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MONOGRAPH

PRESENTATION

SOCIAL EDUCATION IN PRISONS. INITIAL APPROACHES AND POLITICS AIMED AT REINTEGRATION FROM THE PERSPECTIVE OF GENDER¹

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We recognize that an efficient, just and human penal justice system is based on the compromise of protecting human rights in the administration of justice and in the prevention of crime and the fight against delinquency.
(Statement from Salvador, April of 2010).

The ingress into prison usually consists of a difficult and traumatic situation for those who are deprived of their freedom. The dimension and quantity of people immersed in the prison context is abundant without counting all the affected/victims, the professionals and related institutions and all the components and collaborators that participate in the penitentiary system; and moreover, the resources, measures, equipment, budgets, etc.

The context exposes a field of Pedagogy and Social Education, with multiple complexities and fragilities, limited and partially approached, but supposing at the same time, a scene where educational, re-educational and reintegration strengths emerge that mark some roads to follow. All of this gives evidence to the urgent need to delve into penitentiary studies and actions, from socio-educational points of view and considering the perspective of gender (forgotten on a daily basis). This monograph was born with the purpose of dignifying and improving the quality/conditions of the life of people immersed in this environment, the road is facilitated for us in order to act accordingly.

In order to approach this population dimension we should turn to some data in the world panorama. The *International Centre for Prison Studies* of London elaborates the "World Prison Population List" that details the generic penitentiary population of 218 independent countries and dependent territories. The most recent information corresponds with studies elaborated in 2011 (Walmsley, 2012), of which it is included that approximately more than 10.1 million people are situated in penal institutions all over the world (preventative and sentenced), almost half of them are in the United States (2.29 m), Russia (0.81 m) or China (1.65 m sentenced, to which is added 650,000 that are in "detention centers" without a de-

fined legal situation). To these numbers we should also add the incarcerated people in distinct “centers” of freedom deprivation that are not figured in the official lists and are practically unknown to them.

The same source confirms that the inmate populations continue to grow in five continents, increasing in 78% of the countries (71% in Africa, 82% in the Americas, 80% in Asia, 74% in Europe and 80% in Oceania). In the case of Spain, the evolution indicates that in 1990 there was an average inmate population of 33,058, in 2000 it grew to 45,104, in 2010 the stage with the largest growth was produced with 73,929 (Ministerio de Interior, 2011) and, the newest data, in January of 2013, 68,614 inmates were registered, of which the majority are men (63,405) and the rest women (5,209) (SGIP, 2013).

Despite these large numbers, little is known of what occurs inside the system and between its walls and many problems still exist in the distinct levels of the penitentiary system: in the impact on and daily life of inmates, resources, treatments and programs, processes and methods of intervention. For example, in these last two cases, not much is known about the follow-up and even less is known about the evaluations in regard to their efficiency and their development processes (Del Pozo & Añaños-Bedriñana, 2013). In the same way, the much more forgotten issues are the actions oriented to promoting the participation and motivation of the inmates, the habits and, especially, the work responsibilities or the limited coordination among the training processes and employment (Elías, 2001).

On the other hand, another more important pending issue is the overextension and population density inside almost all the prisons in the world, Spain being no exception. To which should be added the distinct structural difficulties of the penitentiary system, such as: the strong bureaucratic burden; the obstacle of procedures and uses anchored in the XX century; the predominance of the strictly regimental procedures of prevention and security over the actions of intervention, that sometimes suppose insurmountable obstacles for the execution of said interventions; the lack of awareness of a great part of the penitentiary personnel together with the limited training in these materials and the lack of coordination of the distinct classes; among others.

However, despite the dark spots described, there exist numerous interventions and possibilities in **Penitentiary Treatment**. The necessity of intervening in order to approach the intervention and the **socio-educational processes of social integration-reintegration and the prevention of relapse** is a relatively new issue. Action in the penitentiary environment, in institutional terms, is called “*Treatment*”, a term that takes its name from the primarily therapeutic or clinical focuses of intervention, but today their contents are varied, and the socio-educational issues are contemplated.

Treatment is one of the components with a greater relevance in the Spanish penitentiary system, because the constitution establishes it when it dictates that the sentences and deprivation of liberty measures should be oriented toward social re-education and reintegration². All the inmates, without exception, have the right to participate in the treatment programs, the reason for which the Administration is found with the obligation of designing an individualized program (ITP), for each one of them that permits the resolution of distinct shortages and problems that influence in their criminal activity. However it is confirmed that the simple offer of programs is not sufficient, it is necessary to motivate them so that, in a way, they participate in the planning and execution of the programs if we want them to be followed with success. For this reason, the current penitentiary regulation has wanted to move away from the clinical focus, in favor of a more ample conception of treatment, under the name **penitentiary intervention** that not only covers the therapeutic interventions, but also the aid, formative, job or sociocultural interventions.

The current penitentiary politics are the fruit of a slow process of evolution, from a progressive legislation with more than a 30 years journey since the proclamation of the Organic Penitentiary Law of 1979:

1. At the end of the 80’s, the politics decided on a complete **modernization of the penitentiary establishments**, gradually closing down the older buildings handed down from the post-war whose prin-

cial purpose was containment. This transformation originates with the “Plan of amortization and creation of penitentiary centers” approved in 1991 and that proposed the creation of more than 30 new centers (with the residential model establishment called “type center”) and the refurbishment of some of the already existing prisons. These buildings are similar to small cities in order to shelter close to 1,800 residents and are able to have the most diverse infrastructures: classrooms, workshops, sports installations, etc., with the view of facilitating the implantation of formative actions of all kinds.

2. At the same time, from the mid-90s the start of **promoting the offer and diversity of activities** to the disposition of the inmates (very limited until then), in order to cover an ample spectrum, from a formal education (that covers the initial levels up to university studies) to occupational workshops, sports and free-time activities and productive work. From a first stage, in which the politics of intervention were defined as the promotion of “the comprehensive occupation”, assuring the eradication of inactivity, until the current age, in which, thanks to the European cohesion and to some social foundation funds, there has been a great offer of formative actions, penitentiary workshops and of accompanying programs generated for the improvement of employability and labor integration.

3. In this last decade the politics **in favor of new forms of sentence completion** (in an open environment and with alternative imprisonment measures) have gained an enormous importance. Paradoxically, our society demands more security and is less tolerant toward certain behaviors every day, therefore in the successive reforms of the Penal Code they have started including new criminal types or the pe-
joration of the sanctions for the existing types. In spite of this, in these last years the persons responsible for the penitentiary politics have been counteracting this tendency by facilitating the programs that can be developed in the open medium and with assistance from community resources for inmates with less serious criminal profiles. This promotes the inspirational principals of the open regimen such as the reductions of control measures, auto-accountability of the convict, social normalization and integration, avoidance of family de-structuration and coordination with the community institutions of reintegration. In this process, the execution systems of the surrounding countries are already ahead of us. This decision in favor of new forms of sentence completion is sustained in the creation of an important number of new Social Insertion Centers -SIC- (residential model in a regimen of semi-liberty) and the implantation of modern systems of telematics control that permit the compatibility of the sentence with practically normalized labor and family developments. If it is true that under the influence of the economic crisis the labor reintegration process is slowing down, that obligates us to reorient the opportunities toward the strengthening of the formative action in the exterior so that this tendency toward the open environment does not suffer.

4. In a more recent form, the Spanish penitentiary institution decided on establishing the so-called **culture of psychosocial intervention and specific treatment**, designing, implementing and evaluating complex treatment programs in order to offer them to those collectives whose personal, social o psychological problems are based on the crimes committed, under the empirical verification of which the modification of determined attitudes and factors have a clear influence in public safety, reducing the indexes of offences. In general, the majority of the current programs are based on the theory of criminal psychology, called risk-needs-responsiveness from Andrews and Bonta (2006). These programs are focused toward two aspects:

- **To more concrete, vulnerable collectives that require a specific attention**, an egalitarian treatment that does not mean they do not consider particular characteristics of a population profile. Their special vulnerability requiring a different intervention and more attention in order to overcome the difficulties they find. In this case, programs have been instituted for juveniles foreigners, mentally handicapped persons, the elderly -institutionally called “senior citizens”- that remain in prison and,

for the incarcerated women (through a program of actions for equality, that try to counteract the factors of discrimination still present in the penitentiary environment).

• **To contain social situations and pathologies of greater importance in criminal activities** with specific programs aimed at determined collectives that present some common characteristics, being stable or temporary: sexual assailants or abusers in the family environment, the mentally ill, drug addicted, road safety offenders, inmates in the closed regimen, etc. These specific interventions of high complexity are based on the most recent and contrasted scientific theories and maintain the standards of quality of the programs that are found internationally agreed upon.

As an example of this socio-educational diversity, we cite the specific principal programs (number of penitentiary centers where they are developed -C- and average participation -mp-), in the framework of the General Administration of the State -GAS-³ (SGIP, 2011). The most extended programs in the system are: "suicide prevention" (69 C and 328 mp), "modules of respect" (67 C and 15,726 mp), "disabled" (38 C and 557 mp) and "Therapeutic Units" (34 C and 3,051 mp); on the other hand, the programs with prominent gender aspects are: "gender violence" (35 C and 474 mp), "control of sexual aggression" (32 C and 262 mp) and "Ser mujer es" -attention to women who are victims of gender violence- (8 C and 85 mp).

In this line, the **formation** of a high percentage of **professionals** from the institution has been initiated in order to undertake these problems, at the same time they have been equipped with the instruments and techniques for their development (normally a manual that collects the theoretical framework as well as the unit developments and varied examples of the exercises in order to design each one of the sessions)⁴, instruments and scales for the evaluation of the efficiency of these interventions. They are intense long-term programs (sometimes one or two years), because in the development of the work they bear an heavy emotional exhaustion, due to the fact that they have to fight with a series of situations that form a part of the group dynamic itself: confrontations, resistance, relapses, conflicts between members, demotivation, abandonment, etc. These interventions are developed in multidisciplinary groups where it is frequent that professionals from external organizations participate: universities, public organizations and fundamentally NGO 's⁵ and what seems really interesting, is the gradual implication of the prison guards of the centers, transcending the work of mere custody (as it already occurs on a daily basis with their ordinary integration into the teams of the therapeutic modules and the modules of respect).

5. The Spanish Mediterranean idiosyncrasy, that consecrates the public space, conforms to a penitentiary regimen where the great majority of the inmates have many hours of cohabitation and temporary spaces for common activities, in contrast with the regimens of our field where the isolation is broken for only a few hours throughout the day. In this sense, the objective that remains ideal for penitentiary treatment would be the ability "to direct the organization of the penitentiary centers toward **strictly socio-educational spaces** where each incarcerated person finds the motivation, environments and resources necessary for overcoming these shortages or specific problems that contributed to their criminal activity" and, in definitive, prevent that the inmates ' stay in the penitentiary centers constitutes of idle or lost time.

"In order to guarantee the success of these interventions it is essential to create a safe and organized environment beforehand. An organizational system with clear rules of cohabitation that minimizes the tension and reduces the possibilities of incidents. A system that emphasizes the interpersonal relationships, based on mutual respect, between the inmates and personnel" (Yagüe, 2011, p. 4).

In the current moment of politics and strategic objectives in which the institution is found more committed is in the creation of new **systems of organization and functioning** of daily life in the establish-

ments. This by expanding new and pioneer initiatives such as the so-called **therapeutic modules and the modules of respect**, where the implication of the inmate in the organization and functioning itself of the daily life of the module takes president. This system is a different way of “*being in the prison and living in the prison*”, inmates move from feeling that everything is imposed upon them (schedules or activities) to perceiving that they have the capacity to improve their quality of life in prison and they find sense in occupying their time in activities for the intrinsic value that they have. This focus has many elements that can contribute to improving their self-esteem and facilitate their process of social reintegration.

Based on these efforts, distinct external observers do not doubt in confirming that the Spanish penitentiary system, even with its strong shortages, can consider itself one of the most advanced systems in the world, because it tries to be coherent with the sense that the deprivation of liberty in its legal rules gives and in response to the principals of Social Pedagogy. However, on this road there cannot lack support or compromise of the responsible community institutions of concrete social politics and the organizations of our geographic area implicated in the objectives in which we work.

On the other hand, all the studies that have been carried out on this material rotate around the necessity of working in the field of crime prevention and of relapse and better –and more complete– if we have in mind the perspective of gender in said framework. There are clear indexes that the well-planned strategies of crime prevention do not only prevent crime and victimization, but also promote the safety of the community and contribute to the sustainable development of countries (ONU, 2007). In this line, everything indicates that the responsible politics that give positive results in relation to the prevention of crime improve the quality of life of the whole society, at the same time, producing long-term benefits in reducing costs related with the formal system of penal justice, as well as other social and personal costs resulting from criminal acts. Also, they give the opportunity of offering programs with more education and social focuses toward the problems of delinquency.

In the present monograph, under the title of “*Social Education in Prisons*”, from our flagship magazine, the planning, realities, experiences and critical proposals are outlined, which we will present in continuation. Furthermore, we will try to look at the themes from the gender point of view, because we want to highlight the fact that the situation despite representing lower percentages of the population in the national data as well as the international data, is even more unfortunate and obscured. The repercussions of the ingression into prison are more negative for the females, their children, families or in the context, as well as being more exposed and attended with less quality in the penitentiary system.

The work of Fanny T. Añaños-Bedriñana, Ma Pilar Sánchez Fernández and Juan José Llópiz Llácer “*Approach to the context in prison. A socio-educational perspective*”, as a starting point situates and contextualizes the penitentiary environment, in order to know its dynamics, organization, forms and intervention procedures; as well as analyzing the diverse life regimens established in relation to the spaces, times and consequences of imprisonment. For their part, Gilles Chantraine and Nicolas Sallée offer us “*Education put to the prison test*”, an article that goes inside the penitentiary establishments for minors in of France, focusing their aim on the differences of the security and education logics observed in the practices of the educators as well as the prison guards.

“*The environment in prison: The care provided to female prisoners and intramural relations*” is the work of María del Mar García-Vita and Miguel Melendro Estefanía. They delve into the internal dynamics inside the prison, analyzing the relational environment, support and the attention received during sentence completion, arriving at the identification of protection factors that lead to the facilitation of reintegration. The block is concluded with the article “*Treatment with women: Socio-educational action and employment in prisons*” of Francisco del Pozo Serrano, Francisco Jiménez Bautista and Ángel Turbi Pinazo, in which they study penitentiary intervention through socio-educational and socio-labor programs, making visible the evaluations of the participants, the holes, weaknesses and the strengths of these programs.

We hope that these contributions help in configuring and amplifying penitentiary issues, that in long-term or opportune periods, they were taken out and are taken out in a countless number of political, social, economic, idyllic, etc, processes. However, in the field of education, save exceptions, these processes have not been very significant. Also, we hope to be contributing to the attraction, motivation, critical reflection, studies, production, solicitation and actuation, from the academic, professional, administrative scenes and all the people involved and/or interested.

Finally, we thank the magnificent expert collaborators of this monograph for their valuable proposals to *Pedagogía Social. Revista Interuniversitaria* that have made a courageous wager in shining a light on this area of Social Education and, especially, to all the inmates that gave, in one way or another, their testimonies or are the object of our reflections

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² Restricted declaration of the 25 article of the Spanish Constitution of 1987.

³ General Administration of the State –GAS-. Is composed of all the Autonomous Communities with the exception of Catalonia who has had the competencies in penitentiary material transferred.

⁴ Under the epigraph of “Penitentiary Documents”, the manuals can be found in: <http://www.institucionpenitenciaria.es/web/portal/documentos/publicaciones.html>

⁵ Despite that an important number of NGOs are making enormous efforts to maintain this collaboration, it should be noted that in the light of the budget cuts in social politics, the large diffusion of the NGO collaborations of the last decade is significantly declining because of the lack of financing. For this motive, the majority of these programs are maintained with the impulse of the penitentiary professionals themselves and opening new channels of collaboration, fundamentally with universities and formative centers.

APPROACH TO THE CONTEXT IN PRISON. SOCIO EDUCATIONAL PERSPECTIVE

APROXIMACIÓN A LOS CONTEXTOS EN PRISIÓN. UNA PERSPECTIVA SOCIOEDUCATIVA¹

ABORDAGEM DO CONTEXTO EM PRISÃO. PERSPECTIVA SOCIAL E EDUCACIONAL

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ABSTRACT: The prisons don't only represent the architectural, administrative and functional elements of the penal system, but they also are important ecosystem contexts of socialization and education and reeducation, especially for interned people.

In this paper we present an approach to the Spanish prison reality from a gender and social educational perspective. We will highlight especially the system configuration, in order to know how it works, its organization and classification. For that reason we will analyze the different types of centers according to established life schemes, focusing on the conception of time and the impact of life in prison. This investigation is part of a national study conducted with women prisoners (Ref. EDU2009-13408).

The research methodology were both quantitative and qualitative in a sample of 538 valid ques-

tionnaires and 61 semi-structured interviews, noting that spaces are constituted as living entities that can influence in prison life in a positive way to promote a context, a time and a socio educational opportunity or they may be used as mechanisms of segregation, movement control, and as mechanism of power to implement "internal separation". The condemns times, along with the space, affect the experience and attitudes that determine how to deal with her reality and their preparation of their free life come back, so they have to be taken into account for the implementation of programs from the multiple realities of the protagonists. They have to be effective, comprehensive, to prevent recidivism and so on.

Furthermore, the paper left opened lines of intervention and unsolved issues that stand as challenges and outstanding issues for the administration, the society, the prisoners and social education.

KEY WORDS: Prison; time; context effect; segregation and exclusion; gender issues; delinquent rehabilitation and reintegration; socio educational action.

RESUMEN: Los establecimientos penitenciarios de cumplimiento de pena no sólo son entidades arquitectónicas, administrativas y funcionales del sistema penitenciario, sino que son contextos ecosistémicos, de socialización y de educación-reeducación de gran importancia, especialmente para las personas internadas.

En este trabajo se hace una aproximación a la realidad penitenciaria española, desde una perspectiva socioeducativa de género y, prestando especial atención a la configuración del sistema, con el propósito de conocer su forma de funcionamiento, organización y clasificación, así como analizar los distintos tipos de centros según los regímenes de vida establecidos, la concepción de los tiempos y los impactos de la vida en prisión, en el marco de una investigación nacional llevada a cabo con mujeres reclusas (Ref. EDU2009-13408).

Los métodos de investigación han sido tanto cuantitativos como cualitativos en una muestra de 538 cuestionarios válidos y 61 entrevistas semiestructuradas, observando que los espacios se constituyen como entes vivos que pueden influir en la vida en prisión de manera positiva al favorecer un contexto, un tiempo y una oportunidad socioeducativa, o pueden ser utilizados como mecanismos de segregación, de control de los movimientos, de poder y para implementar la "separación interior". Los tiempos de condena, junto con el espacio, inciden en la vivencia y las actitudes que determinan cómo enfrentarse a su realidad y la preparación para su reinserción; así éstos han de ser tenidos en cuenta para la implementación de programas desde las múltiples realidades de las/os protagonistas, basados en la evidencia, de modo que sean eficaces, integrales, que prevengan la reincidencia, etc.

Además, se dejan abiertas líneas de intervención y problemáticas no resueltas que se erigen como retos o cuestiones pendientes para la administración, la sociedad, los/las reclusos/as y la educación social.

PALABRAS CLAVE: Prisión; tiempo; efectos del contexto; segregación y exclusión; cuestiones de género;

rehabilitación y reinserción de presos/as; acción socioeducativa.

RESUMO: A prisão agências de execução de sentença, não só arquitetônica, funcional do sistema administrativo e penal, mas são contextos ambientais, socialização e educação, reeducação de grande importância, especialmente para as pessoas internadas.

Neste artigo apresentamos uma abordagem para a prisão realidade espanhola, a partir de uma perspectiva de gênero e atenção especial sócio para a configuração do sistema, a fim de saber como eles funcionam, organização e classificação, e analisar os diferentes tipos de centros de acordo com esquemas de vida estabelecidos, a concepção de tempo e de o impacto da vida na prisão como parte de um estudo nacional realizado com mulheres presas (Ref. EDU2009-13408).

Os métodos de investigação foram quantitativa e qualitativa em uma amostra de 538 questionários válidos e 61 entrevistas semi-estruturadas, observando que os espaços se constituem como entidades vivas que podem influenciar a vida na prisão de uma forma positiva para promover um contexto de tempo, e oportunidade sócio ou podem ser utilizados como mecanismos de segregação, controlo de movimento, e o poder para implementar "separação interna". Condena vezes, juntamente com o espaço, afetar a experiência e as atitudes que determinam como lidar com a sua realidade e se preparar para seu retorno, por isso têm de ser tidos em conta para a implementação de programas a partir das múltiplas realidades da / protagonistas do sistema operacional, com base em evidências, eficaz, global, para evitar a reincidência, etc.

Também deixou abertas as linhas de intervenção e questões não resolvidas que se apresentam como desafios e as questões pendentes para a administração, a sociedade, os presos e educação social.

PALAVRAS CHAVE: A prisão; o tempo; efeitos de contexto; a segregação e exclusão; as questões de gênero; a reabilitação ea reinserção dos presos; ação sócio-educativa.

Introduction

Criminal acts are frequently not about casual or timely acts but responses to multiple factors permeated by trajectories with different kinds of disadvantages and/or situations of vulnerability, risk or conflict (Amador y Monreal, 2010; Añaños, 2010, 2012; Bas, Pérez de Guzmán & Morón, 2011; Yagüe, 2007; Cervelló, 2006; Defensor del Pueblo Andaluz, 2006; EDIS, 2004; Parlamento Europeo, 2008; Juliano, 2010; Ortega, 2010), where, furthermore, women suffer greater consequences, inequalities and/or exclusions.

Penitentiary establishments are not only architectural, administrative, and functional entities with their own organization, but also eco-systemic contexts of socialization and education-reeducation of great importance, especially for inmates.

This has to do with an internal and “controlled” scene, where the lives of many people carried out, but also there are many external factors that influence, being political, ideological, economic or cultural and the conceptions around crime and justice, laws and specific regulations, focuses and intervention models, etc.

According to Matthews (2003), there are three nuclear elements that characterize the process of imprisonment; the space, time and the work. None of which are “neutral” or lacking of precise languages and significances, to the inside as well as outside the prison, and are material as well as symbolical (Rivera, 2003:11).

Knowing this initial conception, from our perspective, we understand that we could reinterpret and re-configure in “space, time and socio-educational action”, these being the interacting, interdependent and simultaneous systemic elements.

We want to distance ourselves from the concept of “work” because of the symbolic weight associated to the dedication of the inmate “doing or working”, and because time in prison can be conceived and established as time and space (context) constructive of social and education-reeducation processes, oriented toward the improvement of the quality of life in prison -present day-, and with perspectives above and beyond the punitive space and with influence in their personal, training, labor or cultural dimension.

The form of conceiving, articulating, designing, applying or evaluating these three elements refer to the functions of reclusion and sentence completion, where nothing is “casual”, “improvised”, or “neutral”, and therefore is important that we detain ourselves in the socio-educational and integration-reintegration configuration, in the different moments, situations, spaces and times in prison.

As such, this work is oriented to the penitentiary medium in order to know its forms of function and organization, analyzing the distinct types of centers, the times and the impacts of life in prison, within the framework of a national investigation carried out with female inmates (Ref. EDU2009-13408).

1. The prison context: organization, time and socio-educational action

The penitentiary environment is very complex. In these last years the system experimented with numerous quantitative and qualitative changes, in its structure as well as in the inmate population. In Spain, the growth and evolution of the population have been significant. According to the Secretary General of Penitentiary Institutions ([SGIP], 2013a) in January of 2013, there were 68,614 inmates. Equally, the characteristics of the inmates have diversified: foreigners, low danger profiles or not proceeding vulnerable and/or excluded (“normalized”) groups, and ethnic minorities, among others (Almeda, 2010; Añaños, 2010; Yagüe, 2010).

Every center has its own organization that permits internal functioning and makes possible the relationship and coordination with Central Services located in Madrid (General Administration of the State, -here onwards GAS-, Department of the Interior) with the exception of Catalonia which has had the power transferred to their own since 1984 (Justice Department, Government of Catalonia). Usually, they rely on collegiate authorities (Board of Directors, Treatment Council -on which the Technical Teams depend-, Disciplinary Commission, and the Economic-Administrative Council) and personal authorities.

The structure and function of the penitentiary system, as well as the centers and other prison resources are conditioned by the classification grade, penitentiary regimen, method of completion and intervention for each inmate. We will see how they are defined below.

1.1. The classification grades and life regimens

The admission into the penitentiary medium supposes the establishment of a group of measures and interventions for its protagonists. This mechanism starts to work when there is a “firm prison sentence”, giving place to its classification in one of the three penitentiary grades established by the laws (General Penitentiary Organic Law –here forward GPOL-; Penitentiary Regulation 190/1996 -here forward PR-; Penal Code 10/1995 and 5/2010). In grade determination different factors are considered, for example, the personality, penitentiary history (individual, family, social and criminal), the duration of the sentence given and, other factors established in the legislation. Each grade determines a *regimen of control and security measures* that go from the most severe to the most flexible.

This form of classification, according to the SGPI (2010), consists of a modification of the classic system, whose principal characteristic is *flexibility*, because it permits revision and reclassification based on the evolution during the sentence time, the progression or regression of the inmate. In this way, the inmate can be classified in:

- First Grade, which corresponds with a more restrictive regimen (closed regimen) of control and security measures, due to the danger they pose or the exhibition of maladjustment.
- Second Grade, that coincides with the ordinary regimen, where the inmates have personal and prison circumstances of normal coexistence, but without the ability to live, momentarily, in semi-liberty.
- Third Grade, that concurs with the open regimen, in any one of its modalities. They are inmates that, for their personal and penitentiary situations, are considered able to have a life regimen in semi-liberty. It hopes to be a model of reference in the social integration process through the coordinated and harmonious intervention of all social and community resources. In this way, they are permitted “Trips to the outside” (*ordinary permits, weekend excursions or trips in order to work or carry out specific treatments*). Furthermore, in this modality there exists other possibilities for sentence completion, such as the *Sentences and Alternative Measures* –“sentence suspensions” and “sentence substitutions”- (SGIP, 2013c), regulated by the Penal Code (OL 7/2003 and 5/2010), that offers sentences that avoid the admittance to prison, when the crimes are of low social risk and the sentence not superior to one year, with the objective of impeding the de-socialization effects of the prison and so that the sentenced can repair the damage caused.

The grade classification and the corresponding regimen definitions give place to an individual intervention (socio-educational action) named the “Individualized Treatment Program” (here forward ITP). The basis of the action in the measures of liberty and security deprivation is reeducation and social reintegration (Spanish Constitution, Art. 25.2.).

1.2. The time and actions of socio-educational intervention

Time is united to the definition of the prison as a mechanism for reforming delinquents. As a matter of fact, for Foucault (1977) it was, as well as a place of punishment, a time to produce discipline, incrementing the speed and efficiency of the socio-educational interventions. This way it could be productive, extracting the maximum utility of each hour and moment. However, for Goffman (1994) the institutions are “totalitarian” and the people share a delimited space, under timing and controlled interactions, giving themselves different articulations and/or adjustments, achieving these adjustments through the use of inside-outside tensions. Also producing relationships of power and inmate social status configuration (Chantraene, Scheer & Milhaud, 2012).

Time passed in freedom deprived spaces is not perceived, generally, as positive, but the complete opposite. According to Matthews (2003), the more time left in their sentence, the more inmates talk of “dead” time, “lost” time, time of “suffering”, etc. In the North American and English prison language the expression of “doing time” is used.

In prison three types of time are distinguished (Lefebvre, 1991): physical, mental and social. The physical refers to the actions, activities and bodily experiences tied to biological rhythms, influenced by the daily routines and the station changes. The mental or “internal” time alludes to the process of reflection or imagination. Traditionally, it was thought that penitentiary time should be silent and solitary, but the reality showed that it brought greater negative consequences (depression, suicide, mental pathologies, addictions, etc.). And lastly, the social time defines the continuous movement in between the past, present and future. It has to do with the complex daily process of the comprehension of change, though for the inmates the present is “suspended”, and therefore “lost”, in such a way that, in the opinion of Cohen and Taylor (1972), time, especially for those with long sentences, is reduced to a continuous present, running the risk of losing the sense of personal growth and future prospects. Paradoxically, the more time an inmate has of his sentence, the more their courage declines.

The advances in the penitentiary systems and the international legislation, the new focuses and intervention models, the development of rights, the incorporation of professional social educators, etc. (Del Pozo & Añaños-Bedriñana, 2013; Pérez Serrano, 1992), have given emphasis to the action and the rehabilitator and reintegration functions of the sentences that, in turn, have motivated the use of new more open and/or flexible forms of sentences, in the time and in the specific form of confrontation of the sentence. This development increased the power of the Administration and offered a control mechanism inside the prison, something that made the necessity of counting on a greater amount of information on the penitentiary population visible, because putting an intervention –“a treatment”- into practice would demand that information. That is, a detailed analysis of the context, the people, the pedagogical interventions, the previous realities of the action, etc. (Pantoja & Añaños, 2010; Sáez, 2010).

Today, the Spanish penitentiary system is situated, at least theoretically, in the path of reintegration and respect for the rights of the inmates. In this way, the “sentence time” gives the formative possibility, in the opinion of Gallizo (2010, p.7), “that provides the inmates with the appropriate skills so that in the future they can survive without relapsing into crime”. Also, he confirms that the prisons represented, in a certain way, the “failure of society”, to which Caride and Gradaïlle (2013) match to the “failure of freedom –and in part of education-, “which brings us to take on the field not only from a professional dimension but from one of commitment. Time and space that, according to Núñez (2010), generate “prison microcosms” of encounters between objectives and multiple universes, escapes and cultural refuges.

Socio-educational action in this context is located in the ITP, where all the inmates have the right to participate, so as to work at a personal level on social and labor skills, overcoming behavioral or exclusion factors, support measures for the treatment and other questions for the moment of liberation. The ITPs are regulated by the Instructions 12/2006 and 4/2009. The ITP assigns two levels of activity: Priority, aimed at supplementing the factors directly related with their criminal activity or their lack in basic trainings and; Complementary, which offers options to improve their quality of life and increase professional, educational and cultural focuses.

In the intervention, as well as the structure and organization of the penitentiary system a multitude of professionals (self-employed, contracted and external collaborators) also participate. In this context, multidisciplinary groups form and of which are formed in part by pedagogues and social educators.

2. Penitentiary spaces: the case of women

The isolation of delinquents in spaces created just for that reason is one of the distinctions of modern prisons as a form of punishment. It creates a separation from the rest of society that represents, also, a form of

physical, moral and social exclusion, which could make their reintegration processes difficult –tertiary exclusion- (Añaños, 2012).

At the same time, inside the prison, space serves to establish differences between the diverse types of inmates, known as “*interior separation*”, creating limits on the practice, “treatments” and daily routines, different coexisting models of intervention, behaviors, forms of control, rules, etc. For the same reasons, the displacement from one space to another is used as a means of control and as a part of an ample repertoire of rewards and punishments. This separation is established in function of the following criteria (SGIP, 2013b):

- Gender: men and women, except for mixed departments (family units, C.P. Aranjuez).
- Procedural condition: detained inmates and/or those in preemptive imprisonment while their case is judicially determined.
- Criminal situation: those who enter prison for the first time and repeat offenders.
- Age: juveniles in relation to the adults.
- Medical conditions: inmates with sicknesses, and physical or mental deficiencies.
- “Treatment” requirements: for example in the “therapeutic modules” or drug free programs, in the “respect modules”, “educational treatment units”, “mothers units” or others.

The construction and design of modern penitentiary spaces, was conditioned for distinct objectives: security, ventilation, reform, classification, inspection and continuous vigilance (Evans, 1982). Today, this joins the penitentiary conception that rehabilitation objectives are achieved through the separation of inmates. The models of space have evolved from radial, panoptic, telephone pole designs to ones referred to as “new generation”. These incorporate a capsular design or around a control bubble and the extensive use of technology, being a “more subtle” system, less controversial and more effective for regulating movements.

There is a great diversity of penitentiary establishments (Generalitat de Catalunya, Departament de Justícia, 2013; SGIP, 2013d): Penitentiary Centers (PC) –formed by units, modules and departments-, Psychiatric Penitentiary Centers (P), Social Integration Centers (SIC), Open Sections (OS), Dependent Mothers Units (DMU), External Mothers Units (EMU), Hospital Custody Units (HCU) and External Penitentiary Centers.

The prison structure, frequently, does not differentiate between the private and public life of the inmate. However, in some countries, like Spain, they permit visits, conjugal visits or the cohabitation of couples inside the prison, and there even exists a family unit of continual cohabitation for imprisoned couples (C.P. Aranjuez), in which the system considers the space and time reserved and equipped for this very reason.

2.1. Prison contexts for women: The impact of admission into prison

In general terms, the fact that there exists a minor presence of women in the penitentiary system explains, in part, the distinct disadvantages for the female inmates. Specifically, in January of 2013 there were 5,209 female inmates representing a 7.6% in comparison with the 92.4% of men in the penitentiary population in Spain (SGIP, 2013a). Traditionally, the prisons have been managed by and for men even though from that perspective spaces for women have been prepared or adapted, today Female Modules (FM). Unfortunately, in many circumstances the internal separation criteria are not applied, generating a complex context that is not very beneficial for social reeducation and reintegration. What is true is that there has been a special treatment given to the women with children younger than three in their care in prison, but there is still much more to be advanced in this theme. Here we present some specific resources:

Mothers Module/ Mothers Units (MU)

Structures and spaces separated architecturally that are in extinction, but until 2010 existed in almost all PCs (Art. 38 LOGP). Nursery schools for educational attention to children were established inside.

Family/Mixed Module (FM)

A space that enables couples who are both in prison, and, if applicable, their children under three years of age to be together. This module has an exceptional and innovational character, it only exists in the PC of Aranjuez (a city in Spain), extending the constitutional principle of family protection, and curbing family de-structuring.

Dependent Mothers Units (DMU)

External penitentiary resources in which 6-10 women and their children live together -in some cases, for up to 6 years- are a pioneer experience in Europe, whose objective is to create an appropriate environment so that the children can develop emotionally and educationally during the time of sentence completion. At the same time, the inclusion in socio-educational programs, the reactivation of family and socio-labor networks and community participation are favored. They offer an important model and reeducation and reintegration results, attending to needs and demands in an individualized way (Del Pozo & Mavrou, 2010; Del Pozo, 2010). However, due to budgetary cuts, the creation of External Mothers Units (EMU) and the current political model, only two of the eight original DMUs are still maintained (Madrid and Barcelona).

External Mothers Units (EMU)

These units are new penitentiary installations, with a greater capacity than the DMUs (22-23 cells-units), whose objective is that the children -up to three years of age- remain with their mothers while they are serving their sentence, in favorable conditions for their education, in a different environment than what is assumed of a traditional prison. Until now, three of these establishments have been created: Madrid, Seville, and Palma de Mallorca, although there is one finished in Alicante and construction advanced in Tenerife too, but the construction has been stopped and suspended because of budgetary conditions. The institutional purpose of the units for mothers is to definitively separate them inside the PCs. There is greater flexibility for visits to the children and the access of the mothers to external social resources is favored. Despite everything, it is about a specific prison for women and their children, in this way they can count on "non-aggressive" security measures, based on systems of electronic surveillance control that is sustained by cameras, alarms and motion detectors on the perimeters.

Furthermore, since the 90s a series of measures and actions were initiated that incorporate the perspective of gender. Subsequently, in 1996 the Health Intervention Program was developed from a gender focus, in 2007 the Practical Guide for Group Intervention was elaborated, and from 2009 the gradual implementation of the "Program of Actions for the Equality between Men and Women in the penitentiary environment" was initiated with specific and transversal actions aimed at (Ministerio de Interior, 2009):

- Overcoming the factors of vulnerability that influence criminal activity.
- Eradicating the factors of discrimination based on gender inside the prison.
- Paying complete attention to the necessities of the imprisoned women.
- Attacking gender violence, especially the consequences (psychological, medical, addictive, etc.) associated with the high prevalence of abuse and mistreatment.

Despite the advances, there still exists many differences between the men and women in prison, in respect to the confrontation, treatment, care, programs, structures, etc. (Almeda, 2010; Añaños-Bedriñana, 2010, 2012, 2013; Casares, González, Secades & Fernández, 2007; Cervelló, 2006; Cruells & Igareda, 2005; Defensor del Pueblo Andaluz, 2006; Delgado, 2008; Fernández Iglesias, 2008; Llopis, 2008; Martínez-Cordero, 2007; Orte, 2008; Parlamento Europeo, 2008; Ribas, Almeda & Bodelón, 2005; Roca & Caixal, 2002; Yagüe, 2007, 2010). Moreover, there is little information on the results, achievements and processes of the programs and plans instituted.

3. Methodology and results

The investigation project pretends, among other things, to study the women that are completing a sentence in the Spanish penitentiary environment, the multiple realities, the processes of reeducation and the preparation for liberty in relation with social reintegration. Concretely, through this work we hope to get close to the penitentiary system, with the purpose of knowing its functioning, organization and classification forms, analyze the distinct types of centers according to the established life regimens, the conception of the time and the impact of the prison life, in the framework of the national investigation carried out with female inmates (Ref. EDU2009-13408), in GAS as well as in the Government of Catalonia.

The study is centered on women in two life regimens (open and ordinary) in the penitentiary environment and that are classified in the 2nd or 3rd grade sentence. The population from which the sample frame was extracted was of 3,484 women. A stratified process was carried out with a roster proportional to the size of the female penitentiary population and according to geographic zones, the sample reaching approximately 15% of the population, equal to $0.15 \cdot 3.484 = 523$ women. The sample selection was chosen randomly among women from distinct selected centers that were previously informed and consented to participate voluntarily. The types of centers reflect the distinct spaces where the women are found in the penitentiary system, being:

Open Regimen: Social Reintegration Centers (SRC), Dependent Mothers Units (DMU), Open Sections (OS) and External Mothers Units (EMU).

Closed Regimen: Penitentiary Centers (PC) and Psychiatric Hospitals (P). Within the PCs we distinguish: Women's Module (WM), Respect Module (RM), Family Module (FM), Mothers Module (UM), Module or Community Therapy -in Catalonia DAE- (CT/DAE) and Educational Treatment Units (ETU).

The field work was carried out between June and October of 2011, visiting 42 centers from all over Spain. The instruments of analysis were: a questionnaire, composed of closed, multiple response, conditional and open questions, achieving 538 valid questionnaires. The sample error was 3.9. In the same way, 61 semi-structured interviews were obtained.

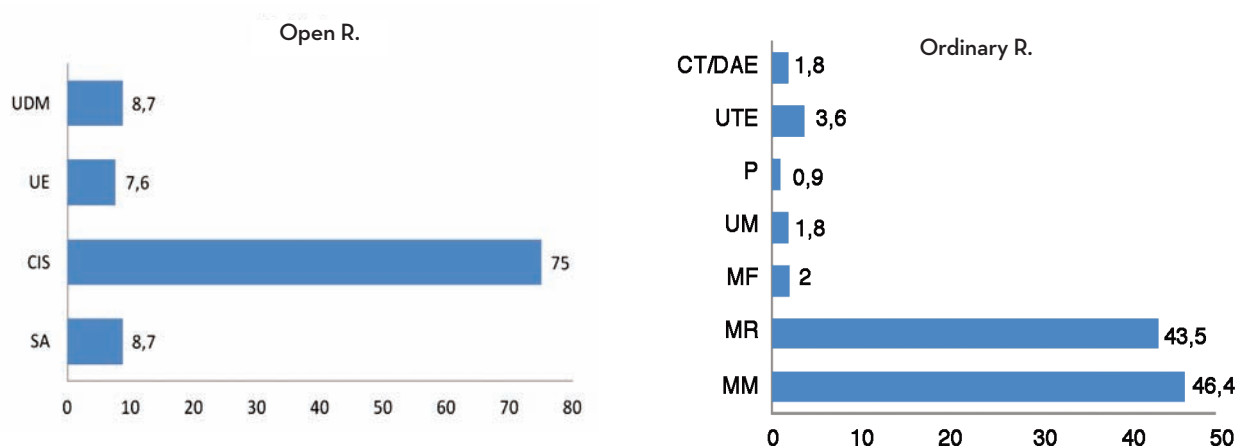
For the treatment of the information, the IBM SPSS program, versions 15 and 20, were used. The basic statistical analysis of this work consisted of a frequency analysis, contingency tables, contrasts of independency and homogeneity. For the interviews, qualitative methods of analysis were employed.

The results, reflected in continuation, respond to the defined objectives taking into count the spaces, length of sentences and the auto-perceptions of the impact of prison on the women. The most significant characteristics refer to the women in the age group between 19 and 64 (average 36.4), the majority single, separated or divorced (57.2%) and, 79.5% being mothers.

3.1. Penitentiary spaces and regimen

Of all the women given questionnaires, 82.9% are carrying out their sentence in the ordinary regimen and 17.1% in the open regimen, being classified in the 2nd grade (76.3%) and 3rd grade (23.7%) sentences. These data correspond closely to the national data, 81.9% in the 2nd grade and 18.1% in the 3rd (SGIP, 2013a). In the investigation, concentrating on those of the second grade, 96.4% are in the ordinary regimen; while in the third grade, 66.7% are in the open regimen.

Graphic 1. Global distribution of the women by type of center inside each regimen



Source: Ad Hoc.

Almost 90% of the ordinary regimen is concentrated in the Women's Module (WM) and the Respect Module (RM), while in the open regimen the great majority are in Social Reintegration Centers (SRC). This data reflects the population capacity of the centers or units and the type of intervention-programs realized.

How the spaces in prison are perceived shows in the experiences during the sentence completion, for example: "many differences, they have nothing in common, each one has a different regimen. Me in this one... I feel like I am completing the sentence, Now I feel like a prisoner, I feel frustrated!..." (EX_E315), or blunt affirmations such as "Ufff, total prison...it is much harder" (NA_301).

The availability of the resources and professionals in the centers in semi-liberty regimens is made evident with commentaries from the DMU like: "Of course, the truth is that it is so small that we have many possibilities to be able to talk with all the people that can help us, because we are close to the educators, assistants, everything..." (EX_E110) or through an evaluation of the EMU on the installations and equipment: "It doesn't have a comparison, this looks like a hotel..." (EX_E106). Also, the sensation and exercising liberty is emphasized in appreciations of the SRC such as: "Well, this is better!, you have more freedom, you can go outside. There you have to see your family through the windows in the communications once a week" (EX_E312).

On the other hand, the social or relational space is expressed through "...and the worst place was...,but it's the people, not the prison, the prison makes the people, and in the prison there are a lot of lowlifes, the worst, is the hole..." (EX_E503) and, the power mechanism or the statuses are given through "...Here in... I am just one more, I have to adapt to what there is, now I am in a module where I don't have any privileges, but I can't complain..." (EX_E213).

3.2 Maternity according to the regimen

In relation to the number of children, the women of the ordinary regimen have less children than those in the open regimen (Mann-Whitney U test, p-value < 4%), the average number of children being 2.4 and 2.93, respectively. Furthermore, the 95% confidence interval for the difference of means is (-0.854; -0.022). These results are explained by the lack of the deprivation of liberty and less opportunities for private interaction. There also exists significant differences if we consider the variable "presence of the children in the center" (Chi-squared test, p-value < 1%), though the majority do not have children with them in prison, the women who do are mostly in the open regimen (16.3%). That fundamentally responds to the extra-penitentiary or open centers created for the mothers.

Table 1. Presence of children with mothers in the center, according to life regimen

	Center Regimen		
	Ordinary	Open	Total
No	94,6%	83,7%	92,8%
Si	5,4%	16,3%	7,2%
Total	100%	100%	100%

Source: Ad Hoc

The auto-perception of the prison in spaces prepared for the women and their children, dilutes the weight of the imprisonment, for example, *"I'll tell you the truth, I didn't know the prison because I came in with my daughter and the Mother Modules are basically like a school, ... so you are protected there, because we have children... Since I entered, for me it has been a change for the better"* (EX_E207). The children are a motivation for change *"... This year is much harder for me, because I do everything I have to do. I study, clean... I want to be with my daughter, because she is alone and I have to act right. Before, I didn't care about anything, but now I fight for parole and that takes work"* (EX_E407), while the fact of not having children or not being able to exercise the maternal role is lived very negatively *"Horrible!, I had to leave my children with my mother, my oldest daughter found out I was incarcerated, very bad!!"* (AA_E209).

3.3 Addiction and life regimen

In the EMU, DMU and FM the active addicts are not seen because in the programs where there is a presence of minors, it is required not to have a problematic use/abuse of drugs.

In prison, drug use is seen as a form of reality evasion and a way to pass time, so *"At the beginning when I was younger, I was drugged up all day,... that way I didn't notice the sentence. I am noticing the sentence since my father died..."* (EX_E316).

At the time of the interview, respecting the participation in the treatment processes for quitting or controlling drugs, significant differences were seen in relation to the life regimen (Chi-square Test, p-value < 1%). In both cases it is much more the percentage of women that do not participate in treatments in relation to the percentage of women that do. Centering ourselves on those that do participate, the great majority (over 95%) are in the ordinary regimen, indicating that this inside context favors the participation in programs.

Although the programs are criticized *"... I am not in favor of the therapeutic programs, I never did them"* (EX_E204), there are women that have decided to quit drugs on their own *"... Being in prison I decided to give up methadone, because I saw that I was taking an authorized drug... but you are drugged!... I am one year clean, I quit in September..."* (EX_E102).

3.4 Time of sentence

In relation to the sentence time in prison (Chi-squared test; p-value < 4%; Mann-Whitney U test, p-value < 1%) there are differences according to the center regimen. Furthermore, the interval is (-1.156; -0.002) for the difference of means with a 95% level of confidence.

For the ordinary regimen, the trend is for women to have less than a year, while for the open regimen it is for a stretch of 1 to 2 years. The percentage of women that have been in prison a short amount of time (2 years or less) is greater in the case of the ordinary regimen (67%) than in the open regimen (50.6%). Furthermore, the percentage of women that have been in prison for more than 4 years is higher in the ordinary regimen (29.3%) than in the open regimen (20.6%).

Table 2. Time in prison and time left in sentence, according to center regimen

Stretch of time	Time in prison			Time left in sentence		
	Ordinary	Open	Total	Ordinary	Open	Total
Less than 1 year	36,1%	17,6%	33%	27,6%	27,5%	27,6%
1-2 years	30,9%	33%	31,3%	30,6%	50,5%	34,4%
3-4 years	18,7%	28,6%	20,4%	21,5%	15,4%	20,4%
5-6 years	18,7%	13,2%	6,7%	10,9%	5,5%	9,9%
7-8 years	5,4%	3,3%	3,6%	4,1%	0%	3,3%
9-10 years	2%	3%	2,2%	2,3%	0%	1,9%
More than 10	3,2%	1,1%	2,8%	3%	1,1%	2,7%
Total	100%	100%	100%	100%	100%	100%

Source: Ad Hoc

Also, there are differences in the time left in prison (Chi-squared test: p-value <1%; %; Mann-Whitney U test, p-value < 2%) and the interval for the difference of means with a 95% level of confidence (0.33; 1.196). In both types of regimen, the trend is in the stretch of 1 to 2 years, the percentage being higher in the case of the open regimen. In the open regimen the percentage of women that have only a few years left (2 years or less) is 78% facing the 58.2% of the ordinary regimen. The perception of passing time is different according to the length of the sentence, being more intense in short sentences or when there is little left before getting out "I have been here only 3 months and it feels like I've been here for a year. I only have three months left, because I have six months..." (MM_E405), "I have 5 months left to, to throw up" (EX_E115). However, in long sentences, indifference is seen "I don't know, I think 15 years..." (AA_E205), or the obsession with occupying time "...I try to maintain occupied most of the time, I want the hours to pass, the days, the years... I have Saturday and Sunday to rest and I don't rest... because it is easy for me to go crazy at home... I don't want to have time..." (EX_E113).

3.5 Auto-perception of the impact in prison

The evaluation of the impact of prison on their life turns out to be surprising; since 37.2% of the women consider that the experience has been good or very good.

There are differences by center regimen (Chi-squared test, p-value<5%). The women that are in the open regimen consider that the experience has been better than the women in the ordinary regimen, since 77.1% believe that it has not been bad, while in the ordinary regimen this percentage is 64.4%.

Table 3. Evaluation of life according to center regimen

	Center Regimen		
	Ordinary	Open	Total
Bad	35,5%	22,8%	33,3%
Normal	27,5%	39,1%	29,6%
Good	27,7%	31,5%	28,4%
Very good	9,2%	6,5%	8,8%
Total	100%	100%	100%

Source: Ad Hoc

Therefore, on one hand we find testimonies that see the prison as a beneficial environment “Yes, it has been pretty fruitful for me, because I found myself... I have felt that I am stronger walking in the street, that no one is worth more than me... and for me it has been very good to be in prison. It’s been my salvation! In an emotional way as well as in the drug use” (EX_E315), or as a satisfaction of basic needs “I saw paradise. I said: Hot food! –I came from the street, I have friends! Something I have not had in 15 years... I have the opportunity... to read an entire book, the possibility to sleep like a normal person, an entire night...” (EX_E404).

On the other hand, the negative impacts materialize in the assumption of the changes “Weird, weird, there is a hole. The distortion of one life to another, from being in the street and the day that one is here inside, it changes everything. A radical change...” (EX_E403), in the distancing of the environment, especially of children, “Depressing, really. Now it’s like half-fixed, because I left my girls, the smallest one was 1 year old and the biggest was 3, now they are 6 and 8... This whole time I had a lot of depression, I started to take drugs again... It makes me want to cry, I’m also in another country and I think that is more difficult. I felt alone, misunderstood...” (EX_E105), or when they visualize the diverse losses “Many...from losing it all, I don’t have a house, I don’t have underwear to put on, the work, I don’t know... I don’t have photographs of when my children were small, I lost it all, all...” (EX_E105).

4. Final reflections and pending issues

The analysis of the literature, specialized sources and the results of our study, bring us to point out the following issues.

The majority population presence in ordinary –“inside”- spaces, in comparison with the life regimens in semi-liberty –open- or in alternative measures to prison, show that we have a punitive system whose priority focus is the imprisonment of people who have committed a crime. The spaces, in addition to situating and distinguishing the inmates with an “interior separation”, are controlling contexts of displacement and social power.

The experience of the family relational and social isolation is a very critical and difficult issue for the inmates. Furthermore, the *separation from their children and family* is a painful reality that the women suffer more in prison, due to the implication, responsibility and the assumed traditional gender roles, living it with a lot of frustration and mixed feelings, frequently provoking diverse types of problems (depression, anxiety, addiction, etc.).

Only 2.4% of the population is in specialized drug treatment spaces (CT/DAE) while 60.8% have or have had a problematic and/or addictive relationship with drugs. The least problematic spaces for drug use are the DMU, UM and EMU for the requisites of the program, due to the presence of minors, which is established as an unquestionable factor of protection. The rest are distributed in the distinct spaces of the penitentiary system, which shows the cross-directional character of the problem. Furthermore, the attention and coverage of the programs is usually partial and of an inferior to the quality of those offered to the men, except for in the female prisons, where the attention is specific and complete (Añaños, 2010; Defensor del Pueblo Andaluz, 2006; Llopis, 2008).

The perception of time and the impact on the life of the women offer contradictory characteristics, on one hand, a confrontation of the negative and painful form of internalization, especially for the women with family burdens and children outside the prison. On the other hand, a resigned, indifferent, adapted or positive life, especially when they come from a very deficient-problematic environment or when their sentence is very long.

However, many problems still remain in relation to, among others, the spaces, treatments, and/or views in the penitentiary environment that raise the society, inmates, and social-education as challenges or pending issues for the administration.

Therefore, for example, we point out some of the pending problems in the Spanish prisons in relation to the theme of this study:

Firstly, the issue of *overcrowding or overpopulation*. This is an important structural problem, especially for the women that are imprisoned in more reduced spaces or environments adapted/added to those of the men. This fact gives place to a lack of or limited privacy, limitations or difficulties for health treatment and/or personalized interventions, etc.

Secondly, *location or space distribution problems inside the prison modules* continue to exist, considering that many times the criterion of the “internal separation” are not respected, ending in women with distinct criminal profiles, ages, sociocultural origins, sicknesses and/or addictions all living together. These situations can give place socialization problems, mental and physical health risks and problems in their life evolution in prison, among others. Although the improvements of the system have settled, especially in women with some profiles or concrete circumstances, above all when there is the presence of small children in prison, there still is a long road to run in favor of equality.

Thirdly, another barrier is the *insufficient number of women’s centers* as well as *the geographic location of them*, considering that the distance is lived like a great relational and displacement problem for the visits. This is due to the expenses, time, frequency and, mostly, the difficulties of public transportation, because many prisons are located outside of the cities. Furthermore, the creation of the EMU has signified the movement of many women with children from diverse prisons. Frequently, they are conditioned to stay in the PC without their child or go to the EMU in order to maintain the child with them.

This distance makes the reintegration after leaving the prison difficult, in addition to the problems of personal-family-social, emotional and geographical interaction. This is because a network and/or anchoring alternative in the context of where they will return was not generated, a situation that is made worse in the case of foreigners.

Lastly, considering the socio-educational intervention/action, we still have a traditional focus and a limited offer of socio-educational programs and/or activities, saying, that the range of formation alternatives –outside of basic teachings-, preparation for employment, occupation of free time, sociocultural, etc. are more limited in activities that have an impact on the traditional gender roles and are far from the demand of the external labor market.

Through the Equality Plan and other measures, the balance of actions, in relation to the men, offering specific options that respond to the necessities of the female inmates, but sadly they still do not have results and more so, with the situation of the current crisis, cut-backs on programs and actions in the socio-educational and reintegration line can be seen.

The data and situations found directly influence the implementation of programs related to reeducation, but evoke questions and criticisms, because they limit or make difficult the search and offer of less harmful options for the inmates and their families. New options that really respond to a better link in the processes of social integration-reintegration, to the assumption of responsibilities and the repair of damage or to the prevention of relapse, having in mind at least their realities, needs, problems, limitations, competencies, demands, interests, likes, enjoyment, limits... and their willfulness.

In consequence, the configuration of a spatial, temporary and socio-educational action framework is discerned, that dignifies the person, as well as being de-totalitarian, interdisciplinary, integral, gender specific and that promote autonomous, critical, free people... aimed at taking or retaking the reins of their life in a society that segregated (excluded) them, but at the same time have never stopped being a part of.

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EDUCATION PUT TO THE PRISON TEST

LA EDUCACIÓN PUESTA A PRUEBA EN UN ESPACIO DE RECLUSIÓN

A EDUCAÇÃO FACE À DETENÇÃO

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ABSTRACT: Prisons for Minors (PM) are relatively new in the French prison landscape correctional system. Their appearance reflected a political desire to turn incarceration spaces for youths aged 13 to 18 into properly “educational” spaces, in order to address the lack of socio-educational attention that minor prisoners were suffering in juvenile units in adult prisons. Based on a monographic study conducted within two PMs, combining direct observation of everyday prison life and semi-structured interviews with all PM actors, this contribution aims to analyse the form taken by educational practices in these establishments, and examine how they are weaved into the penitentiary order. After providing some context relating to the juvenile justice system in France, we will examine the practices of PJJ tutors (*Protection judiciaire de la jeunesse* / Youth Judicial Protection Service) in symmetry with those of prison guards.

This symmetrical analysis will lead us to show that, although PMs testify to a decompartmentalisation in relation to the prison institution, they are still marked by the dominance of security rationales over educational rationales. This dominance also testifies to an original connection between these two rationales: in PMs, it is not solely a matter of forcing the bodies of prisoners to submit to the penitentiary order; it is also an effort to enlist cloistered subjectivities through an “educational” work of persuasion concerning the validity of the penitentiary order.

KEY WORDS: Prison; minors; education; discipline; order; responsabilisation.

RESUMEN: Recién llegados al paisaje carcelario francés, los establecimientos penitenciarios para menores (EPM) son fruto de la voluntad de convertir los espacios

de reclusión destinados a jóvenes de entre 13 y 18 años en espacios propiamente "educativos", al objeto de dar respuesta a la falta de continuidad socioeducativa de los menores presos de los *quartiers mineurs* ubicados en las prisiones de adultos. Basada en una investigación monográfica realizada en dos EPM que mezcla observaciones directas de la vida cotidiana de la reclusión con entrevistas semiestructuradas hechas al conjunto de actores del EPM. Esta contribución está basada en una investigación monográfica hecha en dos EPM, que mezcla observaciones directas de la vida cotidiana de la reclusión con entrevistas semidirectivas realizadas al conjunto de actores del EPM; su objetivo es analizar la forma adoptada por las prácticas educativas en estos establecimientos y su entrelazamiento con el orden penitenciario. Una vez recordados algunos elementos de contexto relativos a las recientes transformaciones de la justicia de menores en Francia, propondremos una mirada simétrica de las prácticas de los educadores de la PJJ (Protección Judicial de la Juventud) y de los vigilantes penitenciarios. Este análisis simétrico nos llevará a demostrar que, aun poniendo de manifiesto una apertura relativa de la institución carcelaria, el EPM sigue marcado por una supremacía de las lógicas securitarias sobre las lógicas educativas, que dibuja una articulación original entre ambas lógicas: en el EPM ya no se trata únicamente de constreñir los cuerpos de los presos a someterse al orden penitenciario, sino también de una labor de movilización de las subjetividades reclusas mediante un trabajo "educativo" de persuasión sobre la pertinencia del orden penitenciario.

PALABRAS CLAVE: Prisión; menores; educación; disciplina; orden; responsabilización.

RESUMO: Relativamente nova na paisagem prisional francesa, a abertura de estabelecimentos prisionais para menores (EPM) surgiu da vontade política de fazer dos espaços de reclusão reservados aos jovens entre os 13 e os 18 anos lugares "educativos", como forma de resposta à falta de acompanhamento socio-educativo da qual sofrem os menores detidos nas alas situadas nas prisões para adultos. Esta contribuição, baseada numa pesquisa monográfica realizada em dois EPM, através da observação directa do quotidiano e de entrevistas semi-dirigidas com todos os actores dos EPM, propõe uma análise da forma como foram pensadas as práticas educativas nesses estabelecimentos e como foram articuladas com a lógica prisional. Depois de lembrar alguns elementos de contexto relativos às transformações recentes da justiça de menores em França, propomos um olhar simétrico sobre as práticas dos educadores da PJJ (Proteção judiciária da juventude) e dos guardas prisionais. Esta análise simétrica permitir-nos-á demonstrar que, apesar de ter origem numa certa abertura relativa à instituição prisional, o EPM continua impregnado de uma supremacia da lógica de segurança sobre a lógica educativa, realizando uma articulação original entre as duas: no EPM, não se trata somente de constrenger os corpos dos detidos a submeterem-se à ordem prisional, mas também de fazer um esforço para "engajar" as subjetividades reclusas através de um trabalho "educativo" de persuasão quanto à legitimidade da ordem prisional.

PALAVRAS CHAVE: Prisão; menores; educação; disciplina; ordem; responsabilidade.

Introduction

Recently arrived in the French correctional system are prisons for minors (PM). They are the fruit of the intention of converting the prisons designated to juveniles between 13 and 18 years of age into strictly “educational” spaces, with the objective of giving a response to the lack of socio-educational continuity of the juvenile prisoners in the *quartiers mineurs*¹, located within the adult prisons². In pursuing this objective, the PMs rely on the guards of the Correctional Service (CS), as well as a good number of National Education professors, medical personnel and educators of the Youth Judicial Protection Service (YJP).

Unlike the professors and sanitary personnel, who have their own spaces located in clearly identified buildings within the PM (“school wing”, “health wing”) to carry out their work, the YJP educators are obligated to collaborate more intimately and directly with the penitentiary guards within the daily life of internment. In turn, the CS personnel must organize the daily prison life with the YJP educators (or, at least, under their surveillance). In the day to day, this reciprocal obligation is embodied in the combined intervention of guards and educators in the different life units that compose the confinement space³. It is assumed, therefore, that educators and guards should work “in pairs”, an expression consecrated in the formal presentation of the PM and that is translated in the connection of the Correctional Service’s safety principles with the educational needs that are essential for the “re-socialization” of the prisoners.

Depending on the point of view of the YJP or of the Correctional Service Administration (CSA), the stakes and problems that the “PM” project brings up are at the same time different and similar. For the CSA, the “PM project” and its educational aspirations are perceived as a promise of a prison mechanism capable of concreting the “foundational myth of the prison sentence”. This permits, at least in the discursive order, the transformation of the “bad” of confinement into a “good” prison sentence (Faugeron & Le Boulaire, 1992). For the CSA, the PMs form a showcase that should shine even more when their opening is registered in the attempt, claimed by the French government since October 2006, of subjecting the functioning of the French prisoners to the “European Prison Rules” adopted in January of this same year by the Committee of Ministers of the Council of Europe.

From the YJP perspective, the fact that some of the members have to begin to implicate themselves again in the imprisonment⁴ spaces debilitates one of the symbolic bases of their identity. In effect, the YJP is divided as an autonomous department of the Ministry of Justice (with the name, then, of Guarded education and, since 1990, of the YJP) after the Second World War, emancipating itself from the tutelage of the CSA. Thus, at the end of the 1970’s, the educators of the Guarded education abandoned the penitentiary enclosures where the minors were incarcerated, in the name of a reclaimed incompatibility between education and the constriction of incarceration, penitentiary or no, further on we will return to this issue. Therefore, the opening project of the PM is explicitly inscribed in a reform movement of the educational institutions designated to juvenile delinquents. In promoting the adaptation between the penal constriction in a closed environment and the educational responsibilities, the implementation of the PMs embodies a redefinition process of the educational action outlines that, in judgment of different personalities from the YJP sphere, will permit the simultaneous guarantee of the neutralization and educational correction of the juvenile delinquents (Sallée, 2009).

In this framework, and once reminded of some contextual elements around the recent transformations of juvenile justice in France, it would be advisable to ask how they are reconfiguring the educational practices of these new prisons. For this purpose, it will be necessary to pay symmetrical attention to the YJP educators as well as to the penitentiary guards. This symmetry is all the more necessary as, susceptible to being reclaimed as a personal competency before a professional one, the educational action could not be priori to a reserved action of the educators. In effect, the prison guards could reclaim their educational labor either resorting to personal competencies that, like any other person, can master or no, as a part of their work as guards or as an educational part tied to the relational competencies required during the daily course of their activity.

1. Methodology

Preceded by a presentation of the recent transformations experienced by the juvenile justice in France, the results that will be presented in continuation are based on the combination of empirical data collected within the two PMs (Chantraine, Dir., 2011⁵) in which the characteristics of the prison population translate realities globally similar to the national data (DPJJ, 2012)⁶. Each of these investigations is based on the realization of around forty days of direct observation and in fifty semi-direct interviews realized to all the actors in the prison area, from the professionals to the prisoners. Despite some important functional differences between these two PMs, from their architecture to the sociological composition of the professional teams that work hand in hand within them, our analysis is stabilized in the integration of data with the aim of proposing a reflection on the transversal stake of these establishments: the form in which the professional territories of security guards and educators are structured, through the practices of educational, disciplinary and security regulations of the behavior of the prisoners. The names and surnames of the people interviewed have been obviously modified and, in the intention of respecting the anonymity in a closed and restricted microcosm where people know each other and are observed constantly, we opted not to mention the age or the career types (professional or criminal) of the participants.

2. The context: recent transformations in juvenile justice in France

Since the 1990s, and particularly from 1993 (beginning of a political rotation favorable to right-wing parties), juvenile delinquency became a central political preoccupation. This mutation became apparent in the sudden increase of the official statistics on juvenile delinquency. This increase did not respond so much to a substantial transformation of the minors' behaviors, but to a modification of the penal response that was given to them (Aubusson de Cavarlay, 1999, Mucchielli, 2010).

In fact, the number of minors reported by the police and gendarmerie services shot up at the beginning of the 1990s. Meanwhile, from 1977 to 1992 this number went from 82,151 to 98,864, an increase of 20.4%, the increase between 1992 and 2011 was 79% reaching a number of 177,017 minors reported in 2001. Since then, this number has not stopped growing, reaching 214,612 minors reported in 2009 –that is to say, an increase of 17.5% between 2001 and 2009. This tendency has been accompanied by a series of political and media alarmists' speeches on the supposed "outbreak" of juvenile delinquency, feeding the massive diffusion of a "sense of insecurity" among the population (Robert & Pottier, 2004). Such transformations have provoked, logically, an increment in the jurisdictional activity for minors, absorbed in part by the major role assumed by the public prosecutor in the regulation of the flow of juvenile delinquents (Milburn, 2009). While the resource of actions known as "alternatives to prosecution" grew, in the case of the juvenile delinquents, the beginning of a judicial intervention "in real time" was imposed, prepared to control the new enemy of penal politics: the "feeling of impunity" of these new infra-socialized juvenile delinquents (Mucchielli, 2000).

What has been the evolution of the number of imprisoned minors in this context? In the first place, an important increase of the annual number of prison sentences exacted on minors during the 1990s really becomes evident: the number grew from 2,661 in 1994 to 4,326 in 1999, that is to say, an increase of 38.5%. However, this increase is before a strong decrease at the end of the 1980s⁷ and, in fact, the rates of imprisoned minors never returned to reach, not even today, the record levels of the end of the 1960s and 1980s. At the end of the 1990s, the annual number of prison sentences for minors experienced, its first descent from 1999 to 2001 (decreasing from 4,326 to 3,283, -24.1%) and its second descent from 2002 to 2010 (from 3,839 to 3,107, -19%). If in the 1990s the increase of juvenile prisoners seems to essentially "follow" the continuous growth of the number of reported minors by the police and gendarmerie services (Sicot, 2009), how are we to understand the descent, since 1999, of imprisoned minors, while the number of reported minors do not stop growing, and political speeches of strength in the face of juvenile delinquency multiply?

In order to understand it, it is advisable to pause in a transformation of great importance that the juvenile justice environment has been experimenting since the middle of the 1990s: the qualitative transformations of the non-penitentiary internment dispositives of the juvenile delinquents. While the alarmist speeches on juvenile delinquency were spread, in 1996 and by the right-wing government, the units of Reinforced Educational Framework (UREF) were successively created, later transformed with the return of the left-wing to power in 1998 into Reinforced Educational Centers (REC) and, again, with the return of the right-wing to the government in 2002, into Closed Educational Centers (CEC). In this framework, the annual number of minors destined to these types of closed internment dispositives (REC + CEC) experiment a significant increase, passing from 1,316 in 2004 to 2,241 in 2010 (+41.2%). This increase is explained principally by the evolution of the annual number of minors located in CECs, that grew from 159 in 2004 to 1,240 in 2010 (+87.1%), while the annual number of minors located in RECs maintained relatively stable (+3.6%). Thus, the proportion of minors assigned to a CEC in respect to the total number of minors assigned to a space in the name of the penal right grew from 3.1% in 2004 to 19.1% in 2010. The tendency should clearly confirm itself in the coming years, taking into account that, supported by a recent report of the Senate on the efficacy of the dispositive (Peyronnet & Pillet, 2011), the Ministry of Justice just announced the opening of a score of new CECs throughout the following years. These data are essential in order to understand the problems that happen with imprisonment of minors in France. In effect, the novelty does not reside in the imprisonment of minors in itself, as much as in the will of converting the spaces of imprisonment into educational spaces.

The PMs are situated in the extreme of a continuum of resources based on the idea of an “education through coercion” as well as being spaces for the application of a deprivation of liberty sentence. As a result, it is advisable to describe and analyze the form in which the professionals of the PM –beginning with the educators and, after, the guards- resort to diverse educational conceptions, and the manner in which these educational conceptions and practices overlap and hybridize with the prison discipline and the production of prison order.

3. Educators in Prison

If in the PM, the educators effectively intervene *inside the walls*, one of the principle preoccupations is getting closer to the juvenile prisoners *above and beyond the walls*. The educational service of the PM usually is perceived and described, effectively, as one of the most ample elements of a socio-penal network and the educators are defined, generally, as a link of the judicial chain, from the magistrate that decides on the ingression of the minor into prison to the external educator that follows their trajectory. In this framework, the educators are considered intermediaries between the interior and the exterior of the PM. This external prison analysis of the educators on the trajectory of the juvenile prisoners is directed at their history previous to the incarceration as well as their orientation after it, based on an eventual departure project. From the perspective of this study, oriented toward the future departure of the minor, the educators focus, above all, on the task of making him comprehend that he is not only battling with a closed environment, but with a more dense external environment: the environment from which he comes and to which he will return when his period of incarceration has finished.

But the mission assigned to the educators that intervene in the PM does not end there. In effect, together with the prison guards, the educators feel obligated to implicate themselves in the daily life of the prison environment y sustain in this environment some properly educational spaces. The objective pursued is to promote the construction of a continuation between the prison rhythm of the PM and a “normal” social rhythm, hoping to reduce the risks of de-socialization consecutive to a radical rupture with the exterior. This educational conception is that which, since the mid-1990s, has permitted different actors of the YJP direction to justify the necessity of resorting to some structures based on a reinforced and closed educational framework (REC, CEC). From a critical analysis of many educators focusing on the primacy of the

construction of dual relationships with the minors, an educational thought of a “collective”⁸ has been legitimized. From the criticism, since 1998, of the brutal idleness suffered by the juveniles in the *quartiers mineurs* of the prisons, two former educators, Jean-Louis Daumas and Manuel Palacio, pointed out the necessity of “[supplying] a consistency at all hours of the day”, of “[organizing] the imprisonment in order to convert it into an educational tool instead of an hourglass that, as if it were a boomerang, returns the devalued image of the youth back to himself” (Daumas & Palacio, 1998, p.22). However, this educational conception, sometimes called “doing together” (Botbol & Choquet, 2010), is not unanimously shared in the PM. Among educators, the limited space that these types of establishments leave for the possibility of carrying out what they would judge to be a “true educational follow-up” of the prisoners are effectively denounced. Thus, and still at risk of disregarding, falling into euphemisms or, what sometimes is the same, of assuming the obvious structural violence of *quartiers mineurs*, some educators end up envying the exercise conditions of the educational function in such spaces.

I do not believe that the PM is an educational space. There are two ways to see it: there are those of the fostering culture and, therefore, of the collective, and those of the open environment and, therefore, of individual accountability. I belong to the culture of the open environment, therefore here the friendships are not the only thing I gain [...] In the end I came to the conclusion that I could work perfectly in a *quartier mineurs*. I know there are arguments against them... but I think that in the *quartiers mineurs* the framework is so clear, that the minors get into the proposed educational spaces like crazy. It’s a godsend for the work of the educators, like doing interviews with the minors (Christine, educator).

This educator’s justification of the necessity of a “strict” prison framework coincides with the criticism according to which the PM would cause a double confusion of categories. In the first place, a professional confusion, given the risk of dissolution of the educational identity into a “PM” identity that would lose the specificity of the YJP. Secondly, a penological confusion. Here, the criticism directly puts the PM’s conditions of detention under judgment. Structured by a morning and night hyperactivity and based on the traditional characteristics of a prison (spatial separation and segregation, inertia through the redundancy of a daily life with little room for innovative initiatives, uncertainty in respect to the length of detention, disciplinary system, hyper-surveillance, etc.), although, the reclusion conditions are reported as “too flexible”... Accused of distancing the PM from a “real prison”, such conditions would impede the emergence of an “awareness” of the delinquent in respect to the gravity of the criminal acts that determined their incarceration. This idea according to which the PM would not be sufficiently distressing reveals a conception of educational work as a work of “responsabilization” based on the intervention for structuring the personality of the juvenile delinquents within memory of their penal obligations⁹ -here, the end will justify the means.

4. “Educational” guards

The punctual resurgence, although frequent, of this educational conception in daily life enlightens the form in which the prison puts to test the professional identity of the educators. This testing is especially tied to the position adopted in these new prisons by the penitentiary guards. Unlike the educators, whose primary mission consists of producing socio-educational trajectories above and beyond the walls, the guards should occupy themselves, principally, in the production of the order *inside the walls*. Just as in the adult prisons, the guards usually resort to an informal system and to a “give and take” in order to regulate the individual behaviors and control the prison climate¹⁰. But, in a prison for minors this system could convert into an opportunity for those who desire to distance themselves from their traditional -and stigmatized- role of “screw”, to give the system a semantic, educational content. Many are, in fact, those who explain to have chosen the PM in order to give a “sense to their profession”, after having worked in different detention cen-

ters and other prisons for adults¹¹. This view, that participates on one hand as a reevaluation of the traditional role of the guard, is on the other hand susceptible to signing up for a professional or personal route where the sensibility to the “troubled youth” and toward the “social misery” combines with the true conception of the profession of the guard. According to this view, Michel, whom we interviewed days before his retirement, explains:

I did it by my own decision, because I wanted to change... I was getting tired of what I had chosen at the beginning and I wanted to open up a bit. After, I realized that in normal life there are many children in difficulty, a lot of social misery. In my case, in quotes and modestly, for my two kids it has gone pretty well. I think that I have given them a correct education, more or less. So I concentrated myself in this and I worked, I went in depth into the issue and I did it the best I could till now. I am not saying that it has been a complete success, no, but I think that I contributed things and, in change, I received little... positive returns, kids that have written me to thank me (Michel, guard).

In insisting on the importance of his personal experience and in the education of his children, Michel exhibits one of the central claims of some guards, according to which the educational tasks are not exclusively reserved for a certain professional category. The criticisms toward his YJP “colleagues”, to whom they usually fault as “permissive” and of participating in the transformation of the prison into a “Club Med” or into a “four star hotel”, does not prevent some guards from establishing themselves as the real educators of the PM:

The guards, I shouldn't say this, but many times we are more educators than the educators. Look there, see? [indicating with a gesture of his hand the absence of the educator in the office], if a boy calls for someone WE are the ones who are going to see him; if one of them crosses the line, WE are the ones that will put him in his place [...]. An educator puts them in their place [with a curt gesture of the hand, up and down], reminding them of the limits (Bruno, vigilante).

This conception of his role is embodied in the guards with the superposition of authoritarianism and “educational” speeches, based on the idea that the imposition of some clear and rigid “limits” is the sine qua non condition of “good” educational work.

Discipline is important and we tend to forget that if you listen too much to a kid, if you don't mark some limits for him, he will tend to do anything. Just because no one gave him any limits. [...] Those of us who have received an education don't realize that a kid that has not been educated like that, to whom they have never said “no”, to whom never was given any limits, could...well, could be completely disoriented. [...] I say “no” to the choice of activities, they shouldn't be able to choose, because marking some limits to these boys signifies giving or imposing a program on them (Jean-Claude, principal guard).

According to the PM guards, with the juveniles that “have lost all limits” it would be advisable to resume an educational and socialization work where the parents have failed. This educational conception proposes the virtuous vision of the “give and take” practices that could come to positively or negatively sanction the prisoners in the day to day. In this sense, the traditional forms of order in the internment space could be understood as the result of an educational conditioning based in the behavioral principal of the stick and the carrot.

But the guards are not the only ones that have this educational conception: there are also many educators that proclaim its supposed efficacy. This conception is effectively defended by distinct actors of the educational sphere that believe it necessary to reaffirm the “social duties” that weigh over the juvenile delinquents, with an end of “transmitting to them values and the knowledge necessary in order to integrate themselves in a rationalized society” (Youf, 2000, p.110). This behaviorally oriented education, constructing

one foundation of the constrictive fostering dispositive –REC, CEC–, is based on the idea of a new conditioned learning of the rhythms of a “normal” social life. The agenda and the regulation associated to it are considered educational tools of principal importance. If some guards are not distributed in a guard role but legitimated to reclaim the educational part of their mission it is thanks to an articulation between the aforementioned educational virtues of the imposition of “some limits” and that described as pragmatic necessities of a management in terms of “give and take”. That is how the guards are introduced to the field that the educators feel is exclusively theirs: the educational field. The lack of reciprocity, that we will detail now, explains the structural dominance of the security logic over any other logic of action in the imprisonment space

5. “Educational measures” and penitentiary supremacy

When the more informal order production practices seem insufficient, the direction of the PM promotes forms of sanction that permit the different professionals to respond to the behavior of a prisoner evading the disciplinary procedures regulated by the penitentiary law. These sanctions generally consist of the deprivation of the collective times –communal eating, sociocultural or sport activities– for some time, usually one day, in order to respond to a fault for which the professionals don’t think it necessary to open a disciplinary procedure – an insult, a refusal to return to the cell, or an ordinary act of disobedience.

The ordinary name of these sanctions as “educational measures”, should be analysed seriously. In the speech of its promoters, the educational dimension of these measures lies in the fact that they permit to immediately put back the juveniles in their place, while skipping a disciplinary procedure –described as too long– the misconduct would be disconnected from the response provided by the professional. In order to defend these types of arguments, the prison hierarchy usually resorts to, again, the familiar rhetoric, of appealing to the topic of educational common sense and the figure of the good father of the family that would justify a more flexible regulation of the altercations.

Alternative to the incident report¹², the status and finality of the “educational measure” could even be converted into an object of intense controversies between educators and guards. In the “pairs meeting” of one unit, the three educators present tried to defend the pertinence of alternative sanctions to cell confinement to the guards, basing themselves in the example of a recently sanctioned minor by the unit guard with an “educational measure”, for having refused to return to his cell.

Virginie, educator. It’s like what happened with Sammy [the sanctioned minor], they could have asked us, no? It’s sanction or sanction. Right? You could request a written work on their actions, for example, that would be much more interesting.

Julie, guard. Either way, they wouldn’t do it.

Virginie. iWith us they will! That is why we are here. Make them write something of 10 pages, for example, something on violence and all that, it could be interesting; it is always better, anyways, than letting them watch TV all day.

(Field Diary)

In this PM, the educators of this unit collectively denied the “educational” character of these regulational devices of conflict. Therefore, an educator became angry with the guards that presume of educating through the practice of confinement: “It turns out that a sanction is not automatically educational, that is the problem. And for me, confinement is not. It is not educational. The guards call it an ‘educational measure’, sorry but it makes me laugh: it’s just that it is not educational, it isn’t educational at all”. This being a waste of time, because the content of the educational measures have never changed –or not, at

least, during our investigation. It's name, however, has evolved significantly, progressively sliding toward the notion of "measures of good order", also called "MGO". This semantic slide that underlines the law-and-order nature of these kinds, of sanctions tells us about the fool's game that structures the controversies between the educators and guards of the PM, when they are not related to the educators' work, but to the guards: the security.

If the scope of the debates grows and threatens to reach the professional territory of the guards (guarding and producing order), they have an ultimate argument, to which they run regularly and effectively, to cut off the professional controversies: the *penitentiary* nature of the establishment. In other words, the *educational* legitimization of the order regulation practices can always be suspended in order to give preference to the security needs of the institution. That is what happened, for example, after an incident occurred during a sports session in which a minor climbed a wall of the PM gym and started to provoke and insult the guards present. In response to the incident, the guards decided to open a disciplinary procedure as well as use an "educational measure" for the rest of the day¹³. While the educators present denounced that this would be an anti-educational "double punishment" and proposed alternative types of measures in order to respond to the incident, the guards *did not risk getting into* a potentially dangerous controversy, contenting to putting forward the imperative of security before and the imperative to react to a situation which could become a dangerous situation. Some days later, a principal guard returned to mention these characteristic forms of the regulation of conflicts stressing, through the temporary description -"at any given point"-, of these moments-scales during which the security imperatives are given priority over any other consideration:

There could be cases in which the CRI (incident report) and educational measures add up, because the fact of leaving the prisoner in the cell is a measure of security, for which I would give up calling it an educational measure; it has to do with a measure that permits us to put an end to an incident and prevent it from reproducing itself. Since we know that if you remove them, the prisoner will repeat the incidents because he is still seething [...]. In any given moment, we are obligated to protect ourselves, protecting the belongings of everyone forms a part of our commitment (Michel, principal guard).

Although this resource is only mobilized in a punctual way, it is always *able to be mobilized*, drawing, in this form, the asymmetry of the institutional power relations that affect the relationships between educators and guards. The Correctional Service Administration (CSA) adopts, in this way, a posture of cooperation *under a penitentiary condition*. In accordance with this posture, the educational part of the security mission in the PM is assumed on the basis of some forms of distribution and cooperation with the educational personnel, but only after having adjusted the functioning of the establishment to that of a "prison". The notion of "prison" itself, and that which it entails regarding representations in terms of institutional inertia, is utilized for cutting the root of the controversies around alternative forms of organizing the imprisonment. Its recurrent use translates to, in the last instance, the supremacy of the CSA and its capacity of reproducing its ordinary functioning.

6. The extension of penal responsabilization

The fact that no claim over the organization of the incarceration is capable of thriving produces some forms of despondency and, even, of apathy among the educators. In agreement with the analysis of Guy Bajoit (1988), this "apathetic" type of reaction facing discontentment¹⁴ is translated in a "deterioration of cooperation" and in a loss of adhesion to the objectives of the activity, [taking advantage of] the individual and "of his status" in order to do the least possible (*Ibid.*, p.332). To a relative distance of the work in "pairs", some educators end up converting themselves, in the day to day, into the passive and disappointed critics of the modalities of order production of the CSA.

At the same time, the relative lack of educators' involvements in the order production practices is perceived by many of them as that which permits them to concentrate on what, in their opinion, is the "real" educational work: the following of the individual trajectory of the juvenile prisoners and the objective of responsabilization -described above- that accompanies it. Thus, the educators can lose interest in the relationships of cooperation with their guard "colleagues" without it supposing a renunciation of the objectives of their work. The ambivalence of this logic of disinterest sometimes reactivates in the face of the primacy of the security logics and others proactive in the defense of their professional identity, accentuating the more general ambivalence of the stance taken by the educators in the PM. Although these attitudes are effectively seen as legitimate for the verification of a penitentiary supremacy in the definition of the prison order production modalities, they also have the rebound effect of legitimizing this supremacy, resulting in a form of "a well understood misunderstanding" (La Cecla, 2002), where the educators, including the more dissatisfied, can conform with the situation of asymmetry in order to find resources for increasing their professionalism.

Therefore, in certain situations the educators are implicated in a logic of educationally investing the penitentiary practices of order production. The educators are limited to intervening after the sanctions have been imposed by the guards, resorting to a "responsabilization" conception of educational action in order to legitimate, at the same time, the efficiency of the work in pairs and the educational pertinence of penitentiary order. This is what happens regularly in these daily and trivial incidents that threaten the daily life of the PM. An example: accused by one of the principal PM guards of having ripped his bed sheets and feeling victim of an injustice, a juvenile prisoner firmly refused to return to his cell; while the educator of the unit tried to talk with him in order to propose a time in which they could talk, the repeated insults of the minor toward the guards gave place to a demand of "reinforcements"; the educator was then placed in the background, as if her turn had passed, to not intervene again until the incident had already been "controlled" by the penitentiary guards:

Two new guards enter the cell and Jilal got even more nervous: And you guys, what are you doing? You think I'm a thief, right? Come on, freaks". One of the guards then grabbed his arm in order to put him back in his cell. The minor struggled, each guard grabbed a leg or arm, the minor yelled, resisted. They put him on the floor, made the alarm sound and immobilized him. Some ten more guards arrive: "What is happening here?" When they get him in the cell, the Lieutenant says: "Ok, confinement for the whole weekend". The educator thinks that this incident could serve for the minor to "reflect on his actions". "You have to let him reflect a bit. In the end, I talked with him through the bars and I told him: 'now it's your turn to reflect on your actions, your reaction was excessive and you should assume the consequences'. That is how I am with them, you know? You have to bring them back to reality. This is not the way things are, you can't let one pass. The educators, we can't be here to decorate, none of that, our role also consists of reminding them of where they are, why they are here and what the rules are! (Field Diary)

During these typical scenes of interactions, it is not only about legitimizing the afflictive character of the sentence as a sine qua non condition of awareness by part of the offender with respect to the gravity of the infractions committed; neither does it have to do just with constraining of the minor to a conversation in which he confesses and expresses his feeling to the professionals. As it is unmeasurable and the configuration of the strength relations among professions impedes any form of innovation, although it is only to legitimate their presence in the secluded space, the pertinence of the penitentiary order and its system of sanctions is legitimated. The "responsibilization" is, therefore, a responsabilization that is *penal* as well as *penitentiary*. In spite of the enormous artificiality of the prison organization in respect with the exterior, the respect for the prison rules tends to convert here in a principle criterion and sometimes the only criterion of educational success in the PM. The educators then accuse the minor of their own incapacity to change the security framework of the establishment.

7. Conclusion

The peculiarity of the PMs inside the French correctional system resides in the fact that, in them, the guards are forced to challenge the traditional penitentiary abilities. This is because of three reasons. To start, because they cannot completely ignore the specificity of the juvenile status of those whom they guard. Next (and above all), because their everyday lives are more subject to the control of other professionals that do not pertain to the Correctional Service. Lastly, because they are facing multiple perceptions of the prisoners from other professionals (for the YJP educators, the minors are certainly prisoners, but also, precisely, “youths”, “adolescents”, “kids”, and even “children”); a multiplicity that denaturalizes the evidence of the security responses, above all in respect to the sanctions to which usually try to find a constructive character beyond that of their function of order production.

Therefore, the determination in the PMs to produce order improving the quality of the social connection (dialogue, listening, and negotiation) is developed, assumed, and even, defended more; they adopt, above all, an “educational” coloring that reinforces the feeling that their profession has a meaning above and beyond imprisonment. For all these reasons, the PMs seem to represent an advanced form of the de-totalitarization of the prison institution¹⁵, thanks to a greater acceptance of the social and human complexity of deviant adolescence and, therefore, the rejection of reducing the juvenile to his prisoner status.

This movement is, however, paradoxical. It is effectively based in a sophisticated punitive continuum that articulates infra-disciplinary measures of good order, whose supposed efficiency resides in the immediacy of their start-up and in the flexibility of their management, with classic disciplinary procedures, sometimes reclaimed as “educational” but whose application continues being a prerogative zealously reserved for the Correctional Service Administration and capable of leading to brutal sentences such as the ingression into a disciplinary module. In certain measure, the PM reunites the flexible constrictions characteristic of the non-prison educational institutions, such as a children’s shelter, and the rigidity of prison regulations. The posture adopted by numerous YJP educators in the PM symbolizes this paradoxical movement. Although the educators effectively participate in the opening process of the prison to the exterior when they are dedicated to the construction of individual trajectories outside the walls, the majority of them also try to legitimate their presence inside, naturalizing the penitentiary constraints. The concept of responsabilization education acts as a pragmatic resource, generally mobilizing a posteriori, that permits the educators to defend their monopoly in the educational work at the same time that they delegate the order maintenance tasks to the only authentic representatives of the order in prison: the prison guards. This specific position completes the action for the guards: not only dealing with constraining the bodies of the prisoners to submit themselves to the penitentiary order, but also with working in pursuit of a mobilization of the prisoner subjectivities through a work of persuasion over the validity of the penitentiary order. The PM will be directed in this way, by a historical ruse, the disciplinary utopia.

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Notes

¹ Modules designated for minors in the adult prisons [N. of T.].

² Even though the opening of 6 PM since 2008 have allowed for the closing of some *quartiers mineurs*, today both forms of incarceration exist. The first of June 2012, the 6 PM had 265 male prisoners and 10 females, whereas in the 45 *quartiers mineurs* there were 444 males and 21 females.

³ All the PMs are composed of 7 life units, with a maximum of 10 juvenile prisoners in each one. One of them is reserved for the "new arrivals" and they stay in observation there for a week before they are designated on of the other six units.

The choice of this destination is discussed and decided in the meetings of the “UMC” (Unique Multidisciplinary Committees) in which the guards, educators, professors and, and of a random form, the sanitary personnel gather.

⁴ This combination figures in the Perben Law I of September 2002, “of the orientation and programming for justice”.

⁵ Investigation realized with the support of the GIP, Mission of Recherche Droit et Justice.

⁶ According to the reports on the activity of these two PMs relative to 2009, the great majority of the minors are incarcerated in the framework of correctional procedures (90%, in comparison with the 10% that are incarcerated in the framework of criminal procedures), principally for acts of theft or armed robbery (practically 50% of the minors incarcerated), very rarely for violent acts (more or less 15%). Rape (less than 5%) or murder (less than 3%) are clearly a minority. Furthermore, around 60% are of the juvenile prisoners are preventative and are awaiting trial, and 40% are convicted. The average duration of juvenile confinement is less than two and a half months.

⁷ This descent is significantly consecutive of the vote in of two laws, in 1987 and 1989, which aimed to limit the provisional prison of the juveniles.

⁸ In the planning of these arguments, it is important to emphasize Manuel Palacio, known in the YJP for having been the defender, in his quality of Director, at the end of 1990, of the Office of Methods and Educational Action of the DPJJ, of the opening project of the educational centers of residential foster care based in the use of constriction and containment.

⁹ This educational conception is stabilized in a representation of the juvenile delinquents considered as people to “make accountable”, and drink fundamentally from the strong influence in the YJP of the reflections of Pierre Legendre on the ties between rights and psychoanalysis (1992) during the decade of 1990 (Sallée, 2010; 2012). This lecture permits placing in the foreground the need of educators for reestablishing in the mind of the juvenile delinquents in symbolic order based on the limitation of their unconscious desires and omnipotence.

¹⁰ The importance for the guards to turn to forms of negotiation around the rules, in the everyday production of the prison order is a relatively classic result in prison sociology (Chauvenet *et al.* 1993; Chauvenet, 1996; Liebling, 2000; Liebling & Price, 2001; Chantraine, 2004; Crewe, 2009).

¹¹ The authors talk about detention centers (for preventive prisoners or prisoners convicted to prison sentences for equal or less than one year) and *maisons centrales* (prisons for convicted prisoners with sentences for longer than one year in prison), prisons that relatively correspond (the coincidence is never total due to the differences between penal and prison legislations of different states) in the Spanish state with the preventative prisons (prisoners awaiting trial or convicted to prison sentences of equal or less than 6 months) and prisons (for prisoners with prison sentences of more than 6 months) [N. de la T.].

¹² Prior to a disciplinary procedure, the use of the incident report turns out to be ambivalent: for a potential threat toward the prisoners, used with too much frequency or in an “inadequate” way could discredit the guard in front of the minors and his coworkers, to start showing their incapacity to manage confinement problems for themselves as well as their incapacity to win, impose and maintain for themselves the “respect” of the prisoners.

¹³ The accumulation of infra-disciplinary and disciplinary punishments in prison (Sallée, Chantraine, 2009, p. 115) constitutes the complimentary strategy to the elusion of disciplinary procedures. Together, both strategies offer a very diverse punitive panel that turns inoperative. For the guards, the difference between rights and no rights, in the observation of the social uses of rights in a confinement situation.

¹⁴ Guy Bajoit wanted to complete the model initially proposed by the economist Albert Hirschman (1972). The behavior of loyalty proposed by Hirschman as alternative to the behaviors of protest and escape does not permit the understanding, according to Bajoit, of the frequent attitudes of resignation and passive participation used against discontentment.

¹⁵ For a presentation of the sociological works that deal with this process of “de-totalitarianization”, see Chantraine (2000).

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THE ENVIRONMENT IN PRISON: THE CARE PROVIDED TO THE WOMEN PRISONERS AND INTRAMURAL RELATIONS

EL AMBIENTE EN PRISIÓN: LA ATENCIÓN RECIBIDA POR LAS RECLUSAS Y LAS RELACIONES INTRAMUROS^{1, 2}

O AMBIENTEA PRISÃO: O ATENDIMENTO PRESTADO ÀS MULHERES PRESAS E AS RELAÇÕES INTRAMUROS

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ABSTRACT: The daily life of prison deserves studies that investigate the diversity of interactions that take place within its walls. These interactions largely determine the climate that governs the centers and the possibilities offered by the prison of the treatment of inmates of both sexes.

In our research on women prisoners and reintegration processes, we have noticed some peculiarities that may be useful in treatment. This is a national research, with a stratified sample of 599 inmates in second and third degree of compliance (we have obtained 538 valid questionnaires and 61 interviews) and 36 professionals. The information was collected in 2011 using a questionnaire and semi-structured interviews of inmates, along with a questionnaire for professionals of prisons.

The analysis of the information gathered has caused us to observe the influence of the organization of prison personnel, their relationship with

women prisoners, along with the relationships formed in prison, in the existing environment in prisons and the re-education process itself of prisons. It likewise shows how and in what ways the stay in prison can be a positive factor, enhancing the social, personal and emotional conditions that will facilitate the reintegration of prisoners and their return to life in freedom.

KEY WORDS: Prison; female; human relations; community education; professionals from prison; prison welfare.

RESUMEN: La vida cotidiana de los centros penitenciarios es merecedora de estudios que indaguen sobre la diversidad de interacciones que se producen dentro de los muros de prisión. Esas interacciones determinarán en gran medida cuál es el clima que rige los centros y las posibilidades que nos ofrece el medio

penitenciario en cuanto al tratamiento de los reclusos y reclusas.

En nuestra investigación sobre mujeres reclusas y los procesos de reinserción, hemos advertido algunas particularidades que pueden ser de utilidad en su tratamiento. Se trata de una investigación de ámbito nacional, con una muestra estratificada de 599 reclusas en segundo y tercer grado de cumplimiento (se han obtenido 538 cuestionarios válidos y 61 entrevistas) y de 36 profesionales. La información fue recogida durante el año 2011 mediante un cuestionario y entrevistas semiestructuradas a reclusas, junto a un cuestionario a profesionales del medio penitenciario.

El análisis de la información recogida nos ha hecho constatar cómo incide la organización del personal penitenciario, su relación con las reclusas, junto a las relaciones creadas dentro de prisión, en el ambiente existente en los centros penitenciarios y en el proceso reeducador propio de instituciones penitenciarias. Se muestra así mismo cómo y en qué aspectos la estancia en prisión puede ser un factor positivo, potenciador de las condiciones sociales, personales y emocionales que facilitarán la reinserción de las reclusas y su retorno a la vida en libertad.

PALABRAS CLAVE: Prisión; sexo femenino; relaciones humanas; educación social; profesionales del medio penitenciario; asistencia al detenido.

RESUMO: O cotidiano da prisão merece estudos que investigam a diversidade de interações que ocor-

rem dentro dos muros da prisão. Estas interações determinam em grande parte o que os centros climáticos que regem e as possibilidades oferecidas pela prisão sobre o tratamento de prisioneiros de ambos os sexos.

Em nossa pesquisa sobre mulheres presas e processos de reintegração, temos notado algumas peculiaridades que podem ser úteis no tratamento. Esta é uma pesquisa nacional, com uma amostra estratificada de 599 detentos em segundo e terceiro grau de cumprimento (obtivemos 538 questionários válidos e 61 entrevistas) e 36 profissionais. As informações foram coletadas em 2011 através de um questionário e os presos entrevistas semiestructuradas, juntamente com um questionário para prisões profissionais.

A análise da informação recolhida nos fez observar como isso afeta a organização de prisão, a sua relação com mulheres presas, juntamente com as relações formadas na prisão, no ambiente existente em prisões e reeducação próprio processo de prisões. Do mesmo modo, mostra como e de que maneira a estadia na prisão pode ser um fator positivo, aumentando a. Social, pessoal e emocional que irá facilitar a reintegração de prisioneiros e seu retorno à vida em liberdade.

PALAVRAS CHAVE: Prisão; sexo feminino; relações humanas; educação comunitária; profissionais de prisão; protecção a reclusos.

Introduction

Prison as an institution –and in its conception as a retention space of individuals- has continued evolving to convert its central objective into the rehabilitation and reeducation of the individuals that reside within its walls. But, despite the positivity of this plan, there are those who consider that the method of organization in prisons still responds to what Goffman (1972) calls “complete and closed institutions”, marked by subject control and the deconstruction of self, role, and personal capacity. These personal capacities being useful to them in their everyday life outside prison. The particularity of the context to which we refer supposes an important reference for making the transformation of the processes that are produced in prison possible, since as Clemente (1997a, p.324) already pointed out, “prison is more than the sum of occupational activities that are realized within its walls [...] the prison itself molds and integrates the activities that are produced inside it”. In this way, the knowledge of the prison environment and the relationships that are established inside will have a key role when it comes time to asses to what point the transformation of the prison has been produced, their conceptualization as a total institution to their rehabilitating and reeducating role.

As for the structural particularities of the system itself, we have to add the present dysfunctions in the penitentiary reality and other conditioning factors such as inmate overpopulation, lack of personnel and the consequences that come from these issues (Aranda & Rivera, 2012). This adds difficulties to the objectives and the rehabilitation proposals, that should assume an inspirational and transversal start to life in the prison and should prioritize themselves in order to evade a greater alienation of the inmates, organizing the prison life in similarity to life outside, through the promotion of inmate rights and their exterior relationships (De la Cuesta & Blanco, 2001).

Furthermore, Del Rey (2004) assesses that the labor of treatment carried out inside the prison doesn't adequately take advantage of two basic strategies that should be kept in mind in a prison intervention model: constructing a suitable environment that facilitates treatment and implicate all personnel that in one way or another works with the inmates. In the construction of this suitable environment in the center, the interpersonal relationships assume a central element. We should keep in mind that, in analyzing them, we are dealing with relationships marked by the context and the particular social microclimate of a closed institution and therefore, are characterized by different conditions and factors than those that determine interactions in the life outside prison (Clemente, 1997b). The relationships that are produced daily inside the penitentiary centers are configured by the social status created in that context and of the roles that are practiced inside it. Accordingly, clearly differentiated relationships are produced between prison staff, the staff and inmates, and between inmates, to which we should add the differences of sex as well.

The investigation carried out, and basis of this article, takes on these questions in a specific way, in the framework of the processes of female inmate reintegration and the elaboration of some guidelines for specific socio-educational interventions in agreement with the characteristics of this collective. In order to do so, it is crucial that we identify the problems and needs of the women in prison and, among them, those that emerge from the particular environment that reigns in the penitentiary centers, the organizational structure and control that marks the daily life and the penitentiary routines, as relevant elements of our study.

1. Daily life and prison life

In observing the reality of Spanish prisons we understand that they follow different processes of socialization than what is common; the inmates adapt to life under the rules and principles that mark a great difference with life outside the walls of the prison. The sociability in the prisons configures unique social relationships, where "social promotion" is based on aspects that are insignificant in the outside world (Viegas, 2009).

In order to understand this issue, some details of the penitentiary routine are necessary. The schedule and calendar of activities for the ordinary³ regimen is approved by the Management Board of the center. This schedule guarantees eight hours of rest at night, a minimum of two hours for personal matters and sufficient time to tend to the cultural and therapeutic activities and to contact with the outside world (Reglamento Penitenciario, 1996; art.77). The inmates take part in the organization of this schedule (art.55). In the open⁴ regimen (art. 85) each inmate follows distinct guidelines to external outings and different modalities of life according to the Treatment Board regulations for each case. However, a schedule and rules are set to follow during the stay in the center. In this aspect, special consideration is taken with the inmates in the Dependent Mothers Units, in function with their family needs (art. 179).

The characteristics of the inmates' daily life coincide, according to Goffman (1972), with the institutional principal of the confinement of people in order to keep them under surveillance. In agreement with this principal, the intimacy and the opportunity for a change of scenery for distinct daily tasks -sleep, diversion, and work- are limited in an important way, just as the participation in the programs established in the center is obligatory. Also, within this idea, regarding the situation of female inmates, the National Report on women, integration and prison by the SURT Foundation (Association of Women for Labor Integration), (Cruells & Igeda, 2005) emphasizes that this situation deprives the inmates of vital capacities, provokes the lack of

autonomy, initiative, responsibility and the capacity of decision. This makes their progress in prison depend on their capacity to adapt to the rules of the penitentiary institution –obedience, good conduct and activity participation-, a greater submission and acceptance of the rules being more beneficial for them and their penitentiary situation.

In relation to this process of adaptation we must make a mention of the “prisonization” phenomenon, a term coined by Clemmer (1958), with which he hoped to describe the repercussion of the prison subculture on the people that are in the prison (inmates and prison workers). The consequences of this process involve all people who make their life inside the prison and could explain the similar behaviors among the guards and inmates. The effects of the process of imprisonment under regulations and precepts for co-existence, which are imposed on them in their work, influence the guards (González Salas, 2001). Among the consequences that befall the social identity of inmates in penitentiary centers, Trillo (2008) mentions the loss of connections with the outside, adaptation to the environment and the creation of new interpersonal connections.

As well as the general characteristics that surround the reclusion of people, we have to mention a series of different specific and caustic aspects that converge in prison.

Gender, as a key element to our study, requires specific references. To be a woman in a place created for men, and in numerical inferiority to them, has different kinds of repercussions and, in respect to treatment, it translates to a lack of models designated to them and, frequently, the inability to classify them –by age or penal situation- in order to offer the women differentiated resources. Consequently, the only female inmates that always have a personal space for their internment are the women who have children younger than three (Igareda, 2007). In the same way, there are less resources designated to women than to the men, this is because arranging for educational, labor and treatment resources specifically for women has a higher cost. Furthermore, the socio-educational, formative or female specific treatment programs are limited regarding themes. The programs are generally tied to the domestic world, the ethics of private space, and include a very narrow perspective of gender (Aguilera, 2011; Cruells & Igareda, 2005; Pérez Rodríguez, 2010). It is also characteristic that these are the worst paid programs and have been previously rejected by the male prisons (Almeda, 2002). Aguilera (2011), for his part sustains the idea that the control and surveillance measures applied to the female inmates are of an indiscriminant manner in the male prisons, without being adjusted to the real danger that the female population represents. In addition, the separation of men and women in the centers provoke an unequal enjoyment of the common spaces by the two groups, the women having more restricted access to spaces such as libraries, sports centers, infirmaries, etc.

Another one of these aspects that we cannot omit is that of the drug use and dependence of the inmates, which is also strongly conditioned for the penitentiary context. Moreno (1999) studied the variable of the *motivation for drug use* and concluded that the motives for consuming drugs are different in prison than in the situation of liberty. The motives for which they consume in prison are based on the routine and monotony that exist in the prison, as in the condition of reclusion. Therefore, it is thought that a modification of the conditions of this kind of daily life, in a certain sense, would provoke the reduction of motives for consuming drugs in prison.

Finally, among the standards that define the predominant environment in prison, according to Ruíz Pérez (2006), the number of inmates is determinant, a greater density being associated with more negative levels in the climate of relationships, since this fact frequently limits the access to those scarce resources in prison, such as the access to some workshops, jobs, programs... Following data of García-Guerrero and Marco (2012), in 2011 the total penitentiary occupation in our country was positioned around 135%. This overcrowding –harboring a greater number of inmates than what the center is prepared to hold- according to the International Center of Penitentiary Studies (2005), produces consequences such as the deterioration of the inmates’ mental health and the creation of an environment more inclined to danger, for the penitentiary personnel as well as the inmates.

2. Penitentiary personnel and operation organization chart

Diverse authors (Ayuso, 2001; Redondo, 2004; Redondo, Pozuelo & Ruíz, 2007) have noticed that in the Penitentiary Centers they face the challenge of combining contradictory objectives: the management of order and security and the goal of the treatment. On occasions, both enter in conflict due to the fact that the achievement of the treatment objectives collides with an environment where human activities, even the most basic ones, are regulated and controlled (Ayuso, 2001). Due to this duality there exists professional figures of the penitentiary regimen itself and those who are of the penitentiary treatment, a coordination between both being necessary (Redondo et al., 2007).

When we refer to the attention that the inmates receive, we are referring to the totality of the action exercised over them by the penitentiary medium, but with special consideration to the direct action that is implemented over the inmates through the aspect of the treatment. For this reason, we think that it is important to clarify the internal organs that converge in a Penitentiary Center. According to the current Penitentiary Regulations of 1996, Title XI, Chapter 2, the collegiate organs that organize the functioning of the centers are the Management Board, the Treatment Board –that has at its disposition the Technical Team or Teams necessary-, the Disciplinary Commission and the Economic-Administrative Board.

Among these professional organs, the one that interests us the most in relation to the theme of this article is the Technical Team, that would come forming and organizing themselves in function of the specifications and needs of the center, being able to be formed by up to eleven figures: a Lawyer, a Psychologist, a Pedagogue, a Sociologist, a Medic, an Assistant Medical Technician/Qualified Registered Nurse, a Workshop Manager or Teacher, an Educator, a Social Worker, a Sociocultural or Athletic Instructor, and/or a Department Manager. Direct contact with the inmates is among their commitments. They are the collective dedicated to action, with the Treatment Board principally occupied by decision making and the establishment of action guidelines.

Inter-professional and interdisciplinary work, with such an ample and diverse group of professionals intervening in prison is certainly complex. As Domínguez (1997) confirms, the multi-professional character, especially of the Treatment Teams, could bring conflict –group prejudices, stereotypes, distinct theoretical models, different training, distinct professional categories and possibilities to promote, planning and relationship difficulties, etc. - between corporative groups, together with the fear of the loss of autonomy, resources and authority. To which we must add the differences and the possible distancing of the surveillance and treatment groups. All this makes the personnel of the penitentiary medium face a difficult challenge in the effective coordination of their interventions, and if this coordination is not adequately realized, it suffers the risk of disillusionment or fatigue in the development of the task. Therefore, Ayuso (2001) suggests the importance of studying the public employees in the penitentiary environment, considering that professionals whom directly deal with inmates, with the added characteristic of them being public employees, have the greatest percentage of psychiatric sick leaves in all the Spanish Public Administration.

In relation to that, we should mention again the phenomenon of “prisonization” and its effect on the guards. González Salas (2001) pointed out how the surveillance guards suffer the consequences of an imposed internalization process, regulation and a way of coexistence, far away from those that offer them their social environment in liberty. To this, we add that the prison employees perform a notably difficult task that can demand a continued emotional implication and is not exempt from tensions and disputes. In such a peculiar context, the study of phenomenon such as work “burnout” and the breach of expectations that both parties (employee and employer) put into the work relationship, is inescapable (Topa & Morales, 2005). The *burnout* syndrome is very present in the field of penitentiary environment professionals, being the object of various studies in the last few years; and principally considering three dimensions: emotional exhaustion, personal realization and depersonalization. The elevated emotional exhaustion of the surveillance guards described in the study carried out by Hernández, Fernández, Ramos and Contador (2006) is related to their labor of confrontation with the inmates and the high levels of emotional tension that it produces. On the other

hand, they feel reinforced by the character of their simple, monotonous and non-motivational tasks and by an elevated index of depersonalization.

All this reflects, as indicated in a recent study carried out by Valderrama Bares (2012), on inmates' perceptions of treatment. In this study, the need of the Treatment Board members maintaining more contact with the inmates can be seen, this being an important premise in the educative labor during the internment process. As we will see further on, there is a need of extending the Technical Teams' components of the penitentiary centers.

3. The relations of prison inmates

As Cubilla (2011) supports, daily life is reformulated based on the relationships that each social space gives them. Consequently, in order to approach the daily reality that the inmates live, it will be necessary to go in depth into the awareness of these relations.

"In every social space, in every scenario, man recognizes in his character how to be social as a co-constructor of axiological competencies, that is to say, in his capacity of cooperation in the construction and reconstruction of social values in the diverse scenarios where this develops, in the course of his life, infinite relationships with others." (p.1).

The relations of incarcerated people should be taken on distinguishing two scenarios: those of external relations (with family, the judicial system...) and those of internal relations (with other inmates, family inside the prison, the professionals of the penitentiary institution...). Although, the development of some relations balanced in both scenarios by part of the inmates are indispensable for the well-being and life conditions in prison (García de Cortázar & Gutiérrez Brito, 2012), until now they have promoted the connections to the exterior more, with an obvious presence of the studies on maternity in prison in the case of the female inmates, leaving the interactions that are produced inside the prison as a secondary aspect and of minor interest for exploration, this will constitute as the central part of the work that we produce here.

When we talk about relationships between inmates we are departing from the relations mainly drawn out by the system (García de Cortázar & Gutiérrez Brito, 2012) and marked by space/time criteria -center functioning and life guidelines- and gender- division by sex in the center spaces. Clemente (1997a) notes that the adaptation in a setting as characteristic and distanced from life outside prison as that of prison provokes attitudes of control and/or submission in the interpersonal relationships, either for the necessity of aggressively asserting oneself against the institution or in order to defend oneself from it. The inmates tend to group themselves up in order to have greater strength, now that they feel that the institution does not have the capacity to give them security, and in this way they generate inter-penitentiary power relationships (Trillo, 2008). These power relationships between the inmates come marked by three criteria: the type of crime committed -a special value given to crimes such as robbery, fraud or burglary, which require a certain sophistication-, the criminal and prison experience- a greater prestige for those who have completed more time in prison- and the conduct in prison, according to the system of prevailing values in the prison (Clemente, 1997a).

In respect to the prison culture and the inmate code, Ruíz Pérez (2009) mentions that if we are talking about men or women there is a necessity of differentiating between their characteristics. In the case of the female inmates, a tendency to construct the group according to the traditional family structure that prevails in the free society is established, with a central figure that takes on the maternal role -as "mother" or "grandmother"- and is recognized as the leader. Ruíz Pérez and some of his students have observed, in their prison stays, that the cohesion between the female inmates has an important socio-emotional and support component.

On the other hand, a habitual phenomenon in the prototypical profile of the female interns, derived from their need of affection after the frequent abandonment of the family they come from, is the search for a partner inside the prison that reduces their feeling of emotional solitude (Carcedo, López & Orgaz, 2006).

4. Methodology

The investigation of which the information we reflect in this work comes from has as a central research theme the situation of women in prison, and their processes of reinsertion. In concrete, the central object of the study of women in the Spanish penitentiary environment and their relationship with the socio-educational processes of reintegration to social life is outlined.

This has to do with an investigation of a national scope, with a stratified sample of 599 female inmates in the second and third grade of sentence completion, interns or in the open medium, (15% of the female inmate population in the moment of field work), and of 36 professionals. The average age of the participants is 36, the majority of them being between 25 and 49 years of age. The nationality of the female inmates interviewed is 69% Spanish, 31% of the remaining women being foreigners, among which it is fit to distinguish a collective of women from Latin America (21,6%).

The information was gathered in 2011 by means of three instruments: a questionnaire with closed and open items, a total of 538 valid questionnaires (with a 95,5% level of confidence and a sample error of 3,9); a semi-structured interview with a total of 61 testimonies collected, and a questionnaire on 43 socio-educational programs in prison, for their completion we counted on the participation of 36 professionals in the penitentiary environment. A total of 42 centers all over Spain were visited. The participation was voluntary, after having explained the objective of the study that was being carried out and establish a consent form for the correct treatment of the data and their confidentiality after the investigation. The information was treated with the statistical program IBM SPSS (versions 15 and 20) and the qualitative data was analyzed from the significant categories emerged and their triangulation.

In continuation, the results of the elements of the investigation related to the central theme of this work are provided: the environment in prison, the attention received by the inmates and inside relations. Concretely, results are provided distinguishing from nine items from the female inmate questionnaire, five items from the female inmate interview and three items from the questionnaire of professionals⁵.

5. Analysis and interpretation of results

As we referred to before, in order to be able to adequately interpret the prison dynamic, it is necessary to go in depth in the knowledge of the interpersonal relationships relative to the members of the penitentiary community, and more concretely of the in-prison relations, a theme that has been very sparingly taken on in research. Therefore, we centered ourselves in the inquiry of how the daily relations of the people that live inside prison are configured, while still being conscientious of the importance that memories, sensations and characteristics of the family and external social structures have.

Among the factors to analyze for this purpose, the evaluation that inmates give to the tasks realized by the distinct professionals is established, their relations with them, the nature of their contact with prison-mates and with the rest of the institutional figures as well as the volunteers that form part of the life in prison. In the same way, data has been collected on the perception that the professionals have of how their work is accepted by the inmates.

A first result of the investigation shows us how the segmentation of the penitentiary personnel work makes it valued by the inmates in very distinctive ways. The casuistry is diverse, since there are inmates that require the attention of certain professionals and others who do not, or those that have had greater contact or a more direct or intimate contact with some more than others in function with their circumstances.

The greater assessment of some professional figures than others has been associated, in our study, with the frequency with which they meet these professionals as well as with the quality of the relationship maintained. Testimonies of this type emerge as very enlightening:

“Well, it’s just that I don’t really talk much... I don’t know the director and with the guards I don’t talk much, just the necessary amount.” (EX E312)

“Psychologists don’t come here much. The educators are the ones that come here most. I never had a problem with them.” (NA E203)

In this way, the surveillance guards, teachers, educators and monitors possess better evaluations - not only because they have been evaluated more by the women, but also in a more positive way- than the psychologists, lawyers, social workers, or the executive charges of the prison, according to the data showed in Table 1. On the other hand, the limited contact that the inmates have with some concrete group of professionals has influenced their decision to not evaluate these figures.

Table 1. Evaluation of the relationships with professionals (in percent of responses over the total valid responses in each case)

	N (valid responses)*	% of representation in total sample **	Relationship not evaluated***	Bad	Normal	Good	Very Good
With guards (men)	514	95,5%	12,7%	1,9%	15,4%	56,4%	13,6%
With guards (women)	520	96,7%	6,5%	3,3%	18,1	54,2%	17,9%
Social workers (men)	479	89%	35,5%	1,7%	9,6%	40,3%	12,9%
Social workers (women)	508	94,4%	12%	2,8%	15,7%	51,8%	17,7%
Educators (men)	501	93,1%	16,4%	1,4%	10,4%	52,3%	19,5%
Educators (women)	477	88,7%	27,1%	2,9%	10,5%	43,6%	15,9%
Psychologists (men)	472	87,7%	43,2%	1,7%	8,9%	34,1%	12,1%
Psychologists (women)	477	88,7%	26,4%	1,9%	11,1%	43,4%	17,2%
Lawyers (men)	466	86,6%	47,6%	3,2%	12,7%	29%	7,5%
Lawyers (women)	465	86,4%	48,6%	3%	10,1%	30,1%	8,2%
Monitors (men)	457	84,9%	42,6%	0,4%	5,5%	36,5%	14,9%
Monitors (women)	460	85,5%	35,7%	0,4%	6,5%	38,9%	18,5%
Childhood educators (men)	125	23,2%	83,3%	-	1,2%	11,4%	4,1%
Childhood educators (women)	423	78,6%	79,9%	-	2,6%	12,1%	5,4%
Assistant managers (men)	456	84,8%	58,3%	1,1%	6,1%	27,4%	7%
Assistant managers (women)	464	86,2%	56,5%	2,2%	7,1%	26,1%	8,2%
Directors (men)	459	85,3%	60,8%	1,7%	5,9%	24,8%	6,8%
Directors (women)	458	85,1%	62,9%	1,5%	4,8%	22,1%	8,7%
Masters (men)	469	87,2%	42,4%	0,2%	3,8%	32,4%	21,2%
Masters (women)	473	87,9%	34,9%	0,6%	4,7%	34,7%	25,2%
Volunteers (men)	457	84,9%	36,3%	-	3,1%	32,8%	27,8%
Volunteers (women)	464	86,2%	28,9%	0,2%	3%	35,3%	32,5%

* Number of valid responses in each item

** Total Sample=538

*** Not valued because no relationship exists or if it does, they don’t evaluate it

Another relevant datum obtained is that which refers to the relationships the inmates maintain of a distinguished form with the prison staff. In 70% of the cases these relationships are valued as good and very good, without a significant difference existing in function of gender. We should clarify that when they were

asked for the motives that drive these positive relationships with the penitentiary personnel, there is ambiguity present, and in an important percentage of cases the good attitudes toward the personnel seek the achievement of their own interests (45% of female inmates interviewed), while the rejection of this attitude is less habitual (29%).

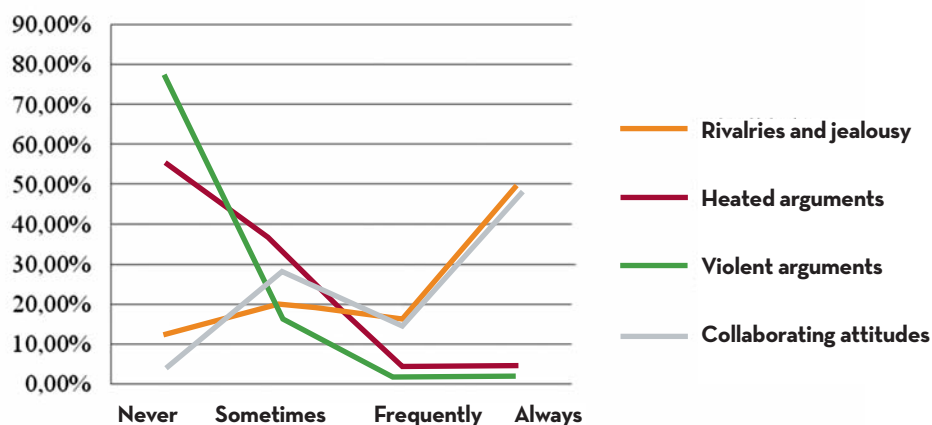
Equally, the women of our study state that they have not had problems with the penitentiary personnel in an 80% of cases, and only 17% express that they have on some occasion had problems with the personnel. Almost 10% of the female inmates do not exhibit good relationships with the staff but do not admit to having had a concrete problem with them. The interviews, on the other hand, give more specific information, since they are questioned about the typology of these problems; among them stand out physical or verbal aggressions, the incompleteness of agreements and the care that they have solicited and not received.

In general, the inmates describe positive relationships with the people that deal with them and live with them in the prison. They are especially good when referring to the male prison-mates, with 53,1% of the responses in this sense. They maintain a relationship, generally long distance, with the men through letters and with limited physical contact, and are not exempt of a certain idealization. A possible explanation for this, comes from the female inmate interviews, and has to do with an idealization of the masculine figure and considering their need of affection, inside the context of confinement and loneliness to which they are subjected, and to the particular situation of abandonment by part of the most representative figures in their life, especially that of their partners outside the prison. Although we should mention that there is a high number of women that say they are not able to evaluate these relationships with the men in prison, because they do not exist (20,1%) or because they do not want to evaluate them (18,3%) due to the segregation and lack of interaction that exists in the daily life between the two sexes.

The relationships between female prison-mates are also very positively evaluated (80,5%). In the female inmate questionnaire the perception that the women have in respect to questions dealing with these relations is taken on. The proportion of female inmates that refer to feelings of rivalry, envy or competition between female prison-mates is 85,3%; those who recognize the existence of heated arguments reaches 43,9%, with an aspect of these arguments, because of problems or conflicts, making them “come to blows” in a 22,7% of the cases. But, at the same time, a 93% of these same women explain that in the module they are helpful with their prison-mates and when they need it, they help them, this being always or on more or less frequent occasions.

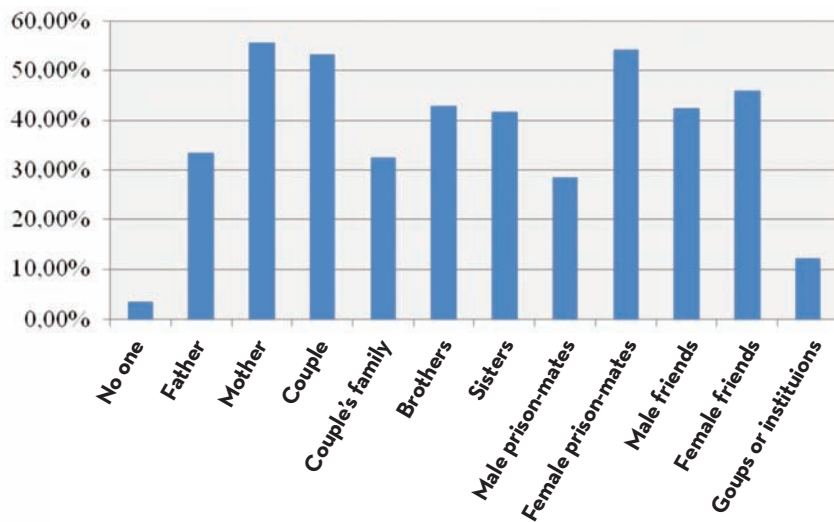
With this, the generalized belief that the rivalries between women prevail over the caring type of relationships is demystified, seeing that the female inmates evaluate, in general terms, having good and very good relations among themselves, despite the situations of conflict, of which they are not exempt in prison life.

Figure 1. Comparative of the replies on the relationship with prison-mates (% over valid replies)



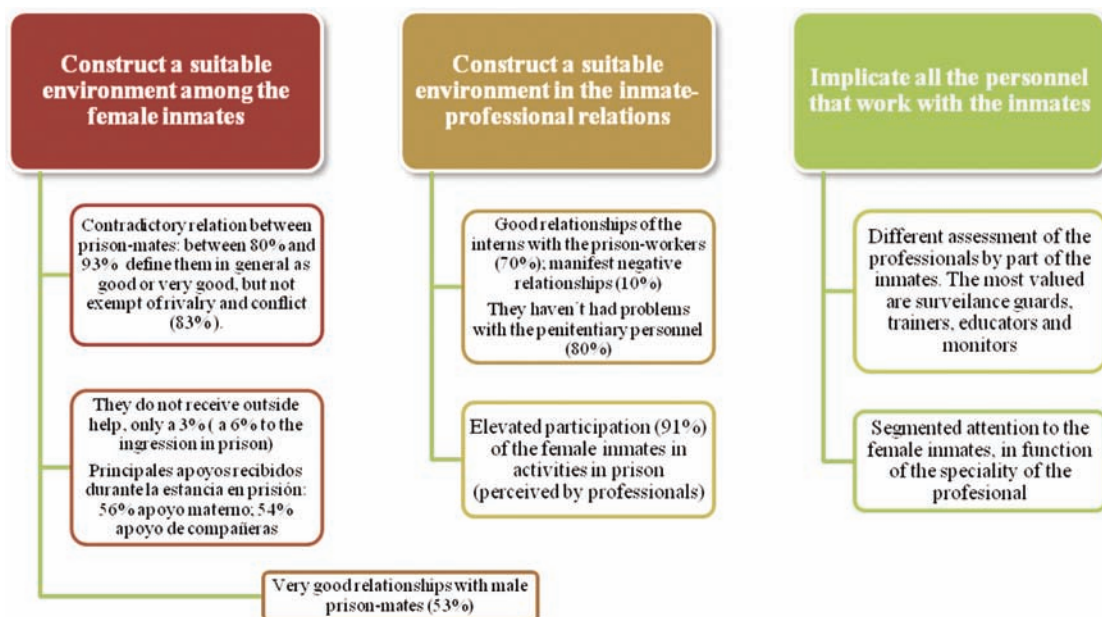
Furthermore, one can observe how the women that feel that they have not had a strong or real support before entering the prison, state that their interpersonal relations have increased and improved after their ingress to the prison. Moreover, before entering in prison a 6,7% of the female inmates declared that they did not have the support of anyone, while during their stay in prison this percent is reduced to a 3,3%. It is also interesting to confirm how even though the support of a Mother (55,6%) continues to be the principal support of the female inmates, the figure of the female prison-mates appears occupying a second place of support and help in the face of difficulties, recognized by 54,1% of the women.

Figure 2. Support received during sentence completion (% in function of the sample total)



The prison appears as a point of inflection in this socio-familiar support. The testimonies collected in the interviews are very clarifying on, for example, the actual situation in which they find themselves in their family relationships, with testimonies similar to that of this inmate:

Figure 3. Basic strategies in the in-prison intervention (adapted from Del Rey 2004)



“With my mother, the relationship has gotten better. I told her all my problems and she knew how to understand me. I don’t know. I feel like I have a support in her. The truth is that, yes, I have recuperated my relationship with her.” (EX E409)

Lastly, they have also pointed out the treatment professionals that coordinate programs on the characteristics and questions of the functioning of these programs. The responses to one of the questions, about the implication of the women in treatment programs, support the idea that there exists a high level of participation (90,7% of the professionals say that they are very or sufficiently participative) and that the inmates regularly attend until the end of the activities (88,3%), 37,2% of these professional being given to think that there are an insufficient number of vacancies in their activities.

6. Discussion and conclusions: the reality inside and the possibility of taking advantage of the relationships produced therein

The panorama described throws light on a part of the penitentiary reality little studied until now, although it is partially mentioned in some studies (Ayuso, 2001; Clemente, 1997a, 1997b; Cruells & Igareda, 2005; Del Rey, 2004; García de Cortázar & Gutiérrez Brito, 2012; Moreno, 1999; Ruiz Pérez, 2006, 2009; Trillo, 2008; Viegas, 2009; among others) and this permits us to advance in the clarification of the dynamic and look that the life inside the penitentiary centers acquire.

The multi-professional character present in the penitentiary world and the possible problems derived from it –difficulties in the coordinated use of limited resources, distinct positions according to the discipline and training of each professional or organizational difficulties (Domínguez, 1997)-, provoke with more frequency than desired, divided attention to the female inmates, attending to their vital needs in a fragmented and non-global way, and obeying the standards that the academic and labor world have made convenient: separating the attention to the inmates in function of the varying job disciplines and work. The interdisciplinary and coordinated intervention is, from the perception of the female inmates, minor, or at least, not very visible for them. In addition, the personnel organization itself in distinct government organs and action provoke, as Valderama Bares (2012) describes well, a lack of direct treatment between the female inmates and the directors and the Treatment Board, who are those that make the decisions on the situation and term of the inmates. These directors being, in our study, the professionals that receive the lowest and most negative evaluations. These factors have an important effect on the course of the rehabilitation process, but they are the only ones. There are other relevant elements in the definition of the penitentiary routine.

In this sense, the socialization inside prison is of a special importance, which is distinctly defined from that which is produced in the environment of freedom, and reveals itself in diverse situations. On one hand, it is visible in the correct attitude of the inmates and in the maintenance of some good relationships with the personnel, in order to obtain penitentiary benefits or a better treatment from the staff. The interests that move the inmates towards this are related to the coverage of basic needs such as food, rest, sleep or personal hygiene, as Viegas (2009) has defined, something that generates an important dependency on the other, and between them unavoidably of the staff. While it is conceived as intelligent behavior the adaptation and acceptance of the rules established for the improvement of their situation in prison, at the same time it produces a situation of personal deprivation in the inmates, when they have ceased to exercise vital capacities such as initiative, responsibility and autonomy (Cruells & Igareda, 2005).

Despite the positivity of the data that we obtain on the relationships between female inmates and the personnel of the prison, we cannot omit the episodes described by some of the women as verbal and physical aggressions and, above all, their deception and complaint of not seeing their expectations in prison staff fulfilled. Most authors state the severity of the work in the penitentiary environment (Hernández et al., 2006; Topa & Morales, 2005) and this opens a door for us toward the possible jobs that are related to the emotional exhaustion and the failure of realization that the workers bear with the perceptions of the female inmates.

On the other hand, the relationships that the male and female prison-mates maintain also allow the type of sociability constructed inside the prison to be seen. The female inmates, in their situation, cannot establish new intimate contacts unless they are with people that coexist with them in the prison. This circumstance has a special relevance, since what comes connected to the female inmates' loss of an exterior social network and especially the distancing of a couple. This fosters the needs of affection and is with whom they should plan, in many cases, their reintegration (Cruells & Igareda, 2005). When speaking of positive relations with the male inmates, as when they refer to not having a relation with them, the spatial segregation that exists in prison (García de Cortázar & Gutiérrez Brito, 2012) that marks the relationships between men and women, and gives specific connotations to the ties that are created between them becomes very clear: frequent couple creations (Carcedo et al., 2006) without fully knowing the other nor the possibility of normalized contact.

A third type of relationship that should be pointed out is the cause of the coexistence among the female inmates. This coexistence is described by the women as positive, having a family-like structure (Ruíz Pérez, 2009) and exercising a great support among them. The relationships in prison are marked by power, caused by a situation of dominance or submission, similar to a family, with a reproduction of a mother figure as the head of the group of female inmates, just as Clemente (1997a) and Trillo (2008) stated.

In a generalized way, the reality described shows us that in prison there is a positive environment, based on the declarations of the women with whom we worked. However, we cannot focus on only one part of the testimony. The responses of the female inmates could be distorted or be segmented information, without a doubt the information is subject to their perception of the penitentiary reality. And, furthermore, we must establish which connection is really beneficial for the women and which is not, with a special consideration for sentimental contacts or for inter-penitentiary couples, formed in great measure, how we commented previously, by the lack of affection and support and the loss of their social network.

Being cautious in the interpretation of the obtained information, we can draw on the conclusion that, in general terms, the interpersonal, intimate or professional-user type of relationships, are healthy, marked by a feeling of comprehension and support, something that is especially emphasized in the relations among female prison-mates. If this relaxed environment is in reality how the women that have participated in this study show it to be, it offers us a framework in which these positive connections can be taken advantage of for the treatment and improvement of the conditions in their future reintegration. For this reason, we believe it convenient and well indicated in the work of the treatment teams, to delve into the analysis of the social networks that each inmate possesses inside the prison, so that they can reinforce those which have a positive effect on the women and their acquisition of potential capacities facing the return to life outside prison.

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Notes

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- ² A special thanks goes to Araceli Fernández Iglesias for her active participation in the team work.
- ³ Ordinary regimen is that which is applied to second grade and non-classified convicts, and detainees and prisoners (Reglamento Penitenciario, 1996).
- ⁴ An open center harbors third grade classified convicts (Reglamento Penitenciario, 1996)
- ⁵ Items 50, 51.3, 51.4, 51.5, 51.7, 51.8, 51.10, 55.1.a and 55.1.b and 55 of the questionnaire to the female inmates. Items 166, 167, 186 and 188 of the female inmate interview. Items 29, 30 and 31 of the questionnaire to the professionals.

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TREATMENT WITH WOMEN: ACTION SOCIO EDUCATIONAL AND FOR THE EMPLOYMENT IN PRISONS

EL TRATAMIENTO CON MUJERES: ACTUACIÓN SOCIOEDUCATIVA Y SOCIOLABORAL EN PRISIONES¹

TRATAMENTO DE MULHERES: ACTUAÇÃO SÓCIO-EDUCATIVA E SÓCIO-TRABALHISTA EM PRISÕES

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ABSTRACT: This article aims to study and analyze the set of programs that make up the landscape of Spanish prison environment. Here we will prioritize and classify programs that, with emphasis socio-educational and socio-labor, may have a greater impact on social integration or reintegration work, in contrast to the perception of women who participate in these programs. From a multi-method research methodology (538 questionnaires and 61 in-depth interviews of women prisoners throughout the country), this article discusses the categories and data used for intervention in prisons state of art, with powerful reflections for the specialized field of Social Education Penitentiary (ESP).

The conclusions drawn in this area are based on some small successes of the prison system as access and proliferation of software, or the presence of certain gender and socio-cultural programs. However, there remain major challenges within the recovering

constitutional purposes awarded to custodial sentences, within our democratic framework. The results show a role for recreational programs with leisure and recreational focus, to the detriment of socio-educational programs focus on emancipation and freedom. Similarly, there is an overwhelming failure of the itineraries that allow social and labor market participation in active employment in the period of release (perpetuating also traditional gender roles). This reality, therefore, shows that the Correctional Institution continues to exert multiple violence and exclusion toward people punished, that undermine the dignity and potential re-education and rehabilitation.

KEY WORDS: Social education; women; prison; insertion; programs

RESUMEN: Este artículo pretende estudiar y analizar el conjunto de programas que conforman el pa-

norama del ámbito penitenciario español. Aquí vamos a priorizar y clasificar los programas, que con énfasis socioeducativo y socio-laboral, pueden tener un mayor impacto en la inserción o reinserción socio-laboral, contrastando con la percepción de las mujeres que participan en dichos programas. A partir de una metodología multimétodo de investigación (538 cuestionarios y 61 entrevistas en profundidad a las mujeres reclusas de todo el territorio nacional), se analizan en este artículo aquellas categorías y datos que plantean el estado de la cuestión de la intervención en prisiones, con potentes reflexiones para el campo especializado de la Educación Social Penitenciaria (ESP).

Las conclusiones extraídas en este ámbito, se asientan sobre algunos pequeños logros del sistema penitenciario como el acceso y proliferación de los programas informáticos, o la presencia de ciertos programas de género o socioculturales. Sin embargo, quedan pendientes grandes retos dentro de los fines constitucionales recuperadores otorgados a las penas privativas de libertad, dentro de nuestro marco democrático. Los resultados extraídos presentan un protagonismo de los programas recreativos con enfoque lúdico-recreativo, en detrimento de los socioeducativos con perspectiva emancipadora y liberadora. Igualmente, existe una abrumadora insuficiencia de los programas e itinerarios socio-laborales que permitan la participación en el mercado activo de empleo en el período de semilibertad (perpetuando, además, roles tradicionales de género). Esta realidad, por tanto, continúa ejerciendo múltiples violencias excluyentes por la Institución Penitenciaria hacia las personas penadas, que merman la dignidad y las posibilidades re-educativas y de reinserción.

PALABRAS CLAVE: Educación social; mujeres; prisión; inserción; programas.

RESUMO: Este artigo tem como objetivo estudar e analisar o conjunto de programas que compõem a imagem do âmbito prisional espanhol. Aqui nós estamos indo de prioriza e classificar os programas, com a ênfase que educacionais e sócio- trabalhista, podem ter um impacto importante na inserção ou disso sócio-laboral, contrastando com a percepção das mulheres que participam em tais programas. Sobre a base de um método multi-método de investigação (538 questionários e 61 entrevistas em profundidade com os presos de mulheres de todo o território nacional; bem como), são discutidos neste artigo essas categorias e os dados que representam o estado da questão da intervenção nas prisões, com reflexos poderosos para o campo especializado da Educação Social Prisão (ESP).

As conclusões a que se chegou nesta área, são registradas em algumas conquistas pequenas do sistema prisional como o acesso e proliferação do software, ou a presença de certos programas ou gênero cultural. No entanto, existem ainda grandes desafios nos salvors constitucionais de fins concedidos penas privativas de liberdade, no nosso quadro democrático. Os resultados apresentaram extraídos de programas recreativos protagonismo com abordagem agradável- actividades recreativas, em detrimento da perspectiva com educação emancipatória e libertadora. Além disso, existe também uma terrível escassez de programas e itinerários profissionais que permitem a participação de um mercado activo para o emprego para o período de liberdade condicional (se perpetuar, para além disso, os papéis tradicionais de gênero). Esta realidade, portanto, continua a exercer violência múltipla excludentes da instituição prisional para pessoas punidas que minam a dignidade e o potencial de reabilitação e reintegração.

PALAVRAS CHAVE: Educação social; mulheres; prisão; inserção; programas.

1. Social Education in Prisons. An Introduction

Intervention in prisons is thought of, according to the regulations, as "treatment". This name, used in the Penitentiary Regulations (1996), presents a focus on a medical and physiotherapeutic type of social action, this idea still holding true in the present. In this sense, the socio-educational models or programs in the intervention of treatment in prisons historically had little significance due to the social criminalization (economic, political and cultural) as well as the, moral and judicial, that the sentences, the institutions, and the community granted to the prisons. The predominant thinking on prisons has been characterized by maintaining a strongly punitive and corrective position; in comparison with the socio-educational model (Del Pozo & Añaños, 2013), that is based on the risk factors associated with the processes of rehabilitation (Ward & Maruna, 2007).

One of the great impulses that modeled this situation in these last years came about during the socialist government, with Dr. Mercedes Gallizo Llamas, as Director and later Secretary General of the Penitentiary Institution, and Dr. Concepción Yagüe Olmos, as Assistant General Manager of treatment, both being from a humanistic conception of intervention, putting a special emphasis on psychosocial education models such as the Models of Respect (a program of equality in prisons) or alternative measures to traditional imprisonment. Currently, with the PP government, this progress is devolving, blocking and reducing possibilities of interventions as liberating as programmed outings or assemblies and coexistence programs (Circular I-1/12, etc.). Still, the trajectory of these last years and the intervention background of the contributing organizations, make sure that socio-educational models are present in many of the penitentiary settings.

A Social Penitentiary Education (SPE) would mean "the social education of the Penitentiary Administration and, fundamentally, of public and private entities, during the time of penitentiary internment, semi-liberty and definitive liberty; by means of individualized or group programs and actions developed by educators (especially non-penitentiary), favoring the recuperation, reeducation, social and labor reintegration and socialization for the reincorporation into their community" (Del Pozo & Mavrou, 2010, p.236).

The enormous participation of organizations, varying program typologies in prisons, and diverse development agents, make the analysis of socio-educational action and socio-labor integration programs in the penitentiary area difficult. As we have defined in the SPE, the intervention of treatment programs is realized by intra-penitentiary technical teams; as well as by the public and private collaborator organizations trying to compensate for the formative - socio-educational disadvantages, among others, that this population suffers (Caride & Gradaille, 2013).

This wealth of external participation makes a community "oxygenation" exist in this closed environment. The question still remains on some substantial issues: the possible welfare and/or voluntarism model of the programs, the limited professionalization of the intervening personnel or the delegation of the reintegration responsibility toward the third sector as principle protagonist, especially in moments of economic crisis, particularly in the Spanish society, where the number of unemployed people reaches 5.965.400. That is to say, the rate of unemployment increased to a catastrophic percentage of 26.02% in 2012 (INE, 2013; Jiménez, 2012a).

In the biennium 2012/2013 we were given authorization for the intervention in the General Administration of the State (GAS), 657 NGOs or non-penitentiary organizations, of which participate in 834 programs, with a number of collaborating people amounting to 7.009 (IIPP, 2012a). Despite the criticisms that we could make on this reality, the data shows us the importance of community development in the collective conscience, society understands, that the inmates also form a part of the community. In addition, the solidarity and dynamism of the third sector in Spain and the community commitment to the most vulnerable population are emphasized; especially when in a time of budget cuts and punitive or corrective politics the absolute right of education is relegated to the background (Scarfó, 2002).

2. Theoretical Approaches: Typologies of treatment programs from the social educational and social labor perspective in the penitentiary field

It would be an arduous and complex task to determine and analyze the whole of programs that form the variety of interventions in the penitentiary field. In this section we prioritized and classified the programs, which with a socio-educational and socio-labor emphasis could have a greater impact in the social and labor re/integration of the detainees.

For this reason, we did not approach programs that had a greater emphasis in psychotherapeutic, judicial, medical or other types of perspectives. Correspondingly, we will go into detail on the programs that we call *specifically socio-educational* and the programs of *Education for employment and labor re/integration*. We briefly address, in an introductory form, the rest of the existing programs in the big categories such as educational, gender or drug addiction.

2.1. Specifically Socio-Educational Programs

Although we present a section specifically about socio-educational programs in our study, the classifications developed on the official web page and in the official documentation on programs of the Department of the Interior (Penitentiary Institutions), not once do programs referred to as Social Education or socio-educational appear (Del Pozo & Añaños, 2013). Nevertheless, they exist in the grouping of programs that we deal with below, a profound socio-educational perspective, present in the fundamentals (contents, contexts, etc.), and methodologies and especially, for their agents, since these programs are developed for the educational staff of the center, even though they lack qualification, professionalization or the competencies of Social Education (SE) (Del Pozo & Gil, 2012).

2.1.1. Social Ability Programs

Although sometimes they form part of modules or blocks within socio-labor or training programs- with the development of principle contents based on communication, assertability and empathy skills- there exists, also, social skills programs. They are of great relevance in situations of marginalization and social exclusion, groups or contexts with a great participation of the penitentiary educational personnel or a non-penitentiary collaborator.

Principally they are developed with a population in risk of social exclusion: youths, abused women, handicapped persons, and drug addicts (ADHEX, 2011, Añaños, 2010).

2.1.2. Family Social Educational Programs

Work with families in the penitentiary environment is being principally carried out by social workers in order to contact, inform and evaluate the family situation and the suitability for shelter and tutelage of the inmates during the periods of semi-liberty. The educators enter in another plane of action: *the socio-educational*. Even though many of the programs have been put into practice principally by Psychologists, they come with many educational activities (Yagüe, 2011).

The educational function, as we pointed out earlier, has been relegated by the prevalence of management rather than the action itself. However, in these past years a road has been opened and family socio-educational programs have been developed, although they don't yet have results, by the educational staff of the Administration and the non-penitentiary entities in relation to:

- *Detained Families and child education*: The fundamental development of the intervention is implemented through working with couples that are interned in prison with or without children or with mothers that have children who are from 3 to 6 years old (in the second case in External or Dependent Mother Units).

Aspects such as child care and attention, evolutionary development of youth, family educational models, family responsibility, equality education, etc. are taken on in these programs. (Del Pozo, 2008a, 2008b, 2010).

- *Outside Families*: The intervention is directed, from Social Education, especially, in two levels: the preparation for family reincorporation and the action of the family bonds and ties in the re-establishment.
- *Family Reincorporation*: In these programs specific educational actions are carried out or interventions within the individualized treatment programs (ITP) of the penitentiary establishment, aiming toward the preparation of release and family reincorporation are carried out. Family models are analyzed; the possible causes of the family breakdown, in this case, the forms of chauvinism, the development of autonomy and responsibility, among others.

2.1.3. Sociocultural and Sport Programs

In the setting of the sociocultural spaces, there exists numerous and diverse programs, of which we could group in two large areas, sociocultural and sport. Among the biggest are: Reading animation, library activities, musicals and audiovisuals; rock groups, flamenco, video, video-forums, poetry workshops, magazine edition, theater, etc. (Del Pozo, 2011; Del Pozo & Añaños, 2013).

2.1.4. Gender Specific Programs

In an especially masculine setting plagued with a history of criminological and social penitentiary inequalities toward female inmates (Heidensohn, 2009) a program is presented in the Spanish environment that attempts to better this reality and reduce the multiple discriminations (Añaños, 2013). The Equality Program between men and women in the penitentiary medium, takes 122 interventions into account framed in these four points: 1. Organizational Level; 2. Permanent Observatory for the eradication of discriminatory factors based on gender; 3. Comprehensive attention to the needs of the female inmates and released prisoners; 4. Plans to favor the eradication of gender violence and ease its consequences (Del Pozo, 2012).

Within the last point there are two groups of programs which have been developed for women where the aim is to diminish the vulnerability of the female inmates to situations of violence and/or drug dependence; and to attend to the women with a history of gender violence; as well as programs aimed toward male aggressors convicted of distinctive types of violent crimes (Jiménez, 2012b). There are other programs with greater socio-educational impacts with groups of disabled persons or with foreigners, also contexts especially socio-educational such as; the models of respect, the therapeutic units or dependent mothers units.

2.2. Educational programs for employment and labor reintegration

The Social Education for Employment:

“aims to favor the learning directly related with the work world from a triple perspective: the initial job training that aims to facilitate the access to a first occupation, job training aimed at the unemployed who want to insert themselves into the job market and job training aimed at employed people who want to better their qualifications and their work conditions. We agree that Social Education should be centered in the two first subgroups of job training (facilitate the access to a first occupation or favor the integration or reintegration of the unemployed into the job world), especially in making reference to the socio-labor integration of people or groups that present necessities or special difficulties; while the work with other groups of the population present a non-specific character and is shared with other professions and areas of social action” (Gómez, 2003, p. 241).

Programs designated to job re/integration for prison inmates, are fundamentally concentered in two typologies: a) *Job Training*; and, b) *Occupational and/or paid work*. Even though these areas are not found to

be permanently delimited, it is important to classify and analyze them to understand job re/integration in a more pertinent way.

Classic as well as contemporary penitentiary studies take into account that work (employment) is crucial in order to reduce the commission of criminal acts and for the integration of the population. Glaser (1964) identified three behaviors positively related to the relapse of the released prisoners: a) *Obtaining a job after release*; b) *the duration of the position after release*; and c) *the level of specialization that the position requires* (Redondo, 1993, p.177).

The Secretary General of Penitentiary Institutions (SGPI) presents an Autonomous Agency for Prison Work and Training for Employment (AAPWTE) in their organization chart and functioning that is coordinated with the group of penitentiary centers of the GAS. Although it is true that the immense majority of the design and management of programs for employment are included in this branch, each center has autonomy to be able to coordinate with external companies or the collaborating institutions as well as a multitude of orientation and training possibilities and action for employment.

According to the constitutional mandate entrusted to the imprisonment of reintegration, the law (Ley Orgánica, 1979) develops in Article 27 everything related to training, employment and occupational work:

1. "The job that the inmates realize, inside or outside the establishments, will be understood in one of the following modalities:

- a) Those of professional training, to which the administration will give priority;
- b) Those dedicated to studies and academic training;
- c) Those of the production labor regime or through cooperatives or similar formulas according to the existing legislation;
- d) The vocational workshops that form a part of the treatment;
- e) The personal benefits in the joint auxiliary services of the establishment, and
- f) The artisan, intellectual and artistic job.

2. All work directly productive that the inmates realize will be paid and will be developed in the security and hygiene conditions established in the current legislation". Europe presents socio-professional and socio-labor integration as one of the essential challenges in the process of recuperation and reintegration of inmates (Combessie, 2005) and presents a special significance in the current crisis and national problem of unemployment in Spain.

In Table 1 some of the more developed program typologies for the achievement of professional development and active integration in the job world for inmates are organized. In the table there are two classifications:

- *The first*, where we find a great development of SE for employment or labor. This situated us in a group of professionalized measures and actions for an educational improvement and formatively the professional competence of people with greater access difficulties and work promotion.
- *The second*, in which we find other programs with less pedagogical characteristics, and that are fundamentally structured in: Productive workshops (with the development of instrumental tasks), Auxiliary activities or maintenance (that recognize all care tasks and building and penitentiary installation maintenance, work in the actual center in the kitchen or commissary, etc.); as well as in the exterior (in work employments through collaboration in companies or paid internships, etc.)

Table 1. Education for employment and programs for work re/integration

Job Training	Professional Training Courses (Autonomous Agency for Prison Work and Training for Employment (AAPWTE): <ul style="list-style-type: none">- Mid-level vocational training.- Professional Training Scholarships outside the prison.- Orientation for Job placement.- Individualized accompanying programs for probation or release.- “Entrepreneurial” Program.- Self-employment help.
Work and Job integration	Graphic Arts: <ul style="list-style-type: none">- Graphic design- Editing work- Advertising Posters- Labels, etc. Artisan Work: <ul style="list-style-type: none">- Ceramics, gifts, etc.- Auxiliary activities, maintenance Services: <ul style="list-style-type: none">- Call center- Digitalization of documents- Woodwork and Metalwork- Furniture, Metal structural- Wood Carpentry- Welding, Casting and Mechanized rebar Dressmaking: <ul style="list-style-type: none">- Work clothes- Curtains- Bed sheets- Quilts- Mattress covers, etc. Paid destinations in the correctional facility. <hr/> Work in companies and exterior programs. <hr/>

Source: Ad Hoc.

We will point out, in an introductory way, that there are two other programs that make up the treatment panorama in the penitentiary environment and that are of special importance for the achievement of the inmate integration process: The *regulated educational* programs of education and basic non-university regulated instruction (literacy, Primary, Secondary for adults, Spanish for foreigners, high school, mid and high level vocational training, Official School of Language), as well as university education (UNED) (National University of Distance Education) (IIPP, 2012b); and the *habit-breaking and/or drug detoxification programs*, in two modalities (IIPP, 2013; Plan National de Drogas, 2006, 2009):

a) *Ambulatory Intervention/Day Center*: in every module or in centralized dependence respectively.

b) Therapeutic or community intra-penitentiary, in independent modules, giving the inmates a general drug dependency treatment.

3. Investigation Methodology

3.1. Methodological focus

Despite all the operative and structural advances present in Spanish penitentiary treatment, some forms of more deceptive violence still continue in the mechanisms of inmate vulnerability. These faults are due to inattention or in the categorical forms of institutional exclusion. The development of this article begins from an interaction between a quantitative methodology (survey) and a qualitative one (structured interview to women), that pretend to visualize the effects of structural violence. They deal mainly with the most devastating effects of imprisonment and the vulnerability of the inmates in the treatment programs of the penitentiary centers in Spain.

Unlike Durkheim, who positioned punishment as an instrument of moral channeling and Marx, who observed punishment inside a class context, Foucault (2005) showed it as an instrument of power imposed on the population and analyzed the relationships of internal power of the penal process, the techniques and knowledge required, the forms of penal institutions' organization and the manner of exercising control (Jiménez & Jiménez, 2013). Like the Marxists, we consider the punishment tied to power and government relations, but unlike them, we study the issue of the penalty itself (Garland, 1999, p. 162), when it comes time to outline the socio-educational and socio-labor programs and the drug addiction treatment programs.

3.2. Questions, Hypothesis and Study objectives

Through this study, we expect to give a response to the question, *how do treatment programs in the penitentiary environment serve the inmates?* The hypothesis that we defend is that *prison is a punitive instrument that does not actively integrate inmates (in our case, women) into the society they come from, because of the damage caused by structural violence.*

The objective is to analyze, from the viewpoints of SE, critical criminology, and legal anthropology, how the prison sentence is a construction marked by violence (direct, structural, cultural and/or symbolic) and negatively conditions the reintegration processes.

3.3. Techniques and instruments

A survey and structured interviews were used for this study. After a complex process of authorization and coordination with the two penitentiary administrations in their national territory (State General Administration - Department of the Interior and the autonomous community of Catalonia- Government of Catalonia) a 92 item questionnaire was applied to the centers selected. The questionnaire was made up of four blocks: Block I: Sociodemographic, penitentiary and criminological data; Block II: Socio-labor, economic, educational-professional and family history; Block III: Prison Internment and; Block IV: Health and drug dependence. In all this content exists a gender mainstreaming and a socio-educational focus.

The questionnaire was able to be self-administered, guided or a combination of both, depending on the case. There were 538 valid questionnaires obtained, the data representing approximately 15% of the total female inmate population of Spain.

The study took 11 Autonomous Communities (of the 17 that exist) into account and visited 42 centers (from June to October in 2011), made up of Penitentiary Centers that take into account distinct modules and other resources of the Penitentiary Institutions (II.PP.) sentence completion in a semi-open environment. Quantitative and statistical methods were employed for the information analysis and a data base in the SPSS 15 and 20 (*Statistical Package for the Social Sciences*) versions was designed as well.

Figure 1. Data sheet on the questionnaires to the women

Scope	National
Universe	Women aged 18 and up in the field of study.
Sample Size	We obtained 538 questionnaires intersected by habitat/autonomous community strata and distributed in a way that was proportional to the total of each region, also representative of the resources-spaces specific to sentence completion. Applying to female gender quotas and the age at the last unit (participant).
Sample Error	Based on the criteria of simple random sampling, through its 95% level of confidence (which is generally adopted) and in the least favorable hypothesis of maximum indetermination ($p=q=50$), the margin of error of the data referring to the total sample is $\pm 5\%$.
Data Collection Method of the Information	Carried out entirely by the Group of Investigation of the ' <i>Drug dependent female inmates and their social reintegration. A socio-educational study and proposals for action</i> ' [EDU2009-13408] program.
Field Work	During the months of June to October of 2011.

Source: Ad Hoc

Equally, qualitative methods in the form of the interpretation and analysis of structured interviews were used. These ethnographic accounts have been developed through a field diary in which anything of relevance and anything that occurred in the period when the interviews were being carried out was noted. The data has been analyzed from the emergence of significant categories and their triangulations.

Sixty-one in depth interviews were obtained from the women. The following distinction appears for the legend of said interviews: AA: Active Addict; EX: Ex-Addict; NA: Non Addict; MM: Addict in MMP (Methadone Maintenance Program) and _E: Interview number. In this article we hope to get the subjects -the women- to speak and give their opinions on treatment.

The interview, in its structure and contents, took the following elements in relation to the coherence and achievement of the general and specific objectives of the investigation into account with 131 questions (Flick, 2004): Identificational data, penitentiary situation, experiences inside the center, drug use, childhood and family history, social relations, amorous relationships, relationships with their children, job training and socio-educational and job integration and hopes for the future.

3.4. Sample and profile of the women

The profile of the female participants was that of inmates in a national territory penitentiary environment, that participate in the programs of reintegration or treatment that, in Spain, is for inmates with a sentence in the second and third grade to complete. As there does not exist any census or material -not even from the II.PP.- that defines the population quantity of this specific profile, a sample scan directed at the whole population -all those who wanted to participate- was established. In this sample, inmates were chosen with the grade criteria of the 2nd and 3rd grade, as well as some of the 1st grade who had a special regimen and

participated in semi-open treatments. The sample represents the distinct geographic points of the country, which are located in determined modules or resources of greater population. Moreover, they had to have a basic understanding of Spanish so they could be interviewed.

4. Results Analysis

In this section we are going to point out the principal socio-educational programs and the socio-labor programs in which women are immersed.

4.1. Socio-educational Programs: Attention to recreational needs, challenges in socio-educational recuperation, family and gender equality.

From the results obtained from the national study, we find that the programs that most dealt with necessities and boast the most participation by the women are the sociocultural programs (22%) and the sports programs (20%).

The participation of these women corresponds with 22% in sociocultural programs. This responds to the wide range of possibilities that are developed in the field by the Institution or the non-penitentiary collaborating organizations. These programs, on one hand, suppose that the artistic or cultural practices are highly demanded by the inmates. This information offers us the following analysis: *in such a punitive place, the expressive, creative and liberating possibilities of the socio-cultural programs invite high participation from the women.* On the other hand, these practices suppose the facilitation of the creative potential and skills as fundamental in penitentiary treatment. Equally, the sports activities, assume the strengthening of the motivational and preventative functions of the penitentiary treatment. As this female inmate points out,

“Well, I have always [...] gotten along well because I knew that if I was good and didn't think and was always in a class or in sociocultural activity programs I knew that the sentence always would go fast and I've always been with my friends, with cellmates always together and so that helped me a lot because I always got along well” (NA_E304).

Even so, we should declare a great concern regarding the attention to the necessities of the inmates from recreational and sociocultural programs that can better the personal and group capacities, but that do not tend to work in a professionalized form for the problems of risk, conflict, and for socio-labor integration. The consequence is reflected in the following utterance:

“There isn't work for anybody now, but I'm not gonna start committing crimes or sell drugs. There is no social reintegration. It's a lie” (EX_E212).

According to our national study, we know that 80% of the women have offspring, nevertheless, the family and child education programs only assume 7%, consequently, the family and confrontation strategies for family reincorporation with the children, is hampered. Even more so the gender programs (where they deal with contents related to coeducation, responsibility, chauvinism or sexism, or the prevention of gender violence, etc.) only have a participation of 6%.

Even more serious is the situation of inattention to the recuperation of the women who are victims of gender violence, that if also have been drug addicts, could form a serious vulnerability factor. The negligible participation of women (11%) in these programs suggests that, in Spain, they are not developing sufficient programs for abused women, practically 80% of these women being victims of violence before entering the prisons (Instituto de la Mujer, 2005). As one woman pointed out to us,

"It 's just that it doesn 't exist, because they don 't teach you that. You leave here crazier than ever. And you leave here, and if in some point in your life, that wasn 't me, but I saw it with my own eyes, if you have taken drugs and quit, you start taking them again here. Because I 've seen this, and I 've seen it with my husband, and I lived it with him. So, this doesn 't help you at all. Here there is no reintegration. It doesn 't exist" (NA_3411).

From this position, in part, we find ourselves with the necessity to implement programs for victimized women in order for a future socio-labor reincorporation that permits an empowerment born from the stabilization of women. On the other hand, we respond to the data on programs for victims of violence in national and European literature. There are not enough programs on this material, being practically imperceptible in some centers. That brings us to highlight,

"The reintegration is not always possible. Not always. It depends on each person. This goes with the person and with what you encounter in the street. The environment also influences on it. Let 's see, how I can explain it to you. This influence depends on the circle of people that you move in. I am lucky that in my case, my circle doesn't [...] my neighborhood is a place where people say "hello" and "goodbye" and aren 't interested in more. But I don't have friends, but if I only had friends in the circle of where I live, you will fall again, because that 's how it is. We put my brother in a center, and when he returned to the neighborhood, you return to how you lived before and you fall again. Sooner or later you fall again. You have to cut the ties a bit to what you were before all this. What I have done is eliminate a lot of people. The people who didn 't do anything for me before, and aren 't going to help me with anything now. And with these people I don 't have contact, no way, not at all, not at all" (EX_E410).

4.2. The socio-labor programs

The years 2009 to 2011, the labor commission of the national social penitentiary counsel of SGPI, as well as the technical labor personnel of the prisons and other collaborating agents, have supported, mediated or worked beginning with measures for labor re/integration of inmates into the labor market: such as administrative authorizations so the foreigners can work, increasing awareness to companies, an incentive for hiring inmates and ex-inmates reflected in the Spanish regulations, etc.

As well as programs in collaboration with organizations specialized in the labor sphere of employment counseling. It is advised that through the ECS Program (Employment Counseling Service) from 2007 to 2009, 2,179 beneficiaries have participated, 10.69% being women, above the percentage of female inmates (8%) (CSP, 2011).

4.3. Professionalizing and socio-labor educational plans, digital alphabetization for integration and traditional gender work roles for women.

After this general information, we know that in the specific case of female inmates, they suffer greater inequalities of gender work and integration difficulties in the active job world. If we analyze the data of female participation in the existing socio-labor programs in the penitentiary medium (Table 2) the following is deducted:

- *First*, the number of female participants and the percentage associated to the courses of job training that the women do are, from greater to less participation: 1º Computer technology (178 women, 24%); 2º sewing (135 women, 18%); 3º job search and orientation (121 women, 16%); 4º hairdressing (109 women, 15%) and hospitality with 12%.

- *Second*, it is observed that the women continue to sign up for professional courses (especially designed for them) based on feminine stereotypes like hairdressing, sewing, and hospitality even though a preferential election of the courses related to job integration like computer technology and job searching is also confirmed. Hospitality appears in fifth place, which could allow (according to the study of work life and profes-

sionalization before entering in prison) that they continue reproducing traditional gender roles. However, at the same time the training is specialized in a very professionally demanding schedule when they are incorporated to the life outside prison.

- *Third*, there is an ample participation in programs that consider professionalization plans by means of job search and orientation courses for active integration (16%), as well as professional training in activities and courses in hospitality, gardening, electrical or plumbing, accredited by a degree; although some of them are not official courses. Many of them are present in Table 1 and Table 2.

- *Fourth*, in the same way, the participation in courses of computer technology and digital alphabetization for socio-labor inclusion and reintegration of the inmate population is posed as a potential profession. Knowing the new technologies, utilizing them for document processing, communicating in social media sites, or promoting the job demand in the job boards or portals; are the new challenges of the current society.

Table 2. Types of socio-labor courses and percent of participation

Information Technology	24%
Sewing	18%
Job search and orientation	16%
Hairdressing	15%
Hospitality	12%
Gardening	6%
Scholarship Courses	4%
Electrical	3%
Plumbing	2%

Source: Ad Hoc from the questionnaires.

5. Discussing treatment intervention

As we noted in the development of the study, a great part of the wide range of programs and socio-educational and socio-labor interventions in prisons that we have described and analyzed related to women, are developed by non-penitentiary collaborating organizations. In the processes of integration, the labor of support for the male and female inmates that have a greater economic vulnerability is done mostly by the Obra Social “la Caixa” (social aid from Caixa Bank). The inmate scholarship program, initiated in 2006, under the name “Reincorpora” (or “reincorporate”) works on social and labor integration through the realization of a personalized plan of socio-labor integration. They include professional training courses outside the penitentiary center, the fulfillment of a supportive service project tied to the training and derivation of the participants of *Incorpora* (or *incorporate*), the labor integration program of the Obra Social “la Caixa” (IIPP, 2012c).

In this same line and in accordance with this study (CSP, 2011), we can take note of some of the entities that, at a national level (by forming part of the Social Penitentiary Board) develop a coverage of great impact in this field: ATENEA-GID Foundation, ASECEDI, ESLABÓN, Red Araña, Solidarios para el Desarrollo (Solidarity for Growth).

Equally, for the last four years, and concretely in the year 2011, the Obra Social “la Caixa” has been developing one of the labor programs in the Penitentiary Institution with the most coverage: “INCORPORA”. With various socio-labor integration plans, divided into professional training courses, support services and labor integration that already has facilitated the hiring of more than 44,000 people in risk of exclusion. They have invested 4.5 million euros this year to facilitate socio-labor integration plans to 1,364 inmates of peni-

tentiary centers from all over Spain that are in the last stage of their sentence, participating in a variety of socio-labor courses in which the women have also participated, just as we presented.

This reality favors “the community oxygenation” in prison participation that reinforces the focus of the theoretical framework, in addition to the expansion and development of the programs in the line of European recommendations for the women of its member countries (Parlamento Europeo, 2008). But, it delegates the principal responsibility of the constitutional mandate of the social reeducation and reintegration to the third sector, that is not always professional. This perspective in addition, continues maintaining vigilance and security as principal functions of the Institution treatment model. This is how one of the women expressed her perceptions on reintegration,

“But I won’t give up fighting for the people that are here inside. I will continue defending. People think that here we have a sports center, pool, psychological help, social workers, technical teams... all that is missing. It’s all pretty when we come out in the media and we ask for grants, but where are the grants? Just like how they go to the jobs, why don’t they go to the houses to see the family situations of each person? We are just another number for them and there doesn’t exist reintegration” (EX_E212).

Lastly, one of the principal questions on the table, is the insufficiency of interventions for the women, as well as the pertinence of the programs that tend to the necessities that the female inmates continue to have as a common international reality (QUNO, 2006) and that they have equally expressed with their own voices through the fragments of interviews presented.

Conclusion

We emphasize the following conclusions:

- *First*, the problems that we have previously pointed out and that Michel Foucault (2005) defined continue today with equal persistence, which brings us to conclude that the ideals of the penitentiary instruments are not achieved nor are the legislations in order to better the conditions of the inmates: prison is a violent place that punishes humans (Jiménez & Jiménez, 2013).

- *Second*, structural violence that the deprivation of liberty supposes hampers and reduces the treatment possibilities of the programs with inmates; much more so when, in many cases, we make it clear that the socio-educational and socio-labor interventions are insufficient, impertinent or inexistent.

- *Third*, the socio-educational programs take into account an ample group of sociocultural interventions with a recreational and entertainment focus. The female participation (22%) in them implies an expressive, creative and liberating possibility; which is indispensable in a punitive space. The other side of the coin, shows the need to develop socio-educational programs that improve the proactivity and trains them in sociability for the active integration in their community; as well as family and social reactivation; influencing in relapse prevention and attention to the female victims of violence. One of the women interviewed explains it categorically:

“Man, it’s just that I don’t know, when I get out I think I am going to be in a cloud, you know what I need?, therapy to be social, that would be great for me, yeah, social skills programs [...] because I don’t have conversation, I can talk to you about drugs and jail, but a conversation [...] to have a friend and have a conversation and laugh and go out, I don’t know” (EX_E313).

- *Lastly*, there is an urgent situation with the lack of socio-labor programs and professionalizing itineraries in the penitentiary environment that makes it impossible to reach the constitutional end of the reintegration. Although there is an ample range of education and job training strategies, the measures taken are clearly insufficient for job market reintegration, with a continuing of the traditional gender roles for the women although a great participation in digital alphabetization is starting to exist in the penitentiary field.

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Notes

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RESEARCH

PROFESSIONAL REQUIREMENTS FOR A SOCIOCULTURAL ANIMATOR: KEY COMPETENCES

EXIGENCIAS PROFESIONALES DEL ANIMADOR/A: COMPETENCIAS CLAVE

REQUISITOS PROFISSIONAIS PARA UM ANIMADOR SOCIOCULTURAL: COMPETÊNCIAS BÁSICAS

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ABSTRACT: This article comes from a project sponsored by AECID³ of *Educational Intervention on Social contexts* and it approaches a specific dimension.

As they contribute to solve several problems, sociocultural professionals claim for higher recognition. Given their superior studies they have been able to open a professional specific space. Their CV now includes aptitudes, abilities and skills to perform a job linked to several scenarios and contexts.

The goals of this research are either to identify the key competences of the sociocultural animator that contribute to work efficiently and to detect their educational needs.

A multi methodological approach has been used. A survey was made to sociocultural animators all over Spain, with a reliability of 0,930 Cronbach's alpha. Semi organized interviews were made to key informants. 376 surveys were received back. The SSP program was used for statistical treatment for quan-

titative data, including variance and factorial analysis. Atlas-ti was used for qualitative data.

In order to classify the results, competences were divided into three categories: methodological, planning and generic, confirming that the sociocultural workers have them on a high degree. The factor analysis reflects that the three initially proposed working fields linked to professional performance became four with the empirical work. There is a good identification between the *methodological* and *planning* competences, while the *generic* is divided into: *generic* and *transversal*. A combination of them creates the professional profile, a compulsory reference source.

KEY WORDS: Sociocultural animator; competences; intervention; profession; education.

RESUMEN: Este artículo es fruto de un proyecto financiado por la AECID¹ sobre *Intervención Educativa*

en *Contextos Sociales* y aborda una dimensión específica de la misma.

Los profesionales de la animación sociocultural reclaman un mayor reconocimiento puesto que contribuyen a resolver múltiples problemas. Han tenido la habilidad de abrir un espacio profesional específico, a lo que ha contribuido que su formación haya alcanzado nivel universitario. Su curriculum incluye aptitudes, habilidades y destrezas para ejercer una labor vinculada a diversos escenarios y contextos.

Esta investigación persigue, por un lado, identificar las competencias clave del animador/a² que contribuyen a la práctica eficaz de su profesión y, por otro, detectar sus necesidades formativas.

Se ha utilizado una metodología multimétodo. Se elaboró un cuestionario para animadores socioculturales de todo el estado español, con una fiabilidad del 0,930, alpha de Cronbach. Se efectuaron entrevistas semiestructuradas a informantes claves. Se recibieron 376 cuestionarios. El tratamiento estadístico se realizó con el programa SPSS para los datos cuantitativos, entre ellos el análisis de varianza y factorial. Para los cualitativos se empleó el Atlas-ti.

Para el tratamiento de los resultados las competencias se sistematizaron en tres categorías: metodológicas, de planificación y genéricas, constatándose que los animadores las desempeñan en alto grado. También se han identificado las que precisan mejorar. El análisis factorial confirmatorio refleja que la propuesta inicial de tres campos vinculados a la actividad profesional, se ha transformado en cuatro en el trabajo empírico. Existe una buena identificación con las competencias *metodológicas* y *de planificación*, mientras que las *genéricas* se han desglosado en dos: *genéricas* y *transversales*. Todas ellas identifican el perfil de este profesional, fuente obligada de consulta.

PALABRAS CLAVE: Animador/a sociocultural; competencias; intervención; profesión; formación.

RESUMO: Como eles contribuem para resolver vários problemas, os profissionais socioculturais reivindicar maior reconhecimento. Dado os seus estudos superiores têm sido capazes de abrir um espaço específico profissional. Seu currículo inclui agora aptidões, habilidades e competências para realizar um trabalho ligado a diversos cenários e contextos.

Os objetivos desta pesquisa são tanto para identificar as competências essenciais do animador sociocultural que contribuam para trabalhar de forma eficiente e detectar suas necessidades educacionais.

Foi utilizada uma abordagem multi metodológica. A pesquisa foi feita para animadores socioculturais em toda a Espanha, com uma confiabilidade de alfa de Cronbach 0930. Entrevistas semi-organizadas foram feitos com informantes-chave. 376 inquéritos foram recebidos de volta. O programa SSP foi utilizado para o tratamento estatístico dos dados quantitativos, incluindo variância e análise fatorial. Atlas-ti foi usado para dados qualitativos.

Para classificar os resultados, as competências foram divididas em três categorias: metodologia, planejamento e genérico, confirmando que os trabalhadores socioculturais tê-los em um alto grau. A análise fatorial reflete que os três campos de trabalho propostos inicialmente ligados ao desempenho profissional tornou-se quatro com o trabalho empírico. Há uma boa identificação entre as competências metodológicas e de planejamento, enquanto o genérico está dividido em: genérico e transversal. A combinação dos dois cria o perfil do profissional, uma fonte de referência obrigatória.

PALAVRAS CHAVE: Animador sociocultural; competências; intervenção; profissão; educação.

Introduction

We are once again forced to refer to the current economic and social crisis and the requirement of urgent answers to globalization, vulnerability, loss of ideological and cultural frameworks and the maintenance of the society welfare.

We should bear in mind that the sociocultural animation (ASC) contributes to the socio-educational development, as well as to reinforce personal and community identity. This situation shows inflection points which influence directly in professionals linked to the social field. Their profile has evolved, in order to give a suitable answer to the the rising needs generated in their working scenarios.

After the paper research, it can be established that there is a separation between the university education and the real world, where specific requirements are demanded. To face this situation we propose a question: *Which are the key competences defining sociocultural animators professional duties?*

The aim of this paper is to identify the requirements of sociocultural animators on new social intervention contexts. We have collected some professional opinions in order to determine the competences performed and the improvement needed. The specific goals are:

- To identify the key competences used daily by the animator.
- To diagnose the educational needs.
- To suggest improvements to provide a quality intervention.

This research is done from the professional sociocultural animator perspective, analysing the skills used on a daily basis, because those skills can only be legitimate by them. The volunteer's work is still recognized along with other professionals using the animation methodology.

This article begins with the analysis of the sociocultural animator profile and studying his profession and professionalization in the research's framework. A special attention is paid to their professional competences. The empirical aspect gathers information about the competences of the exercising animators, where the research group is working. On this occasion, qualitative and quantitative methodologies are used. We end up with the presentation of the main results which allow us to make conclusions and improvement proposals

1. The sociocultural animator

We live in a society that is known as a knowledge society; multicultural, technological ... Those names force the sociocultural animators to adapt their job to a less static stage in order to meet the needs of this new era. In fact, the power of technological improvements affects the professional work and opens new channels to the economy, culture, politics, education, leisure and citizen involvement, modifying the users' job. This situation requires sociocultural animators to have a broad education so they can be efficient in their job on versatile and changing societies.

On complex contexts like this one, professionals have to be even more aware of their working framework due to its many different scenarios and contexts. Moreover, it has to be said that the ASC concept is not univocal, so it has several interpretations which has complicated its professional development.

We find useful to specify from a global perspective what we understand by ASC, highlighting its main elements. It refers to an interventional methodology, with an intentional and suggestion purpose, which promotes the involvement and development of sociocultural values, oriented to individual promotion and social transformation, and giving prominence to the community at the same time. In words of Pérez Serrano and Sarrate Capdevila (2013, p. 90) "in the civil society it is important to boost the participation to work towards the development of a democratic culture, using committed social practices that promote the underlying values in human rights".

Having said that, the animation can not only be understood as a methodology, it implies compromise and life. Historically it has mostly been identified with the promotion of the involvement and its influence on the associative life invigoration (Catalá, 2012).

Human beings and their initiatives are the main aspects to enrich different social groups. In that sense, animation tries to characterise, organise and mobilise individuals and communities in order to transform them into active agents for its own promotion, and if possible, help them to manage their future.

The previous can be possible thanks to sociocultural animators' work. Animation requires either a cultural agent advice or an intervention. Its competence degree is tightly linked to its professional job quality. Their education, both initial and continuous training, is a decisive factor for intervention quality. That is why sociocultural workers with specialised sociocultural animators are needed in order to invigorate and give the society the responsibility of its own progress.

The sociocultural animator is an expert whose main function is to boost and facilitate access to a more active and creative life in community contexts. This is based on respect and defence of the individual dignity, and in application of human rights towards welfare society and social equity. Their aim is to boost both individual and groups to participate on its own cultural contexts, in order to reach real community interests. As the process has to be assumed by the participants, they are focussed on helping others to organise, plan and coordinate themselves. So, the sociocultural animator is the power that conducts the social transformation through an active and participative methodology pointed towards the citizen compromise.

López Noguero (2002) points out some characteristics of the professional animator. Amongst them, we can find a better education and specialization influencing in the quality of the results, dominance over the intervention tools and techniques, receiving institutional support and social recognition and to guarantee a better stability on programs and projects by being committed by contract.

His competences are the more important active of his work. He acts from, with and by his singular personality. Their competences and abilities are based on knowledge, know-how and a specific know-how. However, it would be convenient to mark them off to avoid other professionals to intervene and complicate their duties.

2. The professionalization

The sociocultural animator needs to secure its profession. This word comes from the Latin (*professio, -onis*) which means: to express, show and execute an occupation. According to the dictionary *Real Academia de la Lengua* (2001, p.1840), a profession is "an employment, trade or ability, that it is executed by someone by getting a monetary compensation back". From a descriptive prospective it is understood as a combination of public functions, valued by society, performed by specifically and technically prepared individuals, independents and with a common ethics code

The professionalization term is linked to the previous one, and it refers to the action and effect of professionalize. It means to give a professional nature to an activity. It is a social process for which any occupation becomes a consolidated profession. This sequence implies a limitation on the competences recognized by their own professional college association. Those institutions create regulations, code of actions and the required accreditation for its professional exercise. So the differentiation from amateurs is established. A profession means power and social status.

As Sáez Carreras (2009) said, professions are built up with history, changing at the same time the daily routine and social reality. Every profession depends on its own ability to maintain the need for their competences on the society mind. Related with the prior, the animators defend, build, maintain and legitimise the competences needed to promote the public believe over the necessity and benefit of their work.

In the seventies, animation was practiced without a specific or systemic education. It was mainly volunteering and linked to religious and non-profit organizations. Afterwards, in the eighties and nineties,

it was boosted by the new democratic local governments in search of agents linked to social change, improvement and transformation. On that period, it gained a higher recognition both for their specialised CV and for their job performance. Later on, the professional animator image has been secured, working both for public and private institutions.

This image status shows an institutional profile regulated by contract, and limited by a ethics code. The Access to this job is restricted to an established education, based in a recognized qualification, competences and compromise with the responsibilities that has to assume. The sociocultural animator, like any other professional, should meet a list of requirements. This profession is still on a building process, as Sravilla, Pac and Cano (2011) have said, because it has to secure its epistemology. Besides, they are facing the political changes on the public administration and specially on the social programs, which create instability among the sociocultural animators.

In 1991, an important landmark happened, when the University Degree on Social Education was created including sociocultural animation studies, one of the three main specialising channels, along with adult education and specialized education. The competences and functions of the *Técnico Superior en Animación Sociocultural*ⁱ (1995) were redefined in 2011, changing its name to *Técnico Superior en Animación Sociocultural y Turística*ⁱⁱ (Real Decreto 1684/2011, of the Spanish Regulation) increasing its functions and working contexts. It belongs to the Professional Family of Sociocultural Services to Community.

As all the social professions, animation is currently undergoing and inflection point due to the socioeconomic crisis. It is classified on the name of community animatorⁱⁱⁱ, on the national occupational listing. Amongst its duties are the related to obtain a better use of free and leisure time as well as the ones for prevention to marginalisation and the inclusion, volunteering promotion and social reinsertion. As we can see it is persevere on a social prospective, but the ASC also helps in the cultural promotion.

In relation to its duties, for defining the professional contexts of this technician it is compulsory to consult the current legislation. In that way, we could see that they work in social services and more precisely on: community development and youth information; cultural services (read, information, TICs and cultural sources and several products): touristic services, leisure and free time (free time, sports, environmental and outdoor activities).

3. Competences

Nowadays, not one profession can anticipate the knowledge, ability or skill that will be needed in the future. That is why, the concern for a continuous training is essential and it is required when recruiting good professionals.

It can be certified that there is no agree on the conceptual delimitation of the competence construct, given its similarity to other concepts as knowledge, capacities, abilities and skills. To approach the issue several references have been used (Alonso, 2009; Escudero Muñoz, 2009 & MEC, 2006; among others).

From an etymological approach the substantive *competence* comes from the Latin *competere*, which derives from the adjective *competens-tis* meaning competent, accurate, convenient and suitable. In general terms, this word is used to define a good user of a technique, discipline or art.

Generally speaking, it is understood in several ways, but they all converge in an essential aspect: the know-how without forgetting the knowledge and know how to be. In that sense, MEC (2006) in relation to its academic definition, non to the professional attribution, establishes that:

“competences are a combination of knowledge, abilities (intellectual, manual, social, etc), attitudes and values which will entitle a graduated to face efficiently a problem or an issue intervention, in an academic, professional or social determined context”. (p.6)

From a working point of view, this concept refers to the ability to perform the duties attached to a specific job, taking into account the level and specialization. It is a combination of activities performed independently by a professional of any kind. They should be understood from a systemic point of view, as integrated actions supported by and an ethical project that contributes to solve problems.

It can then be deduced that the competences have to cover some requirements, as the application or transference of its character into several situations, and the achievement of diversified goals. Pérez Carreras (2009) considers that those definitions combine sources acquired by education, experience and by direct practice contact. They appear when acting accurately on a complex situation and by coordinating their knowledge, aptitudes and actions. The key competences, also known as basic or fundamentals should provide a solid base which allows lifetime training.

Usually, on the several approaches to this concept there are two main aspects: its relation to “usefulness” in a broad sense, linked with social, economical and cultural interests, and on the other hand, the ability to be “acquired” by the individuals (Alonso, 2009).

The European Higher Education Area, through its White Paper (2005) examines the sociocultural animator competences. The comparative study made within graduated, associations and professionals, classify them on transversal or generic –needed to perform any occupation- and specifics –gathering the special requirements of a determined profession-. The first group includes aspects related to organization and planning. The second group the know-how and know of how to be.

This professional profile can be defined by the competences covered on the 2011 legislation, which states “to program, to organize, to implement and to evaluate sociocultural and touristic animation interventions, promoting active individual participation and by coordinating actions of volunteers and professionals”. They can be completed with professional, social and personal competences and their own professional qualifications.

All challenges faced by the sociocultural animator are related with the innovative capacity. He has to be able to overcome the limits and borders of knowledge and acquired skills. Among these, we can mention the entrepreneurial spirit, responsibility, versatility and creativity. Those agents should be able to stare at reality and get into it in order to help to the prevention of social problems.

4. Methodology

It has been established some objectives in order to identify the sociocultural animator competences and its main educational lacks, goals of this study, the information collected is divided into three categories. They are Based on existing researches over this issue, and on the data provided by the exercising animators. They are called:

- *Methodological*: main elements for sociocultural intervention. It stands out team working skills, the ability to face and to solve problems skills at work, the command of team working methodologies and the development of the invigoration for participation processes.
- *Plan*: related to coordination, execution and project evaluation aspects, the coordination between different social agents, and the communication in the development and participation in the professional activity dimensions.
- *Generic*: also known as basic, as they refer to competences that any professional worker should have. The highly related to what a sociocultural animator do are: the use of TICs, to analyse and to understand social contexts, source localization, participation into interdisciplinary teams, to detect group intervention requirements and ethical commitment.

On the empirical research process one of the key moments is the selection and creation of data gathering tools. According to this research, it was decided to interview the key informants and to create an ad-hoc questionnaire, whose goal was to collect valuable information from sociocultural anima-

tors. It was divided into two sections: the first one collects personal, contextual, educational and working characteristics; and the second one presents the professional animator basic competences. It ends with two open questions. It was sent online to 530 social animators, the target population of this study. A total of 376 surveys were received back which rise up the respond number to 70.94%, this rise was mainly due to the huge number of encouraging messages sent.

Regarding to the technical characteristics analysis in the survey, its reliability was determined by Cronbach's Alpha process with a value of 0.930, which means a high level of reliability. The validity of the content has been certified by judges and experts linked to the animation sector, and two of them are specialised on research methodology. The results were satisfactory, both in the survey organization and on the clarity of expression, some items were even rewritten.

The 18th version of the SPSS program was used for the quantitative statistical treatment. To establish precisely the personal characteristics there were made descriptive analysis studies of the sample individuals, using percentages and average values to assess the observed competences.

On a second stage, the ANOVA test was used to certify whether there were significant differences between the analysed groups or not. It was developed on the pre-established four age segments. This test was also used to check the average equity with Welch's method; as well as *a posteriori* contrasts over group where the minimum confidence levels of "F" rise up to 95%. Finally, the FCA (Factorial Confirmatory Analysis) was used to check the competence assembly with a series of constructs or factors, in order to study its similarity with the theoretical framework.

5. Results description

The sample data shows that although there is a rise on the number of men there is a feminine predominance by 70.1%, ratifying prior researches conclusions. The more populated age segment is 31-40 years with the 43.7% of individuals. The educational level is high: 60.9% has studied at University and 39.1% has obtained an average degree on high school, vocational training and university access. Moreover, the basic professional activity is focussed on two main aspects: 36% of young population and 32.2% of adults and seniors. This information shows the importance that sociocultural animator has nowadays for groups that are at risk of social isolation. At the same time, agents consider that they should be more active on some scenarios: educational, intercultural, social-civic, leisure and on shelters for vulnerable groups.

Competences are seen from two perspectives: professional performing and improvement needs. Those results are presented on the table below. Figures have been organized from the higher percentage to the less percentage of professional positive answer. The required improvement percentages are next to them.

Normally, sociocultural animators assure to use the given competences in a high degree. So, over 90% of them perform two important working activities: "invigorate and mobilise participants" and "to have a problem solving skills". Between 80-90% of them show skills as "team work skills development", "ethical attitudes development", "oral and written communication in its professional performance" and "dominance of team working methods and techniques". So, which stands out is the importance of the teamwork for the professional performance, because they have a positive consideration for both its development and its technical and methodological dominance. At the same level, we can find ethical compromises related to social professional requirements.

The 3rd group, from 70-80% contains the following competences: "participate in an interdisciplinary team", "coordinate implicated project agents" and "conduct, execute and evaluate intervention projects and actions". As it can be seen, most of them are related to the technical field because an initial and permanent dominance is required.

Table 1. Professional competences performed and improvement needs

Competences	Execution	Need to improve
Invigorate and mobilise participants	97,1%	52,4%
Problem solving skills	90,6%	48,2%
Team work skills development	85,7%	45,2%
Ethical attitudes development	84,3%	37,6%
Oral and written communication in all professional dimensions	82,8%	47,1%
Dominance of team work methods and techniques	81,8%	50,0%
Interdisciplinary team working	79,4%	48,8%
Coordinate implicated project agents	70,7%	52,9%
Conduct, execute and evaluate projects and intervention actions	70,6%	42,4%
Efficient use of TICs	63,9%	46,3%
Localise and generate sources for intervention development	62,1%	54,1%
Analyse and understand social contexts	60,6%	60,0%
Detect intervention requirements in a group of determined characteristics	58,9%	50,6%

There is a 4th group, from 60 to 70%, with aspects such as: “efficient use of TICs”, “localise and generate sources for intervention development” and “analyse and understand social contexts”. Those competences are linked to social media and sources that need to be understood for an accurate professional performance. Finally, the less considered is “detect intervention requirements in a group with specific characteristics”, with just 58.9%.

Regarding *competences that need to be improved* just “analyse and understand social contexts” reach 60%. Undoubtedly, it is necessary to go deeper in the basic element that must support the whole intervention. That is why competences as: “locate and generate sources for intervention development”, “coordinate implicated projects agents”, “detect intervention requirements in a group of specific characteristics”, “invigorate and mobilise participants” and “dominance of team working methods and techniques” are above 50%. In this group there are combined aspects of job daily duties with technical aspects requiring a higher education.

“Participate on an interdisciplinary teamwork”, “problem solve skills”, “oral and written communication in professional performance”, “the efficient use of TICs”, “team work skills development”, “conduct, execute and evaluate intervention projects and actions” show over 40% of improvement requirements. In all of them there is a need for continuous training. In fact, they state the need to prepare them better to perform teamwork duties and to be updated with the TICs. They are also worried about the design and evaluation of intervention projects in the social context.

Only “to develop ethical attitudes” has a lower demand, just the 37.6% wants an improvement on this competence related with the respect towards the individual.

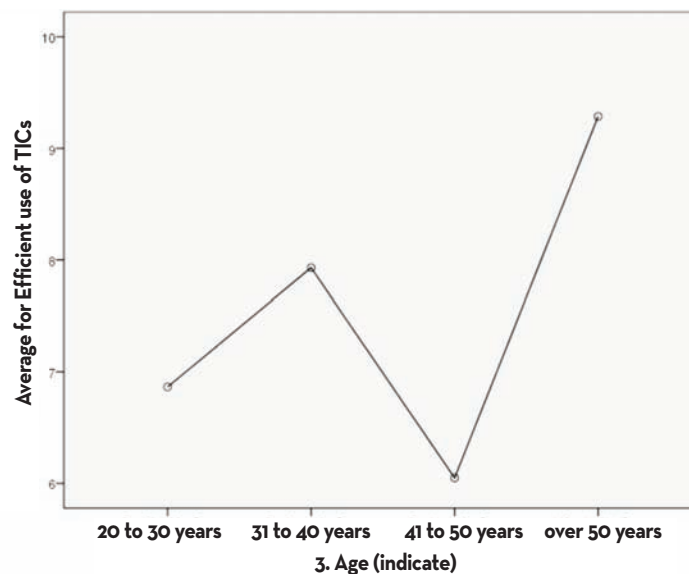
To sum up, we should highlight that some of the competences performed more often in a professional work do not match with the improvement requirements. In fact, technical and specialized aspects have the higher percentages, while the ones related to daily performance require a lower improvement level, which is normally due to the acquired experience.

We believe that the *sociocultural animators age* is one of the most important variable. Given the data dispersion, they have been divided into four groups (20-30 years; 31-40 years; 41-50 years and over 50 years). On the following table we will find average values for each competence, both globally and by groups. Moreover, the ANOVA “F” statistical value has been added; which allows to confirm the big differences between the age segments. Those analyses have been made over competences performed by professionals. Its evaluation scales can vary from 1-10.

Table 2. Professional aging and performed competences assessment

Competences	Global	20-30	31-40	41-50	Over 51	"F" Represents	
Analyse and understand contexts	7,43	7,44	7,38	7,12	8,29	1,384	0,248
Dominate methodologies and teamwork techniques	8,07	8,14	7,97	7,88	8,50	0,826	0,481
Invigorate and mobilise participants	8,89	9,33	8,25	9,08	9,43	13,844	0,000
Coordinate project agents	7,50	7,32	7,95	6,48	9,14	8,201	0,000
Detect group intervention requirements	7,44	7,41	7,26	7,28	8,86	3,336	0,020
Conduct, execute and evaluate projects	7,78	7,37	8,19	7,55	8,21	2,528	0,058
Localise and generate sources for intervention	7,20	7,21	7,67	5,92	8,07	6,834	0,000
Teamwork skills development	8,38	8,63	7,83	8,70	8,86	8,843	0,000
Participate in a interdisciplinary team	7,94	8,66	7,65	7,38	8,43	7,455	0,000
Problem solving skills	8,75	8,76	8,60	8,72	9,71	3,166	0,025
Efficient TICs analyse	7,25	6,87	7,93	6,05	9,29	15,931	0,000
Oral and written communication	8,09	8,05	8,51	7,22	9,14	7,058	0,000
Ethical attitude development	8,50	8,85	8,56	7,70	8,79	5,578	0,001

Graph 1. Perform. Efficient use of TICs



With the graph above we have confirmed the highly representative differences on some competences. So, the “F” statistical value is higher on the efficient use of TICs for the most aged segment; while the group from 41-50 years is more critical and less considerate to this item. It also has a low level for the youngest group. Those *a posteriori* contrasts reveal the importance of such differences, as shown on the following graph.

Higher differences (F=13,844) can also be seen for the competence “invigorate and mobilise participants” in the more distant groups, while the more critics can be found on the segment 31-40 years.

“Team work skills development” highlights (F= 8.843) the differences between the oldest segments and the other two, mainly with the segment 31-40 years. Similar values are found in “coordinate project agents”, where the lowest level corresponds to the segment 41-50 years, showing the differences with the rest.

“Participate in an interdisciplinary group” shows ($F= 7.4555$) a significant difference between the youngest and the oldest segments. Similar values can be found for “good oral and written communication skills”. The most critical group is 42-50 years old.

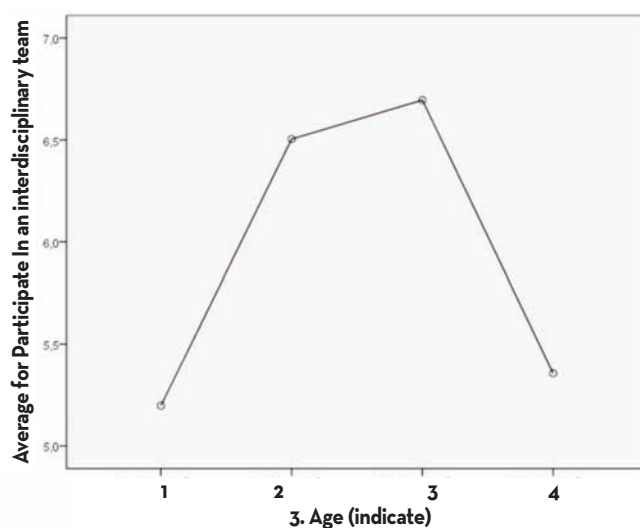
A more consistent behaviour can be seen on competences as: “localise and generate sources to intervene in social contexts” and “ethical attitudes development” where the segment 41-50 years is the lowest one. On a lower confidence level (95%) there are important differences between groups for the competences “to detect the team intervention needs” and “problem solving” where the segment over 50 years stands out.

It is important to know that on the competences that define the professional performance of the animator, there are not big differences between the groups. This ratifies that they are of daily use in animation. We can list here: “analyse and understand contexts” and “dominate teamwork methods and techniques”. “Conduct, execute and evaluate projects” has a similar value to the above mentioned, but the youngest segment gives them a lower value. In order to reinforce the previous information, in the following table we will show the animators *improvement requirements*:

Table 3. Professional age and competences improvement needs

Competences	Global	20-30	31-40	41-50	Over 51	“F”	Represents
Analyse and understand contexts	6,77	6,44	6,90	6,97	5,79	1,627	0,183
Dominate teamwork methodologies and techniques	6,86	6,17	7,32	7,00	5,93	4,064	0,007
Invigorate and mobilise participants	6,55	5,13	7,54	6,83	5,79	16,065	0,000
Coordinate implicated project agents	6,51	6,39	6,79	6,01	5,86	1,313	0,270
Detect group intervention needs	6,46	6,61	6,27	6,28	5,93	0,505	0,679
Conduct, execute and evaluate projects	6,23	6,05	5,96	6,67	5,86	1,094	0,352
Localise and generate intervention sources	6,53	6,58	6,46	6,33	5,93	0,251	0,861
Teamwork skills development	6,20	5,50	6,56	6,42	5,50	3,040	0,029
Participate in an interdisciplinary team	6,05	5,20	6,50	6,70	5,36	5,979	0,001
Problem solving skills	6,13	5,54	6,46	6,35	5,07	2,566	0,055
Efficient use of TICs	6,12	5,78	6,50	5,58	5,86	2,194	0,089
Oral and written communication	5,77	5,21	5,75	6,30	5,64	2,209	0,087
Ethical attitudes development	5,46	5,18	5,54	5,25	5,36	0,348	0,791

Graph 2. Improvement needed. Interdisciplinary group participation



In this case, we do not find important differences. The highest are related to the function of “invigorate and mobilise participants” highly demanded for the segment 31-40 years contrasting with the youngest segment; that situation may be motivated by the changes on the initial education of the professionals

There exist the necessity of improving the “interdisciplinary team working” with an $F=5.979$ demanded mainly for the middle age groups. The average contrasts show the differences between the youngest group and the middle agers, but not seniors, as showed on the following graph.

Differences rise up to 99% confidence level for “dominance of teamwork methods and techniques”, demanded for middle agers. “Team work skills development” and “problem solving skills” are on the 95% limit.

Slight differences can be observed for “oral and written communication improvement” and “use of TICs”. In The other studied competences we find a similar demand in all the aging groups, which seems to confirm the professional perfectionism of all the animators.

A factor analysis was made over the professional competence performance to assess its assemblage along with animators’ main duties. So, the total variance reaches 79.752% around four factors, as shown on the following tables.

Table 4. Total explained variance

Component	Initial auto values			Saturation sums to the square extraction			Saturation sums to the square rotation		
	Total	Variance	Acumulated	Total	Variance	Acumulated	Total	Variance	Acumulated
		%	%		%	%		%	%
1	5,764	44,337	44,337	5,764	44,337	44,337	2,860	22,000	22,000
2	2,292	17,633	61,970	2,292	17,633	61,970	2,844	21,878	43,878
3	1,270	9,768	71,738	1,270	9,768	71,738	2,399	18,452	62,330
4	1,018	7,834	79,572	1,018	7,834	79,572	2,242	17,242	79,572
5	,671	5,160	84,732						
6	,495	3,805	88,538						
7	,353	2,719	91,257						
8	,324	2,493	93,749						
9	,276	2,120	95,869						
10	,190	1,461	97,330						
11	,167	1,288	98,618						
12	,121	,930	99,548						
13	,059	,452	100,000						

Extraction method: Main components analysis.

Here we present the rotated components matrix by the method of Varimax with Kaiser Normalization.

Table 5. Rotated components matrix

	Component			
	1	2	3	4
PERFORMANCE: Analyse and understand contexts.	,262	,078	,619	,351
Dominate team working methods and techniques	,190	,838	-,019	,188
Invigorate and mobilize participants	-,296	,641	,379	,221
Coordinate implicated project agents	,732	,129	,102	,552
Detect intervention needs on group with specific requirements	,471	,351	,376	,558
Conduct, execute and evaluate projects and intervention actions	,864	,035	,106	,227
Localise and generate sources for intervention development	,530	,137	,390	,588
Team working skills development	-,051	,882	,059	,057
Participate on and interdisciplinary team	-,053	,294	,718	,482
Problem solving skills	,301	,828	,075	-,033
Efficient use of TICs	,215	,069	,079	,878
Professional oral and written communication	,796	,102	,520	,071
Ethics attitudes development	,329	-,021	,870	-,090

Extraction method: Main components analysis.

Rotation method: Varimax with Kaiser Normalization.

As shown on the table 4, the explained variance from these four main components raises up to 79.572% so the own system delete the rest. In order to reduce information it is important to choose accurately the cutting line for future analysis with those variables. Correlated values of each competence with rotated components are shown on table 5, Varimax rotation allows to select and to gather the highest correlated values.

factor one, gathers the competences related to “conduct, execute and evaluate intervention projects and actions”, “oral and written communication in all professional dimensions” and “coordinate implicated project agents”. So, they can be identified as planning competences.

On factor two, we find competences related to professional performance, methodological competences as: “team working skills development”, “dominance of team working methodologies and techniques”, “problem solving skills” and “invigorate and mobilise participants”.

The third factor shows three competences “ethical attitude development”, “participate on a interdisciplinary team” and “analyse and understand social contexts”. Those can be described as generic because they help professionals to perform their duties efficiently.

The fourth factor shows transversal competences somehow related to the professional duties of the animator; “efficient use of TICs”, “localise and generate sources for social intervention development” and “detect intervention needs on a group with specific requirements.”

To sum up, the factor analysis reveals that competences performed by professionals can be assembled on four specialized fields which are related to previous theoretical statements and creating a new one from the division of the generics competences into generics and transversals.

Conclusions and proposals

It can be stated that we face a curious and responsible group interested in obtaining better levels of professional performance quality. It has been observed their appliance of the studied competences into their working life which do not impede their wish of continuous training.

The results show that there is a high performance of the analyse competences by animators. The two main ones for its professional performance are: “to invigorate and mobilise participants” and “problem solving skills”. Referring to the improvement demands, they usually meet the requirements, which may be related to the awareness of the continuous improvement. In this sense, they state that: “analyse and understand social contexts” and “coordinate project agents” need to be improved.

The age is an important factor for professional competence performance, because it shows differences between the stated groups. However, some competences show huge differences like: “analyse and understand contexts” and “dominate teamwork methods and techniques”. These results reveal the performed functions on their daily basis and define the professional performance identity of the animator.

This research has revealed that animators on the middle age group need to improve. This is understandable because the youngest had access to university studies and the older segment has a large working experience.

The confirmatory factor analysis has stated that the initial classification of the fields related to professional activities are now four. So, there is a good identification within planning and methodological competences. However, the competence generic has been divided into: generic and a new one called transversal competence. The results show that the final segmentation would be: planning, methodological, generic and transversal competences. All related to the sociocultural field.

On the other hand, from the qualitative study it can be deduced that sociocultural animators are concerned to achieve more professional visibility and an important status in society. At the same time, they are aware that due to the economic crisis, social welfare is undergoing an inflection process.

Mainly based on the sociocultural animator performance, the results provide interesting advices that will produce educational proposals related to professional performance.

From this research we know that professionals, in contact with a daily practice, are a compulsory source for consultation, to define the competences needed for their duties development. Theoretical education enriched with daily performance helps to legitimize a profession that works in complex contexts which requires animators to constantly redefine their duties.

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Notes

¹ Superior Technician for Sociocultural Education



² Superior Technician for Sociocultural and Touristic Animation

Spanish regulation

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CITIZENSHIP AND PARTICIPATION IN THE CONTEXT OF SOCIAL EXCLUSION AND FRACTURE

CIUDADANÍA Y PARTICIPACIÓN EN CONTEXTOS DE FRACTURA Y EXCLUSIÓN SOCIAL

CIDADANIA E PARTICIPAÇÃO EM CONTEXTOS DE EXCLUSÃO FRATURA E SOCIAL

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ABSTRACT: This article presents an analysis of the opportunities for citizen participation in general, and social organizations in particular, in the design, implementation, follow-up and evaluation of the public policies of welfare services at the local level and its potential influence in the agenda and management of these policies in the current contexts of social exclusion and division. The results of this research will allow methodizing supply mechanisms, participatory processes, and identify the dimension of findings that would contribute to provision of greater efficiency in public social policy, by means of, intensified citizens' participation and the real impact of social organizations.

KEY WORDS: Participation; citizenship; citizen; social organizations; social exclusion local development.

RESUMEN: El artículo presenta un análisis de los escenarios de oportunidades de participación ciudadana, en general, y de las organizaciones sociales, en particular en el diseño, implementación, seguimiento

y evaluación de las políticas públicas de servicios de bienestar en el ámbito local y su potencial influencia en la agenda y gestión de dichas políticas públicas en los actuales contextos de exclusión y fractura social. Los resultados de la investigación permiten sistematizar la oferta de mecanismos, órganos y procesos de participación e identificar las dimensiones de análisis que contribuirían a dotar de mayor eficacia a las políticas públicas sociales mediante una intensificación de la participación ciudadana y de la incidencia real de las organizaciones sociales.

PALABRAS CLAVE: Participación; ciudadanía; organizaciones sociales; exclusión social; desarrollo local.

RESUMO: O trabalho apresenta uma análise de cenários de oportunidades para a participação dos cidadãos em organizações sociais gerais e, em particular, na concepção, implementação, monitoramento e avaliação de políticas públicas de assistência social em nível local e seu potencial influenciar a

agenda e gestão destas políticas nos contextos atuais de exclusão e divisão social. Os resultados da pesquisa que os mecanismos de fornecimento sistemático, organismos e processos participativos e identificar as dimensões de análise que ajudam a melhorar a eficiência na política social pública, através

da participação dos cidadãos e aumentou a incidência real de organizações sociais.

PALAVRAS CHAVE: Cidadania; participação; organizações sociais; o desenvolvimento local.

Introduction

The complexity and interdependence of the social facts and phenomena as well as the situations and difficulties that people, families, groups and communities go through, requires commitments, competencies and interactions of the different social agencies (public and civic), to change citizen participation in this new diverse relational context in a consubstantial manner. In the existing context, the participation, as different authors indicate (Bloundiaux, 2008; Cunill, 1991, 1997; Held, 2001; Maiz, 2000; Montero, Font & Torcal, 2006; Pares, 2009; Pastor, 2009; Warren, 2001; amongst others), contributes substantive benefits to the organizational dynamics and community, providing a progressive adequacy of the institutions performance, diminishing citizens apathy and mistrust, offering tools to the representatives to evaluate and improve management of the public affairs, allowing citizens to win back and recuperate the public space. The participation, then, generates social capital, maximizing community feelings to allow *“the policy to become socialized”* and strengthens adopted decisions and even adopts new decisions. Hence, the participation changes to a preferred, interesting and transversal affair in the agenda of the governments and professionals who desire to implement a policy management and/or efficient techniques oriented to improve social welfare and the quality of life of the citizens and the users of the services/centres.

Evidently, the relevance of the citizens' participation in conquering and enlargement of social rights and the consolidation of the representative democracies, in so far as, securing the government in this form, no longer depend only to the citizens' free exercise of political rights, but, that get involved actively in different areas and stages of public duties (Giddnes, 2000; Bobbio, 2003; Vallespin, 2000) facing, according to some authors, a deliberate rotation (Chambers, 2003; Jorba, 2009).

1. Route and methodological processes that orientate the research

The study whose results are presented below, has been carried out with no interruption between 2004-2012, has allowed to lay out a the mechanism typology for agencies and citizen's participation processes in the autonomic system of Spain's social services, an analysis of comparative cases, as well as impact evaluation, in terms of contributions and the potenfortial of Councils in deepening democratic local public policies in terms of Social Welfare and improvement in management efficiency of services and social benefits.

The context of the research has been autonomic system of Social Services in Spain and more specifically the provision of opportunities for associative and/or individual participation in the implementation, management and evaluation of the municipals Social Services. For this, a rigorous and systematic analysis of the latest 17 Social Services enacted laws and the mechanisms and agencies established in them, has been carried out for promoting the participation in management of public policies in the field.

Once the above mentioned typology are analyzed and compared, the actors involved in the Councils and participation Institutes in the general-territorial social welfare policies of one of the regions of Spain have been approached. This analysis evaluates the participation policies of the Social Welfare public policies in the local area. In turn, this evaluation allows identifying the dimensions and processes that improve municipal Social Welfare public policies through the participation of the social economic organizations and persons considered individually.

2. Processes of territorial social exclusion

European Union links exclusion phenomenon to: the impossibility to enjoy social rights without help; a devalued image of oneself and of personal capacity to cope with one's duties; the risk of being relegated to assisted person status permanently and its stigmatization that affects people in the cities for neighborhoods in which they reside. As R. Castel (1990) indicates, that there are three social spaces in which the risks of social exclusion of unequal form are distributed:

1. *Integration zone, security or stability.* Corresponds to the ideal situation of a working population with secured social protection and solid family and neighborhood relationship. Although great social inequalities exist in this group, these don't pose a threat to social stability.
2. *Vulnerability zone, insecurity or instability.* The situation is characterized by fragility, the insecurity of unreliable work conditions and inadequacy of family and social supports.
3. *Exclusion or marginalization zone.* Characterized by withdrawal from the labour market, absence of other type of social protection and social isolation. These groups suffer the extreme poverty and have no access to the standardized form of social participation and they are unable to abandon this situation by themselves.

Based on this concept, as noted above (2002), the individuals swing from one zone to another in a process in which social networks and social environment are fundamental. The fractures are compensated by protection networks like family, community or public solidarity. When all these mechanisms fail, the persons and families rush into situations of deep irreversibility.

It is absolutely necessary to refer to the indicators which are presently used to measure social exclusion, specifically, the European Union indicators, AROPE, English acronym for "At Risk of Poverty and/or Exclusion. This indicator combines three factors:

Revenue: population below the poverty line - national threshold-: people "at risk of poverty" are people living in a household whose total equivalent income is below 60% of the median national equivalent household income.

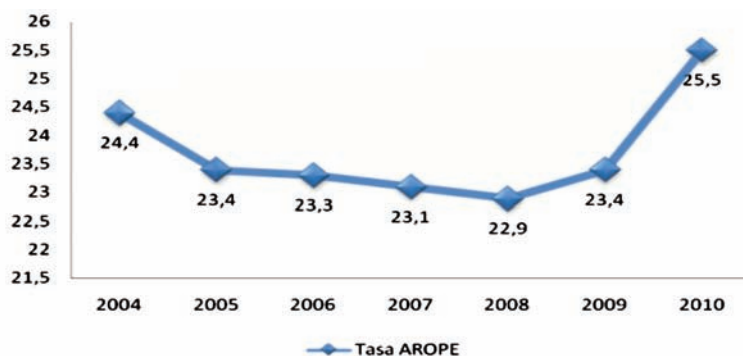
Severe Material Deprivation (MD): the poverty not only relates to the income of a family, but also to the possibilities of consumption. The EU MD rate is currently defined as the proportion of people living in a household who cannot afford at least 4 of the following nine items at European level: avoiding arrears (in mortgage or rent, utility bills); keeping the home adequately warm; coping with unexpected expenses; a meal with meat, chicken, fish or vegetarian equivalent every second day; one week annual holiday; a personal car; a washing machine; a colour television; a telephone (land-line or mobile).

Work Intensity, population with low work intensity per home: this variable includes the relation between the number of persons who are employed and those who are within the working age in one household.

Taking this into consideration, persons in situation at risk of social exclusion, includes, who live with low incomes (60% of the median of the equalized household income), and/or people who suffer from severe material deprivation (4 of 9 defined items) and / or the people who live in a household with a very low or zero work intensity (below 0.2). This group of person is called AROPE.

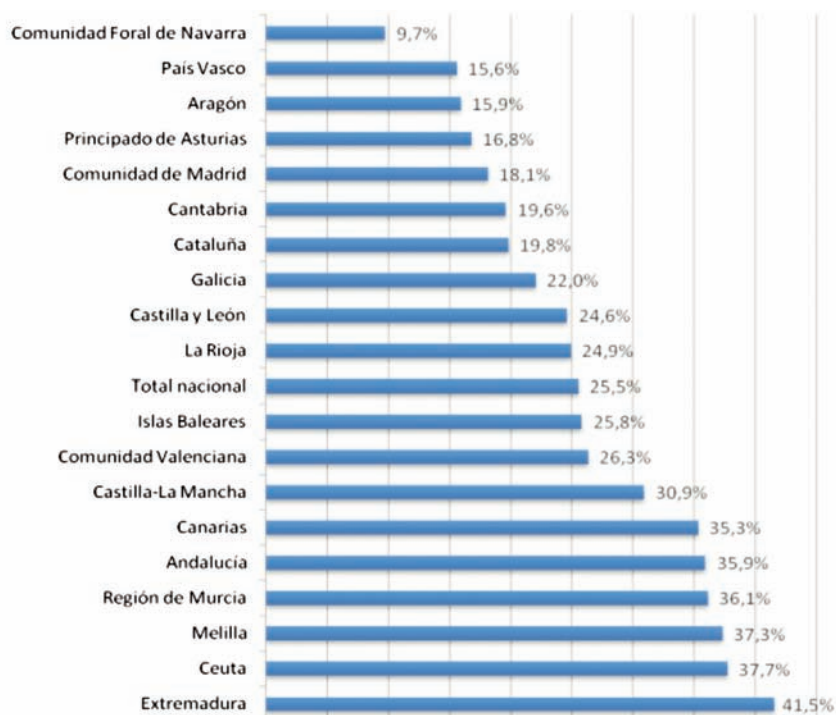
It is worth mentioning that the poverty and social exclusion have evolved exponentially, in addition, as we can see in the following table that they have been distributed very unevenly in the Spanish territory.

Table 1. Evolution of the AROPE Valuation in Spain



Source: Eurostat

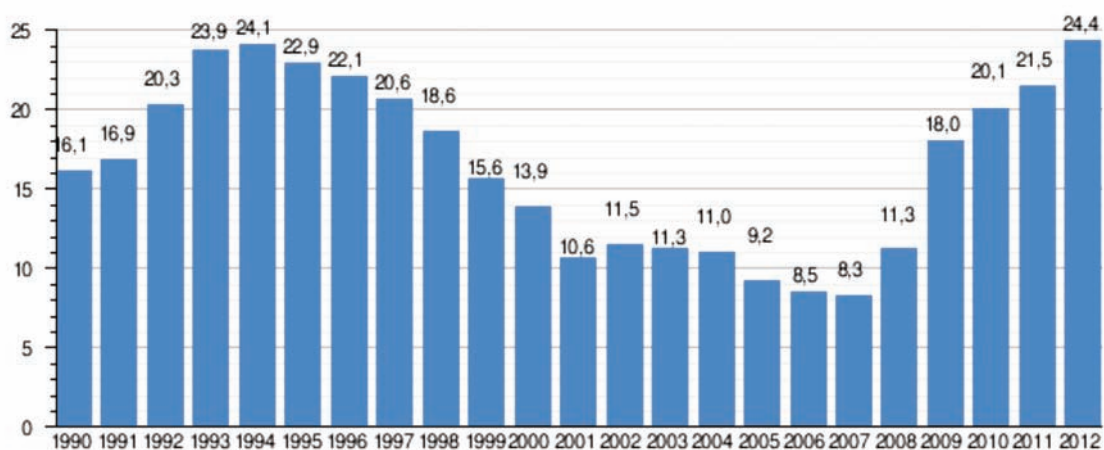
Tabla 1. Evolution of the AROPE Valuation in Spain for Cities and Autonomies Communities



Source: Explotación de CEET en base a la Encuesta de Condiciones de Vida 2010.

We can observe that in the year 2010 the poverty and exclusion index in Spain has been 25.5%, that is to say, in Spain 11,666,827 persons have been at poverty risk. According to the Active Population Survey (APS) of the second quarter of 2012, the number of unemployed people in Spain was 5,693,100 with the unemployment rate at 24.63%. Within one year, the total number of unemployed has been increased by 859,400. Unemployment has increased in the manufacturing (23,500 more unemployed) and in Agriculture (11,400 more unemployed). Unemployment also has grown among people who have lost their employment more than one year ago (107,400 more) and among who seeking their first employment (36,100 more). According to the APS, by nationality, unemployment rises in 113, 300 among Spaniards and fell 59,700 for foreigners. The unemployment rate of foreigners is 35.76%, 13 percentage points greater than Spaniards.

Table 2. Unemployment rate in percentage



Source: National Institute of Statistics (2012).

In countries like Spain, the arrival of an intense and constant migratory flow, of persons who live in conditions of “irregularity” (in administrative terms) and social vulnerability, is marking the internal dynamics inside the exclusion’s social space deeper. The immigrant group constitutes a very vulnerable sector, prone to social exclusion; at present, increased unemployment, unstable work conditions and reduction of the social policies to compensate the integrative deficiencies of the system, make the incorporation of the migrant population more difficult, at the labour and socio-economic level (Ybelice, 2004).

In view of the social exclusion concept, three key concepts are taken into account: structural origin, multidimensional and processual character. Consequently, the exclusion is defined as a progressive distancing process of social integration situation in which, based on the intensity, different stages can be distinguished: from instability or vulnerability up to more severe situations of exclusion. On one hand, situation in which a process of accumulating barriers or risks in different ambits (occupational, educational, socio-sanitary, economic, relations, housing), on the other hand, limitation of opportunities to the protection access are produced (VV.AA. 2007).

It is important to emphasize the influence of the territory in the processes of exclusion-inclusion social, as explained by Juror and Perez (2010), circumstances of the territory where an individual lives, can provoke or influence the situation of his/her exclusion, for example the difficulties of access to the labour market because of the nonexistence of productivity in that zone. In addition, certain neighbourhoods of shanty-towns, in a showcase city (commercialized city) are displaced towards the social

Table 3. The three axes of exclusion

Axes	Dimensions	Aspects
Economical	Production Sharing	Exclusion of the wage ratio normalized
	Participation in consumption	Economic Poverty Deprivation
Political	Political Citizenship	Effective access to political rights. Abstention and political passivity
	Social Citizenship	Limited access to social protection systems: Health, housing and education
Social (conviviality)	Absence of social integration	Social isolation, lack of social supports
	Social relations “perverse”	Social networking “deviant” Social Unrest (anomic behaviour) and domestic violence.

Source: Adapted from Fresno (2007), VI Report on exclusion and social development in Spain (2008) and Laparra (2010).

and territorial periphery, thus leaving it to the fait as endogamy refugees of survival for those internally heterogeneous and fragmented sectors. The factors of exclusion and segregation of the disadvantaged neighbourhoods, according to Alguacil (2006):

- *Physical factors of urban character.* Generally, referring to neighbourhoods located on the periphery or in ancient quarters of the city. In case of the periphery it gives the sensation of remoteness and omission, at the same time, that depends on the capacity of mobility to have access to the all of those resources not available in the neighbourhood.
- *Factors associated with economic activities.* Neighbourhoods conceived as residential, where hardly any space is left for the location of economic activities, this lack of space, makes it difficult to be compatible with the exclusive residential character
- *Factors of social character.* Demographic imbalances, migratory movements, cohabitation of groups tending to the endogamy, etc

Nevertheless it should be emphasized that the emblematic European initiative considering disadvantaged neighbourhoods or zones, is the European Urban Initiative, which has managed to integrate in transversal form and linked it to the reality of policies of social inclusion in a territory. This type of initiatives requires special relevancy, for social integration, community participation of persons at risk of exclusion, the personalized assistance and adjustment of participative processes, combined with transversal policies referring to the characteristics of the concrete groups, they appear to be the best options to correct such situations of exclusion.

3. The participation in the context of social exclusion and division: From the “caged” participation to the recovery of performances

Local government is presented to us like privileged scenery of participation, being the visible emergence of the participatory spaces/mechanisms. Thereby the majority of European local governments find themselves, as different researches and authors show (Alguacil, 2008; Amnistia Internacional, 2011; Colino & Del Pino, 2008; Cuesta & Font, 2009; Ganuza & Frances, 2008; Hamzaoui, 2006; Loffler, 2004; Navarro, Pastor 2009; Putnman, 2011; Sintomer & Ganuza, 2011; amongst others) immersed in reform processes for at least the last two decades. The objectives of these reforms can be synthesized in two; on one hand, the administrations, orientated to achieve the efficiency and the quality of the local administra-

tive structures and their results in citizens' desires and, on the other hand, the policies, that pretend to achieve the enrichment of local democracy, normally in the shape of greater inclusiveness and access of citizens to the public decisions that affect them.

The complex, heterogeneous and dynamic mechanisms of existing participative practices in the municipal area are usually distinguished around the basic **associative** mechanism (citizen participation municipal Council; Territorial or Sectorial Council; Groups of Local Development...); **processes and direct or deliberate practices** (participative budgets; citizen juries or participative intervention nuclei; citizens' assemblies; neighbourhood, communal or services gatherings; referendum or popular consultation; demonstrations, strikes, boycotts, satisfaction surveys; deliberative polling; discussion groups...) and **mixed** (territorial strategic plans; agendas 21; councils, forums or territorial, sectorial assemblies or services; citizens platforms; territories and services prospective workshops...).

From the analysis of the participation in the local area researches (Font, 2001; Font & Torcal, 2006; Gutierrez, 2005; Inap, 2008; Montero, Harms & Pereyra, 2006; Navarro, 2008, 2011; Rodriguez, Arriba, Marban & Salido, 2005; among others) two phenomena can be noted, on one hand, the decentralization of the Welfare state from middle of the eighties has provoked the municipal governments to seek social partners - the third sector / system - and even business community - in relation to their new competencies; and, on the other hand, they developed adaptive strategies in connection with stable and dynamic traits of their political structure in their historic trajectory.

At the present time, these participation mechanisms have found themselves in some decline for the emergence of citizen's disturbing situations of accumulated inequalities and attacks on social rights. Presently we clearly observe collective actions of protest motivated by the increasing situations of poverty risk and social exclusion for economic motives, social inequality, economic crisis, unemployment, job insecurity, capitalist accumulation, high household debt, etc.,

The protests¹ that by means of dramatization, shed light on the unequal distribution of wealth, the loss of social and labour rights, the reduction of services and public benefits, ultimately are complex, even though they are set up premeditatedly by political and economic bodies, mosaic of contradictions and existing antagonisms that in all probability will result in the breaking of social cohesion and peace and whose orientation is to raise citizen's awareness of a reality that affects all of us and strongly influences policies and politicians.

In Spain people go to the streets to protest (political contest) through different ways or performances (strikes, concatenation, "caceroladas", citizen concentrations, riots, collective hugs and nudity, demonstrations, squatting, impediments to evictions, marches, pickets, silent scream, waving hands, etc.) aimed at sensitizing and exercising political, social and economic influence. We have moved from the silence, to the network and from the network to the street (15M, real Democracy BY NOW, Youth without future, Anonymous, do not vote, democracy, Movement, etc.). In this respect, Tilly (2008) and Tarrow (1997, 2006) indicate that the performances are relatively familiar forms and standardized in which a set of actors cry out their clamour collectively towards another set of political actors. According to Tilly (2008), these are, in part, the results of innovation and learning processes. The players are recording the efficiency and/or the adequacy of the progress of their protest actions, adapting and improving them in terms of the necessary resources and initiatives for their improvement, task assignment, the necessity to involve others, etc; learning how to solve the dilemmas of mobilization and coordination which collective action is intended to develop, up to the task assignment of a shared denomination that in its repetition is recognized by others are desired.

4. The civil participation in the social services in Spain: a critical analysis

The Spanish Constitution of 1978 puts into effect a mandate to the public authorities to foster the conditions in order that the freedom and the equality of the individual and the integrated groups are gen-

uine and effective, to remove the obstacles that prevent or impede its plenitude and to facilitate the participation of all the citizens in the politic, economic, cultural and social life. All this values orientate to develop some Policies of Welfare in which the presence of the citizens does not limit itself to mere receipt of benefits, but also includes their collaboration in establishing the performance criteria of this material and in its own development and evaluation.

In the elaboration of these rights, the basis for legal references at the state level are the Law 7/1985, regulating the Local Regime; the Royal decree 2568/1986, of November 28, by which, the Regulation of Organization, Functionality and Juridical Regime of the Local authorities is approved and the Law 57/2003, of December 16 on measures for the Modernization of the Local Government. The latter, for the reason of our analysis, establishes an intention of “formally” developing the organisms and mechanisms of citizen participation at the local level. With this new regulation, the Spanish State tries to incorporate into the European trends that propose to enhance the possibilities of participation and incidence of citizens in local government to avoid or correct the distancing of the citizens from the public life. Concretely, it contemplates three supposed “innovations”, specifically the creation of districts, the City Social Council and a Special Commission for Suggestions and Claims.

In the architecture of the Autonomous State, the Social Services² are an exclusive competence of the Autonomous Communities therefore, it is necessary “ to approach “ them for the analysis of the civil participation in the Social Services. The set of autonomous laws of Social Services consider thoroughly, even though at different levels, the principal of “citizen or civic participation” by means of the creation of mechanisms and channels to stimulate the participation in the management of so called “ Public System of Social Services “, as well as in the design, follow-up, control and evaluation of the centres, plans and social programs.

The most recent laws identify the promotion of the participation as finality and / or system guiding principle (Law of Cantabria 2/2007³, Law 5/2009 of Aragón⁴, Law 12/2008 of the Basque Country⁵, Law 14/2010 of Castile-La Mancha⁶, Law 16/2010 de Castile and Leon⁷) objective law (Statutory Law 15/2006⁸; Law 12/2007 of Catalonia⁹; Law 13/2008 of Galicia¹⁰; Law 5/2009 of Aragón; Law 4/2009 of the Balears¹¹; Law 7/2009, of the Rioja¹², Law 14/2010 of Castile-La Mancha), provision law (Law of the Asturias 1/2003¹³, Law 14/2010 of Castile-La Mancha) of the social services policies, municipal competence and / or specific function of the basic social services.

All of them contemplate the creation of mechanisms that canalize the citizen participation, as well as the rights and duties of the users of the centres, services and programs, either directly in an individual manner or through social representative entities (non- lucrative, initiative and voluntary). Both them as citizenship activities are reflected, especially in the portfolios of services of the laws enacted since 2005 that “formally” strengthen the protection of the users, with a principle of participation guarantee and a detailed description of rights and duties, among which, the participation of the persons as agents representing themselves and of the groups and entities of the civil society representing the Social Services are identified. The participation was already presented in the early laws of social services of the 80s and 90s (and in their subsequent normative elaboration), the novelty lies in its portfolio extension / catalogues of services, its connection to quality and to the rights and duties of the users and professional and to the strengthening of the social initiative in the provision of services and free consumer choice in their growing outsourcing / privatization.

As for the participation of the users, the “ second” and “third” generation laws attribute at least formally, a more active role, concretely to take part in all the decisions that affect them directly or indirectly, individually or collectively. All the entities and centres of Social Services will have to rely on procedures of democratic participation of the users, or of their legal representatives, according to what is stipulated in regulation; for that purpose users’ Council as a mechanism is established. It is interesting to indicate that the rights and duties of the users that are established in the recent laws are a clear influence of the Law 39/2006¹⁴, of Promotion of the Personal Autonomy and Attention to the persons in a de-

pendant situation (LAPAD), although, in this sense, the systematic evaluations of the application of the mentioned Law show that the importance is granted to the user/beneficiary with regard to the decisions making in the diagnosis process and social intervention and its connection to the quality criteria is more “formal / virtual” than real.

5. Paradoxes and democratic limitations of the participation in the management of the policies of local social services.

The majority of citizen participation mechanisms in the municipal Social Services policy are as follow: a) basic associative or Councils Structures¹⁵; b) decentralized public autonomous organisms or Institutes¹⁶ and c) informal mechanisms of basic associative participation¹⁷.

The results of the investigation, allow identifying potentials, limitations and tendencies of the Territorial Council of Social Well-being in its capacity to influence the processes of democratization for the construction of the policies of personal services in the municipal area; the most significant ones are as follow:

- Existence of an auspicious and proactive normative framework for the creation, impulsion and consolidation of decentralized management organs and civil participation for general/territorial and municipal competition areas, population sectors and/or social problematic.

- A model of institutional participation given to the local administration, through the competent politician and/or technical officer of the area, an enormous and flexible capacity of control over strategy, opportunities, agenda, issues, participant agents and participative processes.

- The composition and representation of the Councils have a base of participation, fundamentally associative; with a clear federations' protagonist, foundations and associations against the citizens in individual form, platforms and minority entities; while the sectorial representation is privileged to the territorial one.

- Difficulties of representation and real plural participation against the fragmented and atomized associative reality, especially in the larger municipalities where the social fabric is very numerous and diverse.

- Existence of asymmetric contexts of power between the social organizations versus the unequal capacity and opportunity to accede to ranges of decision on the public issues. It is observed that certain social organizations monopolize the social representation in multiple participative forums.

- The unequal capacity and skill of the participants in formulating political opinions in the mechanisms of characterized participation, in occasions, for technocratic/bureaucratic languages/documents provokes the representatives and “unqualified” considered “opinions” exclusion, which intensifies the representative asymmetry of groups and problematic subjects and object to the social services action and, at the same time, produces feelings of “incapacitation” of the political action on the part of the persons with scarce communicative skills and argumentation technique.

- Objectives of consultative character, nonbinding for the authorities (give and collect information) and, therefore, based on a restricted concept of participation, understood in terms of information, consultation and collaboration.

- Existence of a gap between formal objectives (collected in regulations) and real ones that are achieved in practice, as well as in the different perception that the implied agents have about the objectives whom they must accomplish (expectations).

- Favourable valuation of the social organizations concerning the participation mechanisms because of the possibility of improving the dialog and exchange of information with the professionals of the social services. Meanwhile, the technicians value it for being an instrument to detect social needs, to quicken processes and, on occasions, to improve the coordination, of the everyday questions in this field (follow-up of the cases, allocations and cancellations of economic benefits and services, information of projects and the results).

- The stimulated communication through the mechanisms of participation has allowed improving, in some cases, the derivation of cases and the development of concrete actions between the Social Services Centres and the social organizations.

- A progressive bureaucratization, professionalization, functional specialization and dependency of the associative sector in respect of the public administrations are noted. The procedures and conditions of access to the sectorial and increasingly popular and "exiguous" public "funds" (contracts, agreements, subsidies) can force entities to reduce their flexibility potential and innovation capacity, provided that ultimately the administration determines "what" (centres and services), "what for" (meaning and finality) and "how" (mode of intervention) and "by whom" (collective and / or target population) services have to provide.

- The domain of the public logic in a relational context characterized by high economic dependence and the provision of services, bring the organizations under dilemmas, about its own identity, autonomy, ethics and strategies of social intervention, provoking inter-associative relations where the competition predominates on the cooperation/networks/alliances and that separate us from models of more consolidated welfare system as the Nordic or Bismarck where these entities share responsibilities with the Administration.

- The participative process is perceived and considered to be a more administrative procedure than substantive, more linked with the fulfilment of deadlines, regulations, etc, and where the analysis and deliberation of problematic and courses of political action to be implemented and evaluated are left out or are "rescued" to give accomplishment of technical and/or administrative requirements and not of political character.

- The technical/administrative management of the social issues requires preferential character in the agenda, organization, functioning and dynamics of these mechanisms. The participative process is addressed by the technical discourse and/or as consequence of the questions decided politically, discouraging participation.

- The mechanisms of participation are not perceived by the organizations as their own territory, but a periodic meeting point with the local administration where this one offers them information about the realized actions or to be realized in Social Politics. Their participants turn into "consumers - guests" of the participation offer, but not protagonists, they can enforce their voice, but penetrated in consideration of their insertion in the agenda and strategy of the political action.

- Citizen's ignorance and entities non-participants of the existence and / or functioning Councils, motivated by a process of formalization and functioning not accompanied by previous and later actions, information, diffusion, consultation, proposal and debate. This insufficient transparency/ feedback contribute to the arbitrariness of the agents' selection and functioning of the mechanisms, reproducing partiality in the participation.

Conclusions and alternatives

The conclusions of the studies about associative democracy and the participation policy of the municipal social welfare policies conform to a democratic model which can be named "democracy of access", consequently, the citizen's initiative for effectively formulating policies disappears, they no longer discuss about activation of the agenda instead what should be in it.

The analysis reveals that the institutional mechanisms make it possible for "participation" to be accommodated in the information levels and during consultation and they reserve the decision-making for municipal government's bodies. The players go to the Councils with a documented and thorough information, but also biased and filtered by the one who offers them, the "what" and "how" of this information will form the opinions of individuals and collective bodies with regard to the reality and the alternatives that they present like objective and possibility. The weak link of the agreements and the per-

ception of not to influence the local social politics practically make the members feel occasionally like “guests” and “ non-participants “ as it is demonstrated in real decision making process, as absenteeism or avoiding the meetings. The organizations “become silent”, adopt an “absent” even “conformist” role in the meetings, using another more useful routes to channel their demands, as was mentioned earlier.

In summary, the transparency and real and effective innovation of the civil participation in the design, management and evaluation of the policies of social services are configured like essential element for generating/reinforcing/reconstructing the democratic quality in the territorial and organisational level. Its incorporation will allow improving the efficacy and efficiency of the public policies and the presentation of the social services and adopting significant and binding decisions for social players and users of centres / services, provoking a progressive vitality of the social capital of the municipalities and social organizations where we work from the transactional synergies.

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Notes

¹ The revolution of the “indignity” (started on May 22, 2010 in Tunis), of the “white T-shirts”, the movement of “Time For Outrage”, the camping occupation of the “indignant ones”, the demonstration and strikes in opposition to the unemployment and the increasing work instability and flexibility in Spain are eloquent samples of what is happening.

- ² Among the catalogues of Autonomous Communities competencies those on social assistance are found. (148.1.20).
- ³ Law of Cantabria 2/2007, March 27, Social Services Laws- B.O.C. nº.: 66 of April 3.
- ⁴ Law 5/2009, June 30, social services of Aragon B.O.A. nº.: 132 of July 10.
- ⁵ Law 12/2008, December 5, social services of the Basque Country B.O.P.V. nº.: 246 of December 24.
- ⁶ Law 14/2010, December 16, social services of Castile-La Mancha - B.O.E. nº.: 38 of February 14, 2011.
- ⁷ Law 16/2010, December 20, social services of Castile and León - B.O.E. nº.: 7 of January 8, 2011. BOCYL. nº.: 244 December 21, 2010 and correction of mistakes in BOCYL, nº.: 23 February 3, 2011.
- ⁸ Statutory Law 15/2006, December 14, social services - B.O.E. nº.: 27 of January 31.
- ⁹ Law 12/2007, October 11 of Catalonia - B.O.E. nº.: 266 of November 6.
- ¹⁰ Law 13/2008, December 3, of social services of Galicia - D.O.G. nº.: 245 of December 18.
- ¹¹ Law 4/2009, June 11, social services of the Balears B.O.B.B nº.: 89, June 18.
- ¹² Law 7/2009, December 22, Social Services of the Rioja B.O.R. December 28.
- ¹³ Law the Asturias 1/2003, February 24, social services B.O.P.A. March 8
- ¹⁴ Law 39/2006, December 14, of Personal Autonomy Promotion and Attention to the persons in situation of dependency published in the B.O.E. nº.: 299, December 15, 2006.
- ¹⁵ They are advisory, for territorial y/o sectorial area, extensive and information facilitator, advisory and budget collector.
- ¹⁶ They have their own juridical personnel, competence delegates in general and/or sectorial Social Services and with certain autonomy in the decisions making and the economic - administrative and technical management of the area. In this manner, they combine: adoption of decisions, execution / management of agreements and participation.
- ¹⁷ Informal dimension of the facilitation exercise. By means of periodic meetings led by technical personnel of Social Services with organizations of the territory and technical personnel of other Systems. The initiative, summons, agenda and organization is realized through the Directors / Coordinators of the Social Services Centres, in occasions with no support on the treated matters and reached agreements. Among its purposes: to offer information, to detect needs; to request participation, to promote the inter-associative cooperation and to generate networks and protocols of technical inter-institutional collaboration.

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EFFECTIVE STRATEGIES OF SOCIO-EDUCATIONAL INTERVENTION WITH ADOLESCENTS IN SOCIAL RISK SITUATION

ESTRATEGIAS EFICACES DE INTERVENCIÓN SOCIOEDUCATIVA CON ADOLESCENTES EN RIESGO SOCIAL¹

ESTRATÉGIAS EFICAZES DE INTERVENÇÃO SÓCIO-EDUCATIVA COM ADOLESCENTES EM SITUAÇÃO DE RISCO

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ABSTRACT: Although the characterization of teenagers and young population at risk of social exclusion has been thoroughly investigated, that's not the case of the intervention strategies used. This article refers to a research performed between 2011 and 2012 which advances on the description, categorization and study of effective intervention strategies, so they can be used as an information source for good professional performance, reproducible and useful to improve the situation of teenagers at risk.

From a research-action approach, the contributions from the professionals working with this population, collected from about a hundred tests and seven discussion groups, are a direct and well-documented source of knowledge. This information is useful in order to underline the most relevant elements of this intervention, as well as the obstacles, limitations and practices that can be improved in this field of work.

Part of the results and the discussion about them

are, among others, the proposals of effective intervention in conflictive familiar dynamics, the worrying and increasing violence, teenagers migratory grief and its effects of risk and marginalization, the limited and weak participation of teenagers in their own life decision making and the important educational needs of the group of people working with this population.

Furthermore, relevant strategic elements are shaped as the base of the intervention with teenagers at risk situation. Among those elements we find the flexibility to deal with uncertain situations, the link, empathy and affective proximity as necessary tools in socio-educational action, the contextualization of intervention in conflict situations and the debate about resilience and its contributions to the field of Social Pedagogy.

KEYWORDS: Teenager; high risk group; social education; research-action; intervention; educator.

RESUMEN: Si bien la caracterización de la población adolescente y juvenil en riesgo de exclusión social ha sido ampliamente investigada, no lo ha sido tanto la intervención que se realiza con ella. Este artículo hace referencia a una investigación que, realizada entre los años 2011 y 2012, avanza en la descripción de estrategias eficaces de intervención, en su tipificación y estudio, de forma que sirvan como banco de información para una buena práctica profesional, reproducible y útil para mejorar la situación de los adolescentes en riesgo.

Desde los planteamientos de la investigación-acción, las aportaciones de los profesionales que trabajan directamente con esta población, recogidas a través de cerca de cincuenta cuestionarios y siete grupos de discusión, son una fuente de conocimiento directa y bien documentada, útil para destacar los elementos más relevantes de esta intervención, así como los obstáculos, limitaciones y prácticas mejorables en este ámbito de trabajo.

Entre otras cuestiones, forman parte de los resultados y la discusión en torno a ellos las propuestas de intervención eficaz sobre las dinámicas familiares conflictivas, la preocupante y cada vez más presente violencia ascendente, el duelo migratorio adolescente y sus efectos de riesgo y marginación, la escasa y frágil participación de los adolescentes en la toma de decisiones sobre su propio proyecto vital y las importantes necesidades formativas del colectivo que trabaja con esta población.

Se perfilan así mismo relevantes elementos estratégicos como base de la intervención con adolescentes en riesgo, entre ellos la flexibilidad para abordar situaciones inciertas, el vínculo, la empatía y la proximidad afectiva como herramientas necesarias en la acción socioeducativa, la contextualización de la intervención en situaciones de conflicto y el debate en torno a la resiliencia y sus aportaciones en este ámbito de la Pedagogía Social.

PALABRAS CLAVE: Adolescencia; grupo de alto riesgo; educación social; intervención; investigación acción; educador.

RESUMO: Embora a caracterização de adolescentes e população jovem em risco de exclusão social tem sido exaustivamente investigada, que não é o caso das estratégias de intervenção utilizadas. Este artigo refere-se a uma pesquisa realizada entre 2011 e 2012, que avança sobre a descrição, categorização e estudo de estratégias de intervenção eficazes, de modo que possam ser utilizados como fonte de informação para o bom desempenho profissional, reprodutível e útil para melhorar a situação dos adolescentes em situação de risco.

A partir de uma abordagem de pesquisa-ação, as contribuições dos profissionais que trabalham com esta população, coletados a partir de cerca de uma centena de testes e sete grupos de discussão, são uma fonte direta e bem documentada do conhecimento. Esta informação é útil para sublinhar os aspectos mais relevantes desta intervenção, bem como os obstáculos, limitações e práticas que podem ser melhorados neste campo de trabalho.

Parte dos resultados a discussão sobre eles são, entre outros, as propostas de intervenção eficaz na dinâmica familiar de conflito, a violência preocupante e crescente, adolescentes luto migratório e seus efeitos de risco e da marginalização, a participação limitada e fraca de adolescentes em sua tomada de decisão própria vida e as necessidades educacionais importantes do grupo de pessoas que trabalham com essa população.

Além disso, os elementos estratégicos relevantes são moldados como a base da intervenção com adolescentes em situação de risco. Entre esses elementos, encontramos a flexibilidade para lidar com situações incertas, a ligação, empatia e proximidade afetiva como ferramentas necessárias em ação sócio-educativa, a contextualização de intervenção em situações de conflito o debate sobre resiliência e suas contribuições para o campo da Pedagogia Social.

PALAVRAS-CHAVE: Adolescente; grupo de alto risco; a educação social; a investigação-ação; intervenção; educador.

Introduction

Given its peculiarities and characteristics, adolescence is an evolutionary stage in which special attention to risk situations and social exclusion are needed, as to say, of a huge relevance for the development of prevention actions and future situations treatments from a socio-educational prospective.

There are some recent researches defining teenagers at social risk situation characteristics, also describe the context where indicators, risk factors, protection or resilient factors are developed (Lahire, 2007; Rees et al, 20120; Yergeau, Pauzé and Toupin, 2007).

Researches on “unsuccessful paths” of the more vulnerable populations should be taking into account; either by delving those paths recognisance (Fernández del Valle, 1998; García Barriocanal, Imaña and De la Herrán, 2007; Inglés, 2005); or by setting out the restructuration necessity for social attention politics (Du Bois-Reymond & López Blasco, 2004; Bendit & Stokes, 2004; Machado & Pohl, 2004; Cachón, 2004).

At the same time, it is also necessary to bear in mind those researches compiling the European public institutions concern over the low educational performance that today teenagers have, the high early school withdrawal and how those factors are conditioning the labour market (Casas & Montserrat, 2009; Simon & Owen, 2006), along with the necessity to deepen into the institutional support to them by means of “transitional politics”, social politics bearing in mind its characteristics and necessities (Bendit & Stokes, 2004; Du Bois-Reymond & López Blasco, 2004).

The context complexity in which teenagers at risk of social exclusion and the various environments -centres for minors guarded from protection systems, risk family groups, penitentiary centres... -are key elements for the understanding of the “socio-educational” complexity and are indicators of the flexibility required. This flexibility will serve either to effectively reach their realities or to continue the socio-educational action, and to prepare and guide them through their future adulthood.

“Socio-educational” intervention can be understood as a social and educational action, meaning “to answer a complex structure of individual social needs, establishing and enhancing the educational daily life opportunities both for individuals and for social groups” (Caride, 2005, p.57). Moreover, we underline our perception of this intervention as praxis, as a constant interaction between action and thought, as an “action discipline pushed to manage uncertainty, risk, and assume the human being random performance” (Meireiu 2001, p.109).

In open and complex systems, Edgar Morin (2005) underlined the necessity to act sometimes without using programs but strategies. In that line, an action program is essential in order to establish a sequence of ideas to be followed constantly: in the case of important and constant variations on the external conditions (where programs get stuck, action is bureaucratized and standard solutions are taken) we prefer to use strategies. Nonetheless, we should decide which strategies to use and how. This study has made progresses describing the more effective strategies for socio-educational professionals when dealing with teenagers at risk of social exclusion, deepening in its study and categorization. We want them to be an information database for a good professional performance, reproducible and useful to improve teenagers at risk situation.

In order to make progresses in the categorization and application of the strategy concept, we have move from a previous definition of *effective strategies* (Melendro 2007, 2010), which defined them as: *intervention and decision making processes on the short and mid term -not just intentional reformulations- creating well-defined actions, capable for systems mobilization.*

In the end, we revised and analysed both search contributions and results on intervention strategies with teenagers at risk of social exclusion. Amongst them there are **researches related to integral politics** (Aguado, 2005; Brullet & Gómez-Granell, 2008; Guasch & Ponce, 2005; Lamarca & Barceló,

2006; Pantoja & Añaños, 2010; Parazelli, 2000; Rivard, 2004; Roldán & Moñivas, 2001), **stetegies from prevention, school and family education** (Biehal, 2005; Catalano, Haggerty, Harachi & Abbott, 1998, 2005, 2009, 2010; Iglesias, 2008; Hicks & Stein, 2010; Lila, Buelga & Musitu, 2006; Rudduck & Flutter, 2007), **strategies from the context of protection and attention to population at high risk of social exclusion** (Balsells, 2006; García Barriocanal, Imaña & De la Herrán, 2007; Harwood, 2009; Minore & Hopkins, 2003; Montserrat & Casas, 2010) and those related to **strategies for the transition to adulthood** (Fernández del Valle, 1998, 2007, 2009; Goyette et al., 2007; Melendro, 2007, 2010).

1. Methodology

The aim of this research has been to move forward in the effective intervention strategies knowledge for teenagers at risk: contrasted strategies, ratified and that can be repeated in different intervention contexts. In this sense, the study has two main objectives:

1. Optimise, using research-action processes, the socio-educational intervention in young people and teenagers at risk of social exclusion.
2. Contribute with relevant information over effective and contrasted intervention strategies, helping to its inclusion on the daily work of socio educational teams.

Given the variety of factors intervening over the socio-educational attention for teenagers at risk of social exclusion and the complexity of its design, we identified the Action Research (AR) and the Grounded Theory (GT) approaches as the most accurate for this research.

From the AR prospective, some approaches have been useful, as: its interest in solving particular problems on its own contexts and implying -in a collaborative way- investigators, professionals and other interest groups (Cohen & Manion 1994); in opposition to traditional research, this one studies the social situation to improve its action quality (Elliot, 1993); and the main part of its intervention program is to organize its performing strategies, as well as to identify the more effective socio-educational actions at a micro and mesosystem level (Belsky, 1993; Bronfrenbrenner, 1979).

The GT (Grounded Theory) has been the main methodological foundation to design, elaborate and develop the different parts of the research process. It is a methodology used on several disciplines, from medicine to anthropology, psychology, sociology or even education. Thus, in this study the investigation stages have followed recommendations from Glasser and Strauss (1965) and its adaptations from Andreu, J., García-Nieto, A. and Pérez Corbacho, A.M. (2007) and Trinidad, A., Carrero, V. and Soriano, R.M. (2001), the theoretical sampling, selective and theoretical data categorization -until saturation- and the categorization process, that produce the results showed on this study.

The main subjects for this study had been professionals working with teenagers at risk of social exclusion, from 12 to 16 years old, helped by social services.

A mixed methodology has been used to design the techniques and tolls and the information management; using a quantitative approach to allow a good context definition and the contrast of the performance efficiency, and the qualitative to help in the results deepen and triangulation.

The interview has been used as a quantitative collecting data technique, with a semi-structured interview with open-ended and closed-ended questions. In the physical area of this research, Comunidad de Madrid, 43 surveys have been collected. The data analysis has been managed using frequencies, distributions and relations between the relevant variables for the analysis, using the program SPSS (19th version).

Furthermore, the technique used for the qualitative data gathering has been the discussion group. Eight discussions sessions were organized for fifteen professionals. The discussions content analysis has been made with the Atlas-ti, version 6.2, according to the *Grounded Theory* method.

2. Intervention scenario characterization. Quantitative analysis results

The working reality of a professional is a relevant source of information for this study; this reality reveals daily expectations and motivations, creating an enriched framework over situations requiring a closest study and valuation. Once the information is gathered by a semi-structured interview, several leading questions were analysed in order to contextualize socio-educational intervention in professional teams working with teenagers at risk.

Those professionals represent social organizations and public institutions working with teenagers at risk of social exclusion. The sample is composed of 43 persons, mainly women (65.1%) and (34.9%) of men. The majority (80%) represents specialized organizations with large experience on this intervention method; the rest are public institution professionals, mainly of socio-educational services. A 95.3% of those professionals have mayor university studies and specialized education. They hold degrees in Psychology (23.3%), Social Education (16.3%), Pedagogy (11.6%) and Social Work (11.6%).

The semi-structured interview was composed by 30 items about teenagers' characteristics, their families and particular aspects of the socio-educational intervention performed with them. Given the statistical descriptors, hereunder the more relevant assessments for the interview items are presented. It has been taking into consideration the professionals' degree of agreement-disagreement from 0-10, where 0 is the lowest level of agreement and 10 the highest. (Table 1)

Thus, the better-valuated items are the ones related to the high level of teenagers' school failure (20th item, $x=8.32$, $ds. 1.254$) and the negative consequences of the school failure over their trajectories (21st item $x=8.34$, $ds. 1.47$). Professionals are concerned about the teenagers' failure trajectory and school dropout, considering this to influence seriously their future.

We also find with a high average rate ($x= 8.24$, $ds. 1.35$) the 10th item about the design of flexible professional itineraries made by professionals with teenagers' help, adapted to their necessities and possibilities. It is revealed that professionals working with this group have a strategic and participative view of its own performance, providing more accurate orientations and modifying them in accordance with teenagers to reach a better professional and social development. This professionals' particular sensibility and its professionalism is reflected here, with an ad-hoc intervention for the teenager.

On the contrary, the lowest punctuations are for 18th and 19th items. In the 18th item professionals said ($x=4.83$) that apart from institutions, teenagers do not have a social supporting network when facing problems. Here a mode of 6 and a $ds=1.773$ describe a slight deviation in professionals' opinions, but they agree on the lack of accurate social supporting networks. A similar pattern occurs with 19th item, about teenagers' interest in studying and improving their education -according to professionals. We have found answers close to "strongly disagree" ($x=4.76$, $mode=4$) but there is not unanimity on item ($ds= 1.655$) which is not very relevant.

Among the answers located in the middle (5 out of 10), items where professionals are not able to choose neither agreement nor disagreement, we can underline 22nd item ($x=5.10$, $ds. 1.446$), about social responsible behaviour of teenagers at the beginning of the socio-educational intervention, and the 13th item about a systemic and frequent professionals education, with an average rate of ($x=5.20$), a mode of 7, which is relevant given its $ds=1.978$, one of the highest of this research.

Table 1. Professional survey statistical descriptors

Ítems - Variables	Mín.	Máx.	Average	ds.
Related to professionals that work with teenagers				
9. You have an excellent knowledge of:				
9.a Social context	3	9	6,93	1,506
9.b Family context	5	10	7,76	1,261
9.c Scholl context	6	10	8,07	1,191
9.d Institutional context	3	10	7,46	1,645
9.e Labour itinerary	6	10	7,98	,935
10. Design and develop of flexible professional itineraries				
11. Coordinate and interdisciplinary working.	2	10	7,83	1,745
12. Have sources, strategies to face unexpected situations.	3	9	7,10	1,499
13. Frequent and systemic professional education.	1	9	5,20	1,978
In relation with socio-education intervention				
14. Effective socio-educational intervention helping teenagers' social inclusion.	3	10	7,88	1,488
15. Socio-educational intervention reduces school absenteeism.	3	10	7,46	1,518
16. The socio-educational intervention lowers the school failure.	3	10	6,78	1,651
17. Assessment criteria for socio-educational intervention are well established.				
17.a Diagnostic assessment	3	10	6,39	1,686
17.b Process assessment	3	10	6,61	1,563
17.c Result assessment	3	10	6,73	1,633
Related to the teenagers you work with				
18. They have a social supporting network when facing problems.	2	9	4,83	1,773
19. They are interested in studying and improve its educational level.	1	8	4,76	1,655
20. They have a high level of school dropout.	5	10	8,32	1,254
21. School dropout influences their trajectories.	4	10	8,34	1,477
22. At the beginning of the socio-educational intervention show a responsible behaviour.	2	8	5,10	1,446
23. They show a responsible behaviour at the end of the socio-educational behaviour.	5	9	7,00	1,132
24. After getting into the mature age they are in a situation of social exclusion.	2	9	6,22	2,019
25. They participate in decisions over their social, personal and labour future.	3	10	7,44	1,689
26. They volunteer to centres and programs of socio-educational intervention.	3	10	7,49	1,551
27. They are motivated, active and participative during socio-educational intervention.	4	9	6,68	1,011
28. They show empathy and confidence towards professionals.	4	10	7,49	1,306
29. Accurate socio-educational intervention with their family groups are performed.	3	9	6,17	1,657
30. Families collaborate and participate in the actions performed	2	8	5,34	1,591

On the other hand, there are some variables showing that there highest variability index, aspects that professionals do not agree with, with several different answers. The first of them answer the question about the teenagers' facing an exclusion situation when getting into the mature age (24th item, $x=6.22$, $ds=2.019$). Even if the average agrees, values vary from 2 to 9, justifying this variability with its standard deviation. The majority of professionals foreseen that teenagers at risk will face a social exclusion situation when reaching the adulthood.

On the contrary, the less fluctuating items with a lower variation are 9c and 27th. The 9c refers to the excellent knowledge of their itinerary and labour prospective in professionals working with teenager ($x=7.8$), with a variation from 6 to 10, $ds=0.935$ and a mode of 8. This is to say, that professionals assume to know how to deal with them in a labour context, and a vast majority have it into account.

The 27th item, about the relation between professionals and teenagers, which are motivated, actives and participative during the socio-educational intervention, is close to those values. Even if professionals' answers varied (minimum punctuation of 4 and maximum of 9, $ds=1.011$), technicians have a positive impression, describing teenagers as participative and interested on the intervention. Motivation and participation have an average rate of 6.68 and a mode of 7.

If we analyse and classify the table's values, we will find a series of aspects that more positively appreciate by professionals (punctuated with 7 or above), some others with a moderate satisfaction (punctuated with 6 or above), some that can be improved (punctuated around 5) and others that need to be improved (punctuated under 5).

More positive valued aspects: professionals state to have accurate information over family related items, teenagers' escolar and institutional context knowledge (9b, 9c and 9d items), along with itinerary and labour prospective comprehension (9e). Some items are assessed as strongly accurate like the related to the design of personal adapted itineraries (10th item), to the characteristics and circumstances of teenagers, the interdisciplinary coordination (11th item), having resources and strategies to face unexpected situations (12th item). In relation with the socio-educational intervention, they state that if effective it will help the teenagers' inclusion (14th item) and lower the scholar absenteeism (15th item). Teenagers' they work with, have an elevated scholar failure (20th item), influencing its life trajectory (21st item). Although them show a responsible social behaviour after interventions (23rd item) while keeping their autonomy by participating in their future decisions (25th item), volunteering in socio-educational centres and programs for intervention (26th item) and showing a high level of empathy and confidence towards the socio-educational professionals (28th item).

Moderately satisfactory aspects: professionals believe to have accurate knowledge of teenagers' social context (9a item). On the other hand, in relation to the socio-educational intervention they think that it lowers the school failure in a moderate way (16th item); on the same line, in the diagnostic assessment they think that some criteria have been established over the intervention process (17 a, b and c item). In relation to the teenagers they work with, they foreseen that they will face a social exclusion after the mature age (24th item). They state that teenagers are motivated and participative during the intervention (27th item) and in relation to families, accurate socio-educational interventions are developed with them (29th item).

Aspects that can be improved or that may influence intervention: professionals describe some answers as closed to the average agreement and disagreement, as the teenagers at risk's education (13th item), that needs to improve. The teenagers' participation at the beginning of the intervention (22nd item) needs to be revised, as their lonely feeling for the lack of family group collaboration on the planned actions.

Aspects that need to be improved or that impede the intervention: there is a strongly professional disagreement in relation to the lack of social supporting networks to teenagers at risk (18th

item), apart from the institutional and administrative resources. Moreover, they state that teenagers do not have interest in study or improve their educational level (19th item), which lead them to think about the urgent need to modify their perception towards and from society.

Those arguments give us a closest and more real knowledge of the teenagers' at risk of social exclusion socio-educational context and particularly the prospective of technicians and professional, which gives us valuable information of their priorities and suggestions to improve intervention.

3. A complex intervention. Qualitative analysis results

Along with the previous quantitative analysis, a qualitative analysis over the information from a group of professional experts on socio-educational intervention in teenagers at risk has been done. Divided into two discussion groups, fifteen professionals, eleven educators and four psychologists, from socio-educational teams have participated on it. Their initial education is related to psychology (47%) and social education and social work (33%); nine of them were women and six men. It was done over eight sessions –four in each group- dealing with several dimensions of the socio-educational intervention in teenagers at risk of social exclusion. All of them fulfilled the previously described questionnaire.

The transcription of the work done by each group is an initial document, that once codified, have helped with the creation of central categories, social basic processes and the fundament of theoretical hypothesis of the studied phenomena's.

The first task was to define the **concept of "effective strategy"** from prior definition (Melendro, 2007, 2011), because it was a central item for future discussions and for the research.

Another key concept was the **socio-educational intervention**, which refers to an eco-social and procedural approach, strongly linked to interactions with and into the teenagers' different contexts. However, sometimes professionals describe it as a broad, generic, difficult to precise and that even recurs to something wrong to locate it theoretically.

From this previous conceptualization work, questions over main research dimensions were discussed over the sessions: adolescences, risk contexts and protection, intervening professionals, intervention sense and socio-educational strategies for teenagers and their context. Those last three dimensions were the more discussed, especially the related to results, which are presented on the follow **conceptual network**. (Graph 1)

This network presents **three main categories**, strongly linked: teenagers' leading role, creation of a link and the intervention complexity.

The first one refers to the **leading role of the teenagers**, the necessity of having them implicated and being prominent. Without that, the rest of items are much less effective.

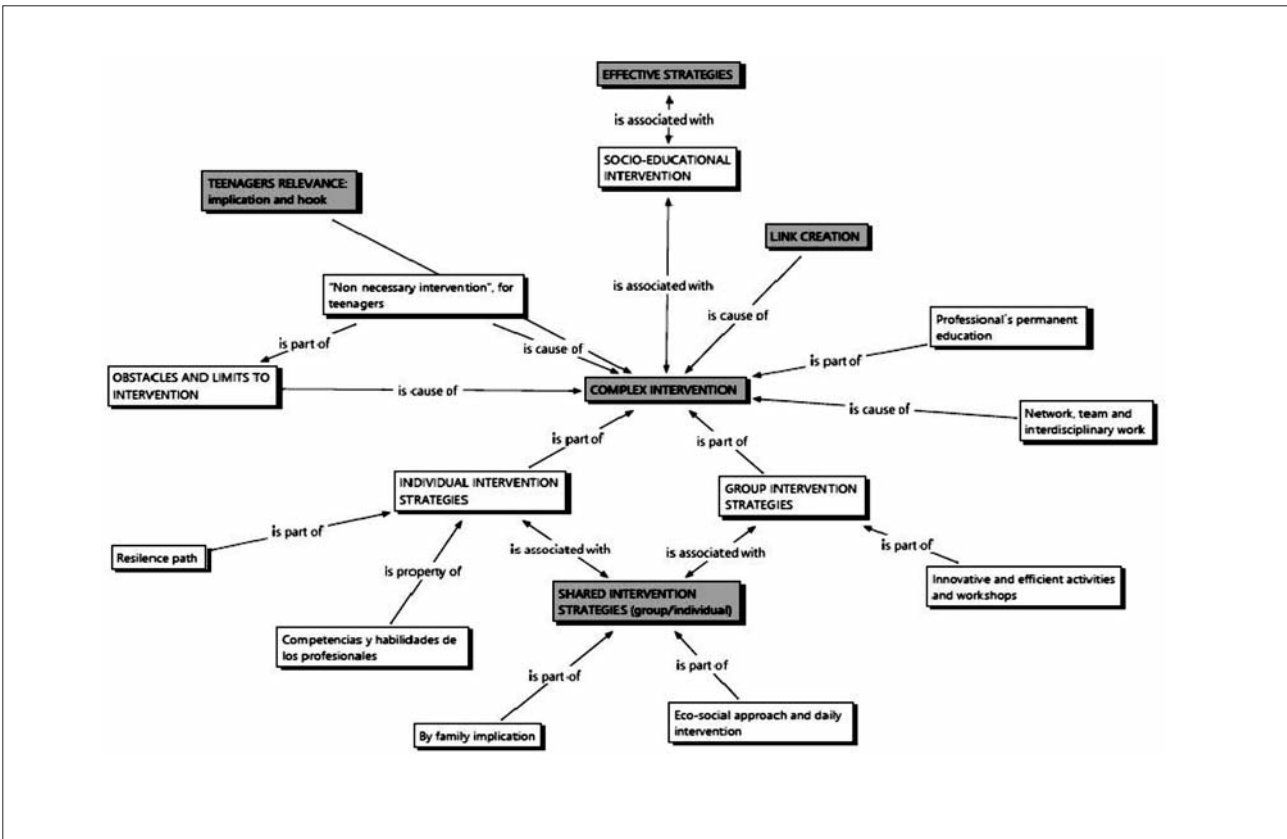
The second central category related to the **creation of a link** between the professional and the teenager, is both a necessary consequence and a complex task in the socio-educational intervention. It is even more complex because, as professionals state, **teenagers' do not feel the intervention as required at the beginning**.

E5: some boys do not need us, they do not want anything from us and sometimes we have to discover their necessities just by staring at them, and some others do not want to have anything to do with us (M_GDP2_S3)²

And they are **not used to an active participation** or decision-making in this context.

E4: the social worker tell them what to do, and we, the family educators, here at high school, so there is too many people giving their opinions and they don't do it, so they are very automatic when you ask them "what do you think..." they stay like...blocked, they find it difficult even in creativity workshops "tell me what to do, it's easier for me". So boosting participation is complicated. (M_GDP1_S3)

Graph 1. Conceptual research network



Source: Eurostat

The third central category has to do with the **intervention complexity**. As shown in the conceptual network (graph 1), this category refers either to the previous as to other relevant categories that will be described hereunder: flexibility in the strategic planning; basic intervention methods -individual and in groups-; the network work and the continuous training of professionals.

One of the prominent items, either quantitative or qualitative speaking, for discussion teams contribution, refers to the necessity to make teenagers' strategic planning more flexible. At the beginning they were summarize in the **"flexible strategy"** category, generating actions subjugated to socio-environmental conditions (at times and places), personal characteristics, resources or intervention network.

Along with this flexible planning, there are two intervention methods that are combined in both time and place, individual and group intervention, those are characteristics of the socio-educational work with teenagers and their development shows its complexity when dealing with this population once again.

We are going to begin with a series of common strategies for both methods of intervention (individual and group).

The first line is related to the previous mention **eco-social approach** of the socio-educational intervention. It reveals the importance of the educator proximity and his presence at the closest context, in the teenager's daily life in order to help him to create essential questions for his life, sometimes in moments or situations that apparently are non-relevant but highly emotional or full of competences.

This approach to daily life can just be done from the respect to each teenager pace and beat, respect to their **"vital project", unique and unrepeatable**, and respect to professionals whose inter-

vention is very limited in relation to human being's vital project. The professional has a limited position on times, moments and places of intervention that can be shared with institutions and responsibilities that are involving and will involve the transition to teenagers' adulthood. One of the educators said in a discussion group:

...you will disappear from his life, that is the worst thing. I think that we are sometimes selfish on that point. At the beginning I think that it was because you enter his life, remain for a year and leave, you go out and you have your house, family and work, or whatever, right? But the kid stays, remains with his problem, with a terrible familiar dynamic, with an schizophrenic mother, still there, you have helped him at some stage of his life but believe that you are going to change that... (M_GDP1_S3)

There is a second common line for individual and group intervention - in groups of mothers- that has to do with **family implication**. The implication starts in the teenagers' needs where they are the leading roles, and helps to eliminate one of the more important obstacles for this population intervention "labelling".

E6: I think that one of the things we do with this job is breaking schemes... They suddenly come here sometimes in a case of ascendant violence and the first thing you ask is "do you like playing football?" or "which are your hobbies?" "How do you feel?" There you break his scheme and he thinks "I'm not labelled anymore", and now I'm not the same, with this disorder, with this behaviour, they are looking for something else on me" I think that this attract their attention and hook them. (M_GDP1_S2)

Regarding **individual intervention strategies**, in the discussion group several working lines stand out, as it can be seen in the conceptual network (graph 1). One of them has to do with the develop of a particular professional series of competences related to the ability to analyse with the teenagers the meaning of their vital questions, and prior to that, how to detect and valorise them fairly. Along with these competences, stands out some repeatedly required personal attributes and abilities to its implementation as active listening, sincerity, transparency, communication skills, humour management and to adapt to the teenagers' language, flexibility and adaptation skill, creativity, tolerance to frustration, empathy, educational consistency, and to summarise them all, the willingness to face personal change that implies this job.

E7: what I see is something like been ready to change yourself. You work with people that need to change but you also face situations where you have to be more patient, and tolerate the frustration. You also need to be willing to see your mistakes, and to develop or reinforce them.

Professional competences and abilities are related directly but not only with educational needs, as well as with the network performance, team and interdisciplinary work that has to be developed. In that sense, educational needs and the develop of their competences and abilities, as well as the ones that give them information and help them to overcome their limitations and obstacles like facing ascendant violence, absenteeism, school failure, gender differences or multicultural family groups are suggested as professional continuous training requirement.

Regarding the network, team and interdisciplinary work, groups discussed intensely some important problems as the multiple complex interventions coordination, sometimes with non-compatible resources. There were underlined the problems created for the fragmented attention to families, both during the intervention time as in the professional and institution from which the intervention is done; that give rise to several "family games" with professionals which can endanger the socio-educational performance. This is an example:

E6: Coordination between particular resources used with families and teenagers is an important obstacle in ascendant violence, or at least one of the main problems for us in some cases. Starting with the source that works with the family in a different way than us, and we say that we need to work in the same way, don't we? Later, when sharing the work we are all doing we see that we are not doing the same work...So, sometimes we have competences problems; it can happen that you are working on something and I'm doing the opposite so...we are messing up with the family, don't we? (M_GDP2_S2)

However, the general prospective is that network job is accurate.

E3: My experience with this coordination is good. Normally we work well, they want to coordinate themselves and they usually do their job. Of course, there are some exceptions, terrible ones, but generally speaking the work is coordinated. (M_GDP2_S2)

Other important line related to individual intervention strategies –even though this intervention method and its characteristics can never be separated, but only in a theoretical way- has to do with the **“resilient path”**. A path divided into subcategories, where some socio-educational actions stand out:

- Underline values in “resilient teenagers”.
- Promote the effort and resistance to frustration.
- Help to create positive images, different to the predominant exclusion and risk.
- Boost significant intervention methods, clarifying mother and father resilience and form other family group members or similar.
- Overcoming its future plan troubles.

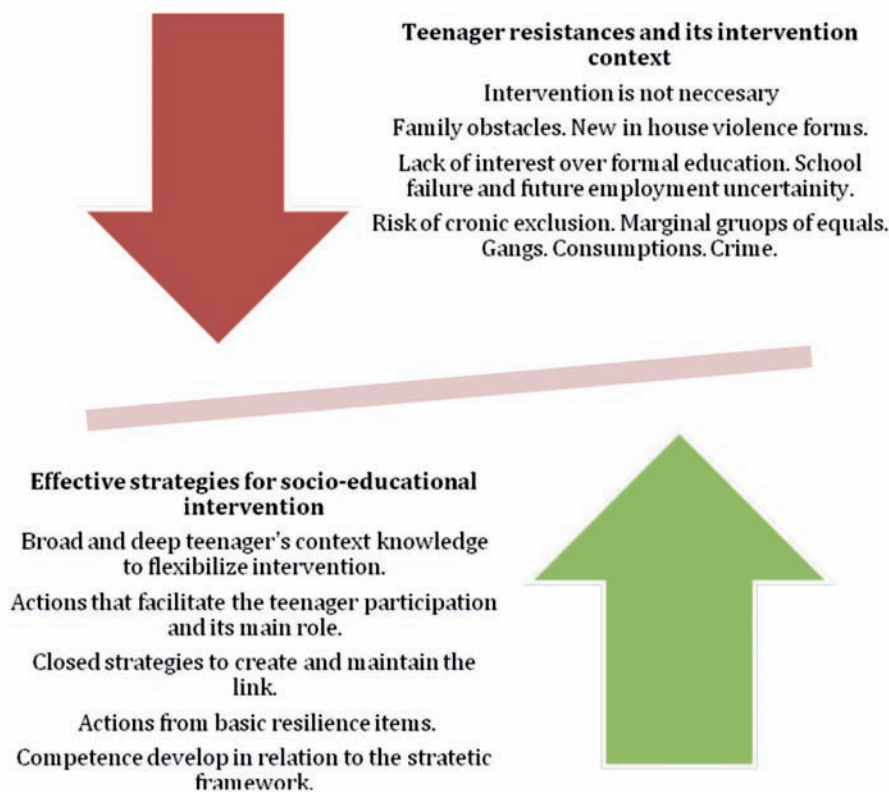
Finally, regarding intervention in groups of teenagers, professionals devoted long time to talk about those activities and workshops. Amongst those workshops, some were marked as innovative and effective as the related to Internet and social media (Twenty, Facebook,...) “mischief-makers and troubles” (about gender relations in group), “today’s moms” (with adolescent mothers), a very attractive cooking workshop or the one called “freak-workshop” by educators:

E7: yes, I've done a very peculiar workshop. It was called “freak-workshop”. It is known like that but reality is what it is... (laugh)...so, it was a modelling and miniature workshop and they do Warhammer statues. This was very attractive, and boosts their self esteem. They are very closed kids and that helps them to interact, and to relax.

E2: with a group of freaks, with no many friends, they stay at home with computer games, and stuff... it is a workshop for a reduce public but I think that we work on important things...as to say creativity, for our part it is needed to have loads of it for making one activity and then another and another different. (M_GDP1_S3)

Up to here the most relevant contributions to the qualitative analysis made, reflecting the concerns and proposals in daily socio-educational intervention with teenagers, explained and discussed by professionals with a large experience in this socio-educational aspect.

Graph 2. Effective strategies and its consequences over the teenagers' context resistance



Discussions and conclusions

The research results provide several items to move forward an effective socio-educational intervention. We refer to an extremely complex intervention, whose effectiveness resolve around performing flexible strategies that begins with the real teenager prominence in their vital decision-making, which made the link creation an essential duty for professionals.

The eco-social approach in the socio-educational intervention is key when dealing with teenagers. As we have already stated the importance of the educator proximity and his presence at the closest context, in the teenager's daily life in order to help him to create essential questions for his life, sometimes in apparently non-relevant moments or situations but highly emotional or full of competences (Lahire, 2007). This global approach that makes our research unique, come along with several items that are partially related to previous researches mentioned at the beginning of this study.

Thus, there are some contributions related to the link creation focussed on highlighting "resilient teenagers" values and among other identification methods, to promote the effort and the resistance to frustration as tolls to overcome future plan difficulties or to help the creation of positive images, alternative for the exclusion and risk dominance, along with the comments of Tisseron (2007), Cirulnik (2002) or Barudy and Dantagnan (2005).

Other researches (García Barriocanal, Imaña & De la Herrán, 2007; Goyette 2004, 2007), state as we do, that intervention has to be based the construction of a strong relation of the socio-educational teenagers teams, making the education a mayor role for them. Teenagers do feel this intervention as necessary, as professionals have said repeatedly (Rees, et al, 2010).

On the other hand, professionals are highly concerned about the high levels of teenagers' school failure, and its negative consequences over their trajectories. All in all with the teenagers low interest

on studying and improving their educational level, move us to work on the improvement of their family relations (Biehal, 2005; Lila, Buelga & Musitu, 2006) and in the creation of socio-affective relations outside their families or equals (Yergeau, Pauzé & Toupin, 2007) as well as the efficient global preventive intervention by means of affection and compromise between community members and the intensive transformation of scholar entourages (Catalano, Haggerty, Harachi & Abbot, 1998, 2005, 2009, 2010).

Teenagers should take their own vital decisions, both individual and group, either for more or less important choices (Rudduck & Flutter, 1998, 2001, 2007).

Finally, it is important to underline the necessity of improve social politics and professionals education, both in relation to accurate competences for this interventions (Bautista-Cerro & Melendro, 2012) and for building the cohabitation of intervention's paradigms by using networks and interdisciplinary work (Goyette, 2004; Melendro, 2007).

Once these prominent aspects of our investigation and its relation to prior researches in intervention with teenagers at risk had been revised, we come back to the research's basic methodological differences, Research-Action (RA). Given the professionals, researchers and institutions implication on this study, it is important to persevere on the necessity of a combined thought and the design of educational and planning actions assimilating these socio-educational proposals for daily life performance of teenagers. The main objectives of the develop task are its feedback and the creation of a quality attention to this group, which are the base for future researches on this field.

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Notes

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SUPPORTIVE HOUSING FOR PEOPLE WITH SEVERE MENTAL ILLNESS IN ASTURIAS: RESTRICTIVE ENVIRONMENT OR OPEN TO THE COMMUNITY?

VIVIENDAS SUPERVISADAS PARA PERSONAS CON TRASTORNO MENTAL SEVERO EN ASTURIAS: ¿AMBIENTE RESTRICTIVO O ABIERTAS A LA COMUNIDAD? ¹

MORADAS SUPERVISIONADAS PARA PESSOAS COM DOENÇA MENTAL GRAVE EM ASTÚRIAS: AMBIENTE RESTRITIVO OU ABERTO PARA A COMUNIDADE?

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ABSTRACT: Community care model and philosophy of psychosocial rehabilitation as engine key recovery personal, social and employment of people with severe mental disorder is assumed from the psychiatric reform process begun in Spain in 1985. In this sense, the accommodation is an essential component to the extent that there is sufficient evidence to assert that the provision of adequate accommodation represents a critical condition to ensure community care, becoming one of the most important programs of social support. The aims of the study are to evaluate housing supervised for people with severe mental disorder in Principado of Asturias in its aspects of infrastructure and the inner workings of the same. This uses the *Environmental Index (AI)*, and the scale of opportunity to the *Basic Everyday Living Schedule (BELS)*, as well as the information

provided by the residential programs and key informants of the same. Housing obtained from half a score in the environmental index of 17,29 on a maximum of 55, giving it a more open than the institutional, although far environments functionality yet of the supervised homes of other residential programs. In short, outcomes provide a level of considerable independence to carry out basic and social skills of the users, but true danger of institutional environment in its daily operation, in aspects such as the network of users, formed largely by the staff of the housing, time who is residing in them or their low participation and social integration is denoted.

KEYWORDS: Social Pedagogy; Mental Diseases; Housing; Communities; Social integration; Social education.

RESUMEN: A partir del proceso de Reforma Psiquiátrica iniciado en España en 1985 se asume el modelo de atención comunitaria y la filosofía de rehabilitación psicosocial como motor clave para la recuperación personal, social y laboral de las personas con trastorno mental severo. En este sentido, el alojamiento es un componente esencial en la medida que existe evidencia acumulada suficiente para afirmar que la provisión de un alojamiento adecuado representa una de las condiciones críticas para garantizar la atención comunitaria, convirtiéndose en uno de los más importantes programas de apoyo social. *Métodos.* El objetivo del estudio es evaluar las viviendas supervisadas para personas con trastorno mental severo en el Principado de Asturias en sus aspectos de infraestructura y el funcionamiento interno de las mismas. Se utiliza la escala *Índice Ambiental (IA)*, y la escala de oportunidad de *Habilidades Básicas de la Vida Diaria (BELS)*, así como la información aportada por los programas residenciales y los informantes clave de los mismos. *Resultados.* Las viviendas obtienen de media una puntuación en el Índice Ambiental de 17,29 sobre un máximo de 55, lo que le confiere una funcionalidad más abierta que los ambientes institucionales, aunque lejos todavía de las viviendas supervisadas de otros programas residenciales. En síntesis, los resultados otorgan un nivel de independencia considerable para el desempeño de las competencias básicas y sociales de los usuarios. *Discusión.* Se denota cierto peligro de ambiente institucional en su funcionamiento diario, en aspectos como la red social de los usuarios, formada en gran parte por el personal de las viviendas, el tiempo que llevan residiendo en ellas o su escasa participación e integración social.

PALABRAS CLAVE: Pedagogía social; Enfermedad mental; Vivienda; Comunidad; Integración social; Educación social.

RESUMO: Introdução. Do processo de reforma psiquiátrica iniciada em Espanha em 1985, assume-se o modelo de atenção da comunidade e filosofia de reabilitação psicosocial como um fator-chave para a recuperação pessoal, social e de emprego das pessoas com doença mental grave. Neste sentido, a vivenda é um componente essencial na medida em que não é suficiente acumulado evidências para afirmar que a provisão de morada adequada é uma das condições essenciais para garantir cuidados na comunidade, tornando-se um dos mais importantes programas de apoio social. *Métodos.* O objetivo do estudo é avaliar a habitação supervisionado para pessoas com doença mental grave no Principado das Astúrias, e os aspectos de infra-estrutura do funcionamento interno do mesmo. Use o Índice de escala Ambiental (AI), ea escala de Competências oportunidade Básicas de Vida Diária (BELS), bem como as informações fornecidas pelos programas residenciais e informantes-chave do mesmo. *Resultados.* As propriedades obtidas pelas avaliações médias no Índice Ambiental de 17,29 de um 55 possível, dando-lhe mais funcionalidade aberto a ajustes institucionais, embora ainda longe das casas dos outros programas residenciais supervisionadas. Em resumo, os resultados fornecem um nível de independência considerável para executar habilidades básicas e sociais dos usuários. *Discussão.* Denota-se algum perigo de ambiente institucional em suas operações diárias, em áreas como a usuários de redes sociais, formados em grande parte por funcionários da Habitação, quanto tempo eles tenham residido eles ou à sua fraca participação e integração social.

PALAVRAS-CHAVE: Pedagogia social; Doença mental; Vivenda; Comunidade; Integração social; Educação social.

Introduction

Historically, the concept and attention towards mental disorder has experienced several changes caused by major changes in management impelled by the present times. In this sense, social concern about people ingoing this problem has evolved through the transition between the terms “mad” (whom requires isolation and reclusion due to his presupposed dangerousness), “diseased” (susceptible to sanitary attention) and “citizen” (López Álvarez & Laviana-Cuetos, 2007), which emphasizes their consideration as persons entitled to rights and duties, which they face multiple difficulties to exercise, derived from their illness and its consequences in terms of personal incapacity, but also from social barriers attached to the stigma. In this sense, this new conception was brought to Spain through the Psychiatric Reform of 1985, which started a process of deinstitutionalization and embraced the communal attention model as a main tenet, based on new rehabilitation approaches grounded on the paradigms of recovery and well-being (Handbook of Clinical Practice for Psychosocial Intervention in Severe Mental Illness, 2009). Therefore, concepts such as “integral and integrated attention” have been introduced, which intend to cover the deficit and social disadvantages produced by the impact of mental illness in patients (Gómez-Beneyto, 2007, 2011). Thus, the community becomes a founding value in the intervention framework. This supposes a change endorsed by the participation of different agents, specially social and education ones whose key work concern is social emancipation and transformation, and that is where education is most directly connected to community development (Varela Crespo, 2010).

1. Communal attention model

Since the closure of the major institutions, the lives of persons with severe mental illness has developed within their familiar disposals or in their own houses, and, with that, their needs have become more and more closer to normality, that is, adjusting to the core of needs of the healthy population: need to receive an education, to work, to gain their own living, to relate to other people, to occupy their free time and, surely, to receive adequate treatment (Gómez-Beneyto, 2007, 2011). Definitely, this means to allow these persons to recover their life projects. In this point, psycho-social rehabilitation is of great importance, for in order to obtain self-independence it is necessary to count on a series of supports that should facilitate each step towards recovery. This process is forwarded by learning procedures and the provision of social support, that mediate the developments of personal skills in the different aspects of personal evolvement (Camino Vallhonrat, Hernanz Vaquero & Bosch Vilac, 2010). Attention for persons with severe mental illness requires the integration of distinct levels of attention and different types of intervention that form an inseparable whole, and which integrate in new objectives: autonomy, life quality, personal well-being, social participation as part of the concept of personal recuperation.

The Principality of Asturias, as stated in the 2011-2016 Mental Health Program of the Principality of Asturias, coordinated by Amelia González López (2011), adheres to the communal attention model, following to European guidelines accorded in the European Union’s Green Paper on Mental Health (2006), the Convention on the Rights of Persons with Disabilities in New York, December 13th, 2006, as well as the national model developed in the Strategy for Mental Health of the National Health System (2007) and the recently published 2001-2016 Strategy for Mental Health of the National Health System (Gómez-Beneyto, 2011). Therefore, the framework chosen for this intervention recognizes in persons with mental illness all the rights and responsibilities of a citizen, with actions directed towards the normalization and complete integration in society, avoiding their exclusion.

2. Housing attention for persons with severe mental illness

Embodied with this philosophy of practice, different socio-sanitary applications and programs which facilitate social integration for persons with severe mental illness began to grow. One of these programs is the housing program referred to previously, in which different models and structures of housing are offered. In this sense, housing attention is one of the last echelons of normalization desired by persons with mental illness, at the same level as programs of employment in social support programs, which must be appropriately conditioned according to the sanitary aspect of the community model so to effectively promote integration. Thereby, the work of rehabilitation would become somber without the housing tenet to assure a minimum of safety and reliance (Gómez, 2002). Without stable and quality houses, the communal teams can not function. They are so important, that Shepherd and Murray argue that *“the house should be the center of community psychiatry”* (Macpherson, Shepherd & Edwards, 2004, p. 180).

2.1. Supportive housing for persons with severe mental illness effects

Many studies have shown positive effects in users enrolled in supervised houses and the residential programs regarding to their clinical status (Fakhoury, Murray, Shepherd & Priebe, 2002; López Álvarez et al., 2002; Sörsgaard et al., 2001), personal and social functioning (Fakhoury et al., 2002; Hansson et al., 2002; Sörsgaard et al., 2001); life quality (Hansson et al., 2002; López Álvarez et al., 2005c; Mares, Young, McGuire & Rosenheck, 2002; Piat & Sabetti, 2011); along with a shortening in sanitary resource usage (Lascorz, Serrats, Pérez, Fábregas & Vegué, 2009).

All the more, Ogilvie (1997) affirms that living in a bad residential environment increases the number of necessary services and shortens life quality, hence it reduces the user's satisfaction and creates more needs. Nevertheless, living in an appropriate housing facility betters social functioning, and if one transits from an appropriate housing facility to a non-appropriate one there is a deterioration of these factors, in such a way that these aspects indicate a clear relation between quality in housing and quality in social functioning. On the other side, the inclusion of persons in a not appropriate residential facility may reinforce a series of negative effects such as risk of institutionalization, with the appearance and maintenance of impoverished and stereotyped personal conducts and scarce social contact (Ogilvie, 1997). In this respect it should be mentioned that, if traditional custodian models are associated in general to worse results (Sörsgaard et al., 2001), users are not homogenous in regard to their necessities. For this reason, different groups of users benefit from different kinds of functionality, some developing better in environments with more personnel and low need for activity and interaction, while in other residents an “excess” in personnel leads to the diminution of positive results in terms of autonomy, participation and development of social networking (Fakhoury et al., 2002).

3. Housing attention in Asturias

The evolution of residential facilities in Asturias has had a discontinuous history. On one side, the nineteen-eighties represented a moment of creation and of putting forward many disposals, within the global emphasis of reform process. Thus, in 1987 existed two protected floor in Avilés; a protected home, called “La Casita”, for five plazas; a helps program for heterofamiliar houses; “inns with twenty-five plazas in Oviedo and a help program for houses for ten persons in Gijón” (García González, 1988, p.732). In 1993, up to 30 protected squares and the “La Casita” protected house could be counted, increasing to 6 protected floors with 17 occupied squares and one tutored home, capable for 7 persons in 1998 (Health Service of the Principality of Asturias [SESPA], 1998).

Since the beginning of the nineteen-nineties, housing attentions goes through stagnation and retrocedes, since despite the important roll this disposals played, gradually interest in there use decayed

(García González & De las Heras, 1998), with the disclosure of a few floors, also due to problems in financing. Today there are, functioning, “ten supervised houses for a total of thirty-two squares” (González-López, 2011, p.28), although the studies’ sample is composed of seven housing facilities. The housing administration is combined, since Asturian Foundation for Attention and Protection to Persons with Disabilities and/or Dependences (FASAD) does the intervention in six houses, the SILOÉ Foundation manages three floors, and one accommodation is managed directly by services of Mental Health.

Thereby, a vital aspect in sight when to evaluate this kind of housing facility is to learn its daily functioning, which offers relevant information as to how community attention is understood within the supervised houses that make part of the public mental health network in Asturias. This also allows the diagnosis of what kind of residential model is intended and makes it possible to analyze the differences of concept and residential programs between the distinct foundations or services that sponsor and supervise the housing facilities.

4. Method

The investigation brought forward in these pages is part of a broader research which evaluates supervised houses for persons with severe mental illness in the Principality of Asturias. Its objectives are to analyze the main characteristics of the housing facilities and the basic and social functioning of their users, along with their social community support, their life quality, and their attitudes and rates of satisfaction with regard to the house. The specific results revealed here are derived from the internal functioning of the houses, which is regarded the last steps towards accomplishing the process of psycho-social rehabilitation of the users, needing attention in the pedagogical level for its development, intervention and evaluation.

It is, thus, an investigation oriented towards change, improvement and social transformation, for which “the evaluation may contribute helping democratic institutions to select, supervise, improve and give meaning to programs and social policies” (Mark, Henry & Julnes, 2000, p.3). Nevertheless, it is a participative investigation, fundamentally descriptive and uses a single card. The method chosen for field work is “quanti-qualitative” (Barrón, Bas Peña, Crabay & Schiavoni, 2010, p.86), using a number of researches, documental analysis, and field notes during the investigation. The technical source of information is interviews, the main methodological resource used for evaluation. This is because psycho-social rehabilitation has individuality as its core characteristic, concerning particularities of the evaluated persons and the contexts where they interact or may come to interact. These circumstances make interviewing the best method for requesting information during rehabilitation (Fernández, González Cases, Mayoral & Touriño, 2003).

The sample selection was made through a non-probabilistic sampling, conveniently incorporating all studied population in the Principality of Asturias: all seven supervised houses for persons with severe mental illness and its users. Four of them managed by FASAD, two by SILOÉ and one by the Mental Health services of house’s zoning placement.

For a concrete analysis of the material two information resource instruments were specially used:

α) *Environmental Index*. This scale was adapted, with many additional questions, from Wykes Hospital and Hotel Practices Profile of 1982 (Jordá & Espinosa, 1990, 1991). Its objective is to value the level of an individual’s autonomy in his residential environment and evaluate its quality and activities it features. The scale is divided in subsections with the following headings: activity, pertinence, food, health and hygiene, resident skills, services and surrounding environment. It has been designed to be used in hospitals as well as in any kind of housing with personnel assisting residents with mental illness. It has a total of 55 items with yes or no answering options. The scoring of a 55 maximum, which is more than the level of “restrictiveness” or “restriction”, as seen in the instrument’s original version (Jordá & Espinosa,

1990; Maestro Barón et al., 2001; O'Driscoll & Leff, 1993; Rickard et al., 2002), seems to measure, in a general sense, the higher or lower functional proximity of these items to the institutional contexts or environments (López Álavres et al., 2005b). Nonetheless, it has shown to be an adequate questionnaire for measuring the adjustments needed between the patients' needs and the residential installations. This should help forward persons with severe and persistent mental illnesses to installations better adapted to their needs (Corbiere, Lesage, Reinhartz & Contandriopoulos, 2001). This interview was made for the persons in charge of housing facilities for persons with SMI.

b) Basic Everyday Living Schedule. Originally elaborated by Julian Leff, BELS is an instrument designed to evaluate specific skills of everyday coexistence in persons suffering from long scale mental disorder (Leff, Trieman & Gooch, 1996). It is administrated to a key informer, in this case someone from the housing personnel, and explores four fundamental functioning areas: 1) self-care, 2) domestic skills, 3) community skills, and 4) activities and social relations. It allows to point out the subjects' performance or updated achievements and his opportunities to act independently in each area. The questionnaire is made of 26 items. Each one of them is divided in two scales, an achievement opportunity scale and a skill performance scale. In this case, the chance scale shall be used, in three levels in order to determine the standards of opportunity the person has to do his activities independently: total opportunity of independence (2 points), some opportunity of independence (1 point), no opportunity of independence (0 points). In Spain, there is a study on reliability made with samples of 77 chronic mental patients housed in flats and protected homes located in Granada and Sevilla (Jiménez et al., 2000). The results of the analysis in regard to reliability show, in general, a good global concordance in opportunity scale (0,791 medium score) as well as in the performance scale (0,743 medium score).

The interviews are done individually in the supervised houses object of this study. Therefore, authorization is obtained from all agents involved in this research, from the Mental Health services and the entities responsible for managing the houses, to the user's informed consent. Applications are made by one only trained interviewer, in order to avoid possible deviations and interpretations. Documents from Mental Health Services and programs of residential attention from the managing entities are also analyzed.

5. Analyzing and interpreting the results

5.1 Aspects of Infrastructure

First, we shall present the analyzed houses' aspects of infrastructure, such as the number of squares in each dispositive, the type of dormitories, an aspect the user's consider very important for intimate reasons, as well as its location and the nearby serviced provided.

Thereby, the flour in Asturias have an average of 1,06 squares, that in some cases may be enlarged if free apartments are available. In the room modality, 94% of the floors are occupied by the users in individual accommodations. Still, the places chosen for implementing the houses are distributed in a majorly urban area and a reasonable enclave, easy access to shopping facilities, cafés, community centers, movie theaters, etc. (Table 1)

Table 1. Supervised housing location and surroundings

	Supervised housing	
Location	Urban	85,7%
	Rural	14,3%
Surrounding area	Commercial shops	100%
Services in the surrounding environment at a walking distance	Bares y cafés	100%
	Community centers	85,7%
	Movie theaters	85,7%

Reference: Self made.

Table 2. Housing internal functioning

Factors	Specific issues	Supervised housing
Restrictive rules	Restriction towards going out at night	7 (100%)
	Fixed wake-up time	7 (100%)
	Fixed time to return home	7 (100%)
	Prohibition to smoke in the rooms	7 (100%)
	Scheduled visiting	4 (57,1%)
	Limited TV watching hours	4 (57,1%)
	Fixed eating hours	4 (57,1%)
	Fixed bedtime	3 (42,9%)
	Restriction towards bar frequency	2 (28,6%)
	Fixed bath time	2 (28,6%)
	Prohibition to have matches, lighters	1 (14,3%)
	Restriction towards going out during daytime	0 (0%)
	House front door closed	0 (0%)
	Prohibition to possess blades, knives, scissors	0 (0%)
Autonomy limitation	Limited medicine ingestion	7 (100%)
	Limitations towards door locking during bath time	4 (57,1%)
	Possibilities of personnel entering the rooms without asking for permission	4 (57,1%)
	Limitations to have owned furniture and ornamental articles	2 (28,6%)
Privacy limitation	Having to inform where going to when leaving the house	2 (28,6%)
	Limitation to possess personal money	1 (14,3%)
	Limitation to make coffee or tea	0 (0%)
	Limitation to cook light meals	0 (0%)
	Limitation to keep locked belongings	0 (0%)
	Personal belongings supervised by personnel	0 (0%)
Participation	Participate in planning and preparing meals	7 (100%)
	Weekly meetings between patients and personnel	4 (57,1%)
Global Index (Maximum restriction: 55)		Average: 17,29

Reference: Self made.

In general, the table reflects a relative “normalization” in functioning, with a *global index* average value of 17,29 (DT=2,49), even though with internal functioning variations from the managing entity, and an improvement in numbers of cases of restrictive rules, since parts of the data impress for the differences in respect of what should be considered “home environment”, more appropriate for this kind of housing. Thus, the major restrictions are found in timing, getting out of the house, or limitations in regard to medication, a very important issue for the functional well-being of persons with severe mental illness, which is why all floors choose to keep direct control over medication provision and ingestion.

On the other hand, house doors stay open in the housing complex, without restriction as to going out during the day and there are not many limitations in regard to basic aspects of life such as the resident’s autonomy and privacy, despite some limitations indicate that some places are more institutionalized than homelike, such as having to inform the personnel when leaving the house (28,6 % of the floors). Nevertheless, a surprising circumstance found is that in 57,1% of the houses the personnel entered the users rooms without asking for permission, although this statistic may give a false impression, since it is not properly due to limitation in the user’s privacy, but to the trust and confidence built between personnel and residents in a family-like environment. Moreover, meetings are held between personnel and users on a weekly basis in 57,1 % of the floors, although this aspect can present mixed dimensions: the meetings are institutionally formal, but seem to be very useful to regulate many aspects of collective living and to resolve details in the houses’ internal environment.

At last, the investigation of functioning aspects in the housing facilities in complete with the application of the BELS opportunity scale, which describes the possibility each resident has to develop certain daily skills in his/her house and which is value according to his/her capacity to accomplish (Table 3).

The data reflected in the last table point out and complete the issues studied in the houses’ environmental index. In this sense, it can clearly be observed that patients may freely leave the house during the day, since the houses function on an open regime. Thereby, the users are free to choose their free-time activities, to leave and return to the houses and engage in all kinds of social contact and relations with persons from their surrounding environment. Likewise, most activities involving self-care are not restricted, nor are the opportunities to exercise their performance in domestic or communal skills.

The scale presents, in general, open housing facilities, with moderate restrictions in information expressed by the environmental index, as in the *waking and getting up* item, or in the return home at night item, in which despite being an open facility, resident are expected to inform personnel or ask for permission to go out and establish an agreement on when to be home.

The other variables that patients do not have complete freedom in regard to are the ones regarding medication, food purchase, use of assistance services and the capacity to manage their own money or budget, even though this restriction, moderate or significant, rely more on the user’s level of performance, his/her capacity to independently perform these activities, than on the rules established by the floor or the residential program he/she is subscribed to.

Another aspect in which some kind of restriction is noted is the *use of assistance services* variable, both sanitary and social (doctor, dentist, social security, etc.). It is expected that house dwellers mark there appointments with complete independency, even though, in many cases, the personnel does it for them. Notwithstanding, the personnel is always attentive to patients concerns and usually knows all of their appointments, as much as they support and supervise them in all those daily questions, despite the residents total independence.

Table 3. Percentage of users with regard to the levels of opportunity to perform activities independently

Areas or activities	Supervised housing		
	Significant restriction	Moderate restriction	No restriction
Independent movement	0%	0%	100%
Waking and getting up	0%	28,6%	71,4%
Dress him/herself	0%	0%	100%
Return home at night	0%	100%	0%
Eating	0%	0%	100%
Medication	23,8%	61,9%	14,3%
Personal hygiene	0%	0%	100%
Clothes	0%	0%	100%
Incontinence	0%	0%	100%
Behavior while in the bathroom	0%	0%	100%
Food preparation	0%	0%	100%
Simple food preparation	0%	0%	100%
Grocery shopping	28,6%	9,5%	61,9%
Shopping	0%	0%	100%
Laundry	0%	0%	100%
Personal space care	0%	0%	100%
House and public area care	0%	0%	100%
Using public transport	0%	0%	100%
Using assistance services	19,1%	23,8%	57,1%
Using public services and areas	0%	0%	100%
Using personnel money or budget control	0%	23,8%	76,2%
Daily occupation	0%	0%	100%
Free time activities	0%	0%	100%
Sociability	0%	0%	100%
Consideration and concern for others	0%	0%	100%
Emergency assistance provision	0%	0%	100%

Reference: Self made.

Conclusions and discussion

First of all, Asturias presents a low average of adequate housing facilities available, if compared to housing rates from other Autonomous Communities such as Andalucía, Madrid or Castilla-La Mancha. Following this tendency, the distribution of housing resources in Asturias, of 2,04 homes for 100.000 inhabitants, is by all means insufficient if compared to the housing rates for every 1000.000 inhabitants proponed by the Spanish Neuropsychiatry Association. In this case, the consensual document established a minimum of 20 and an ideal of 50 squares for every 1000.000 inhabitants. Although this may be considered an ideal scene and, given today's reality, it estimates a number of "reasonable minimum of 10 squares and goal of 20" (AEN, 2002, p. 59). Despite the fact that other reference programs such as from the Community of Madrid (Florit Robles, Cañamanes Yelmo, Collantes Olmeda & Rodríguez González, 2007), estimate a minimum of 6 squares for every 100.000 inhabitants. However, the 2011-2016

Mental Health Plan of the Principality of Asturias, estimates the housing necessity in different grades of support or supervision, in approximately 14+3 squares for every 100.000 inhabitants. Along with this average, the plan point as an objective to maintain functioning 19 supervised houses or floors with different intensity levels of care that will provide shelter for 95 users, as well as the creation of 3 mini-houses with 76 squares (González-López, 2011)

Besides, if compared to other European countries, the situation worsens considerably. Of course, none of the numbers of studies made in Copenhagen, Amsterdam, London or Verona (López Álvarez et al., 2004) may overcome this research's spectrum and no evidence has been shown that the evolution of social-cultural factors develop in the same direction, nor with a predictable rhythm (López-Álvarez et al., 2005b). Along with this, almost no user looks forward to sharing a housing facility and is commonly features an element of discontentment; in fact this may bring consequences to their coexistence and social support, since a series of studies from Baum and collaborators (Evans, Wells & Moch, 2003) show that the design of shared rooms has negative effects on the social support of the residents, if compared to user in individual rooms.

On the other hand, the situation of the present facilities, in terms of *access to community services*, seems to show locations in normal residential surroundings, which helps with integration and improves the life quality of the users, as shown by many studies (Contreras Nieves et al., 2007; De Girolamo et al., 2004, 2005a; Mares et al., 2002; Rickard et al., 2002; Shepherd & Murray, 2001). Certainly, the use patients do of these services is very low, as shown by the low scores in community participation and integration.

The average scoring in the Environmental Index (17,26), presents a certain normalization with respect to restrictive internal environments if compared to the score obtained by the Home Houses of the Andalusian Public Foundation for Social Integration of Persons with Mental Infirmity (FAISEM) (Fernández Portes, 2008; López Álvarez et al., 2005b), with an average of 22,7 restrictions or limitations, although they are frankly better if the comparison is made with this programs supervised houses, that reaches an average of 13,2 limitation in autonomy of their users. Nonetheless, both programs are far away from the normalized environments found in this kind of residential facilities in London, with an average of 6,2 restrictive measures (Rickard et al., 2002). The Asturian residential model has, however, a number of different guidelines driven by the entities responsible for the houses supervision and support, similar in some cases to the residential improvements in Italy, with greater reliance in sanitary structure. In the same way, the diversity of situations found in each facility and the incongruity in the occasions between the scores on restrictive environment and its daily functioning are surprising. In this sense, there seems to be some lack of definition in the programs when objectifying the goals of the housing facility, that is, if they are to be skills and abilities training resources with intense support or houses with more specific support. This, in many occasions, leads professionals to take a more restrictive approach, stigmatizing the connotation of infirmity and dependency.

Along with this, the conformation of structure has shown to be the less favorable option, considering results from other studies on the differences of effectiveness in distinct types of housing facilities. In this study, Kallert, Leisse and Winiiecki (2007) support that a daily life situation for patients should be maintained and fomented, regularly promoting social contact. This way, in order to avoid propagating re-institutionalizing phenomena (Priebe et al., 2005), health policies should promote subsidized housing investments and defend the improvement of autonomous functionality in patients with schizophrenia in their own houses.

There appears to be, however, a certain risk of institutionalization in the distinct residential programs, since, as conclusions from this research can show, the circle of social support is reduced to housing personnel and floor mates, creating a microcosmos that reduces communal participation. Another feature that may add to this concrete risk of institutionalization is the fact that 28,6 % of the residential program users' take more than two years living in the support floors. This period is considered the

limit established for, a priori, patients to exit the program and enroll in independent lodges, once these houses were built on the idea of entrainment and apprenticeship of their users which will serve as an anchor in the community, a vehicle for teaching and learning of all abilities and skills necessary for their insertion and communal participation. Therefore, facing the impossibility of finding alternative residential options, in some of the houses analyzed in this study, the status has changed from temporary to permanent. Despite these institutions' focus on rehabilitation and the increasing expectations of professionals, the low rates of communal integration or residential independency have been a common topic in programs from other countries, such as the US, Italy, and Great Britain (Piat & Sabetti, 2011). In this sense, it is necessary to create external activities, courses and training activities that are part of the patients interest, in which housing personnel play a significant roll. A study published in 2009 made by Bitter, Entenfellner, Matsching, Frottier and Frühwald, revises different researches that analyze this problem from 1997 to 2007, reaching the conclusion that the risk of trans-institutionalization continue real and did not find evidence of support models that are adapted to the individual needs of patients.

With all this, persons with severe mental illness can satisfactorily live in their communities with the adequate housing and support (Ogilvie, 1997; Kyle & Dunn, 2008), but need, however, the public policies to promote its excellence, guaranteeing that all the support they need are at their disposal, while observing and evaluating the whole process and interventions, in which the pedagogical aspect is key for obtaining social abilities and skills, which are specific to the users of Asturias, along with personal development and employment orientation and insertion. In this sense, we agree with Newman and Goldman (2008), in an article referring public policy implementation on mental health, in which they affirm that the general tendency on residential attention is to open facilities and then think what to do in them. These authors conclude that the experiences have shown that these persons' housing needs are, in many cases, prominent, that must give sense to an immediate satisfaction, although permanent solutions and efficient programs of intervention must be sought, accepting the construction of houses in order to attend the seriousness of this situation, developing persistently the future work, as put by Newman and Goldman (2008) in the article entitled "*Putting housing first, making housing last*".

Therefore, the ultimate goal of residential services for persons with severe mental illness is to serve as starting point in order to obtain changes in the "client" roll, achieving a citizen roll through the housing facilities, along with education and work opportunities (Piat & Sabetti, 2011). That is the continuity of recuperation. From this point of view, the supervised houses do not promote recuperation, nor social participation or integration, nor the improvement of its consequences by itself just because it is a residential resource with lower level of supervision and more independent, but because it must reflect its user's choices and must accomplish the specific requirements for each individuals recuperation. According to this conception, the community must be the founding reference in educative action.

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LIFELONG LEARNING COMPETENCES DEVELOPMENT PROGRAM FOR HIGHER EDUCATION

PROGRAMA DE DESARROLLO DE COMPETENCIAS PARA EL APRENDIZAJE A LO LARGO DE LA VIDA PARA ESTUDIANTES DE EDUCACIÓN SUPERIOR

PROGRAMA DE DESENVOLVIMENTO DE COMPETÊNCIAS PARA A APRENDIZAGEM AO LONGO DA VIDA DE ESTUDANTE DO ENSINO SUPERIOR

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ABSTRACT: *Introduction.* Lifelong learning (LLL) is an intentional learning that people engage in throughout their lives for personal and professional fulfillment and to improve the quality of their lives. Develop the capability for lifelong learning in Higher Education is important to facilitate the incorporation of new graduates to work. To this end, we have designed a program on 'Lifelong learning competencies for Higher Education students', which we have applied to students at University of San Diego, California, USA and to the University of Distance Education, Spain. *Methodology.* We have presented the program by means a workshop where the debate and the reflection played one important strategy. To check the program's achievements we used mixed methodologies, according to the evaluative research. We applied one questionnaire, and together to a practice and the students' personal portfolio, they enabled us to assess the program effectiveness, sa-

tisfaction and impact. *Results.* The comparison of the answers in the questionnaire, before and after of the workshops sing that students improved in their knowledge and awareness about the importance of LLL and key competencies for their profession development. *Discussion.* The program contributes to improve key competencies and commitment to learning throughout the people's lives.

KEYWORDS: Key competences development; higher education; lifelong learning program; questionnaire on lifelong learning.

RESUMEN: *Introducción.* El aprendizaje a lo largo de la vida (ALV) es un aprendizaje intencional que involucra a las personas a lo largo de su vida para su desarrollo personal y profesional y para mejorar la calidad de su vida. Desarrollar la capacidad para el ALV durante la Educación Superior es importante

para facilitar la incorporación de los nuevos graduados al mundo laboral. Con esta finalidad, hemos diseñado un programa sobre 'Competencias para el aprendizaje a lo largo de la vida para estudiantes de Educación superior', que hemos aplicado a estudiantes de grado de la Universidad de San Diego (USD), California, USA y a los de la Universidad Nacional de Educación a Distancia de Madrid (España). *Metodología empleada.* Presentamos el programa mediante un taller donde el debate y la reflexión jugaron un papel importante. Para comprobar los logros del programa, hemos utilizado metodologías mixtas, propias de la investigación evaluativa. Aplicamos un cuestionario, una práctica y el análisis de los portafolios personales de los estudiantes, hemos valorado la eficacia, satisfacción e impacto del programa. *Resultados.* La comparación de las respuestas dadas por los estudiantes antes y después de la presentación del programa indica que los estudiantes mejoraron su información sobre el ALV y las competencias clave para su desarrollo profesional. *Discusión.* El programa contribuye a la mejora en competencias y compromiso con el aprendizaje de los estudiantes a lo largo de la vida.

PALABRAS CLAVE: Desarrollo de competencias claves; educación superior; programa para el aprendizaje a lo largo de la vida; cuestionario sobre el aprendizaje a lo largo de la vida.

RESUMO: *Introdução.* Aprendizagem ao longo da vida (ALV) é uma aprendizagem intencional envolve

peçoas ao longo de sua vida para o desenvolvimento pessoal e profissional e para melhorar a qualidade de sua vida. Desenvolver a capacidade de ALV para o Ensino Superior é importante para facilitar a incorporação de novos graduados no mercado de trabalho. Para isso, criamos um programa sobre "Competências para a aprendizagem ao longo da vida para os estudantes do ensino superior", o que temos aplicado para estudantes de graduação da Universidade de San Diego (USD), Califórnia, EUA, e de Universidade Nacional de Educação a Distância em Madrid (Espanha). *Metodologia.* Apresentando o programa por meio de uma oficina onde o debate ea reflexão desempenhou um papel importante. Para verificar as realizações do programa, utilizamos métodos mistos, eles próprios de pesquisa avaliativa. Foi aplicado um questionário e, com a prática e análise de carteiras pessoais dos estudantes, foi avaliada a eficácia, satisfação e impacto do programa. *Resultados.* A comparação das respostas dadas pelos alunos antes e depois da apresentação do programa indica que os alunos melhoraram a sua informação sobre a ALV e competências fundamentais para o desenvolvimento profissional. *Discussão.* O programa contribui para a melhoria das competências e compromisso com a aprendizagem ao longo da vida estudantil.

PALAVRAS-CHAVE: Desenvolvimento de competências-chave; ensino superior; o programa para a aprendizagem ao longo da vida; questionário sobre a aprendizagem ao longo da vida.

Introduction

Learning never ends. We learn throughout our lives, motivated by our needs and mediated by our capabilities and interests, which are, in turn, influenced by external demands as a result of ongoing scientific and technological changes occurring in society. Therefore, educating today's students in a changing world requires preparing them with sufficient strategies to be learners throughout their lives. From this perspective, lifelong learning (LLL) is considered to be a personal process as well as a goal of education systems.

Maintaining employability is closely related to the ability to remain current, which is one of the main challenges for people, industries, governments, and society (Rodríguez, Prades, Bernáldez, & Sanchez, 2010).

International organisations, such as the Organization for Economic Cooperation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), together with the European Union countries, the United States, Canada, Australia, China, Japan, and many others are developing new approaches to education and training to address economic, technological, and social conditions in the world through lifelong learning improvement.

The OECD emphasises that learning occurs throughout the life of a person and states that LLL is influenced by formal and non-formal education, the family, the workplace, the community, and society (OECD, 2007).

The development of LLL competences to reduce the gap between young people's training and job demands is a major goal at all educational levels, particularly in higher and tertiary education. Together with the use of active learning methodologies that support the collaborative development of key competences across all disciplines, it is necessary to design and implement specific programmes to clarify and demonstrate the usefulness of key competences and to strengthen their development in the academic curriculum.

To this end, we have established a programme on competence development for lifelong learning for higher education students. The programme was offered to a group of seniors in engineering at the University of San Diego (USD), in San Diego, California as part of a multidisciplinary and international collaboration between a professor of engineering education and a professor of education in April 2011. The programme was subsequently offered to two groups of students at the University of Plovdiv, Bulgaria, one in engineering and one in psychology, and to a group of students of education at the National University of Distance Education (UNED) at the Associate Center of Madrid, Spain.

This article presents the theoretical foundation of the programme and the results of its application to the USD and UNED students.

1. Problem and research objectives

The research problem is formulated as follows: "In a society in which science and technology are constantly changing, it is important to improve young people's key competences for LLL, to provide strategies to remain current in their continuing profession, and to respond to society's demands".

To address this issue, our research objectives were as follows:

- To develop a programme of learning throughout life, including key competences, to make students aware of the importance of remaining current.
- To present this undergraduate programme.
- To analyse the results in terms of effectiveness, satisfaction, and impact.

2. Theoretical Framework

2.1. Lifelong learning concept

Lifelong learning is a concept that is linked to a vision of learning and to the economic society. Based on the concept of “permanent education” (Faure, 1972), LLL has developed a broader meaning as a guiding principle for education from the cradle to the grave in a variety of settings, including educational institutions and industry, and it encompasses formal, non-formal, and informal learning (Kirby, Knapper, and Egnatoff, 2011). Lifelong learning is intentional learning in which people engage throughout their lives for personal and professional fulfilment and to improve the quality of their lives (Knapper and Cropley, 2000).

2.2. Lifelong Learning Characteristics

Lifelong learning is characterised by self-directed learning, including meta-cognitive awareness and a disposition towards learning. LLL is also characterised by social and collaborative components that are linked to the need to address complex problems in real work environments.

Self-directed learning is identified as the ability to organise one’s own learning and requires the skill of “learning to learn” as well as metacognitive skills. Self-directed learners are self-confident and have a positive disposition towards learning.

Metacognition-awareness is a learner’s knowledge and regulation of his or her cognitive process. By means of strategic awareness, learners are responsible for their own learning processes and for identifying, finding, using, and critiquing resources for learning, establishing goals and strategies to address their learning needs, developing action plans and timelines to guide their learning activities, and taking advantage of available opportunities for learning.

Disposition towards learning is characterised by the desire, willingness, and motivation to learn. This disposition is acquired from interactive experiences with the environment as well as significant adults and peers and plays an important role in consolidating self-directed learners. Positive dispositions towards learning are also characterised by intellectual curiosity, the search for deep understanding, persistence in the face of obstacles, attempts at alternate solutions, and intrinsic motivation (Dunlap & Grabinger, 2003).

Learning is always a socio-personal and contextualised process. The development of these competences is enhanced through the use of problem-based learning and experience-based learning in a contextualised learning network, which affect autonomous learning as well as collaborative work. Through collaborative work, students experience and develop insight on learning from multiple perspectives, refining their knowledge through arguments and discussion, sharing ideas and perspectives, and receiving feedback, which helps them to think about their own learning and to manage complex and unstructured problems such as those that occur in real work settings.

2.3. Key Competences and Lifelong Learning

Competence is the ability to do something successfully or efficiently. Competence also reflects the ability to successfully meet complex demands in a particular context through the mobilisation of knowledge, cognitive skills, and practical skills, as well as social and behavioural components such as attitudes, emotions, values and motivations (Gonczi, 2003). One competence integrates and mobilises the relevant resources for the situation that have been acquired by through experience and training, and all is relevant to the situation where the competence acts.

To illustrate this concept, Sáez Carreras (2009, p. 17) analyses “cooperative competence” and notes that its internal structure involves knowledge, cognitive skill, and practical skill together with attitudes, emotions, values, ethics, and motivation, all of which are applied in a specific context.

Two elements are crucial to competence: the application of what one knows and can do in relation to a specific task or problem and the ability to transfer this application to different situations (Chisholm, 2005, p. 1, in Hoskins & Fredriksson, 2008, p. 3).

According to the literature on the topic, there are two main types of competence:

- a) Specific competences, which refer to concrete “technical” knowledge in a specific area, such as engineering, medicine, or education; and
- b) Key competences, also called generic, transdisciplinary, or transversal competences, which are shared by all professionals, such as competence in spoken and written communication or the use of information and communication technology.

To better understand these generic competences, we collected information from the “Tuning” and “DeSeCo” Projects.

In the Tuning Project (González & Wagenaar, 2003, pp. 81-82), generic competences cover a variety of categories:

- Instrumental competences: cognitive and methodological abilities as well as technological and linguistic skills.
- Interpersonal competences: individual abilities (the ability to express one’s feelings, critical skills, and self-criticism) and social skills related to the ability to work in teams or the expression of social or ethical commitment.
- Systemic competences: abilities and skills related to a system as a whole.

The OECD Definition and Selection of Competencies (DeSeCo) Project (Rychen, Salgnik, and Mclaughlin, 2003) classifies key competences in three broad categories:

- Key competence category 1: Using tools interactively. Individuals encounter the world through cognitive, socio-cultural, and physical tools. These encounters, in turn, shape how individuals make sense of and become competent in the world, address transformation and change, and respond to long-term challenges. Using tools interactively presents new possibilities in the way individuals perceive and relate to the world. We must remain up to date with technologies to adapt tools to our own purposes and to conduct active dialogue with the world. Three subcategories are contained in this first group:

- Use language, symbols, and text interactively.
- Use knowledge and information interactively.
- Use technology interactively.

- Key competence category 2: Interacting in heterogeneous groups. Relating well to others allows individuals to initiate, maintain, and manage personal relationships. Individuals are able to respect and appreciate the values, beliefs, cultures, and histories of others. We must address diversity in pluralistic societies to empathise with and relate to others.

Three subcategories are contained in this second group:

- Relate well to others.
- Cooperate and work in a group.
- Manage and resolve conflicts.

- Key competence category 3: Acting autonomously. Individuals must act autonomously to participate effectively in the development of society and to function well in different spheres of life, including the workplace, family life, and social life.

Acting autonomously is integrated into three subcategories:

- Act within the big picture, dependent on duties and obligations.
- Form and conduct life plans and personal projects.
- Defend and assert rights, interests, limits, and needs.

These three categories are interrelated and form the basis for the identification and relationship of key competences. The need for individuals to think and act reflectively is central to this competency framework. Reflexivity involves not only the ability to consistently apply a formula or method to address a situation but also the ability to cope with change, learn from an experience, and think and act critically.

2.4. Key Competences for LLL and Higher Education

The role of educators in helping students to develop as lifelong learners is clear. The European Union (EU) has expressed its commitment to key competences for LLL as part of the objectives of the Lisbon strategy (2000). The transversal nature of key competences makes them essential; they provide young people with added value, employment, and social cohesion.

The European Qualifications Framework in the Higher Education Area (QFEHEA) (2009) includes all qualifications that a learner must know, understand, and be able to perform based on learning outcomes and competences. These include lifelong learning, with the following learning result: “to be able to identify their own training needs in their study field and labour and professional environments, and to manage their learning highly autonomously in every context (well or poorly structured)” (The national Spanish ‘Real Decreto’).

The Europe 2020 Strategy for Smart, Sustainable and Inclusive Growth acknowledges lifelong learning and skill development as key elements in response to the current economic crisis, demographic ageing, and the broader economic and social strategy of the EU. The crisis has highlighted the major role of adult learning in achieving the Europe 2020 goals by enabling adults, particularly low-skilled and older workers, to improve their ability to adapt to changes in the labour market and society (European Union Council, 2011). The Renewed European Agenda for Adult Learning (EUC, 2011), described as a flagship initiative of the Europe 2020 strategies, includes An Agenda for New Skills and Jobs, which calls on Member States to ensure that people acquire the skills needed for further learning and for the labour market through general, vocational, and higher education as well as through adult learning (Ministerio de Educación, 2011).

2.5. Key Competences, Personal Development, and Professional Plan

In a world characterised by changes, uncertainty, and the need to solve problems from multiple disciplines point of view, key competences are essential to facilitate the transition between university and the working world. These key competences can contribute to personal and professional development as individuals enter the labour market.

- Elaborate a personal and professional development plan (PDP). Remaining current requires a personal and professional development plan (PDP). Meredith (2009) suggests the following steps:
 1. Begin by conducting a self-assessment to obtain information based on a comparison of what is needed to solve a task or problem on a job and current knowledge to determine what is necessary for improvement.
 2. Identify important areas for improvement to meet the initial job requirements.
 3. Elaborate a list of learning tasks to be achieved in a set time.
 4. Review the learning progress periodically to ensure professional development.
 5. Update the PDP with a focus on generic competences as well as specialised training in accordance with job requirements.

6. Include learning resources, activities, and courses following a programmed sequence and reflect on the results.
- Organise the job environment. The job environment should be organised according to daily activities. One important element of work is a personal computer and files.
 - Improve key competences, such as oral and written communication, working in groups, organising meetings, interpersonal relations, and project management. Use reading as a strategy for personal, professional, and social development as well as for continued learning.
 - Collaborative work stresses the benefits of teamwork and shared efforts to achieve a common goal. Generating synergies contributes to further progress and innovation in work.
 - Improve specific competences and attempt to work on cutting-edge projects. Identify resources to have sufficient information in computer files. Obtain advice from experts and seek mentors.
 - Project development involves accounting for the project's background, context, status, and specifications about the project's topic, including technical information, the project map, individual functions in the project, the resources to develop the project, and the beneficiaries' needs and expectations.
 - Membership in relevant professional societies. Professional organisations offer many opportunities to network with other professionals, including conferences, meetings, and tutorials. The publication of projects in scientific journals will serve as extrinsic motivation to enhance continuous learning.
 - Commitment to continuous learning. Lifelong learning involves taking responsibility for one's own development and fostering habits to improve effectiveness in learning. Learners take increasing responsibility for their own learning processes, and Information and Communication Technologies support these necessities. Universities and industries, often in collaboration, offer continuing education programmes and master's degrees, often web-based, which provide opportunities to update training needs to better address the changing world of work. An example is the National University of Distance Education (UNED), which has a wide range of continuing education and master's programmes as well as its recent offerings of massive online open courses (MOOC) to support training and exchange among entrepreneurs to help overcome the current economic crisis. These courses are based on instructional and learning models that are structured around specific goals and objectives that describe what the learner should be able to perform as a result of the learning. Such courses also offer a variety of resources, including information and links on the topic, expert demonstrations, tasks for applying what is learned, simulations of real job environments, self-evaluation to assess progress, and advice from tutors in addition to opportunities to debate with other students (Kommers et al, 2008, Martinez Mediano et al, 2009; Martinez Mediano et al, 2010, Stoyanov et al, 2008).

3. Lifelong Learning Development Programme for Higher Education Students

We understand the programme concept as a systematic plan of action specifically developed to respond to a set of goals that are considered to be valuable from one educational perspective based on a theoretical framework together with the required strategies and activities to achieve its goals (Pérez Juste, 2006).

The programme for LLL competences is based on the theoretical framework described in the previous sections of this article. The programme was believed to be more relevant for our purpose if it was integrated in the degree programme for engineers at the university where we were conducting the research, the University of San Diego, San Diego, California, USA, in the Department of Engineering. This issue is relevant because in section 3i of the results to be achieved, the accreditation body for engineering and technology studies (The Accreditation Board of Engineering and Technology, ABET, 2001) of the United States says that engineering graduates should develop "a recognition of the need for and an ability to engage in lifelong learning" and should include evidence demonstrating achievement in their personal portfolios.

Thus, the programme is aimed at undergraduate students to inform and discuss the importance of key competences for LLL and to raise awareness of the importance of including their personal and professional development plans in their continuous updates.

The programme was explained in a workshop delivered with power-point slides. The slides, together with the John Meredith book (2009), were delivered as hard copies at the beginning of the workshop, which was structured around the following three sections:

Part I: Lifelong Learning Competences Development

1. The context: The university: its mission, vision, and goals in relation to the degree.
2. Lifelong learning concepts and their characteristics.
3. Competence concepts.
4. The three key competence categories in the DeSeCo Project.
5. Key competences for LLL in higher education.
6. LLL as intentional learning throughout life.

Part II. Active exercise to identify LLL competences learned in one's career

The students in this second part completed a worksheet to reflect upon their learning experiences and to identify LLL and key competences during their degree using the three broad key competence categories of the DeSeCo Project presented in the workshop. Students were encouraged to work reflectively on the worksheet individually and then to share their best ideas in groups of two or three in a think-pair-share format. Then, the best ideas were reported to the class. With this practice, students had the opportunity to collaborate with others and to share meaningful experiences on their LLL competences. The teachers commented that this activity helped them identify evidence about LLL competences developed in the university to be reflected in their personal portfolios.

Part III. Lifelong learning competences development for continuing professional development

1. Elaboration of a personal and professional development plan
2. Organise the work environment
3. Enhance key competences, read for learning, work in groups
4. Improve specific competences
5. First project development assignment
6. Membership in professional societies
7. Commitment to continued learning

During the programme presentation, were used several examples from real work environments to help students better understand the importance of the competences explained in the workshop. More information about this program is available in Martínez Mediano and Lord, (2012).

4. Research Methodology

The research methodology is based on a mixed-methods evaluation research approach, which is essential for the continued improvement of programmes and their results. We define evaluative research as the systematic process of collecting information to evaluate the quality of the programme and its outputs, focused on the programme's structure, goals, application, and outcomes as a basis for making decisions about the programme's improvement as well as the personal application of the programme (Martínez Mediano, 2007; Pérez Juste, 2006).

4.1. Objectives

Our research objectives were to elaborate a specific programme for the development of key competences for LLL and to present it to undergraduate students to increase awareness of the importance of such competences to better manage students' updating and training needs by means of a workshop in which reflection and debate play important roles and to evaluate the results.

4.2. The sample

The sample of the results presented here consists of two groups.

The first group included the 21 senior engineering students enrolled in ELEC 492 at USD in Spring 2011. All 21 students were invited to participate in the workshop via email. Of the 21 students, 16 completed the questionnaire online before the presentation of the programme, and 12 completed it online after the workshop. All 21 students presented their portfolios.

The second group included 100 fourth-year students in pedagogy at UNED, Madrid Associate Center who were enrolled in Practicum II during 2011-2012. The students were invited to participate in the workshop via email. The workshop was held in May 2012 and lasted two hours. Questionnaires were answered in the classroom both before and after the presentation of the programme. Of the 100 students, approximately 40 attended the workshop. The final participant sample included 33 students who completed the questionnaires.

4.3. Quality indicators

The quality indicators to evaluate the programme and its results were "efficacy", "satisfaction", and "impact, which provided relational measures between the programme and its goals and achievements. Efficacy was defined as the degree to which the results are consistent with the programme's goals. Satisfaction was defined as the degree to which the expectations of the beneficiaries of the programme were met. Impact was defined as the degree to which the results sought by the programme were transferred to other areas and persisted over time.

4.4. Instruments for collecting information

It was important to determine students' prior information on key competences for LLL before introducing the programme. Therefore, we developed a questionnaire that was applied before the workshop and after the presentation of the programme.

The questionnaire on competences for lifelong learning was composed of 10 Likert-scaled questions in the pretest and two additional questions in the post-test. Students were asked to indicate their level of agreement from 1 (minimum) to 5 (maximum). In addition to these closed questions, the questionnaires included five open questions about key concepts in the pre-survey and two additional questions in the post-survey about the positive aspects of the workshop and areas for improvement.

At the end of the course, we analysed the students' portfolios in the sections that showed evidence of the results required by the ABET: "the recognition of the need and the ability to participate in learning throughout their life".

4.5. Data analysis results

For the analysis of the Likert-scaled items, we used SPSS V.17. To analyse the open questions and students' portfolios, we used content analysis. The internal consistency of the students' responses to the

questionnaires (pre- and post-test, N = 28) using Cronbach's alpha reliability was 0.75, indicating an adequate level of reliability that was reasonable for a construct such as "lifelong learning", which manifests in many aspects (Kirby, Knapper, Lamon & Egnatoff, 2010, p. 296). This reliability was confirmed in the analysis of the answers given by the student group from the UNED (N = 33), with a Cronbach's alpha reliability of 0.63 in the pretest and 0.85 in the post-test.

4.5.1. The efficacy of the 'competences for lifelong learning programme'

The results of the descriptive analysis of the Likert-scaled questions (from 1, strongly disagree, to 5, strongly agree) for both groups of students (USD and UNED) in the pre- and post-test Lifelong Learning Questionnaire are shown in Table 1.

Table 1. Descriptive statistics in the pre and post Lifelong learning Questionnaire. USD and UNED groups

Items	Pre-Survey		Post-Survey	
	Pre	Post	Pre	Post
1. Learning to learn is an important concept for personal development.	4,62	4,73	4,49	4,85
2. Lifelong learning is important for engineers.	4,68	4,91	4,73	4,73
3. I believe generic competences are important for success in my career.	4,68	4,64	4,15	4,57
4. Reflecting on my current knowledge can help me to improve my future performance in my career.	4,37	4,64	4,45	4,70
5. Organising my computer filing system could contribute to my professional success.	4,25	4,64	4,47	4,64
6. Collaborative work is important to solve complex problems	4,37	4,55	4,27	4,64
7. I have clear ideas about how to prepare my personal development plan.	3,31	4,00	3,00	4,24
8. The Internet offers many opportunities for learning.	4,31	4,55	4,06	4,45
9. My USD education has prepared me to be a lifelong learner.	4,06	4,36	3,51	4,03
10. Continuous personal development is the responsibility of all professionals.	4,50	4,64	4,15	4,55
11. I expect to improve my professional competences by using some of the ideas presented in this workshop.	3	4,27	3	4,45
12. Overall, I am satisfied with how easily the ideas presented in this workshop can be applied to my personal development.	3	4,18	3	4,42
Common items in pre and post survey	4,31	4,57	4,18	4,54
Items only in the post-survey		4,23		4,44

¹USD: N pre-survey =16, post-survey = 12

²UNED: N pre-survey = 33, post-survey =33

³Not in pre-survey.

In both groups, there was more agreement on the responses of students in the post-questionnaire, suggesting that the workshop helped students improve their knowledge on the subject.

To determine whether there were significant differences between the answers given in the questionnaire before and after the workshop, we applied a means test, a one-way ANOVA, to the UNED group, which was a larger sample than the USD group. We obtained a statistically significant difference in favour of the responses in the post-questionnaire ($\alpha = 0.034$), suggesting that the workshop helped to improve information and the assessment of key competencies for LLL.

To analyse the open questions, the approach used was to compare the students' answers to the definitions of the concepts presented in the workshop according to the theoretical foundation of the programme (part 3 in this article). Some examples of how we performed the analysis of the open questions are shown in Table 2.

Table 2. Content analysis results on the open-ended questions in the USD

Concept	No answer		Incomplete		Good		Improved
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Post-test
Lifelong learning	0	3	6	0	10	4	5
Professional competency	1	3	8	2	7	4	3
Self-assessment	0	3	9	2	7	3	4
Collaborative work	0	3	6	0	10	3	6
Personal development plan	1	3	10*	3	5	1	5
Total	2	15	39	7	39	15	23

* Includes 6 responses of "I don't have one [personal development plan]"

As a result of the open question analysis, we found that in the previous questionnaire among the USD students, 49% of the responses provided by the 16 students who participated showed good knowledge of the topic of LLL. However, in the post-questionnaire, 38% of the students improved. Of the nine students who answered the survey before and after the workshop, 51% improved their responses after the workshop, and 33% gave good answers before and after the workshop. The rest of the students did not respond or gave incomplete answers.

The education students from UNED showed a better definition of the concepts of LLL, competences, and collaborative work, but they had not improved their definitions after the workshop.

For the personal development plan, students from the UNED group had clearer ideas than the USD students before the workshop, although the USD students' prospects improved after the workshop. This outcome may have occurred because the second group included students at a distance university, many of whom were working, and enrolling in college was part of their personal and professional development plan.

4.5.2. Student satisfaction with the programme and workshop

We asked students to evaluate the workshop through four items introduced in the post-questionnaire, two Likert-scaled questions and two open questions. The Likert questions received an average of 4.23 out of a maximum of 5, indicating a high level of satisfaction with the workshop and the applicability of the information presented. In the group of pedagogy students at the UNED, satisfaction with the workshop was slightly higher.

For the two open questions aimed at assessing the workshop by asking about the most valuable aspects and those in need of improvement, the responses indicated that students were involved in the

workshop and obtained important information on key competencies and LLL. The students particularly valued the personal development plan and key competences as well as the reflection and discussion with colleagues relating to topics covered in the workshop during their studies at UNED. One student summed up these responses by saying, “The exercise of working in group facilitated us to reflect on our current work. The workshop has given us good information that we had not previously presented”. Regarding the suggested improvements, the most common were recommendations to provide more examples, more information linked to real-life situations, and more detail in explanations of personal development plans. Both groups, the USD and the UNED students, provided positive feedback on the workshop.

The pre-survey demonstrated good knowledge on the topic of LLL. In the post-survey, 25% of the students demonstrated good knowledge, and 38% showed improvement after the workshop. The remaining students provided no response or an incomplete response. Consistent with the quantitative results, the qualitative data show that the workshop was particularly beneficial for students to obtain deeper knowledge of the importance of lifelong learning.

4.5.3. The programme’s impact on the students’ portfolios

To measure the impact of the workshop on students’ learning on the topic, we analysed the portfolios of the 21 students as part of the lifelong learning outcomes throughout the student’s career at USD. The portfolio assessment is linked to the monitoring of specific indicators to quantify the results of the learning process, assess the merits of the actions undertaken to achieve specific competences, and analyse the content of the evidence provided by the student (Villar, 2002, in Martínez Segura, 2009).

The content analysis of the portfolios from the USD students showed that the workshop had a significant impact on the participants. Twenty of the 21 students (95%) included information on the workshop in their portfolios.

Specifically, four students mentioned the workshop, and two of these students included the documentation provided in the workshop; two referred to the book by Meredith; and three used the three broad categories of key competences of the DeSeCo Project, explained in the workshop, to organise their evidence on competence development, including examples discussed in the workshop. For example, one student noted that he learned to use tools such as ProEngineer Wildfire 5.0, worked with people of different cultures, attended a training seminar on leadership and a Technical Conference, and felt committed to lifelong learning. Ten students mentioned belonging to professional associations, and seven commented on the importance of remaining current due to continuous advances in science and technology and the need for continuing professional development plans. These students found that learning never ends, identified the importance of work in groups, and shared experiences, knowledge, and relationships through networking.

Discussion, conclusions, and recommendations

The “Programme for LLL competences for students in higher education” was effective. The results provided by the descriptive statistical analysis of the Likert questions in the survey before and after the workshop demonstrated the efficacy of the “Lifelong learning competences development for higher education students” Programme. Students improved their knowledge on the subject, and the programme helped them to recognise the importance of LLL to realise their personal development plans. The students expressed their satisfaction with the content and activities of the workshop. The students expressed satisfaction with the questions assessing the workshop. In the suggestions for improvement, they referred to the need for more examples and more time for discussion of these issues.

The impact analysis of the portfolios showed that 20 of the 21 students used the information developed in the workshop to describe the competencies for LLL acquired during their studies at the University of San Diego.

Based on this research, we recommend the use of this programme, in addition to other educational efforts, for the development of key competences for LLL in the early years of degree courses to help students become aware of the importance of developing these competences in depth. It is also advisable to conduct a workshop on key competences for professional development in the senior year to strengthen students' commitment to continuously updating their skills, identifying learning resources, and collaborating for their professional development, which is essential in a changing world.

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ANALYSIS OF PSYCHOLOGICAL WELL-BEING, PERCEIVED HEALTH STATUS AND QUALITY OF LIFE IN OLDER ADULTS

ANÁLISIS DEL BIENESTAR PSICOLÓGICO, ESTADO DE SALUD PERCIBIDO Y CALIDAD DE VIDA EN PERSONAS ADULTAS MAYORES

ANÁLISE DE BEM-ESTAR PSICOLÓGICO, ESTADO DE SAÚDE E QUALIDADE DE VIDA EM ADULTOS MAIS VELHOS

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ABSTRACT: As part of the educational intervention in social contexts to improve the quality of life of elderly people, to describe the state of this kind of people should be a priority to promote proper active and healthy aging. Therefore, the aim of this study was to analyze, in a sample of 328 participants of Madrid region, the association between psychological welfare, health status perceived and health habits that are directly related to the quality in this part of the life. For this purpose, an ad hoc survey was applied together with the Psychological Well-being Scale by Carol Ryff which sets a model with six dimensions: *Self-acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life and Personal growth*. The results show a tendency for people who say that their health is very poor, they tend to

score higher on *Self-acceptance* and *Purpose of life* than those who consider their health as good or very good. Also those who do exercise during their free time get high scores on the scale of *Self-acceptance*. In this sense, those who do exercise regularly score higher on *Self-acceptance* and *Environmental mastery*. Finally, elderly people who do not go with other people are less likely to talk to other people about their problems and receive less praise. They get lower scores for almost all of the dimensions of psychological welfare.

KEYWORDS: Adult education; ageing; psychological welfare; health; interpersonal relations.

RESUMEN: En el marco de la intervención educativa en contextos sociales para la mejora de la

calidad de vida de las personas adultas mayores, describir el estado en el que se encuentran estas personas debe ser un objetivo prioritario para promocionar un adecuado envejecimiento activo y saludable. Por ello, el propósito de este estudio fue analizar, en una muestra de 328 participantes de la Comunidad de Madrid, la asociación entre el bienestar psicológico, estado de salud percibida y hábitos saludables que se encuentran directamente relacionados con la calidad de vida de los mayores. Para ello, se aplicó una encuesta elaborada *ad hoc* y la *Escala de Bienestar Psicológico* de Carol Ryff que establece un modelo que atiende a seis dimensiones: *Autoaceptación*, *Relaciones positivas con otras personas*, *Autonomía*, *Dominio del entorno*, *Propósito de vida* y *Crecimiento personal*. Los resultados obtenidos muestran la tendencia a que las personas que afirman que su estado de salud ha sido muy malo tienden a presentar resultados más altos en *Autoaceptación* y *Propósito de vida* que aquellos que lo consideran bueno o muy bueno. Asimismo aquellos que durante su tiempo libre realizan el ejercicio físico que desean obtienen puntuaciones altas en la escala de *Autoaceptación*. En este sentido, los que realizan ejercicio regularmente obtienen puntuaciones más altas en *Autoaceptación* y *Dominio del entorno*. Finalmente, los mayores que no salen con otras personas, tienen menos posibilidades de hablar con otras personas sobre sus problemas, se distraen menos de lo que desean y reciben menos elogios obtienen puntuaciones más bajas para la práctica totalidad de las dimensiones de bienestar psicológico.

PALABRAS CLAVE: Educación de adultos; envejecimiento; bienestar psicológico; salud; relaciones interpersonales.

RESUMO: Como parte da intervenção educativa em contextos sociais para melhorar a qualidade de vida das pessoas idosas, para descrever o estado deste tipo de pessoas deve ser uma prioridade para promover o envelhecimento ativo e saudável adequada. Portanto, o objetivo deste estudo foi analisar, em uma amostra de 328 participantes da região de Madrid, a associação entre o bem-estar psicológico, estado de saúde e hábitos de saúde que estão diretamente relacionados com a qualidade nessa parte da vida. Para este efeito, uma pesquisa *ad hoc* foi aplicado juntamente com o bem-estar psicológico Scale por Carol Ryff, que estabelece um modelo com seis dimensões: auto-aceitação, relações positivas com os outros, autonomia, domínio do ambiente, propósito na vida e crescimento pessoal. Os resultados mostram uma tendência para as pessoas que dizem que sua saúde é muito pobre, eles tendem a pontuação mais elevada em auto-aceitação e finalidade da vida do que aqueles que consideram sua saúde como boa ou muito boa. Também aqueles que fazem exercício durante seu tempo livre obter pontuações mais altas na escala de auto-aceitação. Neste sentido, aqueles que fazem exercício regularmente pontuação maior na auto-aceitação e domínio ambiental. Finalmente, as pessoas idosas que não vão com outras pessoas são menos propensos a falar com outras pessoas sobre seus problemas e receber menos elogios. Eles recebem pontuações mais baixas para quase todas as dimensões do bem-estar psicológico.

PALAVRAS-CHAVE: Educação de adultos; bem-estar psicológico de envelhecimento; saúde; relações interpessoais.

Introduction

The present work¹ takes into account that one of the most significant achievements of our time is the extension of people's life expectancy. However, this extension would be meaningless if not achieved alongside an improved quality of life. This concept was defined in 1994 by the World Health Organization Quality of Life of WHO (WHOQOL)², as a personal perception of a person's own position in life in the context of their cultural system and values, their goals, expectations and concerns. It is a broad and subjective concept, which recognizes, in a complex way, the physical health, psychological state, level of independence, social relations, beliefs and personal convictions and their connection with important aspects of the environment (WHO, 2001).

Fernández Ballesteros (1992) lists some of the elements that contribute to an improved quality of life. On one hand Ballesteros points out personal factors such as social relations, satisfaction, leisure activities, health and functional abilities, and on the other hand, indicates socio-environmental dimensions, distinguishing between social support, economic conditions, health and social services, environmental quality and cultural factors.

According to several authors (Brown, 2000, Wolkenstein & Butler, 1992 cit. Schalock & Verdugo, 2003), we can state that the different concepts of quality of life for older people are characterized by a relevant aspect, its multidimensional nature, which recognizes not only physical functioning, energy and personal vitality, but also psychological and emotional well-being, the absence of behavioral problems, social and sexual functioning, received and perceived support, along with life satisfaction and perceived health status (Gonçalves, 2012, p. 116).

On the other hand, as a result of the transition from high to low fertility rates and a continued decreasing of mortality rates, an increase in the proportion of people over 65 years has occurred, and according to the United Nations Population Fund (UNFPA, 2011), it will rise to 22% in 2050. This fact has become a concern because of its potential impact, in every aspect of life across individual, community, national and international levels as well as in social, economic, political, cultural, psychological and spiritual aspects. However, the fact that life expectancy is rising in most parts of the world should be considered as an achievement of mankind (Rubio, 2012, p. 23).

In this regard, the Commission to Study the Effects of Aging in the Future of Welfare Society (IM-SERSO, 2010) argues that the elderly will be a determining factor for maintaining the social and family networks by providing the link between generations, as well as a potential source of advice.

This increase of the elderly population makes it necessary to analyze and better understand its meaning. For this reason, several scientific meetings have taken place over the last three decades with the goal of analyzing the aging of the population, its consequences and the challenges it poses to us all. Among the challenges we face, and in direct relation to the development of this work we find the promotion of health and well-being in old age, as well as the care aging people need as they are potentially dependent, the psychosocial benefits of physical activity, quality of life, the influence of different lifestyles on the images and attitudes towards ageing, education and training in this stage of life, etc..

These elements have been addressed in the First and Second World Assembly on Ageing, held in Vienna (1982) and Madrid (2002), respectively, which led to the genesis of International Plans of Action On Aging that are still a model and inspire the design of policies and interventions on various levels (Limón, 2011).

Thus, the Second World Assembly on Ageing, in its final statement, agrees that "participation in social, economic, cultural, sporting, recreational and volunteering activities also contribute to increasing and sustaining personal well-being" and consequently, gives the recommendation that "the elderly should be encouraged to maintain or adopt an active and healthy lifestyle including physical activities and sports."

The recommendations of the aforementioned meeting bring us to the approaches that the activities proposed in the different forums should have. These recommendations represent a cross curricular intervention as they work with approaches of different areas. (Montiel & Merino, 2011). That is, this thematic diversity affects several aspects of the elderly person, such as health, behavior, social relations and motor function in its benefits and expectations, which are combined in a comprehensive way to explain the benefits of physical activity in old age to achieve an active longevity.

1. Longevity and psychological wellbeing

Healthy aging is the result of a process that lasts a lifetime. It is therefore necessary to optimize the development of the individual from early childhood. We know that a number of factors in early childhood, adolescence, early adulthood and middle age, as well as the current health situation of the elderly, determine the process of aging and old age welfare. Healthy aging is a challenge for all gerontologists and geriatricians, a challenge for scientists from many disciplines, as well as a challenge for politicians and a challenge for those who work with the elderly.

Environmental determinants, the lifestyles and the context in which you live are essential for preventing certain diseases and ageing successfully. Preventive measures to maintain and enhance capabilities are necessary.

Mora (2009, p. 17) points to twelve keys to successful aging: caloric restriction and healthy dietary habits, aerobic exercise, mental training, travel, adapting to social changes, not living alone, not smoking, avoiding stress with despair, sleeping well, avoiding “emotional blackouts”; giving meaning to life with gratitude, and achieving happiness, understanding this as the spiritual wellbeing we reach when we are at peace with the world.

In other words, Lehr (2008) points out that however influential genetic, biological and physical factors may be, they are not enough to explain longevity. The international research results in this area indicate a number of interesting links, and point out that “[...] mainly, the idea that a number of factors likely to influence in the increasing of life expectancy interact amongst themselves should be emphasized” (p.246). In turn, Lehr identifies a number of factors associated with {1a}longer life. One of these factors is precisely the existence of positive moods, social contacts, activity, humour, physical activities and sports, etc., Which highlight the importance of health education and a pedagogy of humour (Fernandez & Limón, 2012), not only in old age but in all stages of life.

For his part, Rodriguez-Artalejo (2011, p. 2) believes that although accumulating evidence suggests that successful aging is incubated as early as in the mother’s womb, there are a few helpful recommendations in adulthood and old age, all related with healthy habits among which we find regular physical activity adjusted to the individual capacity of each person. Finally, this author points out that all this will become easier if we have a good social network, which is often essential for emotional and material assistance.

With all this, the importance of physical exercise is highlighted, as well as social relations, leisure and training, among others at this stage of life, enhancing gerontological education for the psychological wellbeing and quality of life of this sector of the population.

The construct of psychological wellbeing has been developed without precision in several investigations (Diaz et al., 2006, George, 2006, Ryan & Deci, 2001).

Some experts link psychological wellbeing to happiness from a hedonistic perspective, but also to the development of human capabilities. In either case, the psychological wellbeing corresponds to a subjective, global and relatively stable opinion relating to life satisfaction and people’s morality (George, 2010). According to this approach, Ryff (1989a, 1989b) proposed a multidimensional model of psychological well-being which has six dimensions: *self-acceptance, positive relations with others, autonomy, environmental control, purpose in life, and personal growth.*

Under this theoretical scenario, the purpose of this study was to analyze the influence of the perceived health status and healthy behaviors, that elderly people say they have, according to their perceived subjective psychological well-being relating to the dimensions of self-acceptance, positive relations, environmental control, personal growth, purpose in life and autonomy.

2. Method

To achieve the targeted goal a quantitative study was carried out from the information collected with two questionnaires during the second quarter of 2011, using an *ex post facto* design. On one hand, a descriptive analysis of the variables involved was conducted, and on the other hand, a correlational study using non-parametric statistical tests to compare groups.

2.1. Participants

The sample consisted of 328 participants (30.5% male, 100, 69. 5% female, 228) from Madrid. The selection of the sample was random but depended on access and availability criteria. The study participants belonged to three day care centers and five cultural centers located in different districts of the city. The participant typology was that of a medium and medium-high socioeconomic model.

The age of the participants was above 65 in most cases. 43.6% (143 subjects) of them were between 66 and 75 years while 29.6 (97 subjects) exceeded that age. The rest, 26 0.8% (88 subjects) were younger than 66 years, while the youngest participant was 54 years old. With regard to marital status, more than half of them were married (55 .5%), 23% were widowed and the rest (14%) were single.

2.2. Procedure

To carry out the research, we visited the centers to explain to principals, teachers and the elderly the purpose of the study, in order for the authorization to be granted for the information-gathering tools. The tools were applied by the authors and contributors of the study who were previously trained to follow the general guidelines. In particular, those relating to the purpose of the study, dealing with elderly people and data protection. The surveys took place in one-hour sessions in the time the participants spent in the center. All of the subjects in the sample worked voluntarily and were guaranteed anonymity for their answers. Once the data was collected, we proceeded to encode, manage and computer record the responses to the tools in a database for subsequent statistical analysis.

2.3. Instruments

The instruments used for the study were, first, an *ad hoc* questionnaire for perceived health status of elderly people and their habits. This instrument included three items that were used to collect data on sociodemographic variables (sex, age and marital status). To which eleven items were added which collected information on: the perceived health status, doing regular physical exercise, doing as much exercise as they would like in their free time; receiving invitations to go out and spend time with other people; receiving praise and recognition when they do things and being able to talk to someone about their problems. These items were taken into consideration as independent variables in the study.

Seven of these items were formulated on a rating scale between 1 and 5, four had a dichotomous nature and offered the option of a yes-no answer.

To carry out this instrument, indicators from the following surveys were used; National Health Survey³ (2006) and the European Health Survey⁴ (2009) conducted by the National Statistical Institute and the Ministry of Health, Social Policy and Equality of Spain.

Secondly, the BP scale of Ryff Psychological Well-Being, Spanish adapted version by Diaz et al was used (2006). This multidimensional scale is an instrument that has 39 items in which participants respond from 1 (totally disagree) to 6 (totally agree). This is a rating scale which attempts to form a subjective assessment of good psychological functioning on a six dimension basis or, in other words, positive attributes of psychological wellbeing established by Ryff (1989a, 1989b and 1995). These dimensions were used as dependent variables in the study.

The first dimension is that of *self-acceptance* and positive attitude toward the self. It is one of the most relevant criteria regarding psychological wellbeing and is associated with self-esteem and self-knowledge. The ability to feel satisfied with ourselves is necessary while still recognizing our own limitations (Keyes, Ryff & Shmotkin, 2002).

The second dimension is the ability of establishing *positive relationships* with others, which results in the ability to maintain stable relationships of trust and intimacy.

The third dimension is that of *Autonomy*. It is believed that people who have a positive psychological functioning try to sustain their own individuality in various contexts and situations of self-determination by the ability to maintain their independence and their own personal authority.

The fourth dimension is called *personal growth*. To achieve psychological well-being people need to evolve, to develop their potential and to continue to grow on a basis of positive learning.

The fifth dimension is the *Control of environment*. It assumes that the person believes himself to be good in the management and control of daily responsibilities. This aspect is associated with the locus of control, self-efficacy and the ability to create favourable environments that allow the satisfaction of desires and needs.

Finally, the sixth dimension is the *Purpose of Life*. This dimension includes items reflected in the positive psychological well-being of the person on the basis of his or her ability to set goals, be motivated and give a meaning to life.

Furthermore, we examined the internal consistency of BP using Cronbach's alpha. The results show a value of .921 for the full scale. This value can be considered more than acceptable. However, if we take into consideration the reliability for each of the dimensions in comparison with the findings of Diaz et al. (2006) for the Spanish version of the BP, the following results are obtained:

Table 1. Comparison of the internal consistency of the BP Scale for the study by Díez et al. (2006) and the present research

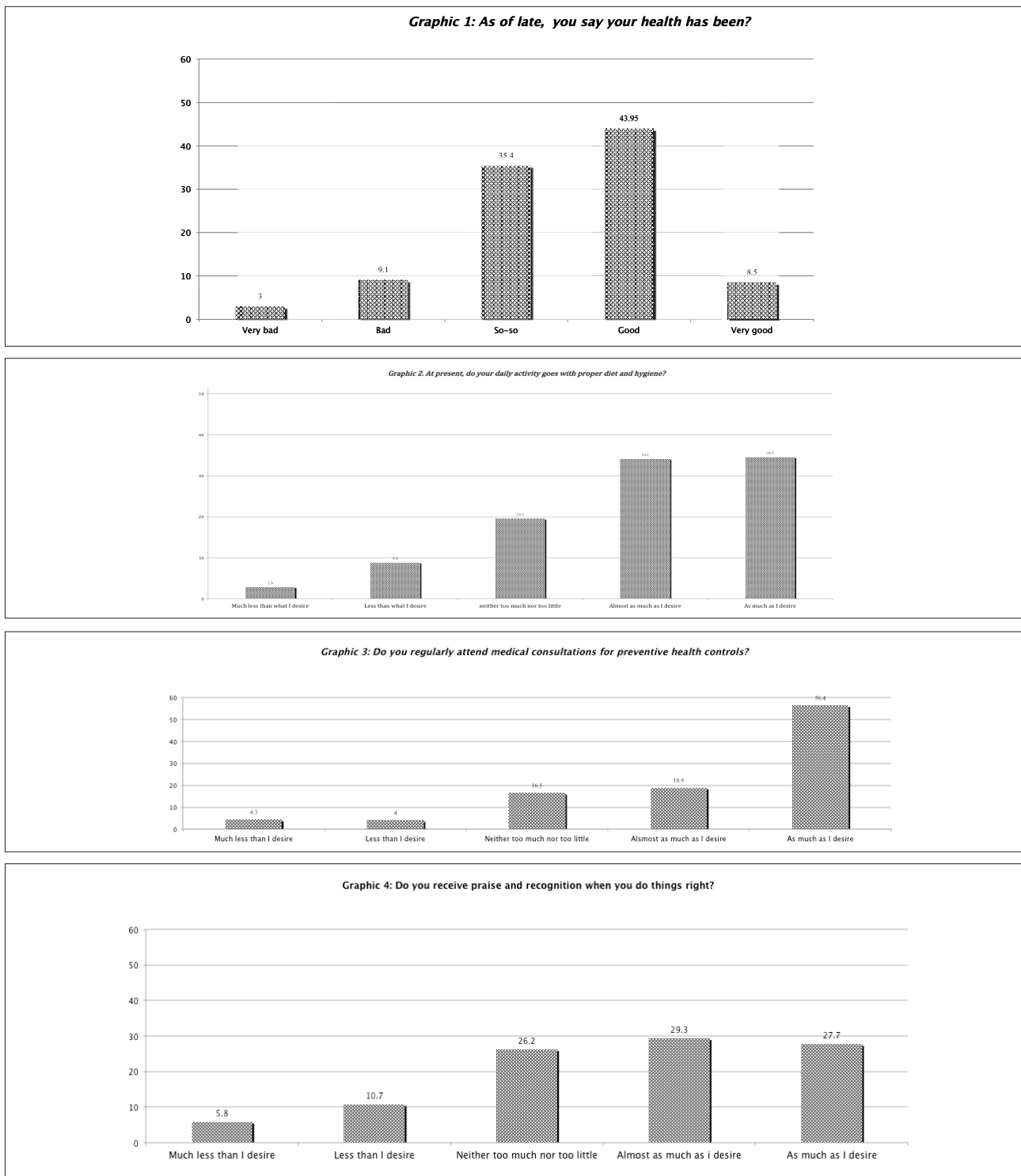
Size	No. of items	Obtained internal consistency	Internal consistency
		Díez et al.(2006)	obtained in this study
		Cronbach Alfa	Cronbach Alfa
Self-acceptance	6	.83	.79
Positive Relationships	6	.81	.78
Environmental control	6	.71	.63
Personal Growth	7	.68	.70
Purpose in life	6	.83	.80
Autonomy	8	.73	.66

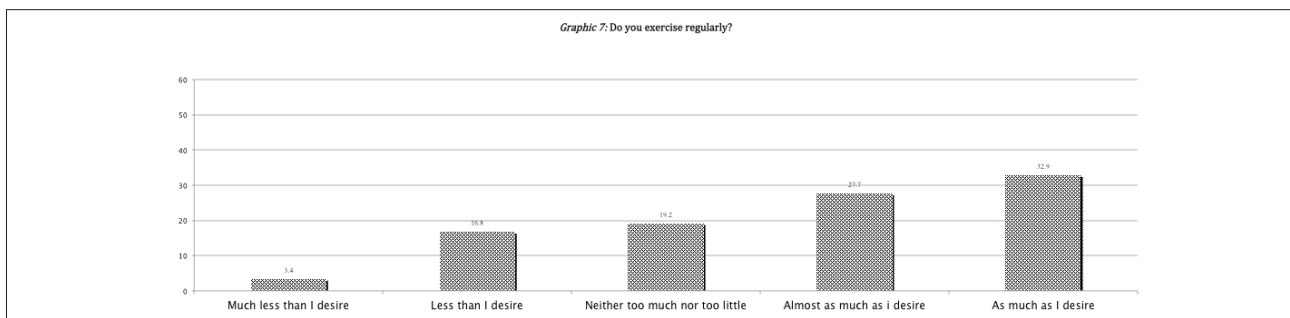
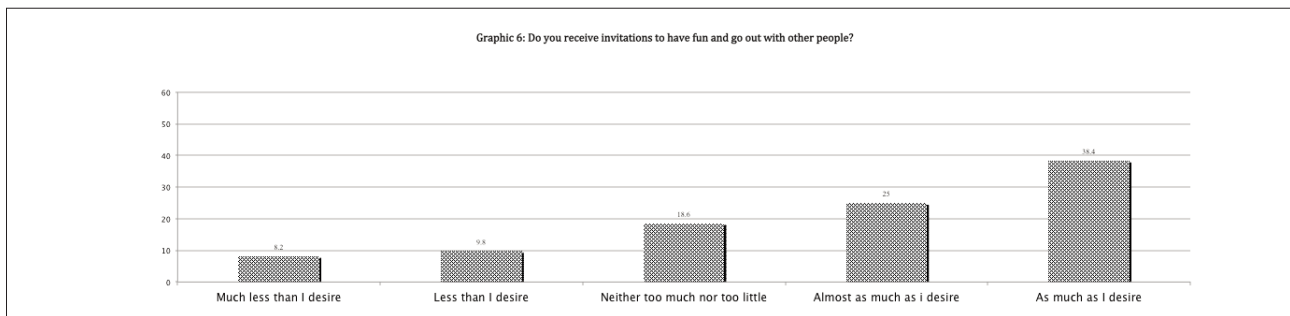
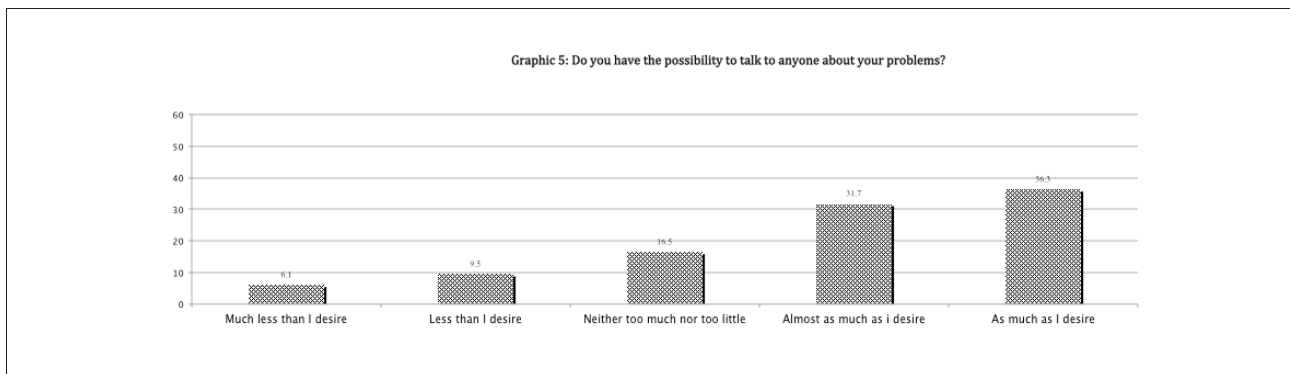
As seen in Table 1, although the trend is downward, the resulting internal consistency in our study is close to the values obtained in the work of Diez et al.(2006). In addition, all the scales, except for *Autonomy* and *Environmental control* the consistency of which is only just acceptable ($\alpha = .66$ and $\alpha = .63$, respectively), show a moderate internal consistency, with values between .70 and .80. In any case, the alpha coefficient should be viewed with caution as it depends on the uni-dimensionality (homogeneity) (Cortina, 1993).

2.4. Statistical Analysis

First, we carried out a descriptive analysis. Then an inferential analysis was performed to compare sub-groups. Due to the nature of the dependent variables included in the analysis, which in some cases were not normally distributed, and the small size of the groups, in some cases less than 30 subjects, with an absence of homoscedasticity, tests were also performed using nonparametric statistics. Specifically H Kruskal-Wallis and Mann-Whitney. All these analyzes were performed using SPSS software version 19.0 for Macintosh.

Table 2. Percentage Graphics





3. Results

3.1. Descriptive Study

First, the variables which act as independent variables in the study are given. We tried to group and represent the behaviour of the collected data in an orderly way, giving priority to the frequency of the variables, presented on an ordinal scale. In those which were Likert type, the mean and the standard deviation are added, as it can be seen in Table no. 2. The reported results reveal information on a range of issues relating to perceived health status of participants and healthy habits related to physical exercise that the participants declare to perform.

In relation to the question: “Recently, would you say that any disease / s or health problem / s have somewhat limited your usual activities?”. A total of 132 (40, 2%) participants said yes, while 195 (59.5%) denied any limiting health problems .

Furthermore, when asked, *Could you indicate if you have trouble getting enough rest?* The majority, 196 participants (59 .8%) reported not having difficulties in resting. On the other hand, 130 participants (39.6%) affirmed they have problems in this regard.

In relation to the question, *Do you think that you take care of and monitor your own health?* A large majority said yes 30 (9. 1%). Only 8.2% (27) of seniors interviewed for the study said they didn’t take care of or monitor their health.

As for the responses to the question: *During your leisure time, do you usually do all the exercise you would like to do?* Most of the participants revealed that (179, 54.6%) they performed the amount of exercise they would like to. Compared to 43% (141) who stated that they didn't.

Table 3. Descriptive statistics obtained from the Scale for Psychological Wellbeing by Ryff

	N	Average	Deviation
Self-acceptance	328	4.4723	.91328
Positive relationships	328	4.2697	.97842
Environmental mastery	328	4.6045	.84295
Personal Growth	328	4.2390	.72685
Life Purpose	328	4.7697	.96052
Autonomy	328	4.2489	.82049

Secondly, table number 3 shows the statistical mean and standard deviation for each of the dimensions of the BP Scale. These variables play the dependent role in the study.

3.2. Inferential Analysis

This study aimed to test whether the perceived health status and health behaviors influenced the dimensions of psychological wellbeing. That is, if that health status is related to psychological well-being. To do this, an approach of multiple hypotheses for each of the tests was used.

The results of the statistical tests performed are summarized in the following table. Marked in bold are the significant results, i.e. those whose associated probability is less than .05.

Hypothesis 1. There are differences in the results of BP scale dimensions depending on the perceived health status.

First, to determine whether there were differences in the results obtained in the BP scale dimensions, depending on the perception of health status with five groups (very poor, poor, fair, good and very good), the nonparametric test by Kruskal-Wallis H. was used. This contrasting tool is suitable for comparing more than two inhomogeneous groups or when the dependent variables are not normally distributed. The results show that there were significant differences in the scores of self-acceptance ($p = .001$) and purpose in life ($p = .009$). The trend found shows that people who say their health has been very poor tend to have higher scores on self-acceptance and purpose in life than those who consider it good or very good. We can only claim a trend in the results because the Kruskal-Wallis test allows no further contrasts.

Hypothesis 2. There are differences in the results of the BP scale dimensions in terms of the appreciation of having disease / s or health problem / s that will somehow limit usual activities of the elderly.

The influence on the subjective psychological wellbeing dimensions of the affirmation or denial of having any illness / s or health problem / s that somehow limits their usual activities. The Test that was applied was the U test by Mann-Whitney, which is appropriate to compare the results of two groups. No significant effect on the size of BP was found.

Hypothesis 3. There are differences in the results of the BP scale dimensions in terms of perceived difficulty in having or not having enough rest.

Table 4. Results of statistical tests by Kruskal-Wallis H and Mann-Whitney

		Dimensions of the Scale of Psychological Well-Being by Ryff					
		Self Acceptance	Positive relationships	Environmental mastery	Personal Growth	Purpose	Autonomy
1. As of late, you say your health has been?	Chi-squared	17.815	4.935	5.299	3.179	13.418	7.158
	gl.	4	4	4	4	4	4
	p	0.001	.294	.258	.528	.009	.128
2. Recently, would you say that any disease / s or health problem / s have somewhat limited your usual activities?	Mann-Whitney U	11303	12845	12749.5	12511.5	12429	12510
	Z	-1872	- 030	144	- 428	- 527	- 430
	p	0.061	0.976	0.886	0.669	0.598	0.667
3. Could you indicate if you have trouble getting enough rest?	Mann-Whitney U	12412.5	12148	12199	12071	12668	12715.5
	Z	- 394	- 711	- 651	- 804	- 087	- 029
	p	0.694	0.477	0.515	0.421	0.931	0.977
4. Do you consider that you care and monitor your own health?	Mann-Whitney U	2589.5	3602.5	3344.5	3184	2561	3180
	Z	-3128	- 978	-1526	-1866	-3193	-1874
	p	0.002	0.328	127°	0.062	0.001	0.061
5. During your free time, do you usually do all the exercise you would like to do?	Mann-Whitney U	10981.5	12291.5	11524	12003.5	11065	12420.5
	Z	1.997	\$400	-1336	751	-1898	242
	p	0.046	0.689	0.182	0.453	0.058	0.808
6. At present, do your daily activity goes with proper diet and hygiene?	Chi-squared	15.908	2.443	7.824	2.738	6.169	13.746
	Gl	4	4	4	4	4	4
	p	0.003	0.655	0.098	0.603	187	0.008
7. Do you regularly attend medical consultations for preventive health controls?	Chi-squared	19.817	10.704	20.936	10.175	19.335	24.910
	Gl	4	4	4	4	4	4
	p	0.001	0.030	0.000	0.038	0.001	0.000
8. Do you receive praise and recognition when you do things right?	Chi-squared	20.776	16.195	29.500	13.970	19.905	12.683
	Gl	4	4	4	4	4	4
	p	0.000	0.003	0.000	007	0.001	0.013
9. Do you have the possibility to talk to anyone about your problems?	Chi-squared	12.754	25.521	20.560	7.990	16.800	5.723
	gl.	4	4	4	4	4	4
	p	0.013	0.000	0.000	0.092	0.002	.221.
10. Do you receive invitations to have fun and go out with other people?	Chi-squared	21.589	26.223	32.020	12.885	26.153	10.552
	gl.	4	4	4	4	4	4
	p	0.000	0.000	0.000	0.012	0.000	0.032
11. Do you exercise regularly?	Chi-squared	12.667	1.036	13.750	2.968	8.060	7.003
	gl.	4	4	4	4	4	4
	p	0.013	0.904	0.008	0.563	0.089	0.136

The calculated U test by Mann-Whitney shows no statistically significant differences in the size of the BP in terms of this variable.

Hypothesis 4. There are differences in the results of the BP scale dimensions depending on the consideration of the elderly taking caring of or not taking caring of their health.

Following the completion of the U contrast test by Mann-Whitney, we find that those who take care of and monitor their health score higher on the dimensions of *Self-acceptance* ($p = .002$) and *purpose in life* ($p = .001$) than those who believe not to be taking care of and monitoring it. In this case, by having two groups only, statistically significant differences between them can be asserted.

Hypothesis 5. There are differences in the results of the BP scale dimensions depending on the performance of all the physical exercise the elderly wish to do in their free time.

The H Kruskal-Wallis test was applied and significant differences were found in the scores of the *Self-acceptance* dimension. ($p = .046$). Those who claim that during their free time they do the exercise they wish, get higher scores on the *Self-acceptance* dimension than those who do not.

Hypothesis 6. There are differences in the results of the BP scale dimensions depending on whether the elderly accompany their daily activity with proper diet and hygiene.

The Kruskal-Wallis H test was used and some differences were found in the dimensions of *Self-acceptance* ($p = .003$) and *Autonomy* ($p = .008$). In both dimensions, those who claim to do daily activity along with appropriate diet and hygiene get higher scores. This trend is growing, in both dimensions scores increase along with the affirmation of doing as much of the activity as it is desired.

Hypothesis 7. There are differences in the results of the BP scale dimensions depending on whether you say you visit the doctor regularly for preventive controls.

The Kruskal-Wallis H test was applied and reveals that the valuation of the “regularly go to the doctor for preventive controls” variable produced significant differences on all dimensions of psychological wellbeing. The highest scores are achieved by those who claim to take as many preventative measures as they desire.

Hypothesis 8. There are differences in the results of the BP scale dimensions depending on whether the elderly state they receive praise and recognition when they do things right.

The H Kruskal - Wallis test was used and the results show significant differences in the scores on all dimensions of psychological well-being caused by the “receiving praise and recognition” variable. Thus, those older adults who said that they didn't receive as much praise as they wished, tend to show lower values in the “psychological wellbeing” variables. Furthermore, the ones who said that they received as much praise as they wished obtained the highest scores.

Hypothesis 9. There are differences in the results of the BP scale dimensions depending on whether the elderly claim to be able to talk to someone about their problems.

The H Kruskal - Wallis test was used and significant differences were found in the dimensions of *Self-acceptance* ($p = .013$), *positive relationships* ($p = .000$), *environmental domain* ($p = .000$) and *Purpose in*

Life ($p = .002$). The trend is similar in all variables, higher scores are obtained to the extent that the elderly talk about their problems as much as they wish.

Hypothesis 10. There are differences in the results of the BP scale dimensions depending on whether they receive invitations to go out and enjoy themselves with other people.

The H test of Kruskal-Wallis reveals statistically significant differences in all dimensions of psychological wellbeing, in terms of receiving invitations to go out and do leisure activities. The trend shows that as they get more invitations go out and enjoy themselves they obtain a greater psychological wellbeing. Therefore, those who claim to be involved in fewer leisure activities than they wish obtain lower scores in all dimensions of psychological wellbeing.

Hypothesis 11. Differences in the results of the scale dimensions depending on whether BP the elderly consider they exercise regularly.

The H Kruskal - Wallis test was used and significant differences were found in Self-acceptance ($p = .013$) and environmental control ($p = .008$) produced by performing regular physical exercise. The trend shows that scores on both dimensions increase as the amount of desired exercise increases.

4. Discussion

In view of the results of other studies, older adults tend to report higher levels of subjective well-being than younger people (Plagnol & Easterlin, 2008). Based on this evidence, the present work shows that perceived health status and health behaviors such as proper diet and hygiene or physical activity influence how older Spanish adults feel about themselves. Thus, several studies have found that perceived health is an important predictor of psychological well-being in old age (Kirby, Coleman & Daley, 2004, Stone et al., 2010, Yang, 2008).

Also, it appears that those who claim to do physical exercise tend to show greater personal ability to choose or create favorable environments and satisfy their own desires and needs. This being considered as a positive operating characteristic. In this regard, numerous studies have demonstrated the influence of regular physical activity for improving the welfare of the elderly. These studies have found that people who exercise regardless of the type of exercise practiced obtain improvements in their moods (Jimenez et al., 2006). This is consistent with other studies which even assert that the more the enjoyment of the physical activity performed is, the greater the increase in psychological well-being. (eg, Grace & Marcus, 2000).

On the other hand, it has been observed that the occurrence of diseases that affect normal activities do not influence negatively on the subjective wellbeing levels; these results agree with those obtained in other studies (Baltes & Carstensen, 2003).

In another sense, in items related to social relationships and perceived social support, the results show that seniors who do not spend time with other people are less likely to talk to others about their problems. They enjoy themselves less than they wish and receive less praise, obtaining lower scores on all dimensions of psychological wellbeing. As expected, interpersonal relationships influence psychological wellbeing in a positive way, which is reflected in the studies by Ferguson and Goodwin (2010) and Friedman (2012).

Although the size of this study is small and the findings should be viewed with caution, the results should be taken into account to move towards a comprehensive understanding of the older person, which should be reflected in a greater institutional and interorganizational coordination, or what is the same: aging should be a topic of interest in all areas of public policy. In that regard there are some re-

quirements, such as, gradually changing the negative stereotypes that weigh on aging and older people in our current cultural context. Without a positive attitude on the part of policy makers, older people themselves and society as a whole, it will be very difficult to achieve any changes (Perez de Guzman, 2005). Similarly, the current working model of institutions being more focused on “doing for” than “do with” should be changed as this would facilitate greater involvement (as opposed to mere passive reception) of the elderly in the construction of reality.

Finally, the personal development of the elderly should be supported by facilitating them greater involvement and participation in community processes (Lily, Alonso & Herranz, 2009). Additionally, older people should be helped to consolidate active leisure and healthy habits as a source of physical, cognitive and social stimulation, which also would provide satisfaction and life goals (Pérez Serrano, 2005).

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Notes

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² World Health Organization Quality of Life.

³ See the adult questionnaire that can be found at: <http://www.msps.es/estadEstudios/estadisticas/encuestaNacional/encuesta2006.htm>

⁴ For further information: <http://www.ine.es/jaxi/menu.do?type=pcaxis&path=%2Ft15/p420&file=inebase>

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INFORMATION

REVIEWS

RESEÑAS BIBLIOGRÁFICAS

RESENHAS BIBLIOGRÁFICAS

EL ARTE DE ENVEJECER CON HUMOR

Fernandez Solis, J. D. & Limon Mendizabal, M.R. 2012. Málaga. Aljibe, 164 pp.

As everything in life, there are moments more or less appropriate for certain matters, as in this case may be the publication of a book; especially when dealing with two hard issues: old age and humour.

“El arte de envejecer con humor” (The art of ageing with humour) not only comes at a good time, but it is a proposal of reflection and implementation, both personally and professionally.

Without getting out of the academic discourse, it allows an easy, animated and engaging reading. It is considered of great interest for audiences in general, not necessarily old, with clear aims of tackling a stage of the life cycle with physical and emotional health, but above all with the intention of developing a personal project after completing their professional activity.

In the first chapters, the current situation of the elderly is analyzed. With demographic data it puts us with great success in the field of knowledge, where, among others, it makes an analysis of today society in which, if you can recognize it, there are many reasons to be in a good mood. Within a line of thought focused on improving the quality of life from youth, to enjoy old age, it offers a list of keys for aging, not only successfully, but aware that we take charge of our own process.

In its intention to justify the importance of learning throughout life and psychological needs of those who are ageing, it gives us so beautiful words like these:

“The paradigm of active ageing not only benefits to seniors, but to all citizens. It helps the elderly to keep their independence and autonomy, becoming a great human potential for society for longer. But also, because it builds a society in which the values and rights of persons become more possible for everyone” (p. 46)

The second part talks us about the concept of humour and the benefits of laughter, which is identified with “internal massage” (p. 71) at physical level, and of great importance to the emotional welfare and even in relationships. When reading the central chapters, we dive in a sea of options to improve our daily life, regardless of age, getting benefits at a personal level and that may perfectly be the keys

to optimal living. Therefore, “The art of ageing with humour” is a personal and family book that can be helpful to actively live our own process; understanding, participating and supporting our seniors at the same time. A required reading for all professionals in the care and intervention with older, for which, in its block four, offers a wealth of activities that make aging with humour an option available to everyone.

The final reflections are the finishing touch to a book that, not only brings us closer to a reality that, somehow, human being is destined to live or share, but is also able to fill and reach readers, encouraging us to take awareness that growing old is a very good option and giving us the keys to enjoy while doing the road.

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EL EDUCADOR SOCIAL EN URUGUAY: ASPECTOS HISTÓRICOS Y FUNDAMENTOS TEÓRICOS QUE EXPLICAN LA CONSTRUCCIÓN DE LA FIGURA PROFESIONAL

Camors, J. 2012. Montevideo: Grupo Magro, 164 pp.

To explain the historical construction of social education in Uruguay. Thus is the game of words and arguments in which Jorge Camors locates us with his text, adjuring and reinventing the professionalization of those who, for decades, have committed their pedagogical everyday practice with the country's democratic life, in all its civic geographies.

This is a story of an individual and collective past that fosters the future, in which nothing or almost nothing of what the author narrates is not object of his personal involvement, being a restless protagonist of the many successes and a few errors, as Camors admits and Violeta Núñez advises in the prologue, that Social Education has delineated in the last decades of the 20th century in Uruguay; no doubt, one of the places that has most contributed to recognize and consolidate formation for social educators, aiming their goals toward the ever incomplete search for “the necessary education for the aspired way of life” (p. 76). An eagerness bound to the unequivocal pedagogical and social vocation embraced in the struggle for and in favor of human rights in all its dimensions, beginning with those right to which are entitled the younger generations – adolescent boys and girls – underneath social difficulty or risk.

But this is also a story of acknowledgments and fundamentals: of who thanks and is thankful, giving testimony – in first person – not only of his own experiences and commitments, but of the ones shared with those who, far or distant, but always together, made the journey possible: from the Center for Training and Studies of INAME's (now INAU) “main committee”, to the Association of Social Educators of Uruguay (ADESU), along with all the teachers, students, alumni, directors and work groups of the practice centers that participated “in different ways in the process of formulating and designing this project this is innovative and audacious as much as it is necessary and convenient” (p. 15) which gave the Uruguay new-old conceptual, theoretical, methodological, ethical perspectives that Social Education evokes. Along with them, the “works done by colleagues in other latitudes” (p. 73), like Violeta Núñez, José Ortega, Toni Juliá, Paco Franco, and José Jesús Sánchez Marín in universities, in former Spanish Ministry of Social Issues, the Association of Social Educators (ASEDES), or in the International Association of Social Educators (AIEJI). Along with them, Makarenko and his pedagogical poem, one of their core sources of inspiration for reflection and action.

Names, circumstances and initiatives that emerge from a testimonial and dissimilar “I've been there” , which only the glimpse and reflection of Jorge Camors could express in the way this book portrays: a true act of unveiling – significance, perhaps Jerome Bruner would say; of “taking a step forward” writes Violeta Núñez – where Social Education, with all that embodies what social educators do for and in it, beyond

(re)creating it in the memory of what has already happened, emphasizes what it ought to be, conciliating tradition and change, heritage and transformation. In the precise places and periods, despite adversities, who, if not Camors, to remember us that “the denomination ‘social educator’ comes from the worlds of Reyna Reyes” (p. 38), that “innovation generated much resistance and criticism. First, boldly destabilizing certain practices and standardized values” (p. 42), that “organized and political militancy teaches us in order to obtain resources it is necessary to have objectives and ideas to sustain them; we had a project and went out in search of resources” (p. 44), or that thanks to Professor Oscar Ravecca’s – President of INAME’s Directory in 1989 – “professionalism, political responsibility and human sensibility”, who heard the proposal and sponsored the administration, started much of what soon followed, in “the attic of the uninhabited house risking collapse located at 525 25 de Mayo Street” (pp.43-44)

There are acts or realities of which we can only truthfully remember when felt – or dreamed – on our own skin, making part of the social DNA that traces our biography to the encounter with the ones forsaken by others. Thus is Jorge Camors’ book: his life decision within the lives of others the, vocationally and professionally did Social Education in Uruguay and around the world. It is the testimonial of an educator- animator-professor-citizen that explains, from “presentation” to “final conclusions”, the course of Social Education and its educators: their contexts, their tenets, their proposals, responses, encounters, documents, politics, struggles, practices, events and longings. Within such persons, are the ones that – perhaps latter then expected – situated Social Pedagogy in the horizon of necessary and convenient knowledges for education, regardless of its terms.

This path has its temporal marks, written in the complexity of the well-known development crisis with its economic, social, political, educational, etc., implications in Uruguayan society starting back in the 1950’s and coming all the way up to the third millennium, of which the author in case has participated more or less intensively: 1967-1975, the beginning of the first developments of a policy toward infancy with the assistance of the Children Council; the educational experience of this council’s Martirené School (1969-1975), Camor’s most significant life experience, where he draws inspiration to 15 years latter boost the formation of social educators in Uruguay; the influence of the “specialized education” formation in France; the foundation of the Juvenile National Institute (Servers’ School) in 1989 would lay the foundations for a regular course on formation for the social educator, in higher non-university education; since 2005, the change that transformed this formation into a teaching certification in Social Education, favored by a decisive policy of supporting and including social educators in public education propelled by the General Education Law (no, 18.437) of December, 2008.

This law clearly institutes Social Education, claiming the University Institute of Education (IUDE) responsible for its future curricular developments, complementing the mission of the Center for Formation and Studies (CENFLORES), the Uruguayan Child and Juvenile Institute (IANU) and the National Council on Non-Formal Education (CONENFOR), creating juridical support through article 92 added in 2009. It is the moment to use the guideline proposals of formation (integrated in four knowledge fields – social, psychological, pedagogical and practical) in the continuing revisions, modifications, enlargements and actualizations that shall begin a new period of building the formation and professionalization of social educators in Uruguay starting in 2011.

In the midst of opening the boundaries that enclose the education we have and perpetuate, we are in need of the accumulated knowledge displayed in this book. A true historical and comparative literature: a gem that Jorge Camor’s reflexive and critical generosity have allowed us to share, as footprints “that make part building professional identity, and may it always be so” (p.77). Needless of nostalgia, through new roads, fully conscious – as Antonio Machado would say – that “when looking back we see the trail never to be traversed again”. This is for the best.

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FILOSOFÍA DE LA EDUCACIÓN. CUESTIONES DE HOY Y DE SIEMPRE

García Amilburu, M. & García Gutiérrez, J.. 2012. Madrid: Narcea y UNED. pp. 211.

Education is a field of reality whose study can be undertaken from different perspectives. The volume *Filosofía de la Educación. Cuestiones de hoy y de siempre* faces this challenge from the point of view of philosophy, offering us an interesting description of the essential aspects integral to the philosophy of education. However, this is not simply a theoretical explanation, but it touches on policy and operational issues that must be present in education.

The work is divided into twelve chapters, whose rigorous and gradual organization make it easier for the reader to progressively overcome the difficulties resulting from an analysis of the philosophy of education.

The first chapter introduces the reader to a conceptual approach to the subject, establishing bases and theoretical approaches on what is meant by philosophy of education. Further, the author mentions the sciences that relate more directly to this discipline and the important usefulness that it has for educators, since, as this work argues, “philosophy of education does not have as its main purpose the contemplation of educational reality, but the improvement of this activity (...) it is a field of knowledge that tends to action, because the practical knowledge is established only in practice itself”(p. 20).

The second chapter deals with anthropological assumptions in education, with an emphasis on the necessary education of man in the context of a tradition and a culture. This task is defined as “artistic”, because of the educators’ responsibility to respond to the challenges and needs arising from each person and each particular occasion.

The third chapter explores the knowledge of the educational phenomenon that offered by the philosophy of education. Issues addressed include: definitions of education and its main characteristics, properties of the educational fact, areas and modalities of implementation of the phenomenon of education, concluding with the elaboration of a normative concept of education.

The fourth chapter presents describes who are the protagonists of the educational process, the relationships established between them in its bosom and the educational and des-educational context which, unfortunately, occasionally influences them. Its value lies in providing the clues to the challenge of educating to achieve quality and success during in the educational process.

The fifth and sixth chapters trace the history of thought, which teaches us how education is seen by philosophers. First, we read about classical philosophers such as Socrates, Aristotle, and, secondly, other thinkers such as Newman and Adler, are also given a voice, whose contributions are not regularly included in treatises on education. These two chapters take from the ideas of some philosophers those that will allow us to delve into the philosophy of education today. This is an aspect addressed in the seventh chapter.

The seventh chapter, pays special attention to the author Richard S. Peter and his idea of education as initiation. Then it presents an interesting selection of societies, conferences and scientific journals on philosophy of education today.

In the eighth and ninth chapters, the authors consider the political dimension and the right to education, as well as the importance of education in democratic societies respectively. The tenth chapter stresses the commitment of educational agents in the transmission of values and convictions, since it involves legal and educational responsibilities.

Finally, the last two chapters focus on education professionals, emphasizing the importance of training and the ethics of the educational task, stressing the need and opportunity of ethical codes.

It should be noted that this is both a useful and timely work, with abundant bibliographical references, and widening possibilities in the field of philosophy of education. Its interest derives largely from its clarity and synthetic approach. This work will become-both for students and future professionals or researchers-an excellent reference manual that must be studied and applied to real situations.

Ana Fernández García

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EXCLUSIÓN SOCIAL Y DIVERSIDAD

Amador Muñoz, L. V. & Musitu Ochoa, G. 2011. México: Trillas. Pp. 271.

The accelerated changes to that they face the modern societies have been generators of new variables in the social, economic, cultural, political areas, ... Some of these transformations have relapsed into the social configurations, in that which they have intervened the continuous migrations that are given from a territory to other one.

Groups that have to face new challenges of adjustment the place of destination, looking for a new home, work, school centers if they have children... Those changes would carry to the exclusion and inequality.

To enter into the subject matter and to try to give some answers, this book present us three differentiated parts. On the one hand, more general, that presents the condition of the question and puts us in context, and on the other hand, two part more specifics, dedicated to the migrations and to the diversity and social exclusion, respectively.

The first part, titled *Los senderos de la globalización* [The paths of the globalization] presents two chapters in which the authors describe with great precision the phenomenon globalization from the community perspective and from the vision of the indigenous Latin-American communities, continuing with the second part *Nuevas sociedades: multiculturalidad y exclusión* [New companies: multiculturalidad and exclusion] that along three chapters describes the migratory current movements.

To finish, the third part, *Jóvenes excluidos en el mundo globalizado* [young persons excluded in the world included], he presents four chapters, in which are approached topics so important as the family or education and his relation between them.

This book analyzes the complex process of the social exclusion from a multidisciplinary perspective, analyzing some of the areas in those who are necessary to intervene educationally.

Olga Moreno Fernández
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THESIS ABSTRACT

RESUMEN DE TESIS

RESUMOS DE TESES

EVALUACIÓN DEL PROGRAMA UNIVERSITARIO PARA MAYORES UNED SENIOR

REVIEW OF THE UNIVERSITY PROGRAMME FOR ELDERLY PEOPLE UNED SENIOR

Cuenca París, M. E. (Pérez Serrano, G., dir.). 2013. Universidad Nacional de Educación a Distancia (UNED)

This doctoral thesis carries out a research throughout a specific model of programme's review for the study of the UNED SENIOR, University Programme for people over 55, which is currently included in the UNED's continuous training offer. Its novelty consists of evaluating this programme since it started, at the same time that expects to be a push to the generalization of reviews processes in the non-formal educative programmes which counts with signs adapted to the objectives, remembering the pedagogical elements in which they are based.

This Programme develops its activity in the Lifelong Learning, in the area of the elderly people, setting out to facilitate the social integration of this group from the active learning, the participating methodology and the creation of interaction spaces. These premises integrates the UNED SENIOR into the social determinants of the "Active Ageing" which focuses in the political, social and legislative frame worldwide to reply not just to the requests, but also to the potential of the elderly people.

The review of the improvement which follows the CIPP de Stufflebeam model (1989), was the better choice because it adjusts in a singular way to the objective and purpose of this study.

An evaluative review was carried out during the first three courses of the UNED SENIOR Programme, obtaining the datum and information from the coordinators, the teachers and the tutors and the elderly people registered in the academic years when the review took place. More than considering the different evaluations, suggested by this model, as separate compartments, it was decided to take the evaluative process as a whole which made a global procedure, adapting that model to the investigation which provided a novel evaluative response due to this approach.

Each group had different characteristics from the others, which supposed an approach to the object of the study from different perspectives, that is why three populations were considered for each course to make the different evaluations in the frame of the global research. To calculate the size

of the representative samples “R” was used which is a statistic software with free license, used worldwide and available for teaching and research.

Nine questionnaires were made with closed items and open questions destined to each one of the informant groups to make their evaluations. Referring to the technical characteristics of the tools, the reliability was analyzed through the internal coherence which presented the answers of the different samples, calculating the correlation between the two halves of the questionnaire using the Spearman-Brown formula.

Relating to the validity, in this research it was necessary to contrast if the items that made up the questionnaire allowed obtaining acceptable information in accordance with the established objectives, that is why the contents were ratified as they were valuation and measuring questionnaires of the receiving's satisfaction.

The received information was managed according to its nature. The suitable datum for the quantitative analysis were introduced in the statistic programme SPSS, providing the possibility of making descriptive studies -which facilitates the student's profiles regarding to their personal traits (sex, educational level, etc.), and the valuation of the different elements of the Programme-; related studies regarding to the classification variables, so the variables with ordinal scale can embrace classification problems of the categories and of the measure of the distance between them (Gil, 2011.) Taking into account this premise, these analyses were made: segmentation analysis, multidimensional scaling, Cluster analysis and correspondence analysis.

The information coming from the open questions was gathered in specific documents for its qualitative study, submitting to a classifying process and to categorization for its analysis and interpretation. Two different procedures were used, regarding to the quantity of information obtained in the different moments of evaluation. In this way, in the first course of the Programme's implantation, the information gathered to make the evaluation was submitted to a content analysis, according to the Pérez Juste (2006) procedure. The information gathered in the following years of the research's development was treated with the Programme ATLAS.ti 5.0.

This rigorous evaluation showed the strengths and weaknesses of the Programme, demonstrating a high degree of satisfaction and, above all, the huge effort made by all the people involved in improving from course to course. The proposals were principally focused in the resource's efficiency, the strategies and the pedagogical mechanisms designated for the elderly people.

Finally, this doctoral thesis shows an evaluation model for UNED SENIOR, providing specific indicators liable to be adapted to the different University Programmes for Elderly People.

MENORES EN RIESGO: LA VIOLENCIA DE LO MENORES EN DIFERENTES CONTEXTOS SOCIOEDUCATIVOS

Trujillo Vargas, J. J. (Pérez de Guzmán Puya, M.V., Ramos Corpas, M.J. y Cárdenas Rodríguez, M.R. Dirs.). 2013. Universidad Pablo de Olavide

1. Background

This research has been carried out within family, protection and socio-educational reform contexts of minor children who have committed or are suffering domestic violence. The objective is to investigate how minors use violence in different areas, the reasons why they use violence at home, resources parents have to deal with this situation, how violence is mitigated in minor centers through the work carried out by professionals and how all this process is influenced by minor children's social environment.

Methodology used has been qualitative and the following research techniques have been used:

Participant observation, minors' background, case studies, discussion groups, in-depth interview, informal interview and survey. The following instruments have been used: notebook, template and a questionnaire with open questions. The following dimensions, among others, have been measured: professionals' expectations on violent minor's rehabilitation, educational models, minors' violence, deprivation of liberty and impact on their violent behavior.

A total of 93 people have been included in the sample. 58 out of 93 were professional, 5 out of 93 mothers, 3 out of 93 fathers, 24 out of 58 adolescences under 18, 2 out of 93 girls over 18 and 1 boy.

2. Results

The research results reported that all minors are not treated in the same way by educators in those centers where participant observation was performed. This affects minors' relationship with educators and minors between them.

Educators' response to minors' behavior is very similar to those by parents included in this study. None of them are able minors to express their behaviors. This leads them to be cataloguing those behaviors constantly.

There are frequent power struggles between educators and minors and between parents and children. This enhances and promotes symmetrical escalations to complete the anger cycle in minors and many times for reasons that could seem of little relevance.

Through this research we have found that in absence of additional vital incentives and paternal models, these minors see a source of self-esteem in the violent act itself. This is reported in the thesis *Habilidades sociales y autoestima*, developed by Molina at the University of Valencia, where it is showed that many troubled children have high self esteem, but not by their positive values, but because they are the leaders of violent and antisocial actions, "the toughest, the most violent, those who get the teacher most nervous, those who burn more cars ..." (El País, 2000). It is needed to highlight that the common family educational style prevailing is the overprotective one (50% of families), followed by intermittent style (37.5% of families) and authoritarian parenting style (12.5% of families).

3. Conclusions

The most relevant findings of this study are that educators' attitude in minor centres where part of the research has been carried out is sometimes a protection possibility and sometimes it is a reinforcement of minors' violent behaviour.

Minors investigated constantly feel "judged" by their parents. As a result mainly introverted minors suffer enormously as they feel "misunderstood" in their family and in other areas where they socialize.

As reported by Micucci (1995) and Omer (2004), once the violence cycle is started, children are increasingly oriented towards power whereas parents do to a defenseless situation. This makes impossible parent-child relationships to be developed in a peaceful and trustworthy environment.

Abuser minors' deprivation of liberty, when they are in socio-educational centers, does not constitute a violent act as it has been seen during our family therapy sessions as part of this study.

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EL USO DE LAS TIC EN EL APRENDIZAJE DE LA MÚSICA EN ESTUDIANTES DE EDUCACIÓN PRIMARIA. ESTUDIO DE CASO. PROPUESTA DE MEJORA

Piña Sarmiento, R. (Sevillano García, M. L. Dir). 2013. Universidad Nacional de Educación a Distancia (UNED).

The work consists of four chapters.

The first one includes a broad description of the characteristics of students of primary education, as well as the location of the area of education art, and more specifically the area of music, at the primary stage.

The artistic education offered to the / as children s education primary attractive tools to express their knowledge, feelings, fantasies and experiences.

The contents of the area revolve around the plastic and musical languages with their respective artistic manifestations. Both codes, even if they respond to a same purpose are studied differently.

The second chapter is intended to know basic aspects of ICT in education, as a conceptual framework, its introduction and evolution in these last years in the classroom, what educational policy which is being carried out from the educational administrations to promote their integration in the classroom, contributions, limitations and challenges, as well as the use and actions being made to integrate them into the classroom, digital competencies, the training of teachers in ICT, and above all we will see ICT in the new curriculum of music in primary education and the integration of these in the music classroom.

We will finish this chapter making a future vision of education, i.e., what and how is expected to be the education of the future.

The third chapter, the core of our research, focuses on the teacher training, both initial and the permanent. First know the characteristics of initial education, investigating how the recent plans of study of two universities which have their influence in the province of Guadalajara have developed: the University of Alcalá and the University of Castilla la Mancha. We will make a comparative analysis of the educational programs of teaching in the speciality of music and those related to training in ICT in these universities. In second place will do the same thing, but in this case referred to lifelong learning. And to know how has been developed it in recent years in the province of Guadalajara, will investigate about the courses that the various CEP of this province have convened throughout these years (and currently the Regional Training Centre), focusing mostly on courses related to the speciality of music and those related to ICT.

In the fourth chapter will hold a double investigation: first look at the results of the questionnaire (annex I) that have moved to the Faculty of music of the province of Guadalajara; in it, we put to the music teacher a series of questions (open sometimes and in other closed) that will help us to know, among other data, what is your initial and continuing training in ICT, how they work in the classroom, their possibilities and limitations when introducing ICTs in the music classroom. And second, we will analyze the data obtained from the questionnaire (annex II) that you have moved to the students of music of primary education in a selected area, specifically to students of the "Alcarria South zone" of the province of Guadalajara.

Finally, listed some conclusions to the work and research, and a number of proposals for improvements are exposed to the Faculty of music in primary education.

EDUCATIONAL ACTIVITIES ATIVIDADES PEDAGÓGICAS ATIVIDADES EDUCACIONAIS

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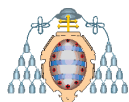
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XXVI SEMINARIO INTERUNIVERSITARIO DE PEDAGOGÍA SOCIAL.
“Crisis social y Estado del Bienestar: las respuestas de la
Pedagogía Social”

<http://www.sips2013.es>

(Oviedo, 7 y 8 de noviembre de 2013)

PRESENTACIÓN

La Sociedad Iberoamericana de Pedagogía Social-SIPS, en colaboración con la Facultad de Formación del Profesorado y Educación y el Departamento de Ciencias de la Educación, organizan el XXVI Seminario Interuniversitario de Pedagogía Social bajo el título “*Crisis social y Estado del Bienestar: las respuestas de la Pedagogía Social*”, que tendrá lugar los días 7 y 8 de noviembre de 2013.

Con su convocatoria pretendemos que el Seminario sirva para intercambiar información, reflexionar y producir conocimientos en torno a las problemáticas de la sociedad que estamos viviendo, situación de ruptura social, y mostrar lo que se está haciendo, desde la Pedagogía Social, con perspectiva de futuro.

Después de décadas de crecimiento económico, más o menos, sostenido, de desarrollo de estructuras y políticas sociales que permitían situarnos ante la posibilidad de extender un modelo social y político que lograra conjurar los riesgos de la exclusión, mejorando la cohesión social y haciendo frente a las desigualdades, ese horizonte se ha desplomado; y, con él, patente la oportunidad de reducir las fuertes brechas y fracturas que anidan y configuran nuestras sociedades. Esta ruptura de horizontes alcanza a todo, también a las ciencias sociales y de la educación. La teoría social (teorías sociales) se ha visto sometida a la dura prueba de los hechos y ha salido mal parada. De ahí que se haga necesaria una revisión profunda de los supuestos a los que se remite, un volver a pensar viejas categorías y crear otras nuevas, un rehacerse y someter a crítica los esquemas heredados.

El Seminario quiere ser ocasión para un debate teórico y metodológico consistente, a la vez que un lugar de expresión y conocimiento plural, abierto a propuestas de acción-intervención alternativas y emergentes, que permitan enriquecer la teoría y la reflexión, los saberes y la investigación socioeducativa.

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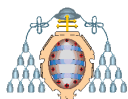
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1. General Information

1.1 Manuscript

THANK IN ADVANCE TO AUTHORS THE OBSERVATION OF THESE RULES. THAT ALLOWED EXPEDITING REVIEW PROCESS AND PUBLICATION.

Pedagogía Social. Revista Interuniversitaria aims primarily assist in the dissemination of the growing issue of original research carried out both nationally and internationally on Social Pedagogy and Social Education, written in *Spanish or Portuguese and English*.

The articles must be original, unpublished and relevant, and not appear simultaneously in any other publication. Acceptance of the publication of the article implies that the author transfer copyright to the publisher of the Journal. The Editorial Board believes that the opinions expressed by as authors are their sole responsibility. To do this, you must accept the conditions that will be finding in the referral process from the platform article OJS (Open Journal System), in relation to the rights of originality and dissemination.

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In addition, once an article is published, the author or authors must wait twelve months to re-submit a proposal to this journal. The deadlines are:

-To January issue: 1st January to 30th Juny.

-To July issue: 1st July to 31st December.

The originals that are reception out deadline will be the next number.

1.2. Sections

All papers submitted for each of the sections were subjected to the same process reviewed.

- Monograph: Articles in this section are custom. The person who is interested in coordinating a monograph in *Pedagogia Social. Revista Interuniversitaria*, must submit its proposal to the Journal Secretary (you can find the form on the Web).
- Research: Articles that offer original research results and innovative.
- Information: Section for abstracts of dissertations or book reviews the current year.

1.3. Review Process

1. After receiving the article, we proceed to editorial review by the Editorial Board, responsible for ensuring the quality and content of publications.
2. If the content meets guidelines for author comprehensively and scope of the journal, two reviewer are selected from Expert Board that go in line with the theme of the manuscript, the Journal can go to the view a third party if necessary. If the Editorial Board considers that Article does not conform to the publication, the author receives a motivational response, indicating the reason for the decision.
3. From the Secretary, and through the platform are referred to assessors selected the article without identifying information, publication standards and valuation opinion, which we should submit duly completed in the time required (15 days). The author is able to suggest names of potential reviewers.
4. The possible results in the evaluation of experts are: rejections, acceptance with larger corrections, acceptance with minor corrections, accept and delivery priority.
5. After receiving the expert evaluations are communicated to author, together with the corrections, if any.
6. The item will be returned with corrections corrected by the platform, in the section, along with a letter specifying what changes have been made. These will be reassessed by the evaluators initially selected.
7. Once confirmed by the reviewer who has treated the issues identified, the final assessment shall be notified to the author. This allows you to proceed with the translation of the article for final acceptance.
8. The author through OJS can follow the state it is your article throughout the process.

1.4. Editorial Process

The Advisory Board shall ensure quality control of the evaluation reports. There are also elements of the quality control evaluation reports.

For the review of certain articles we turn to methodological revisions.

The final acceptance of the work presented is conditional upon the author incorporated in it all changes or suggestions, if any, and the translated text within 30 days (Spanish or Portuguese to English or English to Portuguese or Spanish. Shall always translated into English)

Priority is determined first ever approved article by two external experts. Among these, are prioritized to be better evaluated and are research results. As a final criterion will take into account the order of arrival and accommodating single theme.

To English texts used copyeditors and proofreaders.

Proofreading accepted for publication will be sent to the author contact for correction. Tests must be returned within ten days to the Editor. Corrections may not mean, in any case, significant modifications of the original text.

The Editorial Board reserves the right to make appropriate changes to comply with the rules described above.

2. Text article: presentation

2.1. How present an article

Articles are sent via OJS from which manages the workflow of Pedagogia Social. Revista Interuniversitaria. Available at the following Link: http://www.upo.es/revistas/index.php/pedagogia_social

Reviews and thesis abstract will be sent to the following email: pedagogiasocialrevista@upo.es

2.2. Length

Articles for monograph and research section should be a maximum of 20 pages (6,000 to 7,500 words, in both cases including bibliography, notes and illustrations).

These reviews and abstracts of dissertations have an approximate area of about 50 lines (500-800 words), unlike the previous two, they do not have to be accompanied by abstract and keywords.

2.3. Structure

Articles that are sent to the monograph and research section must provide the following general structure: Title in the three languages, Name author / s, institution to which he belongs, abstract and key words in all three languages, Introduction (justification and objectives of the study), methodology, analysis and interpretation of the results, conclusions and references.

Reviews of recently published a book must have the following format: Name of the author / s, Initials. (Publication). Title of book. City of publication: publisher, number of pages in the book.

Abstracts of Dissertations must submit the following format: Name of author, Initials (Year): Title of the thesis. University. Name and institution director Dissertations.

2.4. Format

The manuscript must observe the following rules for the submission, indicated with autocheck format, so that the author can go checking whether it meets the parameters set:

The request has not been previously published, or submission to another journal (or an explanation has been provided to the Department).

The file is sent in Microsoft Word format.

The text has spacing 1.5 and 3 cm margins, the font size is 12 points, the text does not take breaks or page breaks, and all illustrations, figures and tables are in a separate file, referenced in the text.

The title, abstract and keywords are both in Spanish and in Portuguese and English. The title will consist of 8 or 9 words, trying to use those in the Thesaurus.

The summary contains between 250 and 300 words. The summary follows IMRYD format (Introduction, Methods, Results and Discussion).

Included in 5-6 descriptors or keywords. Keywords are extracted from the European Education Thesaurus (<http://eurydice.org/portal/page/portal/Eurydice/TEE>) or Tesaruro ERIC (Education Resources Information

Center in www.eric.ed.gov) for proper indexing in search engines.

The text notes or acknowledgments, if any, are included in a section at the end of the text, numbered consecutively.

Only accompany illustrations (graphs, tables, figures, etc...) when they are essential. Tables, graphs or tables should go with its corresponding title and legend, numbered consecutively in the text.

In to the text, references to articles or books entered in brackets, indicating the name/s of author/s and year, separated by a comma. If a quotation will include quotes and, in parentheses, the name will appear/s of author/s, two points, year, coma and page (note the findings for citations in English).

In the References section are only those that have been used within the text.

The article headings are numbered as follows:

1

1.1

1.1.1

Introduction and References sections are not numbered.

We reviewed documents "Recommended Authors" (tips for preparing the summary, keywords, title and author name / a).

2.5. References

Every article should have a section called *Referencias bibliográficas/* References in listing the different references to sources cited in the text. This section is the same for the article in the languages that have been chosen, so will have to respect the original language of the work. Then we set the guidelines to be followed by those references in the articles submitted to "Pedagogía Social. Revista Interuniversitaria", which are governed by specific rules on which the APA 6th Edit an see more examples on the web.

3. Citing the journal

It is important to mention the journal is made as follows: *Pedagogía Social. Revista Interuniversitaria*. Example:

Sáez Carreras, J. (2009). El enfoque por competencias en la formación de los educadores sociales: una mirada a su caja de herramientas. *Pedagogía Social. Revista Interuniversitaria*, 16, 9 - 20.

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Pedagogía Social. Revista Interuniversitaria is required detect and report fraud.

The list of author signatories must include only those persons who have contributed intellectually to the work.

The journal expects author declare any commercial association that may pose a conflict of interest in connection with the submitted article.

The authors should be mentioned in the manuscript, preferably in the method section, that the procedures used in the samples and controls were performed after obtaining informed consent.

The journal will not use any of the entries received for any other purpose other than for the purposes described in this policy.

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1990	5	Educación para la Paz – Peace Education
1991	6	Educación y Trabajo Social – Education and Social Work
1992	7	Educación y Desarrollo Comunitario – Education and Community Development
1993	8	Servicios Sociales y Educación – Social Services and Education
1994	9	Educación de Adultos – Adult Education
1995	10	Educación Cívica – Civic Education
1995	11	Educación Social y Administraciones Públicas – Social Education and Public Administrations
1995-1996	12 y 13	Tercera Edad - Seniors
1996	14	Los Derechos del niño – Children's right
1997	15-16	Género y Educación Social – Gender and Social Education

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2004	11	Recordando a Constancio Mínguez Álvarez. De la Pedagogía Social a la Educación Social – Remembering Constancio Minguez Alvarez. From Social Pedagogy to Social Education
2005-2006	12-13	Educación para la salud – Health Education

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2010	17	Infancia y Adolescencia en dificultad social - Children and Adolescents in Social difficulties
2011	18	Infocomunicación y Educación Social – Infocomunication and Social Education
2012	19	Educación Social y Ética Profesional – Social Education and Professional Ethic
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