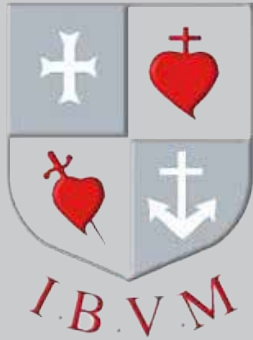


CONNECTA 80

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A look into the CIE's



Conecta is the internal newsletter of the Blessed Virgin Mary Institute, IBVM, Spanish Province.

A religious community inspired by Mary Ward, who wants to live her spirituality and share it with the people with whom it lives and works.






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Cover Photo: Isabel Peche and Louise Latin enter the CIE of Aluche, in Madrid, for their visit every Thursday.		

Ministries Meeting



On 23 January 2018, some 20 persons belonging to the various management teams of the Institute, or ministries of the Province, met in Madrid for the first time. The goal was to achieve a stronger and more cohesitated group of companions. The result of the meeting, which lasted the entire day, was highly appreciated by all those attendants. The most repeated widespread desire was “This must be repeated!”.

Since the beginning of this course, the Institute, through the Mary Ward Foundation, actively participates in REDES (Red de Entidades de Desarrollo Solidario). We do this through Aurora Moreno, head of the Institute’s Awareness and Communication department, who is part of the group dedicated to Education for Development. The aim is to see how we can progress in our awareness-raising work in BVM schools and in the other areas in which the Province works. To this end, we work from our special sensitivity to Justice, Peace and Integrity of Creation.

The IBVM is in REDES



Christmas lunch in the Provincial office: Myriam, Elena, Cristina, Aurora, Rosa, Cuqui and Flora



Flora Magro was featured in the program ‘Viva la Vida’ on Telecinco, in a special program they dedicated to Irene Villa, who declared that she adores sister Flora and spoke very well of her school ‘BVM- Irlandesas’. Flora had to repeat several shots to make a very professional video.

A look into the CIEs

Two sisters of the IBVM, Isabel Peche and Louise Latin, tell us about their experience visiting the people held at CIE's, one of the tasks they carry out from the parish of their neighborhood, San Hilario de Poitiers in Aluche, Madrid.



Isabel Peche and Louis Latin, Ibvm, in front of the CIE of Aluche, before visiting the detainees

The CIE of Aluche is very close to the place where we have been living since our return from Ecuador. It was a reality that caught our attention and from the beginning we looked for a way to be able to give a service to the people there. The entrance was not easy and you can't go on your own.

At the same time we are inserted in the parish of

San Hilario de Poitiers. In February 2016, the parish priest contacted the director of a program from the Jesuits for migrants. A meeting was called for the people of the parish, and Santiago Yerga, lawyer of the program, made a detailed presentation of these centers of Internment of Foreigners.

As a result, thanks to having come to know this hard reality so forgotten, the peo-

ple of the parish mobilized and organized ourselves into groups of volunteers to provide a service.

From that moment on, we are visiting every Thursday morning the people they tell us. Also, the parish has an apartment available in it, where immigrants who are released from the CIE and have nowhere else to go, are given a punctual shelter.

Officially, confinement in

these centres is defined as “non penitentiary internment” since the law expressly prohibits confinement in prisons of persons who have not committed any crime, but simply live the circumstance of being undocumented.

This is a precautionary detention pending expulsion from the national territory or in some cases release. But in practice, many human rights organizations claim that they are like prisons.

There are currently 7 CIEs in Spain: Algeciras, Barcelona, Murcia, Valencia, Las Palmas, Tenerife and Madrid (Aluche).

In these centres, migrants can be detained for up to 60 days, just because they are foreigners and have not managed to have papers. In our opinion, this is a total disrespect for the dignity of the person.

According to the Jesuit migrant service, detention is overused in the CIE because it is done as a precautionary measure, without analyzing the particular circumstances of each case and in many cases there is no reasonable prospect of executing the expulsion, for which the confinement would not make sense.

The commitment of volunteerism is above all to accompany, serve, defend their rights and rise awareness in the society to this problem. We try to improve the living conditions of these people. The days are very long in there and there are no organized activities for them.



The CIE of Aluche, also known as the Spanish Guantánamo, has a capacity for 280 people

The closure of the CIEs should be advocated, which inevitably also means calling for a thorough overhaul of the entire border control network and rethinking the way in which the naturally human phenomenon of mobility of persons is currently

managed.

Above all, it has been established that it is a totally ineffective system in which the dignity of the person is not respected. People without papers, people who have fled from one hell to enter another, women with lives that hide dark situations of trafficking and exploitation, or mothers with family burdens of minors without help... and also people with crimes, this mixture makes it urgently necessary to analyze each person, as claimed by Pueblos Unidos in all its annual reports.

The CIE report

For the past 7 years, the Jesuit Migrant Service - Spain, SJM-E, has published an an-

“They are people unfairly deprived of their freedom, whom no one visits. These centres should disappear”

nual report on the situation of the people locked up in the CIE who visit their volunteers and professionals, i. e. those in Madrid, Barcelona, Valencia and Tarifa.

This report emphasises that the high amounts of public expenditure on security and control within the CIEs are very striking, compared to the much lower level of investment in social care for those detained there.

The economic profits for the companies receiving the licence have clearly increased. These licences are for example supply services, food services... The management of the CIE is exclusively police responsibility. Attention is drawn to the enormous contract for the charter of deportation flights, which amounts to no less than 12 million euros.

This report concludes by calling for the definitive closure of the CIEs and, as a preliminary measure to their closure, calls for the improvement of their current conditions of detention and alternatives to the detention and expulsion of persons who migrate and who have the right to do so.

Once again this year it is reported that the government of Spain has still not published official figures on forced repatriations and internment.

There is also a call for greater transparency on the part of both government and local and regional authorities regarding their competencies related to CIEs, as it is not



Louise and Isabel, already inside the CIE, for their visit every Thursday

clear which responsibility falls to whom.

In addition, all administrations should enforce human rights within the CIEs and take care of the people remaining on the street after passing through these centres.

By Isabel Peche and Louise Latin (I. B. V. M.)

Some significant facts from the SJM-E 2017 report:

- In 2016, 51 minors were admitted to hospital, three times the previous year.
- 770 persons processed applications for international protection from the ICE, but only 20% of them were admitted for processing.
- Three out of every four persons detained came directly from the boats called pateras.
- Every day, 100 people were detained in Spain for irregular stay.
- During 2016, 7,597 people were interned at CIE, 29.02% of whom were expelled. The detention figures are higher than in previous years, but the expulsion rate is much lower.
- The number of women interned increased by 13 per cent compared to 2015 and the average length of stay was 24.47 days.
- In Spain, an average of 25.66 people a day have been repatriated.
- In total, 9,241 of the 35,882 detainees were repatriated.
- Forty-two per cent of the expulsions were for mere irregular stay.

Talk about Mary Ward in Seville

The talk entitled “In the future women will do great things” was organised by the Association of Former Students of Irlandesas Seville during Mary Ward’s week.



Araceli Sánchez, President of the Association of Former Students Irlandesas Sevilla; E. Cerdeiras; T. Clemente, and Alicia Martinez, Andalusian Parliamentarian.

Alicia Martínez; Araceli Sánchez León; Teresa Clemente, Pedagogical Manager and Coordinator of schools; Ángela de Madariaga Parias, Vice-President Valentín de Madariaga Foundation and Elena Cerdeiras, IBVM.



II Pilgrimage to the Monastery of Loreto

One of the activities organized for the Mary Ward Week was the II edition of this Pilgrimage, from Castilleja de la Cuesta to the Monastery of Loreto (Espatinas), organized by the school’s Pastoral team. This promises to become a great tradition.



Towards a Learning Community in Cullera School



The educational project 'Learning Communities' is based on various successful educational actions aimed at social and educational transformation. This model is in line with international scientific theories that highlight two key factors for learning in today's society: interaction and community participation.

These Communities involve everyone who has an influence in any way on the learning and development of students: teachers, families, members of neighbourhood and local associations and organizations, and anyone who is interested in volunteering. To join the learning community there is a process with many phases, a period of training, certificate of sexual crimes, authorizations, etc., and it takes a lot of effort and a lot to schedule.

The management team of the school of Cullera, in Ma-

drid, began to take an interest in this project in 2011, according to Juani Romero, who was then part of the team.

In 2013 and 2014 teachers began to have contact with the learning communities, "it was understood that there must be a social transformation for the school to improve, that was learning communities," explains Romero. In 2015, they decided to commit to this project.

In the third quarter of the 2016-17 academic year, 'interactive groups' were implemented in some classes, which is one of the successful educational activities to reach the status of Learning Community.

In the 2017-18 academic year, interactive groups began to operate throughout the school, in mathematics and language, from 4 years old to 4th year of secondary school.

In these beginnings many

difficulties were seen, not only the administrative difficulties, since approval had to be obtained from the Inspectorate and the territorial directorate of the Education area. In addition, they feared that few families would want to collaborate or that there were, as it was, teachers' reluctance to let families into the classroom. However, all this was surpassed thanks to the will of the Parents' association, staff and, above all, to the enthusiasm of the faculty and management team.



Interactive groups

Interactive groups consist of small, heterogeneous groups of students, each with a volunteer formed in the classroom. The tasks carried out in these groups are designed by the teacher to review and reinforce the contents already seen. The adult volunteer tutorizes the group, generating dialogue and interaction. Usually, after a time, set by the teacher, each group gets up and sits at another table, changing activities and volunteers.

Jorge Largo, principal of the school since September 2017, tells us that children love volunteers: “Every child has found an escape valve. Something they don’t get from the teacher when he’s alone with 25 students. Those who do not dare to ask a question to the teacher about something already seen, they do dare with the volunteer. The volunteer gives the student an opportunity of intimacy to work with content that may have become clogged, so in the end the student loves the volunteers.

No one is left behind.

When a teacher explains something, only reaches 30% of the class, so Jorge explains, “the interactive groups reinforce the student, the volunteer and the teacher, who otherwise –alone- could not attend to the diversity of the learning rhythms”.

Now Juani, a high school teacher, is coordinator of the interactive groups along with two other teachers, Maria Albert and Ester Macarro. The-



re are more and more volunteers every day. A real value in this sense has been the signing of an agreement with the Complutense and the Autónoma Universities of Madrid, so that the Education students can carry out their ‘Learning and Service’ internships in the interactive groups. This youth is a very enriching mirror in which the students can look at themselves.

Dialogical conversations

Successful educational actions are, in general terms, the introduction of interactive groups in the classroom; literary gatherings; the dialogical formation of families; the dialogical formation of teachers; the introduction of a mediation and conflict resolution program and a library tutored by families.

Dialogical conversations consist of reading in groups

classics of literature. The school has initiated this in two ways: with families and people from the community in the afternoons; and with the students in the classroom.

These gatherings last an hour and everyone should intervene. It is important to point out that it is not about reading comprehension; although it comes on its own. These gatherings are a space where literary richness is generated for the community and contributions tend to be richer and deeper.

Illusion for the future

With these actions implemented this course, social transformation is already visible. At Christmas, they carried out an analysis exercise and it was surprising to see the enormous change that these activities have stimulated for families. It is reflected in a testimonial video they made, which can be seen on the school’s social networks.



The future presents itself full of illusion and projects. Juani and Jorge recall: “the road has been long and difficult, but finally we have started and in the future we will carry out all the successful educational actions to reach the final objective, which is to become a Learning Community”.

El Soto School (Madrid)

This year, El Soto school chose an original motif of lego pieces to illustrate their motto “Mary Ward, we built our world with you”.

The corridors of the school were decorated with banners of the foundress, so that all the students could see it as they passed by.

“With it we want to continue building a world of Truth,



Justice and Freedom, with the joy of feeling accom-

panied by Jesus! says their presentation.

Loreto School (Sevilla)



At Nuestra Señora de Loreto School, one of the activities for the second and third cycle of elementary school was this image game, deciphering Mary Ward’s secret messages from her journey from Liège to Rome.

To decipher the messages, before we had to build a puzzle with the image of the founder that is so well known by all the students of the schools.

Bami’s School (Sevilla)

Bami’s school also had a busy week full of activities for Mary Ward’s week. One of them was a fun morning of crafts in which elementary school students made some beautiful figures of the foundress with plasticine.

The proud sculptors display their works in these images.



Cullera School (Madrid)

The school of Cullera this year has surprised with its project to celebrate the week of our founder with a spectacular game entitled “Mary Wards” making reference to the mythical movie “Star Wars”.

The interactive game consisted of various activities for all ages and the different courses enjoyed playing and



completing missions related to Mary Ward’s life, to learn more about her.



Aljarafe School (Sevilla)

Aljarafe’s first cycle students in Seville made Mary Ward’s valuable bricks and then built a house with them.

One of the many original activities that took place at the school to celebrate the founder’s week.



Leioa’s School (Bilbao)

In Leioa, among many other activities and celebrations, they celebrated Mary Ward’s birthday with a great costume party. The kindergarten students had a great time dressing up in their favorite characters.



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If you would like to collaborate with the **Conecta** newsletter by writing, sending some photographs, suggesting a topic, or telling us something interesting to share so that we can write it, please contact us.



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