

Education of Adults in Prison

An Impact survey of projects co-financed by
the GRUNDTVIG programme

Agence Europe Education Formation France
(French Agency for European Education and Training)

09.2008 – 03.2009





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Some reminders...

A quick glance obliged



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Know-how in « EDUCATION »

does not emanate from European policies.





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The concept of« **LifeLong Learning** »
is neither European or new.

Chronologically, it was first sponsored by
UNESCO, then by OCDE, and finally E.U.



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And although the European penitentiary rules
approach directly and indirectly
different fields of Education in prison





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It remains that education policies are
individual to each Member State of the E.U.





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Considering that the Universal Declaration of Human Rights grants that each person, even imprisoned, has fundamental rights





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Considering that activities, sporting,
educational and cultural, must be organised
in penitentiary establishments





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Considering that education must not be treated in a less important manner than work in the penitentiary routine and that the prisoners must not be jeopardised financially or otherwise because of their choice to receive an education



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... Requesting that it is taken into account
that the situation of a prisoner is temporary,
to allow him to follow, or begin, his
inscription in a continuous education for life
(formal, non-formal, informal)





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Formal, Non-Formal, Informal

3 compatible and unavoidable means of
education in the penitentiary environment.



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Formal learning

It is dispensed in an organised and structured context and usually ends with certification / recognition.





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Non-formal learning

It is integrated into planned activities which are not always identified as learning activities ; it does not usually end with a certificate.





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Informal learning

It is obtained from activities of every day life; it is not organised, nor structured in terms of learning objectives, there is no formalisation of time and/or resources.

In function with the progress of the Member States in the process of recognition, and in the translations into the English language, we also speak of « learning through experience ».





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« **Develop a European space for education and training throughout life** »

What ideas does this European
communication from 2001 give which could
become reality in the penitentiary
environment ?



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A contextualised definition

Any learning activity undertaken at any time in life, with the aim of improving knowledge, qualifications and skills, in a personal, civil or social perspective and/or leading to employment...



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Two Profils

Potential Learner

The term « potential learner » describes those who cannot learn in an active manner, for example because access to propositions of education and training is difficult for them or because they are no longer used to learning and creating a suitable learning environment

Learning counselor

All those who facilitate the acquisition of knowledge and skills through creating a suitable learning environment



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Two Concepts

Learning Community

A community which creates a learning culture by developing efficient cooperation between all the participants and which supports and motivates the individuals and organisations to participate in learning activities.

Local Centre for the Acquisition of Knowledge

Territory on which all the participants collaborate in order to satisfy specific local needs in terms of learning and puts into place common solutions for common problems.



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a Policy

Territorial Governing

*A means of organisation and Management
using the interaction of traditional
political authorities of civil society,
participants from the private sector,
public organisations and citizens.*





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Specifications of the Impact Survey

taken from a list of 24 projects
(FR)



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- ❑ Identify the participants and networks of education in prison in France and in Europe in the European framework of lifelong learning,
- ❑ Analyse the advantage and the benefit of the transnational approach through national or territorial approaches.



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- ❑ Analyse the real impact and potential of the listed projects regarding the targetted public, potential direct users of the results and local and national partners.
- ❑ Analyse the strategies of diffusion and transfer of the results of projects which, once completed, lead to recommendations.



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- Obtain recommendations, propositions for activities to promote the Grundtvig programme in 2009 to encourage new projects in the field of education for adults in prison, activities which would rely on the main participants and networks.





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Methodology

for a programme of 28 weeks
of work





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Stages of Action

Widening the field of the
impact survey



Steps of Action

1. Framework
2. Analysis of details
3. Putting recommendations into action





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Means developed

343 Electronic questionnaires

33 Interviews and 23 Meetings

11 Investigations

Documentary researches





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3 different questionnaires

- 183 penitentiary establishments
- 149 transnational partners
- 11 associate participants





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Monitoring

2 Follow-up meetings

2 steering committees



Three Observations

- Representatives convinced, sudden breaking
- Numerous absences
- Solicitations not followed up



Generic Reports

- Internal and ultra-internal
 - internal-external
 - external
 - transnational



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Internal and ultra-internal level (1/4)

- Omitting the obligation for sponsors and partners of the project to answer statements under warrant





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Internal and ultra-internal level

(2/4)

- Lack of analysis
of administrative data
- Lack of verification
of administrative details



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Internal and ultra-internal level **(3/4)**

➤ Final evaluation reports completed
succinctly

➤ Statistical details
« in form of justification »





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Internal and ultra-internal level (4/4)

- Access too complex to projects
- Absence of a thematic database



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Internal-external level

- Great ignorance of European programmes
- A (very) French nervousness to create projects



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External level

A sometimes inexistant
communication within organisations
which generates poor transparency
and does not do justice to the work
accomplished

Explain what is being done





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Transnational level (1/2)

- Countries which have never participated in projects in this thematic area
- Penitentiary administrations which are too often absent from partnerships



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Transnational level (2/2)

- fund hunters
- « cut and paste » partnerships





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Reminder

The impact survey is not a qualitative
evaluation of projects



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Targetted statements ^(1/3)

3 essential fields are weak

- Contextual expertise
- Verification of finances
- Reasonable expectation from the results



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Targetted statements (2/3)

- The large number of professionals from artistic companies
- The penitentiary establishments are not referred to often enough



Targetted statements (3/3)

- The total absence of projects sponsored by the Penitentiary Administration and/or regional and local penitentiary Authorities
- One project alone has a penitentiary authority as direct partner



Recommendations (1/5)

- A thematic data base with all details
- A firm commitment from the beneficiary to respond to applications



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Recommendations (2/5)

- Realistic, viable, transferable and perennial propositions
- Basic work on formal sheets in the Grundtvig 3 action
 - Final evaluation report
 - Statistical records



Recommendations (3/5)

- Minimal requirements in terms of partnership, steering committee, scientific committee,...for a targetted implication of a panel of participants from the penitentiary field.



Recommendations (4/5)

- Independant experts, YES, but who have minimum knowledge of the subject area
(particularly during the phase of project selection)



Recommendations (5/5)

- An external communication plan dedicated to the group of participants both decision makers and operational (formal, non-formal, informal) from the penitentiary environment.



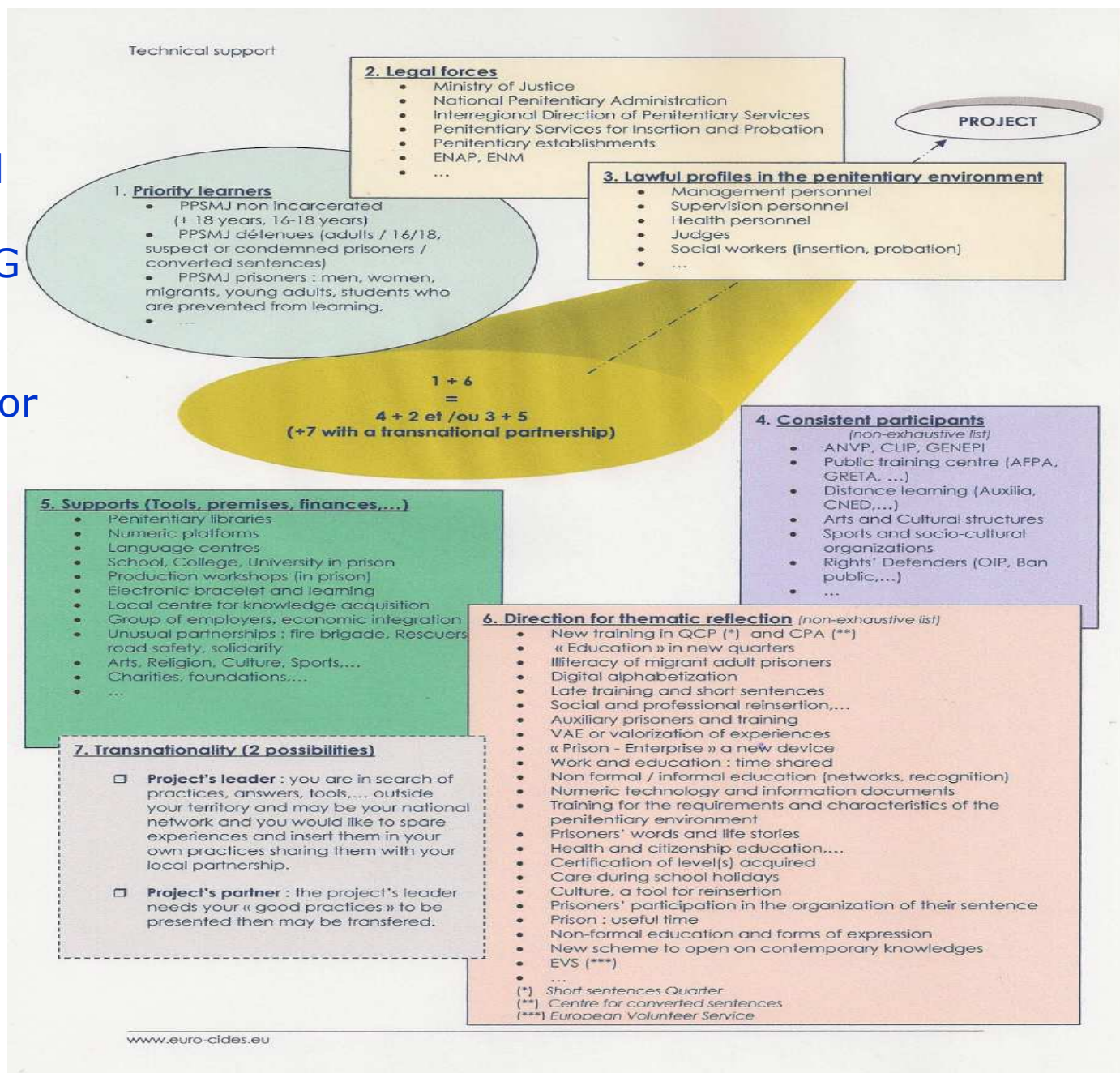


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The Analysis of Interviews, Meetings, Investigations and Questionnaires together with the lectures led to the development of a project schema



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Directions for reflection emerged to :

- Compare the systems
- Develop new responses
- Experiment with practicals, tools



A strategic choice in the subject of European financing (use of results)

☐ **Structural funds**

☐ **Community funds**



A Project Formula

$$\begin{array}{c} 1 + 6 \\ = \\ 4 + 2 \text{ and/or } 3 + 5 \\ + 7 \end{array}$$



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1 + 6

**1. Priority learners
+
6. Directions for thematic
reflection**



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A Project Formula

$$\begin{array}{c} 1 + 6 \\ = \\ 4 + 2 \text{ and/or } 3 + 5 \\ + 7 \end{array}$$



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4 + 2 and/or 3 + 5

4. Coherent participants

2. Law « enforcement »

3. Legitimate profiles in the
penitentiary environment

5. Support



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« + »

7. Transnationality

- either as a promotor
- or as a partner





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The formula project enabled the
creation of a **specification
sheet** to be used as a tool for
the decision making and
evaluation





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A specification sheet that was
tested on completed projects
appearing on the list created
by the EEFF Agency.



The directions of progress (1/3)

- Launch in the penitentiary environment
- Transfer of practices



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The directions of progress

(2/3)

- Implication of « very important absentees »
- Opening towards new areas of reflection



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The directions of progress

(3/3)

- Participation of internal professionals and cooperating participants
- Resorting to internal supports





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In conclusion... (1/2)

- A dispersion of initiatives
- An origin of needs which claims answers



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(2/2)

- A loss of results
- An absence of moments for group reflection





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... all of which, remote
controlled by what could be,
at the base, an error in the
identification of the real
« target » ...





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And what would lead to



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