

## A PROCESS OF ACCOMPANIMENT AND LEARNING FROM CRITICAL LITERACY IN THE STATE CENTER FOR SOCIAL REINTEGRATION OF SENTENCED (CERSS) N° 5

**Delmy Tania Cruz Hernández and Medhin Tewolde Serrano, México**  
*Mujeres Transformando Mundos A.C.* (Chiapas, México)

### Who are we? And where do we come from?

The organization that promotes this project is *Mujeres Transformando Mundos A.C.* We are women living in Chiapas, México for 15 years, and come from diverse places in Mexico and the global North, we have been participants of different social movements in Chiapas accompanying women, villages and communities. We have been walking together for 3 years. The objective around which we got organized started with the aim to create a space of for talking politics; meaning do “the political, with and for us with the aim to construct bridges of dialogue full of learning processes with the others”. aprendizajes con las otras.”

As an organization we have the objective to contribute to the construction of rights through the participation of subordinated sectors from feminist perspectives that look for the social transformation in terms of equity and justice between women and men, villages and communities, promoting sustainable lives, in harmony with nature, through research, training, council and accompaniment of social processes as well as the promotion of artistic and cultural activities in rural, urban, indigenous and mestizo communities.

This process of accompaniment in particular started in february 2014. At the beginning we pretended to be the principal companions of the process. Nevertheless, the situation and having met some companions deprived of freedom led us to other forms. One of the situations that changed radically was the fact that we saw ourselves in a different role. Meaning that in the beginning we wanted to be the direct companions of the women deprived of freedom; nevertheless, after visiting the “center for social rehabilitation” we understood the importance of generating a minor opening in the persons who received literacy classes, this circumstance, combined with the activism of women who are in prison, made us think about the opportunity of ourselves being subjects of the same process of accompaniment.

Hence the dialogues of accompaniment which we privilege are based on what we denominate “the in between” which means that we do not start with the fact that these women need to be “educated” in literacy and that we are not educators, we do not give priority either to *what is “taught”*, nor the *how’s*, but we use the *what is happening to me-us in life?* And from there we learn together, this is what we call the “in between”. We consider that with the mentioned action we break paradigms of education such as: teacher-student and we realize a journey through what we want to learn.

A fundamental point was that we accompanied the process of four diverse women, mestizas and indigenous, deprived of freedom for a year, this way they are the ones in charge of the process of literacy education of their companions. The methodology we use helps us all to question situations of why we are in prison and what meaning does this space have in these patriarchal and neoliberal societies.

In this conversation we want to talk with you about three points:

1. The situation of the women in the CERSS number 5 located in the municipality of San Cristóbal de las Casas, Chiapas. The challenge it means for our organization in this process.
2. The “accompaniment” we give: Here the points we will cover, regarding the methodology we use: the coming together, “the in between”, “the creation of gadgets” and the exchange of knowledge with others.
3. Finally, we want to dialogue about the challenges we are facing in daily life, and how we are solving some and are leaving others with question marks.