathways between communities.

Each school takes on a series of plans adapted to the the population and the context, which makes every teaching staff different.

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History:

- It began as a School Centre in 1987-88
- It is located in the Penitentiary Center “El Acebuche”, in Almería.
- The teaching staff is made up of 13 teachers.
- More than 1000 students are registered in our School every year.

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Characteristics:

- It is an enclosed environment.
- Around half of the inmates are under preventive detention.
- They do not have access to many of the resources.
- 40% of the inmates' mother tongue isn't Spanish .
- The registration is always open and we never reject anyone from our programme.
- There are 450 to 500 students in our classrooms everyday, sometimes reaching 600.
- Less than 30% remain in the school Centre the entire year.

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Characteristics:

- There are 14 closed units.
- In every unit we teach: Level I, Level II, Adult literacy and training for the exam to access Vocational Training and High School Graduate.
- A teacher works as a tutor in each unit, as well as carrying out other tasks.
- Students frequently change from one unit to another, so teachers' coordination is very important.

Priorities:

- The School is formed of teachers, students and the environment.
- Life in the Centre is democratic among all the members and we consider meetings as an essential to the running of the programme.
- We are aware that the Centre needs to go through changes, permanent training, risks and innovation. Projects and training are fundamental to our professional development.
- We always take into account the students' needs and demands, so the Adult Literacy Plan is imperative.
- In our case reintegration is essential, therefore values, decision-making learning and rehabilitation into society are part of our purpose, of course through education.
- Coordination with other professionals in the Penitentiary is an integral part of our daily work.
- Everything can be adapted through work and goodwill.

EDUCATIONAL PROGRAMS

1. Basic Teaching Programs

- Level I (the equivalent to 3^o year of Primary School)
- Level II (the equivalent to 6^o year Primary School)



2. Other Teaching Programs:

- Training Programs to achieve basic degrees:
 - Training for the exam to obtain the High School Graduate (for students up to 18)
 - TAE (Tutoría de Apoyo al Estudio – Study aid Tutoring)
- Teaching Programs to access other educational levels:
 - Training for the Test to access Intermediate Vocational Training
 - Training for the Test to access Advanced Vocational Training.
- Teaching Programs to promote Active Citizenship:
 - Enterprising Promotion Culture: Creating Enterprise.
 - Adult Literacy. Spanish Culture and Language for Foreigners.

Courses of action that we develop :

- The regional ministry has provided some useful educative materials that we use throughout the different levels.
- In the Basic Teaching Programs we use the material provided by the regional ministry, adjusting them to our students and complementing them with our own materials.
- We plan each level during a single school year.
- We've spent four years co-working with IES Albaida (Albaida Highschool) with the TAEs Program (Study Aid Tutoring), which has obtained very good results, despite the following difficulties:
 - Students can't use the Internet.
 - All the material was downloaded to the students' computers so that they could work as if they were connected to the net.
 - All the school paperwork and similar actions with the highschool teachers is made by the centre teachers.
 - Tests are created by the highschool teachers.

Courses of action that we develop :

- The results of the Training for the Test to access Intermediate Vocational Training Program were very good. From June to September 60 % passed the test.
- One of the aims that the School and the Penitentiary have is teaching Vocational Training face-to-face.
- We have got computers in the classrooms.
- Some students continue their studies in other centres, especially Vocational Training.
- There are some activities in which students from different genre, age, nationality, culture and race work together.
- According to the information provided by the Penitentiary, last year , in our school:
 - The number of students registered last June exceeded the 45% of the total number of inmates in the Penitentiary (the national average is 30 %).
 - Less of 50% of students registered throughout the year have continued attending class for the last four months. Of these students, around 54% have passed and have advanced past the level in which they enrolled.:
 - 900 students attended classes during the school year.

Courses of action we develop (curso 2012-13):

	Basic Teaching		High School Education	Access to Vocational Training Studies	Spanish for foreigners	Enterprising Promotion Culture	Total
	Basic Training						
	N1	N2					
Registered	228	173	65	67	857	58	857
Last 4 months or more attending	114	86	43	44	440	25	440
Passed attending at least during the last 4 months	38 %	50 %	53%	60%	48,75	64%	48,75

Objectives

- Going to know educative experiences carried out in penitentiaries from other European countries.
- Sharing our own educative experiences
- Researching, together with the rest of members from the Association, to improve the educative actions that focus on providing our students with basic competences for their social, personal and professional development as European citizens.

What we expect (from Grundtvig Learning Association):

Knowing, sharing and researching jointly on the improvement of education in penitentiaries.

Project:



“A design for peace and tolerance in enclosed environments”



The Penitentiary

It is an enclosed setting where people are kept involuntarily...

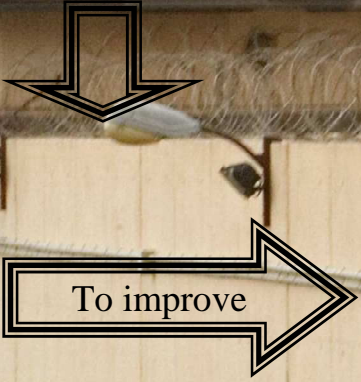
They are there because they have been drawn apart from society for having committed actions punished by law..



The School

Provides to all those who may want their time here useful, and turns them into students who are concerned about improving their competences to return to society as citizens.

Their academic and training competences, as well as values that encourage personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice



Our students are people who, one way or another, have behaved outside the rules of social harmony .

The School's approach

Need to design and give a different education that goes beyond the academic contents.

We focus on Education considering two main aspects :

Providing students with the values of Peace Culture to improve coexistence in the prison

Providing them with strategies, skills and values for their free life in the future

Our aims go beyond obtaining “good inmates”; the last goal is shaping “good citizens”.

Diagnosis:

- reports
- surveys
- legislation
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Research material

Boks and articles by:

- Segura Morales, Manuel
- Garrido Genovés, Vicente
- Morales, Manuel
- Ríos Martín
-

External tutoring by Mr. Manuel Segura Morales, CEP de Almería (Teacher Training Center) and Provincial Tutoring Office on School Coexistence

1st Design of activities

Two school years

Putting into practice

Reflection

Re-elaboration of activities

Assessment: Pre, while and post assessment



The Educational Community project *“A design for peace and tolerance in enclosed environments”* is born

Cognitive field

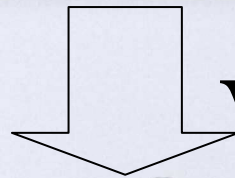


Emotional
Education and
moral field



Social Field

Social and
communicative
competences



What do we work on?



Thoughts:

- Causal
- Consequence
- Alternative
- Perspective
- Means-end

Stages:

- Heteronomia
- Individualism
- Interpersonal expectations
- Responsibility and commitment
- Social contract
- Universal ethical principles

Values:

- Truth
- Mutual respect
- Tolerance
- Responsibility
- Forgiveness
- Partnership
- Life,.....

- Self- control
- Sharing
- Conversation:
 - listening
 - starting
 - keeping
- Asking for help
- Thanking

How do we work?

Reflection, analysis and
debate sessions



Material : appealing and motivating
How: stories, texts, photos, comics, videos, songs,...



Video forum



Films: interesting and motivating
Facilitators of the previous and further work to develop the different fields



Coexistence areas



They contribute to coexistence, peaceful communication, teamwork, cooperative learning,
respect to others' opinions , religions and cultures, collective decision taking, leisure time
enjoyment ,....

We assess...

What with?:

- Direct observation
- Surveys and test (before and after the process)
- Regular meetings with representatives of every person involved.

What?:

- Effectiveness and adequacy of activities
- Participation
- Degree of satisfaction
- Acceptance of the activities
- Professionals and inmates collaborators
- Resources and materials
-

When?

Before, during and
after

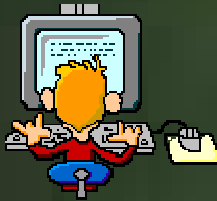
What for?

To re-elaborate activities
To revise the whole proposal and
adapt it to new needs



Didactic Planning:

“A design for peace and tolerance in enclosed environments”



Digital Magazine:

“Expressate ... y punto”

(“Express yourself...and period”)



Video: Activities at school

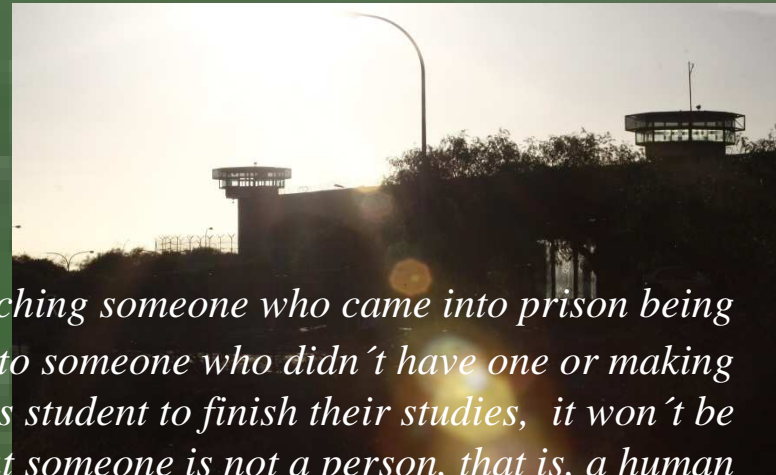
Video: Implementation of the project



“...Since, even if it’s worth praising teaching someone who came into prison being illiterate to read, or giving a job to someone who didn’t have one or making it easier for someone who came as student to finish their studies, it won’t be of much use if, once outside, that someone is not a person, that is, a human being who can think, control his/her emotions and believe in great human values. He/She might be out there now with more knowledge than before, but he/she is still antisocial, likely to be a criminal”.

Manuel Segura Morales

MANY THANKS



“Making someone literate is
not learning to repeat
words, but to say
someone’s own words ”

Paulo Freire

Experiences to share

1. Adult Literacy and Interculturality. Spanish culture and language for foreigners.
2. Use of new technologies as a resource in the different programs.
3. Digital Magazine: “*Expressate ... y punto*”
(“*Express yourself...and period*”)
4. Training in centres

THANK YOU

OUR E-MAIL IS:
04500775.edu@juntadeandalucia.es