

Project CITI-VAL

Education in prison for CITizenship VALues

ERASMUS+ KA2 Strategic Partnership

n° 2016-1-FR01-KA204-023961

Formal presentation of
CITI-VAL French Partner



Erasmus+



RÉGION ACADÉMIQUE
NOUVELLE-AQUITAINE

MINISTÈRE
DE L'ÉDUCATION NATIONALE,
DE L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE



Kick-off meeting in Bordeaux (FR)

November 21-23, 2016

ERASMUS+ Strategic Partnership CITI-VAL Project

Part 1

Dominique ANTONY

EU Coordinator and Project Engineer

Presentation of French partner

Euro-CIDES



Euro-CIDES

is located in BORDEAUX (SW of France)

- **500 kms from Paris**
- **200 kms from Pyreneas**
- **50 kms from the Atlantic ocean**
- **close to the wider gardened forest of Europe.**

The airport to meet us is BORDEAUX (FR).

We have very well known wines as well as good food such as « foie gras », oysters, smoked duck,...

BORDEAUX belongs to the UNESCO's heritage.



Euro-CIDES *created in July 2000*

works in collaboration with

- **1 - Public Authorities (local authorities, communities, ministries, universities,...)**
- **2 - Organisations (foundations, colleges,...)**
- **3 - Regional Institutions (to train social workers, public servants)**

from various countries members of EU or associated countries.



Euro-CIDES EU Network

Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Finland, Germany, Greece, Hungary, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Turkey, United Kingdom



Euro-CIDES since 2000 develops

Projects based on activities focused on places and activities for low skilled adults such as :

- **Penal institutions (prison, closed institution for minors, wellcare units)**
- **Institutions working with mental / intellectual disabilities**
 - **New types of local SME's activities**
- **Info point on LLL supported by public libraries**



Euro-CIDES

by commitment of

French local authorities

- ☞ **make Diagnosis of social needs on local territories and communities**
- ☞ **work with policy makers to develop investigations for new orientations**



Since 1997, I work on projects supported by Grants under EU programmes

- **PIC HORIZON** (1997-2000)
ACCES ARIADNE
- **GRUNDTVIG Education for adults** (2000-2016)
ACRE 1 & ACRE 2 - ON/OFF - HIPPO - ESM - FEFI
- **EUROPEAN SOCIAL FUNDS** (2003-2011)
SKILLS VALIDATION IN PRISON
- **CULTURE programme** (2002-2004)
MNEMOSYNE
- **ERASMUS+ Education for adults** (since 2015)
ESM-YA - VALMOPRIS - CITI-VAL - READY...GO – SERA
- **JUSTICE Daphne** (since 2016)
CAPTIVE



Euro-CIDES takes part in the training of

- **future social workers,**
- **managers of social services and institutions,**
 - **public servants leading with social and welfare services.**

Euro-CIDES

on behalf of

French High Commissioner for Youth

**realized the 2007/2009
national intermediary evaluation of the
European programme titled
« Youth in action »
(e.g. EVS, youth' exchanges)**



Euro-CIDES

on behalf of

French ministry of Active Solidarities

**develops from 2010 to 2012
the permanent evaluation of
one social experimentation based on
activities for youngs from 13 to 18/21 years
living in the department of Orne (Normandy)**



Euro-CIDES

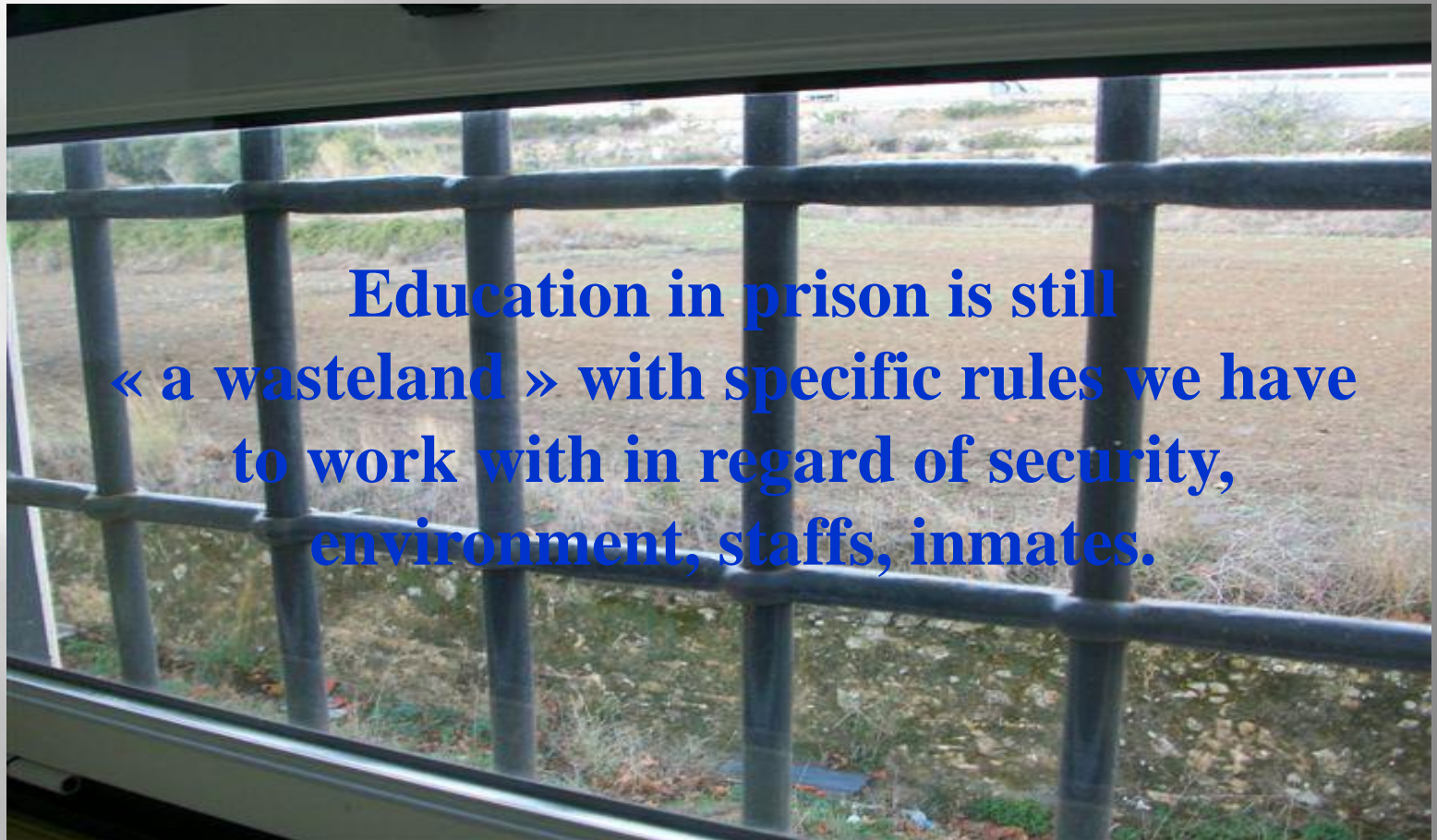
on behalf of
the French National Agency

**realized in 2008/2009 a national survey focusing
on how GRUNDTVIG grants impact
EDUCATION in PRISON for ADULTS**

**Since 2010, D. ANTONY is also an external
independant expert of French National Agency**



What did we learn from all these projects based on our experience and competences ?



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Part 2

Annie Bresson

Director of the Regional Pedagogical Unit
for the academic region of New Aquitaine

Introduction of the French system for formal education in prison

Some data at national level

Year 2015

66 270 inmates among which :

- 2 073 women
- 704 minors
- 19% persons with foreign origins

National data - 01 January 2016

Age distribution

- ▣ 0,1% were under 16 years old
- ▣ 0,8% were between 16 to 18 years
- ▣ 6,6% were between 18 to 21 years
- ▣ 16,7% were between 21 to 25 years
- ▣ 20,6% were between 25 to 30 years
- ▣ 26,9% were between 30 to 40 years
- ▣ 16,3% were between 40 to 50 years
- ▣ 8,1% were between 50 to 60 years
- ▣ 3,9% were over 60 years

Average of Imprisonment period's duration (National data - 01 January 2016)

Duration	Rate of detainees
5 years and more	21 %
1 year or less	79 %
→ 1 month or less	32 %

Education in prison at national level

Year 2015

Items	Figures, rates
Total number of inmates in all French prisons	66 270
Number of prisoners taught by teachers from Ministry of education	25%

2016 French national Data

Contributors to Education in prison

(Formal, non formal, informal)

- 483 full-time teachers (FTT) among which:
 - 405 primary school teachers trained to teach in prison,
 - 78 secondary school teachers.

These teachers are public servants. They belong to the French ministry of education.

- More than these full-time teachers, we also have to consider :
 - Trainers involved in vocational training *(public/private training centres),*
 - NGOs' volunteers *(retired teachers, students, ICT volunteers).*

Schooling (national data 2016)

- ➡ *27% of learners in prison attended 1st degree lessons*
- ➡ *8% of learners in prison attended 2nd degree lessons*
- ➡ *2 % of students in universities*

- ➡ *63% of detainees who started school in prison in 2015 were on basic level to be taught on:*
 - Litteracy, numeracy,*
 - Fight against illiteracy,*
 - French as Foreign Language,*
 - Upgrading*

Some elements of reflection

The profiles

- 19% of detained persons are foreigners
- There are foreign detainees in all French prisons
- The non-French-speaking public is a priority audience for French Ministry of national education
- Some prisoners can validate their French language skills (DILF / DELF)
- A minimum level of proficiency in French is required (level B1) for the acquisition of a residence permit or to obtain French nationality.

Difficulties in teaching

- A majority of this public is illiterate in their mother tongue
- The time of detention and therefore of learning is often short and “unknown”
- Learning groups, when they exist, are very heterogeneous
- Most often the only learning time is the teaching time (work is very difficult in the cell)

Contextual teaching practices

- Priority is given to learning spoken French
- Need for teachers to create their own tools because the existing methods are not adapted to this audience and context
- Importance of sharing the tools as created or used
- Individualisation of training paths

French national Data Valorization

In 2015, 5 325 inmates were candidates for examinations at school or university levels and 78 % of them were totally successful.

French national Data

Contributors to Education in prison

(on distance learning)

In 2015

3 697 detainees followed on distance learning modules mainly with universities, CNED (education public service) or associations (ex. Auxilia).

New Aquitaine and Prisons



Academic Region of New Aquitaine

Kick-off meeting in Bordeaux (FR)

November 21-23, 2016

Prisons in New Aquitaine

2015	Number of Prisons	Number of inmates	Rate of learners	Number of full-time teachers
Maisons d'arrêt <i>before sentences and short sentences < 2 years</i>	11	1184	39,5 %	14,5
Centres de détention <i>End of sentences and Sentences > 2 years</i>	5	1458	27 %	10,5
Centres Pénitentiaires <i>Combines 2 types of prison</i>	3	1865	24 %	14
Maison centrale <i>Very long sentences and high security</i>	1	381	44 %	4

The New Aquitaine teaching unit in prison (UPR) in a few figures

School year 2014 /2015

- 43 teachers
- 30% of inmates in schools
- 5 hours of weekly instruction
- 18% learn French as foreign language

Different French ministries can be involved in the organisation of Education in prison

The two important ones being :

For vocational training : **Ministry of Employment**

For formal education : **Ministry of Education**

both under supervision of Prisons' Administration.

What does the code of criminal procedure say?

- ▣ «Primary education is provided in all prisons».
- ▣ «Convicts who cannot read, write or calculate commonly should receive this education».
- ▣ «Other inmates may be allowed on request».
- ▣ «Prisoners may engage in all studies compatible with their criminal status».

What does the penal law dated November 24, 2009 say?

Article 27 – Chapter 3 – Section 2 : « Any convicted person is required to perform at least one of the activities offered to him by the director of the prison and the manager of probation and reintegration service if it has the purpose to rehabilitate and is suitable for their age, abilities and personality. If the convicted person does not control the fundamental teachings, the priority is the teaching of reading, writing and arithmetic. When not mastered the French language, the activity is a priority in their learning. The learning s could be organised if the convicted person also realizes a work activity. »

Article 60 – Chapter 3 – Section 9 : « Minors (13 to 18), when they are not subject to compulsory education, are required to complete an activity with educative features. »

The pillars of the common core, what are they?

- Languages to think and communicate
- Methods and tools for learning
- Natural systems and technical systems
- Representations of the world and human activity
- The training of the person and the citizen.

School Rebuilding Act, 2013

Two priority areas

- Put in place a new initial and in-service training for teachers and education staff and develop teaching practices
- Changing the content of lessons
 - The redefinition of the common core and the development of new programs
 - The introduction of moral and civic education

Teaching in prison : Aims

- ▣ Participate to admission of new detainees for needs' diagnosis (training pathways, identification of illiteracy,...) in all prisons.
- ▣ Develop education for all applicants with a specific focus on minors and young adults without qualifications including the illiterated ones.
- ▣ Support the person (own development and self-esteem)
- ▣ Facilitate different forms of access to knowledge
- ▣ Evaluate and validate the achievements.

Education : 3 objectives

1. An educational objective of supporting the person
2. An objective of skills' validation
3. An objective of openness to different forms of access to knowledge

Teaching in prison' Organisation

- In each penal institution, there is one local teaching unit (school);
- Teachers teaching in prison, as public servants, belong to French national ministry of education.

Since 1995, Ministries of Education and Justice have common references to underpin the work of teachers.

Teaching in prison : Characteristics

- Individualisation of training paths
- Management of differences
- Permanent get in / drop out
- Prison constraints' dependencies
- No control of time
- Simultaneity of two procedures (Justice / Education)
- Disabilities (mental disorders, behavioural attitudes, addictions,...)

Who are the teachers from French ministry of education?

- Graduated teachers qualified to teach in special schools. Their training is in 2 periods :
 - ☞ one year of specialization on persons with special needs (ie. Disabilities, ...)
 - ☞ 3 weeks with specific topics on prison (environment, security, rules...)
- 2nd Degree Teachers (part time)

1. INITIAL TRAINING for teachers in prison

- They are primarily first-level teachers specializing in the care of adolescents and adults in difficulty
- There are also some second-level teachers in the most important penitentiary centers

TRAINING for TEACHERS NEWLY APPOINTED to TEACH in PRISON

- All (full-time or part-time) newly appointed teachers receive a 3 weeks training course
- The first two weeks of training take place during the first year of teaching in prison, while the third week takes place during the second year.

1st week of training

at ENAP (national school for prison staffs) located in Agen

MAIN GOALS are to:

- Position yourself in your professional environment
- Maintain a better understanding of the roles and tasks of prison staffs
- Understand, anticipate and overcome penitentiary constraints by working with prison staffs

2nd week of training

at INSHEA (Institut National de Formation et de Recherche) in Suresnes

MAIN GOALS are to learn about:

- Policy of teaching in prisons
- Psychological and psychiatric approach to violence
- Socio-historical approach to juvenile justice
- Implementation of educational projects in prisons
- Exchanges of professional practices

3rd week of training

MAIN GOALS are

- Roles and missions of heads of educational services in prisons
- Actions to be taken on low levels of qualification (literacy, illiteracy)
- Approach to French as a Foreign Language
- Educational offer on high levels of qualification
- Use of multimedia in educational interventions
- Exchanges of professional practices

2. Life Long Learning for Teachers in prison

- It is organized at the regional level
- It can open up to other fields of specialized education
- It is organized on the basis of institutional priorities (French as foreign language, basic knowledge, new technologies)
- It calls on trainers from organizations outside national education and prison administration

Values of our Republic

Historical

January 2015 : Attack in Paris of satirical newspaper Charlie Hebdo (*freedom of expression and press*)

November 2015 : Attacks in Paris at BATACLAN and Stadium of France (*freedom of culture and expression*)

June 2016 : Murders of one couple of police staffs in the suburbs of Paris (*representation of public order*)

July 2016 : Nice attack on the national liberty day (*national identity*)

July 2016 : Murder of a Catholic priest in a church on the outskirts of Rouen (*freedom of religion*)

Values of our Republic

Institutional links

French national education

- Accompany classroom teachers and help them to master the debates in the aftermath of events
- Implementation in school curricula (at all levels) of Moral and Civic Education to replace previous civic education
- Implementation of a citizen's path (first aid training) and education to medias.

Values of our Republic

Institutional links

Justice

- Funds to be allocated for the anti-terrorism programme
- Creation of specialized binomial (psychologists and educators) team in each penitentiary region
- Establishment of “special areas dedicated” (*was abandoned in 09.2016*) to terrorists in some prisons replaced by “Areas for assessment of radicalization” (transition from a collective care to an individualized one with a reinforced place for education)

Values of our Republic

Answers from UPR of Bordeaux

- Sensibilization of all teachers in all prisons
- Financing of educational activities
- Introduction to Philosophy and History of Religions
- Generalization of participation in the press week
- Encouraging classroom debates
- Implementation of the citizen's path (training in first aid, citizens' defense days (JDC), education to medias)
- Training of all UPR teachers (3 days' seminar)

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Thank you
for your attention

Questions ?



Erasmus+



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