

J.M. Gutiérrez-Vázquez  
***Crime and Punishment.***  
***Police work or territory***  
***of philosophers,***  
***sociologists, politicians***  
***and educators?***

The author reviews diverse conceptions of what a penitentiary system should be (place of isolation and punishment, institution devoted to rehabilitation and social re-adaptation, center for re-education or a critical and consciousness raising institution that truly liberates the criminal from his or her alienation and allows society to recognize its responsibility) and the educational implications in each of these cases. The author then proceeds to discuss the educational limitations inside of the prison system comparing these with those present in educational services on “the outside”. In conclusion, the author examines the real likelihood of putting into practice the educational approaches discussed in the first part of the article, concluding that the probabilities go down as educational goals are raised; that is to say the tendency in educational services is the same on the “inside” as on the “outside”.

Tyro Attallah Salah-El  
***A Call for the***  
***Abolishment of Prisons***

From the experience of 25 years in seclusion, the author makes a reasonable and deeply stirring call for the abolishment of prisons. Prisons are considered a form of social control of marginalized groups rather than institutions that prevent crime, thus constituting an inefficient multimillion dollar industry not accountable to civil society. Abolition is a process that will take time and we must design alternatives. How would society function if we abolished prisons? What could be done with the few really dangerous people? Who would make the decisions? Who would pay? Who would take charge? It is indispensable that we share the work leading to the abolishment of prisons with different political organizations and many other institutions. Prisons would be transformed into health and educational centres for the benefit of marginal people. With regards to dangerous individuals, it would seem clear that this small group need be confined, but the matter should be studied and resolved by ample groups of specialists and common citizens.

Natasha Bidault Mniszek  
***University Education***  
***in Mexico City Jails***

The “Program for Higher Education in Social Re-adaptation Centers” in Mexico’s Federal District came into being in 2005 at the Universidad Autónoma de la Ciudad de México. The program proposes not only fighting relapses and contributing to the maintenance of discipline inside the prisons, but also proposes developing new interests that may result central in the lives of the interns. Classes taken in prison have the same

validity as those the University offers on “the outside” and the institution provides guidance to students through tutors and advisors. The program has 135 students enrolled, 89 of which are studying Law, 29 Political Sciences and Urban Administration and 6 Literary Creation. Workshops are also given on topics including Mathematics, Oral and Written Expression, Introduction to Social Thought and Knowledge, Identity and Learning.

Francisco José Scarfó  
***Public Education for Adults  
in Jail: the guarantee  
of a human right***

Although imprisonment can be considered a justified punishment, it should not carry with it the additional privation of rights, one of which is the right to education. Since 1974 official educational offices have established elementary schools for adult education in jails in the province of Buenos Aires. The teachers are professionals trained by the State and come from “outside” the penitentiary system which means they have pedagogical, not custodial, authority. The activities to date include the publication of magazines, journalism workshops, theater workshops, literary and artistic contests, conferences and debates as well as different cultural, radio and theater events, to name but a few. Through these activities, all the participants have achieved recognition of the right to education that all those dispossessed of freedom have. The author recommends working in coordination with different state agencies as well as civil society.

J.M. Gutiérrez-Vázquez  
y Alejandra Ruiz Vázquez  
***Life in Imprisonment.  
Educational material  
for adults deprived of  
their freedom***

In Mexico educational materials that take into account the specific conditions of prison life had not been designed and published. The goal of this project was to develop educational materials that would allow interns to get to know their prison mates better, take advantage of the best their prison centre has to offer, learn in depth about legal processes and the legal basis for life in prison, problematise and critically analyse their condition as prisoners and improve the quality of their lives within prison. Workshops were carried out in self-development as authors for the team working on the project. The material was designed *with* the interns, not *for* them. The four main topics covered were: *The center I live in*, *My legal process*, *It is me and I live here*, and *The Visit*. The material also included a *Workbook for the Adult* as well as the *Tutor's Guide*. The material does not focus on giving “good advice” but rather proposes activities in order to achieve specific learning that is useful for the interns. It contains the testimony of many inmates as well as a number of learning activities suggested by them.

Mauro Pérez Soza  
***Education for the People  
in the Reclusorio Norte  
in Mexico City***

There is a group of inmates in the Reclusorio Norte in Mexico City that work in adult education. Our adult education group from the Universidad Pedagógica Nacional (Unidad Ajusco) was invited to work with these imprisoned educators. We held a workshop in which about 20 inmates involved in education participated. All of the activities were based

on the ideas of Paulo Freire, carrying out dialogues on the features that define grass roots educational practices, emphasizing a critical reading of the unjust character of society and the role that education plays. We emphasize the dialectic and participative methodology of education for the people, the relevance of its content for contemporary reality, its commitment and mystique. The notion that a person deprived of liberty is capable of educating others in the same circumstances was strengthened; this makes penitentiary education among peers possible.

Marta Laferrière  
*Educational Programs  
 of the University of  
 Buenos Aires in Federal  
 Penitentiary Service  
 Centers in Argentina*

The characteristics of our inmates are those of individuals marked by social and cultural discrimination; education is the space from which the state can take measures to correct this situation. Only marginally had actions linked to higher education been developed. The UBA XXII Program of the University of Buenos Aires came into being in this panorama opening university centers inside Federal Penitentiary Units. These are not spaces for social work, nor do they propagate a merciful perspective. On the contrary, the attitude is political. Besides offering several undergraduate degrees, the program develops activities such as computer courses, legal consultancy, the direction of research and theses, institutional consultancy for the creation of university centers in jails, extracurricular cultural activities as well as the publication, edition and printing of study materials. The program has already had an impact on other levels of the educational system: agreements signed with the National Ministry of Education and with the different jurisdictions that have federal penitentiary establishments have allowed to significantly increase enrollment that today includes 54% of the inmate population.

Rosalba Canseco Aguilar  
*The Formation of Adult  
 Educators in the  
 Centro Preventivo Sur  
 in Mexico City*

A workshop was given to prisoners working as educators among their peers in the Reclusorio Sur in Mexico City. The work was carried out in three stages: the first of familiarization, followed by one of identification of main problems and contradictions and a third of establishing a work plan for the program inside the prison. The following aspects were emphasized: recognizing ourselves as adult educators and pupils as subjects; recognizing the knowledge and human values of the students and valuing them; recognizing that teaching, learning and living are done with joy; recognizing the difference between experience and theory; recreating a closeness to the life of the people; recognizing trust as an essential value between teacher and pupil; recognizing that educators of adults must learn to negotiate and balance their personal interests with the collective interests. What gave life to the workshop was having given emotional aspects great importance.

Heleusa Figueira Câmara  
*Beyond the Bars,  
 in their own words*

The workshops stimulating reading and writing that we carry out in prisons in the municipality of Vitória da Conquista, Bahia, Brazil, contribute to the production of autobiographical texts written by prisoners. Our

work is supported by the *Universidad Estatal del Suroeste de Bahía* where I teach. Although we begin with conversations that lead into interviews, we have eliminated the inquisitive character of the activities in the programme and encourage prisoners, in conditions to do so, to talk and write about themselves, externalising universal readings, life aspirations, impressions on the material and symbolic goods that, in most cases, they are deprived of. The inmate discusses and presents a text as narrator of a story. To write a personal history, even in reclusion, manifests a desire for change, reveals potentialities, increases self esteem and brings forth what has been forgotten: the light of each human being on the face of earth. "Everything is worth it, when the soul is not small" says Fernando Pessoa.

C. Catherine Mott  
*Portfolio Development for  
Inmates in Canadian  
Correctional Institutions*

Portfolio Development, also known as Prior Learning Assessment, is a process that helps individuals reflect on, identify, describe, organize and document all the skills and knowledge gained through life and work experience as well as through formal education and training. The Portfolio was offered to male inmates in four correctional institutions located in the Maritime Provinces of Canada. Delivery was first as a pilot in one medium security institution. As a result of its success, the ten-week program was delivered to selected male inmates in each of the four institutions of the region. Benefits included recognition and analysis of the skills and skill sets gleaned as a result of work and lifetime experience, identification of educational and career goals, greater awareness of lifestyle options upon release, and increased self-esteem. Subsequent to completion, recommendations to continue and expand the program were made.

David Deutsch  
*The Multiple Facets of  
Education in Prisons*

The author, an inmate of San Quentin prison in California in the United States of America describes the advantages and limitations of the educational services offered in the institution. Educational systems in jails are a sort of microcosm of educational systems at work on the outside. Their main problems are budget, costs, routine, bureaucracy, pedagogical traditionalism, the lack of special education, etc. To these must be added the specific limitations of a jail: the security system, the excessive noise, the constant rotation of students serving short terms and the placement of students based on the availability of vacancies rather than on their competency and cognitive development. The educational system among peers, by itself, tends to correct many of these problems.

Traducción: *Catherine R. Ettinger*

