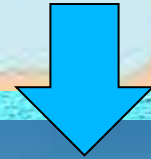


SERA

Ceper Retamar. Almería, España

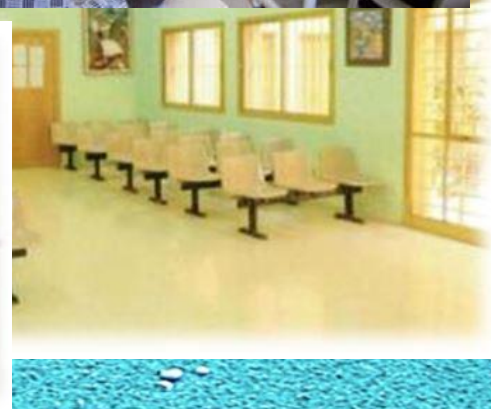
Kick-off Bourdeux 18th – 21st /01/2017





SERA Bordeaux (FR) January 18-21, 2017





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Correctional Institutions in Spain

- 70 Prisons
- 16 Prisons in the autonomous region of Catalonia
- 32 CIS (Social Integration Center)
- 3 Maternity Units
- 14 Related Agencies/ Dependent Units
- 40 Prison Hospital Wards
- 2 Psychiatric Detention Centers
- 55 Provincial Services of Alternative Measures



- **30.000 prison officers**
 - **67.000 inmates**
- and

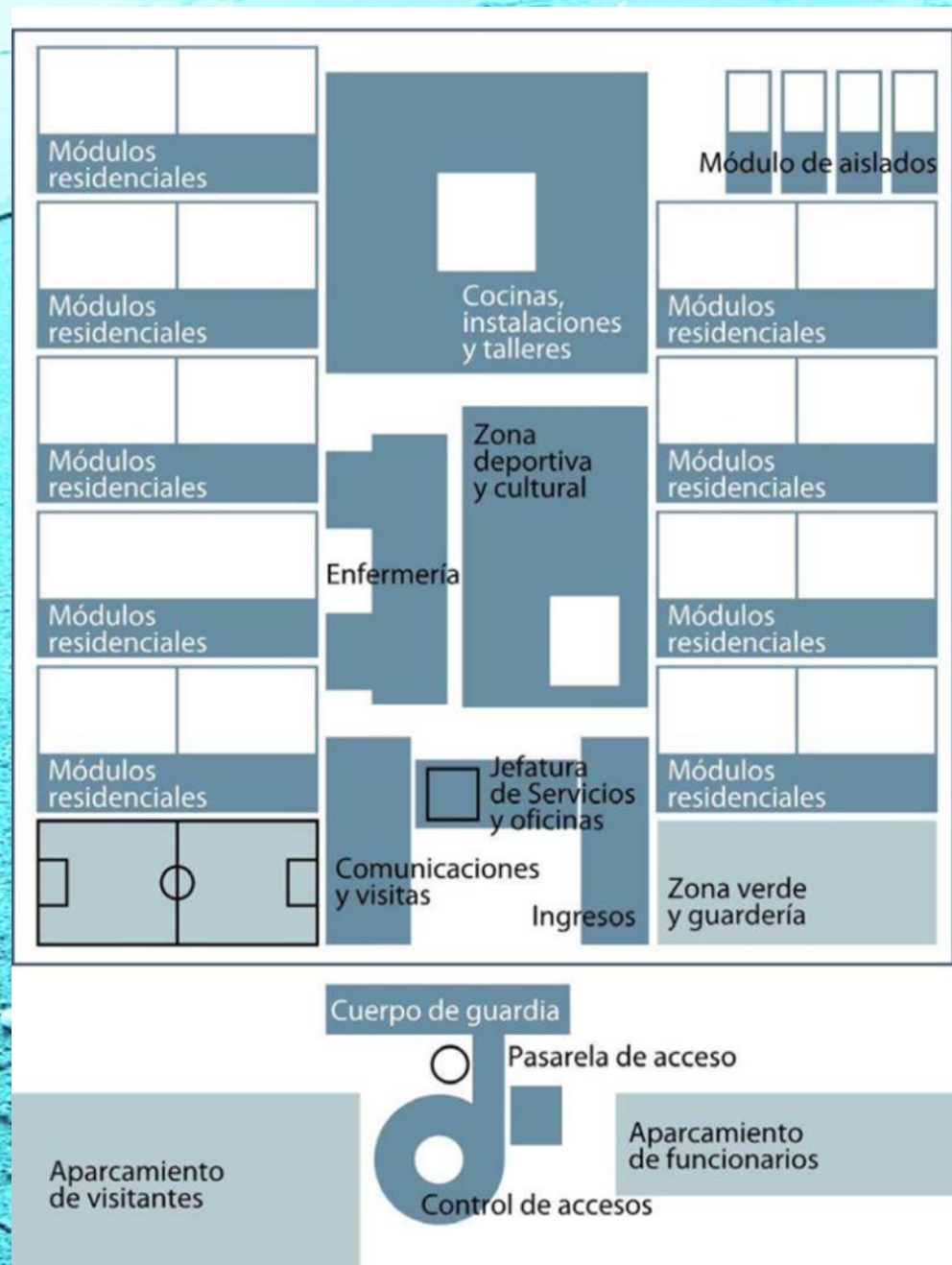
Volunteers, services and staff from other administrations also working at prisons



SPANISH INMATE PROFILE

- Prison population 62.000
- Mainly males (57.000, 92 %)
- Convicts (53.000, 86 %)
- Crimes: robbery, theft and crimes against public health
- Sentenced to 3 – 8 years imprisonment
- Average age of 39
- Poor school and job training education
- High use of drugs (76 % before imprisonment)
- High rate of foreign population (18.000, 29 %)

MAP OF “TYPE” CENTRES

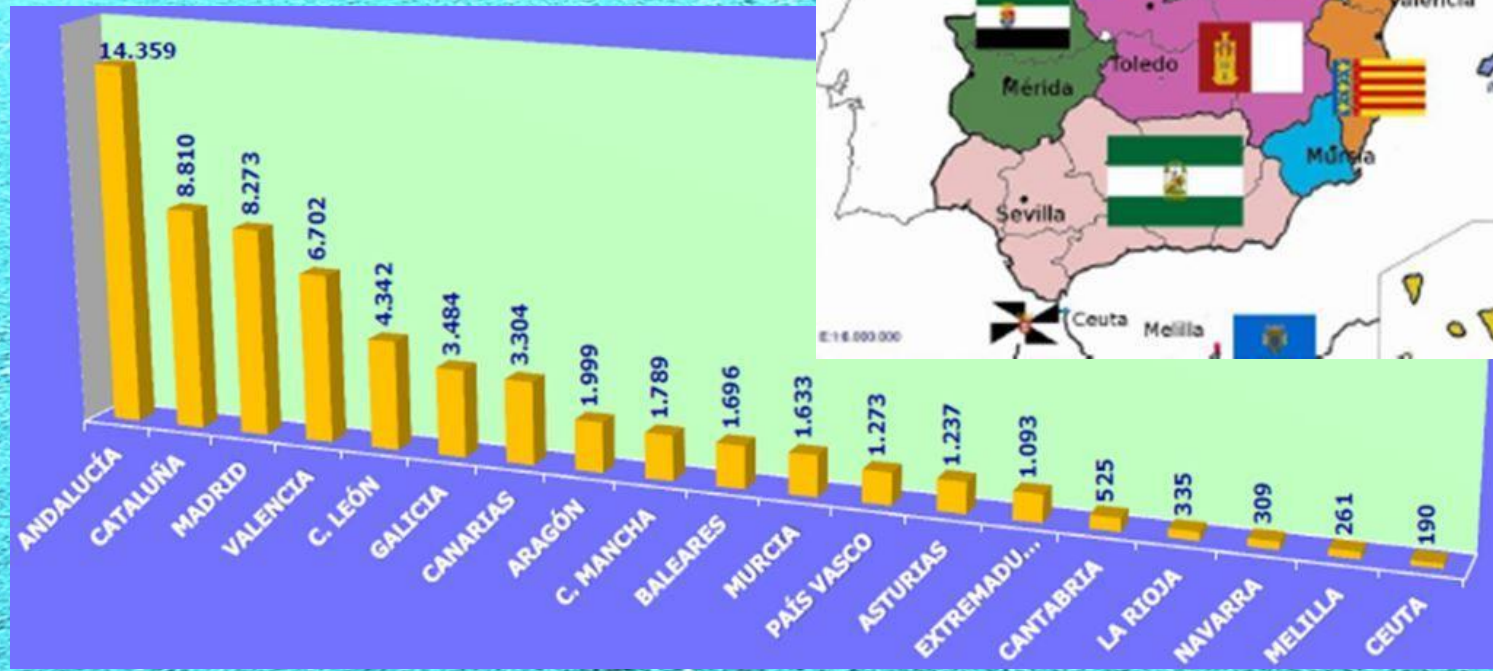


ALMERIA PENITENTIARY CENTRE «EL ACEBUCHÉ»





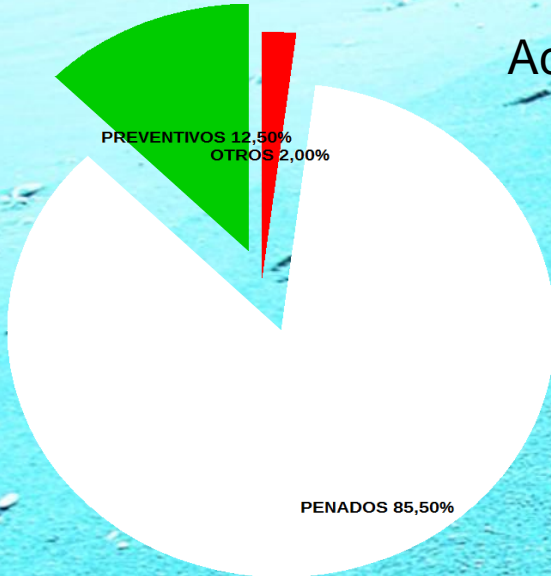
PRISON POPULATION IN AUTONOMOUS REGIONS





PRISON POPULATION 2015 (Spain)

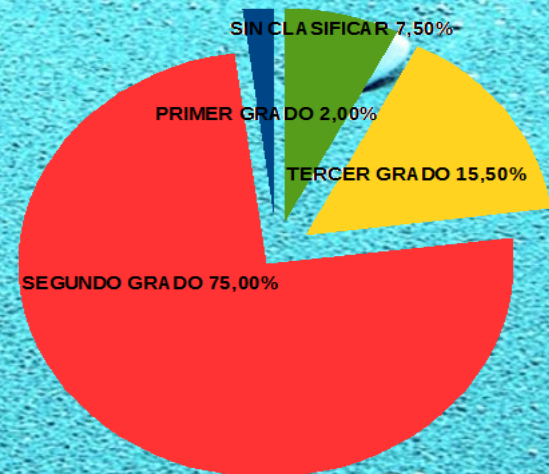
According to their criminal-process situation



Process situation	Male	Female	Total
12,5 % On remand	7032	652	7684
85,5 % Convicts	48705	4006	52711
1 % Security measures	546	31	577
1 % Convicts with other preventive legal cases	609	33	642
Total	56892	4722	61614

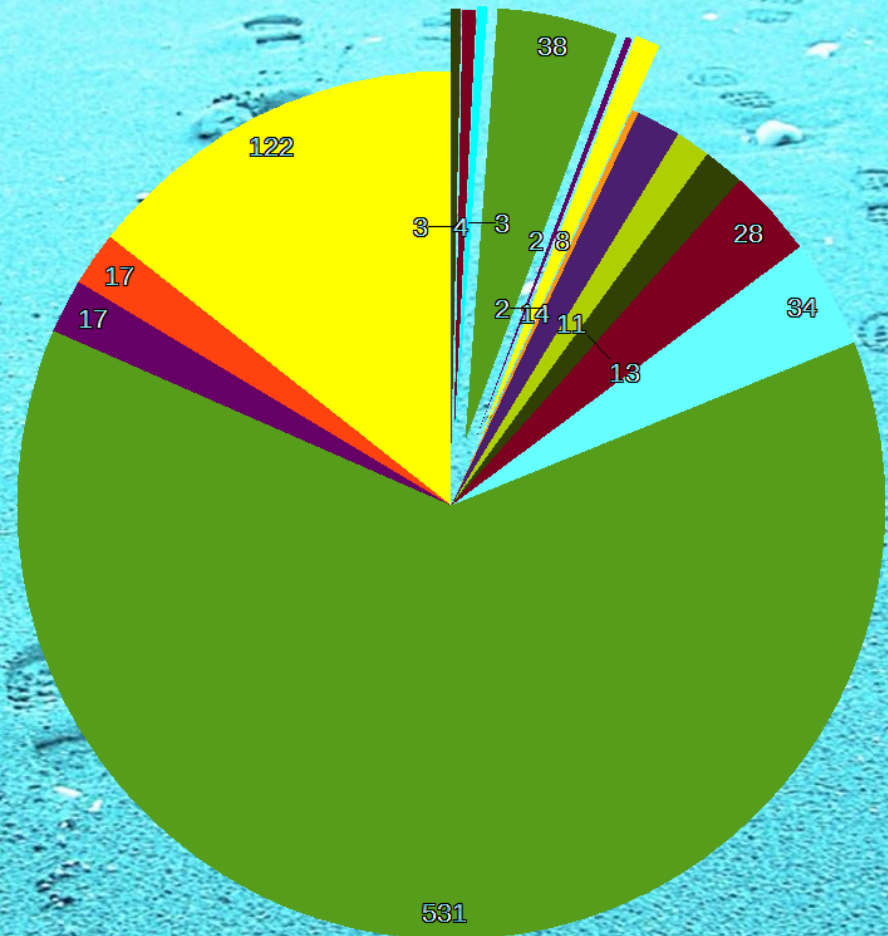
According to their Enforcement Regime

Regimes	Male	Female	Total
2 % Grade 1	972	82	1054
75 % Grade 2	37049	2656	39705
15,5 % Grade 3	7163	968	8131
7,5 % Ungraded	3521	300	3821
Total	48705	4006	52711



INMATES' NATIONALITIES (El Acebuche)

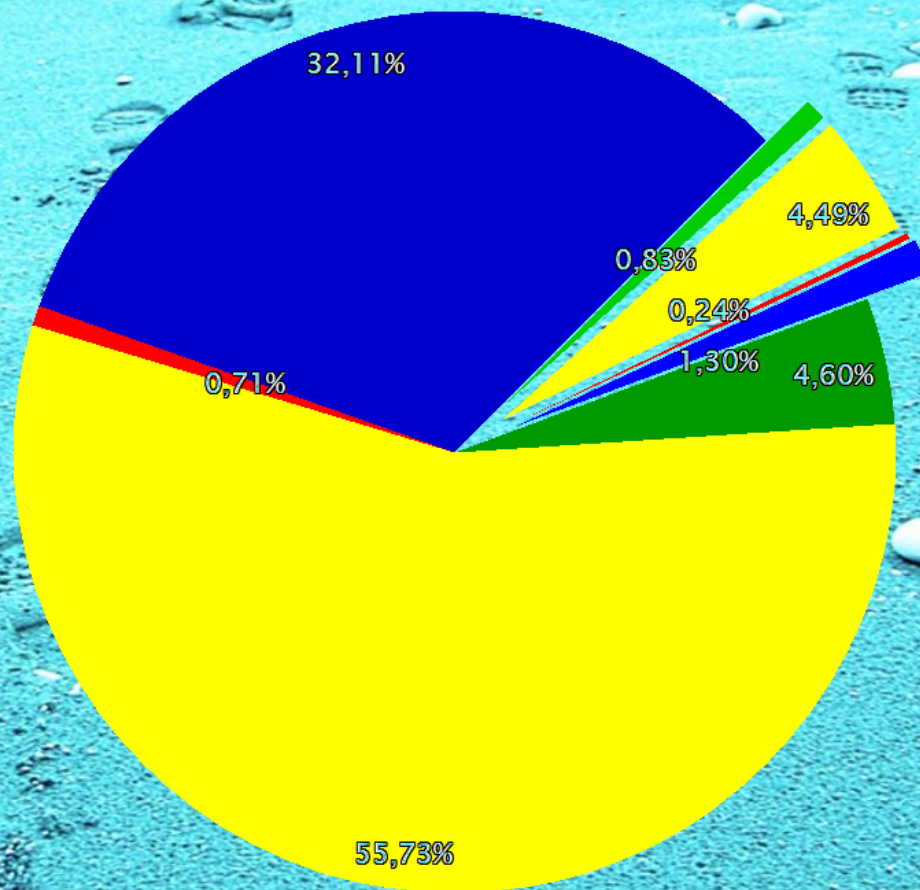
ORIGIN	MALE	FEMALE
SPAIN	531	38
MOROCCO	122	8
ARGELIA	17	
REST OF AFRICA	17	2
ROMANIA	34	3
REST OF EUROPE	28	4
COLOMBIA	13	
ECUADOR	11	
REST OF AMERICA	14	3
ASIA	2	
TOTAL FOREIGNERS	258	20
TOTAL	789	58



38 nationalities at present

Prison population in Almería prison according to their criminal-process situation and enforcement regime. Oct 2016

Situation	Male	Female	Total
On Remand	272	11	283
Convicts Grade 1	6	2	8
Convicts Grade 2	472	38	510
Convicts Grade 3	39	7	46
TOTAL	789	58	847

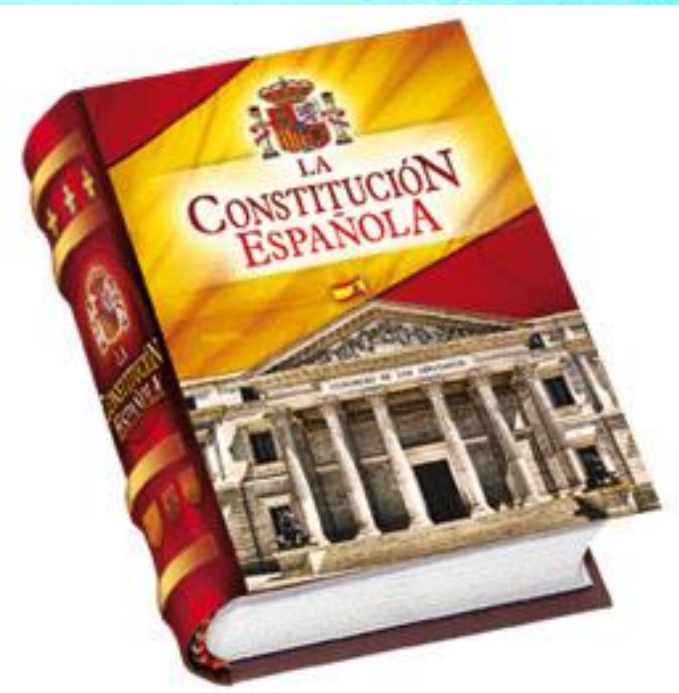


THE NATIONAL EDUCATION SYSTEM IN SPANISH PRISONS



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**The first reference on education in prisons
can be found in
Article 25.2 of
the Spanish Constitution:**



*“Sentences involving deprivation of liberty
and security measures will focus on
re-education and social rehabilitation...
Convicts sentenced to imprisonment...
will have access to culture and
an all-round personal development”.*

ORGANIZATION OF EDUCATION IN PRISON

INTRODUCTION

- The Penitentiary Centre of Almería is one of the few prisons in Spain which has a school located inside. In particular, in Andalusia, there are 12 schools with these same features.
- As the rest of schools in Spain, Further Education is governed by the Organic Law for Improving Educational Quality 8/2013 9th December, (LOMCE).
- The teaching programmes aim at achieving basic qualification.
- There are 13 teachers in our school and around 550 students registered so far in 2016

LIFELONG EDUCATION SCHOOL "RETAMAR"

PRISON POPULATION ALMERIA. 20 OCTOBER 2016 = 847

STUDENTS AT CEPER RETAMAR = 503

GROUPS	Nº grupos	Alumnos Male	Alumnos Female	Total
BASIC TEACHING LEVEL 1	9	101	13	114
BASIC TEACHING LEVEL 2	10	73	4	77
SECONDARY TRAINING (P.P.L.G.S y TAES)	4	58	5	63
ACCESS TO VOCATIONAL TRAINING	10	53	7	60
LITERACY (SPANISH FOR FOREIGNERS)	11	105	16	121
CREATING ENTERPRISE	3	48	8	56
HEALTHY HABITS	1	12		12
TOTAL	48	450	53	503
TOTAL INMATES		789	58	847
% STUDENTS COMPARED TO INMATES		57,03%	91,38%	59,39%

13

TEACHERS

11 PRIMARY TEACHERS

2 ENGLISH TEACHERS

MONTHLY AVERAGE OF STUDENTS: AROUND 515

REACHING SOMETIMES MORE THAN 600

Throughout the school year more than 950 students are registered and attend school

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ACCESSIBILITY TO EDUCATION

Students Recruitment campaign at the beginning of the school year



ESCUELA

Curso 2013-2014

C.E.Per. Retamar

Se abre el plazo de matrícula para el nuevo Curso Escolar a partir del **lunes 5** de septiembre.
Pásate por la escuela de tu departamento de 9 a 13 horas.

¿QUÉ PUEDES ESTUDIAR?

- Formación Básica: Nivel I y Nivel II.
- Preparación pruebas para la obtención del Título de Graduado en Educación Secundaria Obligatoria.
- Tutoría de apoyo al estudio en Educación Secundaria Obligatoria.
- Prueba de acceso a Ciclos Formativos de Grado Medio.
- Cultura Emprendedora.
- Interculturalidad.

¡Te esperamos!



Aprovecha el tiempo

¡Tu formación es tu libertad!

Before the school year is started, a students recruitment campaign is carried out, addressed to every inmate, through several actions

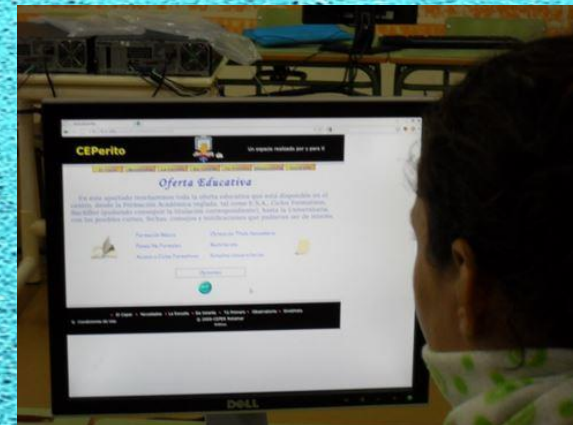
Posters exhibition announcing the start of the new school year and the registration period

ACCESIBILITY TO EDUCATION

Students Recruitment campaign at the beginning of the school year



- Information through loudspeakers announcing the registration period opening
- Information about the education services at school, included in the Digital Magazine “Expressate... y Punto” presented in web page format



ACCESIBILITY TO EDUCATION

Students Recruitment campaign at the beginning of the school year

- Teachers provide students with individual interviews and group orientation
 - Student's personal information
 - School background
 - Placement test (also in foreign languages)
 - General information related to school (schedules, plans offered...)

Teacher ↔ Student

They jointly set



Student's educational pathway

- According to placement test results , students are assigned a school level



OPPORTUNITIES

All inmates have the chance to:

1. Attend school, know and benefit from all the teaching and training offer.
2. Obtain a basic qualification.
3. Follow vocational training courses outside school hours.
4. Continue their educational pathway in higher levels: High School (or A-Level courses/ International Baccalaurate), Access to Advance Vocational Training.
5. Enjoy prison benefits such as school trips, short-term leaves, early conditional release, face-to-face visits with relatives/friends/partners...
6. Access to paid employment.



Prison Personal Resources

Technical Teams made up of all the professionals who work in the same department:

- ✓ Psychologist
- ✓ Social Worker
- ✓ Teacher
- ✓ Social educator
- ✓ Jurist/Lawyer
- ✓ Treatment Assistant Manager
- ✓ Surveillance prison warden

External Institutions

- ✓ Monitoring centres for drugs detoxification (NOESSO, CPD, Nuevo Rumbo...)
- ✓ Volunteers from different religious communities (Catholic, Evangelist, Muslim...)
- ✓ Institutions: UAL, UNED (Open University), IPEP (Provincial Institute for Further Learning), etc.
- ✓ Occupational Monitors (FP)
- ✓ Fundación Social La Caixa

Material Resources

- Leaflets.
- Digital Magazine in web page format; it is monthly updated and, besides school information, it includes prison and criminal legislation, Spanish Immigration law...
- Classroom with several workspaces: library, reading corner, computers...
- Computers connected intra-net (en each classroom).
- Central and classroom libraries.
- Handicrafts workshops.
- Maps, wallcharts, earth globes...
- Films and documentaries.
- Film projector and screen.



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There is a constant coordination between the School and the Prison, and it is carried out through:



coordination

**1.1 Mixed
Committee of
Evaluation and
Follow up work**

**1.2 Activities
Coordination
Team**

**1.3. Technical
Teams**

Mixed Committee of Evaluation and Follow up work

- **Makeup:**

- Two people representing the Educational Community (the School Headmaster and The Coordinator of Adult Education in Almería).
- Two people representing the Prison (Treatment Assistant Manager and Training Coordinator).

- **Meetings:**

- Once a term as regular and as many extra meetings as necessary.

- **Roles:**

- Coordinated planning of actions and activities which affect inmates' education and formation as fundamental part of their personal development and their further social reintegration

Activities Coordination Team

- **Makeup:**

- A representative of each professional field in the the Penitentiary:
 - The Prison Governor
 - The Treatment Assistant Manager
 - The School Headmaster
 - Social Service Coordinator
 - Social Worker
 - Vocational Instructor
 - Catholic Voluntary Workers
 - Head of Security Service

- **Meetings:**

- Twice a month and as many extra meetings as necessary

- **Roles:**

- Planning and coordinating all the activities: educational, cultural, sports, professional...

Technical Teams

- **Makeup:**

All professionals working in the same department

- Treatment Assistant Manager
- Teacher
- Psychologist
- Social Educator
- Social Worker
- Jurist/ Lawyer
- Surveillance/Security prison warden
- Doctor (when required)

- **Meetings:**

- Once a week

—

Technical Teams

- **Roles:**

At Technical Teams the teacher provides the students' academic information, effort, attitude, behaviour and some other which may be of interest in relation to:

- **PIT (programa individualizado de tratamiento/ personal treatment plan)**
- **Follow up and assessment**
- **Job /labour activity assignment**
- **Vocational Training Course**
- **Study of granting exit visas**
- **Prison Grade Placement**
- **Early conditional release**
- **Access to prison privileges, etc**

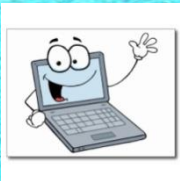
CHALLENGES AND GOALS IN SPANISH PRISONS



- ✓ *Developing the values that underlie the practice of democratic citizenship, community life and social cohesion.*



- ✓ *Fostering the ability and need to learn for themselves.*



- ✓ *Integrating new skills and knowledge with special attention to linguistic communication, literacy, numeracy, daily life problems solving and the use of new information technologies and communication.*

- ✓ *Promoting a culture of peace based on participation, nonviolence and equality between men and women*





Educational Pathways in Andalusia

1. FORMAL TEACHING PROGRAMMES

- BASIC TEACHING

Level I

Level II

2. NON FORMAL TEACHING PROGRAMMES:

2.1 Training programmes to get basic certificates:

- Preparatory work for Free Testing for those over 18 years old..
- TAES (Secondary Learning Tutoring).

2.2 Teaching Programmes to access other educational levels:

- Training for the Test to access Intermediate and Advanced Vocational Training

2.3 Teaching Programmes to promote Active Citizenship:

- Enterprising Culture Promotion: Creating Enterprise.
- Adult Literacy. Spanish Culture and Language for Foreigners



An inmate's educational pathway can go on if he/she wishes so, by applying to other teaching programmes managed by professionals from the prison



- ✓ **Secondary School**
- ✓ **Preparatory work for university access for those over 25 years old**
- ✓ **University Degree through Open University (UNED)**
- ✓ **UAL (University of Almería) and other universities.**
- ✓ **Vocational Training Courses (Plumbing, Gardening, Construction, etc.)**



FORMAL EDUCATION

BASIC TEACHING:

➤ Level I

- Communication Area
- Scientific-technological Area
- Social Area

➤ Level II

- Communication Area
- Scientific-technological Area
- Social Area

The students' schedule is adjusted to the group needs and the school organizational availability. The teaching load per week results in a maximum of 10 hours per group in Level I and 15 hours in Level II.

TEACHING PROGRAMMES NON FORMAL EDUCATION

They are called Non Formal Programmes because their completion don't lead to any qualification. Only face-to-face teaching is offered for these programmes. Some of them and their purposes are:

- ✓ Teaching programmes **to get Formal Qualifications**
- ✓ Teaching Programmes to **Access other educational levels**
- ✓ Teaching Programmes to promote **Active Citizenship**. The aim of these programmes is mainly to acquire values and knowledge from different cultures and nationalities.

TEACHING PROGRAMMES NON FORMAL EDUCATION

Non formal teaching programmes: preparation for qualification

These programmes only offer face-to-face teaching:

- ✓ Preparatory work for **Free Testing** to obtain the **qualification for Secondary Education** (for those over 18 years old)
- ✓ **TAES (Secondary Learning Tutoring)**, as a complementation for the blended learning mode offered to adults studying to get the Secondary Education qualification.
- ✓ Preparatory work for **Testing** to obtain the **High School Graduate** (for those over 20 years old)

TEACHING PROGRAMMES NON FORMAL EDUCATION

Non formal teaching programmes: access to other levels

These programmes aim at:

- ✓ Training for the Test to access Intermediate Vocational Training.
Only face-to-face teaching is offered.
- ✓ Training for the Test to access Advanced Vocational Training. Both face-to-face and distance teaching are offered.
- ✓ Preparatory work for university access for those over 25 years old.
Both face-to-face and distance teaching are offered.

TEACHING PROGRAMMES NON FORMAL EDUCATION

Non formal teaching programmes: Promoting citizenship

These programmes only offer face-to-face teaching. The students' schedule is adjusted to the group needs and the school organizational availability. The teaching load per week results in a maximum of 10 hours per group.

- Basic use of a foreign language
- Basic use of Information and Communication Technologies
- **Enterprising Culture Promotion**
- **Adult Literacy**, Spanish culture and language for foreigners.
- Knowledge and preservation of the Andalusian cultural heritage and the environment.
- Acquisition of **healthy habits** and illness and occupational risk prevention.

INFORMAL EDUCATION

We can include the daily activities that aim to encourage positive values based on respect, tolerance, equality, the acceptance and understanding of cultural diversity, contributing to the development of social integration as a fundamental target.



INFORMAL EDUCATION

Activities:

- ✓ **Intra-units** (WORK INSIDE EACH PRISON UNIT): group dynamics, cooperative work .
- ✓ **Inter-units** (JOINT WORK WITH INMATES FROM DIFFERENT PRISON UNITS): video forum, workshops for promoting reading, conferences, intercultural festivals.
- ✓ **Coexistence spaces**: Celebration and preparation of activities to commemorate specific dates: Day against Gender Violence, Spanish Constitution Day, Human Rights Day, Christmas, Peace Day, International Women's Day, World Book Day or World Environment Day.
- ✓ **Outside the prison**: field trips to local natural areas are organized to promote the knowledge of the artistic and cultural heritage, as well as visits to young local entrepreneurs business. The school also takes part in local activities aimed to encourage and value the cultural and gastronomic traditions, and attends commemorative and work awarding events(contest of Educative Posters, Peace awards).





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Outline of Activities related to European Citizenship

- Formal activities:
 - Basic Teaching, Social Field. Unit “Spain is part of a reality called Europe”
- Non – Formal / Informal activities:
 - Project: Proposal for Peace and Tolerance in Enclosed Environments.
 - Project: Gender Equality (Coeducation)

Outline of Activities related to European Citizenship

Spain is part of a reality called Europe.

Methodology:

- ✓ Through a practical course, which gives an overview of the contents, a set of both individual and team activities arise.
- ✓ The information is provided by a short text file containing its own activities (tasks).
- ✓ Once the tasks are solved, the students must be able to provide an appropriate solution to the case study initially proposed (basic skills).

Contents:

- ✓ Formation of Europe.
- ✓ Population pyramids.
- ✓ Symbols (flag, anthem, currency)
- ✓ European institutions.
- ✓ Forms of democratic participation.



Outline of Activities related to European Citizenship

Plans of Action through:

- ✓ Interpretation and analysis of charts
- ✓ Comprehension questions
- ✓ True-False questions
- ✓ Text completion
- ✓ Concept matching
- ✓ Search for information
- ✓ Posters
- ✓ Discussions



PROJECT:

Proposal for Peace and Tolerance in Enclosed Environments

AIMS

- ✓ Promote skills, values and strategies in inmates that enable them their later reintegration into society.
- ✓ Provide comprehensive training to facilitate education on respect, solidarity, responsibility and freedom.
- ✓ Understand and keep in mind a scale of intrinsic values: social justice, solidarity with the less fortunate, tolerance, participation, cooperation and freedom.
- ✓ Education in an environment that facilitates the coexistence in an atmosphere of respect for rights and duties.
- ✓ Learning to live with conflicts and propose real solutions to solve them.
- ✓ Minimize and prevent manifestations of violence.
- ✓ Promote equality between men and women.
- ✓ Enhance the participation of different sectors from the penitentiary center by promoting teamwork and turning them into active members of the educative and re-socializing process.
- ✓ Achieving rational and civic coexistence between different cultural groups and different social situations.



PROJECT:

Proposal for Peace and Tolerance in Enclosed Environments

ACTIVITIES: ACTION AREAS

The programme is structured in three phases to be developed during the school year:

- ✓ First term: cognitive field
- ✓ Second term: emotional education and moral field
- ✓ Third term: social field

Organization of activities:

- ✓ One or two sessions for reflection and debate concerning a given field.
- ✓ A video-forum session on the given field.
- ✓ Coexistence spaces: commemorative activities, celebrations or important events during that month.



PROJECT:

Proposal for Peace and Tolerance in Enclosed Environments

COEXISTENCE SPACES:

- ✓ Day against Gender Violence (25th November)
- ✓ Human Rights Day (10th December)
- ✓ Peace Day (30th January)
- ✓ Andalusia's Day (28th February)
- ✓ Working Women's Day (8th March)
- ✓ Book Day (23rd April)
- ✓ World Environment Day (5th June)
- ✓ End of School Year Festival (June)



PROJECT: Gender Equality



Teaching goals:

- ✓ Using an equal teaching language in all explanations, trying both male and female gender appear, mainly highlighting examples where the presence of women is prevalent.
- ✓ Taking care that teacher – student interaction is not subject to the person's gender.
- ✓ Paying special attention to the possible sexist attitudes that may appear in class.

Goals to be aimed by students:

- ✓ Promoting gender equality .
- ✓ Encouraging participation in activities without any discrimination.
- ✓ Achieving self-esteem as a group and as an individual regardless of gender.
- ✓ Recognizing that the rights and duties in coexistence make a task for both men and women.
- ✓ Reflecting and solving conflicts between people of different sex through dialogue and respect.
- ✓ Understanding and “putting oneself in someone else's shoes” in different situations of disagreement that may arise, breaking the sexist stereotypes acquired culturally.

PROJECT: Gender Equality

ACTIVITIES:

A. Commemorative Dates

These are the coexistence spaces previously mentioned in the School Project "Space for Peace".

- The events are worked in a special way in a large group.
- Each teacher adjusts the activities to the group of students.

B. Monthly theme:

- | | |
|--------------|--|
| ✓ September. | Initial survey. |
| ✓ October. | Women in history. |
| ✓ November | Women nowadays |
| ✓ December | Women in your surroundings (mother, partner, daughters...) |
| ✓ January | Initial survey feedback. Comparison analysis |
| ✓ February | Analysis of the annual posters of the Women's Center. |
| ✓ March | Nationalities, races, homosexuality. |
| ✓ April | Advertising in the media. |
| ✓ May | What do you do at home? What can you do? |
| ✓ June | Repeat survey. Comparison analysis |



PROJECT: Gender Equality

ACTIVITIES:

At least one of the sessions (2 h) will deal with the correspondent monthly theme, adapting it to the different levels and prison units.

Activities type::

- ✓ Discussions on social issues related to coeducation, sexual roles and stereotypes...
- ✓ Group-work on posters and annual campaign organised by the Women's Institute.
- ✓ Information gathering.
- ✓ Making a list of books and documents (from libraries in each classroom) that make a sexist use of language..
- ✓ Watching movies and documentaries with a further discussion.
- ✓ Research work on the “macho” content in lyrics.
- ✓ Reading books and articles related to equality between men and women.

Validation of Informal Learning (VINFL)

THROUGH FREE TESTING FOR QUALIFICATIONS:

- ✓ FOREIGN LANGUAGES
- ✓ SPANISH FOR FOREIGNERS
- ✓ SECONDARY EDUCATION
- ✓ HIGH SCHOOL/A-LEVELS/BACCALAURATE
- ✓ ACCESS TO VOCATIONAL TRAINING
- ✓ VOCATIONAL TRAINING TESTS
- ✓ ACCESS TO UNIVERSITY

Validation of Informal Learning (VINFL)

PROFESSIONAL CERTIFICATIONS:

Those people who have pursued an occupation through their working lives and thus acquired learning experience and yet don't have a qualification, may obtain it by this referred professional certification.

You can pass the so-called professional competence units by:

- ✓ Presenting and further accepting of required documentation.
- ✓ Certification of work experience.
- ✓ Training courses.
- ✓ Tests to pass the competence units.
- ✓ ...

Every person, even those who are imprisoned, can go through this process.



FyG



Inspiring activities that might contribute to SERA project

- *Inmates participation in the school management bodies*
- *Project: “A proposal of peace and tolerance in enclosed environments”*
- *Project: Gender Equality*

INMATES PARTICIPATION IN SCHOOL MANAGEMENT BODIES

1. Students' participation in School

- Class Group representatives
- Class representatives meeting
- School Council
- Economic Committee
- Coexistence Committee



2. Inmates' participation in prison

- Work groups
- Assembly
- Reception Committee
- Legal Assistance Committee
- Activities Committee

INMATES PARTICIPATION IN SCHOOL MANAGEMENT BODIES

1. CLASS GROUP REPRESENTATIVES

Students democratically choose a representative for each class group in each prison unit; they will represent the rest of students in the Class Representatives Meeting.

2. CLASS REPRESENTATIVES MEETING

They meet once a term to come up with new proposals and concerns, which they will raise to the students representing them in the School Council.



School Council

Makeup:

- ✓ **Head: School Headmaster**
- ✓ **Head of Studies**
- ✓ **Five teachers chosen by the Teaching Staff**
- ✓ **Five students chosen by the Meeting of the Correspondents (made up of a representative of each educational group)**
- ✓ **Treatment Assistant Manager, representing the Prison**
- ✓ **School Secretary, also acting as School Council Secretary, with voice but no vote**



School Council

Meetings:

At least once a term, and mandatorily at the beginning and at the end of the school year

Roles:

1. Making proposals, evaluating and approving the development and implementation of:



- **School Curricular Project**
- **Regulation on Organisation and Operation(ROF)**
- **School's Yearly Plan**
- **Plan for Coexistence**
- **School Financial Management**
- **Final Report and proposals for improvements**

2. Knowing and encouraging relations between the school and the surrounding institutions

3. Any other role which it may be given according to the current regulations



Economic Committee

Makeup:

- ✓ School Headmaster
- ✓ Head of Studies
- ✓ School Secretary
- ✓ A teacher and a student chosen by each sector among those who represent them at the School Council



Meetings:

Once a term and as many extra meetings as necessary

Roles:

- Analysing the financial expenses of the completed year and propose the closure of the financial period to the School Council
- Knowing the annual economic budget
- Generating the Draft Budget
- Reviewing and analysing expenses

Coexistence Committee

Makeup:

- ✓ School Headmaster
- ✓ Head of Studies
- ✓ Secretary
- ✓ Two teachers and two students chosen by each sector among those who represent them at the School Council
- ✓ Assistant Director of Security, representing the prison



Meetings:

- ✓ **Once a term and as many extra meetings as necessary**

Roles:

- ✓ Encouraging actions and measures which foster an atmosphere of coexistence at School
- ✓ Analysing and solving conflicts that may arouse within the Educational Community
- ✓ Preventing, detecting, mediating and solving conflicts that may arise within the School

INMATES PARTICIPATION IN “RESPECT” PRISON UNITS

There are 4 prison units that develop special programmes in Almeria prison:

- **Unit 2.** “Respect” programme (convict males)
- **Women Unit.** “Respect” programme (convict and on remand females)
- **Educative Unit:** all ages male inmates who are studying any of the teaching programmes offered by the institutions, particularly young inmates.
- **UTE Unit** (Educative Treatment Unit): for those who willingly follow any addiction detoxication programme

HOW INMATES PARTICIPATE IN “RESPECT” UNITS

✓ ***Inmates actively take part actively through:***

✓ ***Work groups***

Every inmate in the unit is assigned to a group in charge of the cleaning tasks in all rooms. The members of each group choose their group leader.

✓ ***Representatives' assembly***

The representatives' assembly is the maximum participation body. Every inmate in each unit can take part, together with the president, spokesman and secretary, who keeps a record of every meeting.

✓ *Meetings are held once a week.*

✓ *General matters and concerns about daily life and activities in the unit are discussed.*

✓ ***Support/guidance inmate***

First stage in conflict resolution among inmates.

HOW INMATES PARTICIPATE IN “RESPECT” UNITS

Commissions:

The commissions are small groups made up of three inmates. Each commission has a very specific assignment.

1. Reception Commission

They welcome and guide new partners during their first days in the prison unit.

2. Commission of Legal Advice

They help other inmates to prepare complaint forms or administrative appeals to be sent to the administration or the judicial authorities.

3. Activities Commission

They organize, coordinate and promote activities related to several areas: sport, culture, leisure time, occupational workshops, services (laundry, phone calls, professional consulting...



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RELEVANCE OF CITIZENSHIP AND CIVIC VALUES IN PRISON

- ✓ Most prisoners come from marginalized social groups and lack civic-moral values and social habits. This leads to behaviour where empathy, solidarity, respect, tolerance, etc. are not to be found, which may have greatly favored the criminal act committed.
- ✓ It is a question of being able to change their behavior so that they can be reintegrated into the society to which they will inevitably return.

CROSS-CUTTING ANSWERS

From school and prison we try to open the doors of the society to the prisoners, promoting their active participation through different tracks:

- Procedures that allow inmates to vote in general, regional, local elections, etc. (Type of crime or sentence that does not allow to vote)
- The prison allows and favors religious freedom and assistance and attention to different religious communities (Catholics, evangelists, Jehovah's Witnesses, Muslims, etc.)
- Regular and direct contact with family members, as well as conjugal visits.
- Volunteer work: workshops on painting, sculpture, reading, radio, etc.
- Field trips outside the prison.
- Conferences, talks, debates on current issues.


ANSWERS WE EXPECT TO FIND AFTER SERA

- ✓ Exchanging of new experiences among participant countries.
- ✓ Exchanging of methodologies and innovative actions that enrich the educational work
- ✓ Developing a common project that can be applied in any prison in the European frame.
- ✓ Drawing up a project that responds to the situation of radical and fanatical behaviors Europe is currently going through.



SERA Bordeaux (FR) January 18-21, 2017



A wooden tray containing a red rubber glove and a white mold with four compartments of colored clay (blue, grey, yellow) used for pottery. The text is overlaid on the image.

***... Education and
culture are doors to
the outside world ...***