

213 - HUMAN RIGHTS IN WOMEN'S PRISON CAPITAL: NEW DIRECTIONS IN EDUCATION FOR THE EXCLUDED.

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INTRODUCTION

Educate is much more than teaching is awakening. And wake something in prisoner's women requires commitment and dedication. It is not about remodeling a lifetime, but certain aspects of it, without disregarding the interdependence between these aspects, which makes the recovery of a skill move necessarily all of the other. You do not work a part without destroying the whole.

The aspect that should work initially with the recluse is your anti-social act and the consequences of this act, disorders legal, personal losses, the social stigma and its stance on the act itself, therefore, a broad reflection on their values. To ensure that this work is done, we need at least two factors are covered: motivation of re-educating and professionals, equipped with strong educational goals, aimed at a differentiated pedagogy. GADOTTI (1993:124) states that the prisoner has to have another relationship with the contents that are transmitted, an immediate connection with what the teacher says in classroom. Methodologies should be different. The contents should be differentiated and there is the great challenge of the adult educator, because he has to build a new methodology, has to build meaningful content to those who are educating themselves.

In basic school it does not exist, because there is a pattern, a curriculum called common that is extended to all. Still, according to the author, our curriculum should not be monocultural. The trend today is to develop curriculum called multi-cultural, including for example, education for citizenship and education for the difference, the big problem of this century's end is to work with the difference, because the different, in general, frightens us. It is not only to respect the different, but, understand it and put yourself in his place. (GADOTTI, 1993:125)

Despite the assertions of GADOTTI, it is important to emphasize that the education system - whether public or private - has been guided by the parameters of the National Curriculum that currently represent a great educational tool for the construction of different educational projects.

The Federal Constitution of 1988 provides in art. 205 that: "Education, right and duty of the state and the family, will be promoted and encouraged with the cooperation of society, seeking the full development of the person, its preparation for the exercise of citizenship and its qualification for the job".

From this statement, we will try to show how it is right to recognize the school's role in building awareness of citizenship and the protection of human rights. The school not only can but must to play a key role in building and developing a social consciousness, in particular education in prison, where its members have lost half their human rights. There must be a statement directed to the full development of human personality and strengthen respect for human rights and fundamental freedoms.

It is understood that the prison should have a role in humanizing from the socialization and construction of knowledge coupled with the values necessary to the conquest of citizenship.

Educate for human rights means, above all, to move from individual consciousness to a collective consciousness. It means a commitment to make effective rights a reality for all citizens in everyday family, school, work and finally in all social spheres.

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Educating task is broader than the mere application of curricular activities, it has to do with the formation of civic spirit, with the recovery of citizenship, cite as a pedagogue AIDA MONTEIRO "... Understand that human rights and citizenship mean in practical life in all instances of social interaction of individuals. Education is seen as a major training tool of citizenship, to the full recognition of rights and duties of citizens, as a subject responsible for the design of society in which it is inserted. As a basic social instrument, education allows individuals to the implementation of marginality to the materiality of citizenship "(Monteiro, 1998:79).

Work and education are presented as key elements to this process of humanization in penal institutions, and subsequent rehabilitation, raising self-esteem of the prisoner and the conditions under which they produce their social rehabilitation.

The Penal Execution Law- PEL No 7210/84 says that the prisoner, even who is still responding to the process, as the condemned still has all the rights that they have not been removed by the pen or the law. This means that the prisoner loses the right, but has the right to a humane treatment, right not to suffer physical and moral violence.

Ultimately, the human rights of an individual are respected or violated by other individuals, even if they are acting on behalf of an official position. Therefore, the key is to touch hearts, and elevate the behavior of all human beings. Building democracy presents reflections on various topics related to education for Human Rights, central concern shown over the collection, for considering that the development of a culture preoccupied with the building of human rights can allow an end to the distance between the practice and theory, regarding the rights and obligations of every citizen.

OBJECTIVE

This article aims to analyze the educational policy of the excluded, along with women inmates of the Women's Prison Capital – Carandiru.

MATERIAL AND METHODS

We chose to conduct a survey of empirical nature. Was used as a working tool a questionnaire administered to teachers and inmates. In applying the questionnaire were randomly selected 40% of inmates who study and 40% of those who gave up. Among the forty students who signed a waiver to school, were randomly selected sixteen to respond to the questionnaire. This number represents 40% of the dropout. Thus, four dropped out of literacy, two were selected, six of grade 1, four were selected, four were selected from among the twenty dropped out of 2nd grade were randomly selected six, five of the 3rd grade, were drawn two, and five in the 4th grade, were also drawn two.

RESULTS AND DISCUSSION

After applying the questionnaire to the teachers realized that they encounter difficulties, both in relation to the students, as compared to the flow of them, the lack of basic, heterogeneous classes, time mismatch of the areas of education and library, noise coming from the courtyard, television and communication with the State Penitentiary by mimes and codes. The library is not open on time available and usable by inmates. The girls who show interest are always climbing in positions that do not allow them to study, investigate and to do tasks that, incidentally, are proposed.

The flow of students is a factor giving rise to the heterogeneity of classes, they bring values, standards and diverse cultural characteristics of each site. The lack of a students' does not occur for misconduct of them, but rather the result of several interrelated factors, which one of the main due to the state of Sao Paulo, where education is not one of priority goals and no real concern with the quality of education. Planning is not consistent in the trial of the teachers with the reality of prison and yes, with what the institution provides, both in terms of support and in material terms. The teachers did not articulate the importance and contribution of their work in this process, not realize that participates in the fragmentation of the education section, despite the broad and critical that they have on rehabilitation, considering that these are to prepare the inmate to take the normal life in society, with achievements, difficulties and problems.

At a time when the teachers talked about rehabilitation, tried to establish the relationship between basic education and professionalization. However concerns were controversially on the subject, because it left the institutional proposal on basic education and professionalization, and yes, subjective concepts which did not specify enough. When teachers talk about basic education and professionalism, we can assume that they understand the situation and the problems surrounding the prison, but it can be seen at other times, this understanding does not happen, because they believe just a little in the capacity of the prison to return to a normal life outside of the Capital Women's Penitentiary, which reflects the way society see the prisoners, their situation and their return to society. These reasons can only be understood if they are properly analyzed in a social, economic, political, cultural and educational context.

For the inmates who do not want to attend classes, there is an aspect of great importance and that need to make some clarifications. This aspect refers to the term of withdrawal. This document signed by the inmate is in non-mandatory in relation to the frequency of lessons, taking of responsibility for the education section before its formation. This deserves some consideration. In reality what happens is that when the inmate gives up study is required to sign this term that exempts the Education Section to provide you information, explanations, guidance, or services. And even before the inmate sign the term of withdrawal, the Education Section does not provide any guidance as to its real meaning and about the consequences.

Another aspect to highlight is that the Education Section, for the reclusive dropout class, does not give information about their educational process, not even to use the reports requested by the Judge. Finally, it is believed that the statements of the prisoners - both of which study how to give up - are not sufficient in terms of subsidies for a change. Surely what is evident is that the contradictions are so present in the responses indicate failures that must be addressed by professionals and the institution as a whole, in a job, as far as possible, simultaneous and integrated.

CONCLUSION

We conclude that education for human rights, if you want to also be an education for human rights, has undergone a high degree of cultural requirement. Without this awareness there can be critical even place, in fact, the emergence of human rights as ethical reference of political thought, social and educational. The concrete implementation depends less and less of a declaration and increasing dialogue with the pedagogy, a circumstance that requires mediation education supported to prevent its strategic manipulation.

Such education should help to awaken in each individual an emotional feeling based on humanity. When they began seeing each other as members of one human family, they expressed willingness to discard negative stereotypes learned and began to see people from other ethnic groups, nationalities, classes and religious beliefs as potential friends, not as enemies or threats, rights presuppose the existence of human responsibilities. Educational programs should cultivate a greater understanding that every right is coupled a corresponding responsibility.

Let me conclude the article citing the master FREIRE saying: "The best statement to define the scope of educational practice in the face of limits on what submits it: can not all, the educational practice can do something".

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HUMAN RIGHTS IN WOMEN'S PRISON CAPITAL: NEW DIRECTIONS IN EDUCATION FOR THE EXCLUDED. ABSTRACT

When searching on education in prison, within the prisons, we note that the methodology is the distinguishing factor of educational work, it allows the engagement of education to prison management procedures, guided by the principle of punishment and the maintenance of internal order in prisons.

Based on the understanding that education is a fundamental right of human, this article begins with a discussion of education for human rights, walking slowly to the study of reality in the women's capital penitentiary. The goal is to recognize the school's role in building awareness of Citizenship and the preservation of human rights. The school not only can play a key role in building and developing a social consciousness, especially the education of the prison, where its members have lost half their human rights.

Education for human rights is an education on human rights and has to bridge the gap often between knowledge and action. Content to mention the human rights and require memorization is not suitable for an education that aims to attitudes of respect for others and actions to promote awareness about the rights.

The conventional school system applied in prisons is a total failure, as a transforming agent of the inmate population, because only dare to instruct and train for material things, which is very little in the way of transformation. We must educate prisoners, emphasizing moral principles, ethical, guiding their lives, directing them to the spirit of mutual cooperation, rather egocentric competition imposed on them by the mainstream and formal.

KEYWORDS: Education, re-educating, Human Rights

DROITS HUMAINS DANS LA PRISON FÉMININE DU CAPITAL : NOUVEAUX CHEMINS DANS L'ÉDUCATION

EXCLUS.

RÉSUMÉ

À la recherche sur l'éducation dans la prison, à l'intérieur des prisons, nous pouvons constater que la méthodologie est le facteur différentiel du travail éducatif, donc rend possible l'engagement de l'éducation aux procédures de la gestion pénitencier, réglés par le début la punition et de la manutention de l'ordre interne des prisons.

En se partant de la compréhension dont l'éducation est un droit fondamental de la personne humaine, cet article s'initie avec la discussion concernant l'éducation pour les droits humains, en marchant progressivement pour l'étude de la réalité dans la Prison Féminine du Capital. L'objectif est de reconnaître le rôle de l'école dans la construction de la conscience de la Citoyenneté et dans la conservation des Droits Humains. L'école ne peut pas jouer un papier fondamental dans la construction et dans le développement d'une conscience citoyen, principalement l'éducation de la prison, où leurs intégrants ont perdu partiellement leurs droits humains.

L'éducation pour les Droits Humains est une éducation sur les Droits Humains, mais aussi pour les Droits Humains et a qu'il dépassera le fossé existant beaucoup de fois, entre le savoir et l'action. Se satisfaire à citer les droits humains et obliger sa mémorisation n'est pas approprié à une éducation laquelle il vise à des attitudes de respect par l'autre et à des actions pour promouvoir la conscience concernant les droits.

Le système scolaire classique appliqué nous prisons est des échecs total, comme agent transformateur de la masse de prisonnier, parce que seulement il ose instruire et former, pour les choses matérielles, ce qui est très peu dans le chemin de la transformation. Il faut d'instruire les prisonniers, en rejaillissant principes moraux, moraux, qui guident de leurs vies, en les dirigeant pour l'esprit de coopération mutuelle, à l'inverse de la concurrence égocentrique qui leur est imposée par le système scolaire traditionnel et formel.

MOTS-CLEFS: Éducation, Rééduquant, Droits Humains

DERECHOS HUMANOS EN LA PRISIÓN FEMENINA DE LA CIUDAD: NUEVAS MANERAS EN LA EDUCACIÓN

EXCLUIDAS.

RESUMEN

Al buscar en la educación en la cárcel, dentro de las detenciones, podemos evidenciar que la metodología es el factor que distingue del trabajo educativo, por lo tanto hace posible la inscripción de la educación a los procedimientos de la gerencia de la cárcel, pautados para el principio del castigo y del mantenimiento de la orden interna de las detenciones.

Romperse de la comprensión de eso que la educación es un derecho fundamental del humano de la persona, este artículo se inicia con la pelea referente a la educación para los derechos humanos, caminando gradualmente para el estudio de la realidad en la prisión femenina del ciudad. El objetivo es reconocer el papel de la escuela en la construcción de la conciencia de la ciudadanía y en la preservación de los derechos humanos. La escuela no sólo puede desempeñar un papel básico en la construcción y el desarrollo de un ciudadano de la conciencia, sobretodo la educación de la penitenciaría, donde sus detenidos habían perdido parcialmente sus derechos humanos.

La educación para los derechos humanos es una educación en los derechos humanos, pero también para los derechos humanos y tiene eso para sobrepasar la zanja existente de la irrigación muchas veces, entre saber y la acción. Contentarse en la citación de los derechos humanos y obligar su memorización no se ajusta a una educación que tienen como objetivo las actitudes del respeto por el otro y a la acción para promover la conciencia referente a las derechas.

El convencional aplicado referente a sistema escolar en las penitenciarías es un total de la falta, como agente que transforma de la masa de la cárcel, porque se atreve solamente a mandar y a entrenar, para las cosas materiales, cuál es muy pequeña de la manera de la transformación. Ella es necesaria educar a los presos, estando parados hacia fuera los principios morales, éticos, que manejan sus vidas, dirigiéndolas para el alma de la cooperación mutua, en el contrario de la competición egocéntrica que es impuesta a ellas por el tradicional y formal referente a sistema escolar.

PALABRA-LLAVES: Educación humana, reeducando, derechos humanos.

DIREITOS HUMANOS NA PENITENCIÁRIA FEMININA DA CAPITAL: NOVOS CAMINHOS NA EDUCAÇÃO DOS EXCLUÍDOS.**RESUMO**

Ao pesquisar sobre a educação no cárcere, no interior das prisões, podemos constatar que a metodologia é o fator diferencial do trabalho educativo, pois possibilita o engajamento da educação aos procedimentos da gestão carcerária, pautados pelo princípio da punição e de manutenção da ordem interna das prisões.

Partindo-se da compreensão de que a educação é um direito fundamental da pessoa humana, este artigo inicia-se com a discussão acerca da educação para os direitos humanos, caminhando paulatinamente para o estudo da realidade na Penitenciária Feminina da Capital. O objetivo é o de reconhecer o papel da escola na construção da consciência da Cidadania e na preservação dos Direitos Humanos. A escola não só pode desempenhar um papel fundamental na construção e no desenvolvimento de uma consciência cidadã, principalmente a educação do presídio, onde seus integrantes perderam parcialmente seus direitos humanos.

A Educação para os Direitos Humanos é uma educação sobre os Direitos Humanos, mas também para os Direitos Humanos e tem que superar o fosso existente muitas vezes, entre o saber e a ação. Contentar-se em citar os direitos humanos e obrigar a sua memorização não é adequado a uma educação que visa a atitudes de respeito pelo outro e ações para promover a consciência acerca dos direitos.

O sistema escolar convencional aplicado nos presídios é um fracasso total, como agente transformador da massa carcerária, porque só ousa instruir e adestrar, para as coisas materiais, o que é muito pouco no caminho da transformação. É preciso educar os presos, ressaltando princípios morais, éticos, norteadores de suas vidas, dirigindo-os para o espírito de cooperação mútua, ao invés da competição egocêntrica que lhes é imposta pelo sistema escolar tradicional e formal.

PALAVRAS-CHAVES: Educação, reeducando, Direitos Humanos.

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