

SERA Project

SEcularism and Radicalization

Strengthen the learning of the founding values of secularism in order to better fight the phenomena of radicalization in enclosed living spaces (prisons, educational closed centres,...)

ERASMUS+ KA3 Support for Policy Reform

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN

**Formal presentation of
SERA French Partner**



Erasmus+

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.



The French continental territory is composed by 9 penal areas



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, Luxemburg, 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

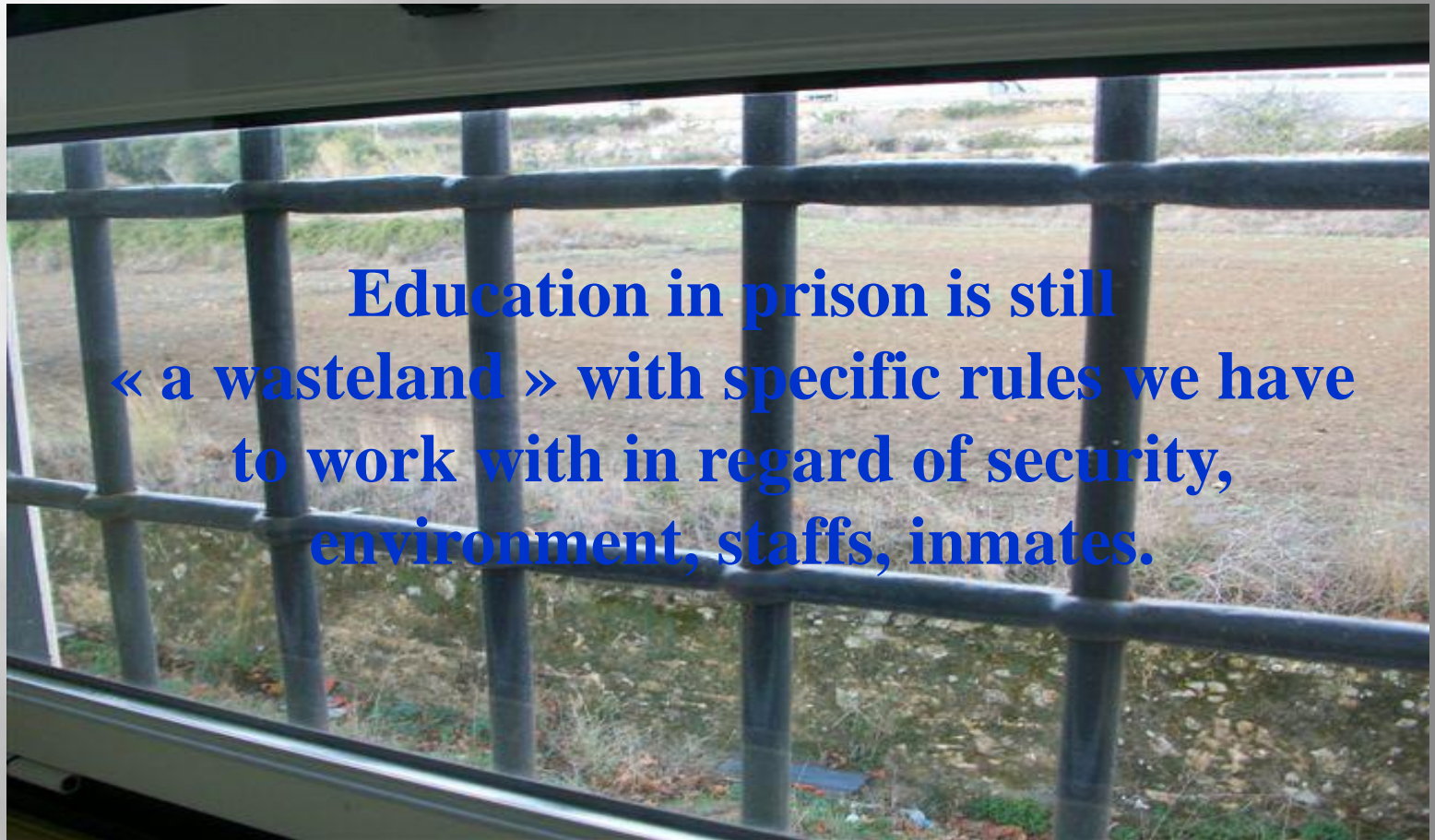
French SOCRATES & LEONARDO N. A.

**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 ERASMUS+
National Agency**



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



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

= 44,8 %

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, unformal)

- 483 full-time teachers 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 every French prison
- The non-French-speaking public is a priority audience for French Ministry of national education
- 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 in prison is the teaching time (*working in a cell is very difficult because of overcrowding*)

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

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 openness to different forms of access to knowledge
3. An objective of skills' validation

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,...)

The values of the French Republic



Kick-off meeting in Bordeaux (FR)
January 18-21, 2017

Main terrorist acts in France

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*)

Declaration of Paris (March 2015)

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 French Republic

For Justice

- Funds to be allocated for the anti-terrorism programme (training of educators, prison staffs, psychologists, as example)
- Creation of specialized binomial (psychologists and educators) team in each penitentiary region
- Establishment of “special zones 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 French Republic

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 French Republic

For Education in prison

- Sensibilization of all teachers in all prisons
- Financing of educational activities
- Introduction of philosophy and history of religions lessons
- Encouraging classroom debates
- Implementation of the citizen's path (training in first aid, citizens' defense days -JDC-, education to medias)

The values of the French Republic



Freedom
Equality
Fraternity
Secularism

Kick-off meeting in Bordeaux (FR)
January 18-21, 2017

The values of the French Republic

“Secularism” (in France) means that we have choice in all..

even if in France
there are **3 taboos** that are
the prohibitions to ask someone for
their sexual orientations, their political
affiliation or their religion.

Where can phenomena of radicalization be observed in France?

In schools, prisons, disadvantaged neighborhoods,...
Also in our own family, our neighbors, at work,...
Anywhere, anytime...

But one of the biggest fears of French justice services today is the foreseeable return of about 900 French young fellows after the planned defeat of the IE group.

Some French answers to radicalization phenomena 1/5



Article 371-3 du code civil
Law 2014-1353 of November 13, 2014
*Opposition to a minor to leave
the national territory*



Some French answers to radicalization phenomena 2/5

La France est une république laïque

1 La France considère tous ses habitants de la même façon, où qu'ils vivent sur son territoire. Elle respecte de la même manière, leurs idées et leurs religions.

2 La France n'impose pas de religion et n'est insensible à aucune.

3 En France, les habitants peuvent exprimer librement leurs idées, mais toujours dans le respect de celles des autres et de la Loi.



CHARTRE de la laïcité
DANS LES SERVICES PUBLICS

La France est une République indivisible, laïque, démocratique et sociale. Elle assure l'égalité devant la loi de tous les citoyens sans distinction d'origine, de race ou de religion. Elle garantit des droits égaux aux hommes et aux femmes et respecte toutes les croyances. Nul ne doit être inquiété pour ses opinions, notamment religieuses, pourvu que leur manifestation ne trouble pas l'ordre public établi par la loi. La liberté de religion ou de conviction ne recouvre que des limites nécessaires au respect du pluralisme religieux, à la protection des droits et libertés d'autrui, aux impératifs de l'ordre public et de sa transition.

des agents du service public

Tout agent public a un devoir de stricte neutralité. Il doit traiter également toutes les personnes et respecter leur liberté de conscience.

La loi pour un agent public de transmettre ses convictions religieuses sans l'exercice de ses fonctions constitue un manquement à ses obligations.

Some French answers to radicalization phenomena 3/5

In schools

- Reintroduction of moral and civic education courses
- Recruitment of moral and civic education teachers
- Installation of a secular referent in each academy (Ministry of Education)

In prisons

- Creation in each penitentiary region of binomial psychologists and educators specifically trained on radicalization
- Creation of "spaces for the evaluation of radicalization" (from collective responsibility to individualized care with a place for education)

Some French answers to radicalization phenomena 4/5

At penitentiary administration

- Secular and Neutrality Action Plan (2015)
- Action plan against radicalization and terrorism (2016)



From Ministry of the Interior

- The “S” card : since 1969, a file exists which groups together more than 400 000 people to date for 21 typologies of control very different from each other with a letter for each type of surveillance E - IT - R - TE - AL - M - V - PJ - T - "S" (serious threats to public “S”afety)
- Application of the law of 3 April 1955 on the state of emergency

Overview table of tipping indicators 5/5

| Domaines | Indicateurs | Indices repérables |
|----------|---|---|
| Ruptures | Comportement de rupture avec l'environnement habituel | Signaux forts Rajet brutal des habitudes quotidiennes * rupture avec la famille, éloignement de ses proches, rejet de toute forme de convivialité familiale * rupture avec les anciens amis, modification des centres d'intérêts * absences prolongées et inexpliquées du domicile * clivage exacerbé entre les hommes et les femmes * intérêt soudain pour les armes |
| | | Signaux faibles Rupture avec l'école, déscolarisation soudaine * modification des humeurs, exaltation, fuite dans l'imaginaire et la virtualité, perte des affects, indifférence * privations de soins conventionnels, manque d'hygiène important, négligence extrême quant aux conditions de vie et de santé * investissement financier exorbitant dans un domaine exclusif, financement d'activités humanitaires, caritatives, et de bienfaisance sollicité ou réalisé à destination de populations présentées comme victimes d'exactions * privation de sommeil et de repos * incitation à un régime alimentaire carencé |
| | | Signal fort Modification soudaine et apparaissant comme non cohérente pour l'entourage (passage à des signaux de religiosité forts : barbe, voile intégral, djellaba, ou voiléité de dissimulation) |
| | Pratique religieuse hyper ritualisée | Signaux forts Participation à des groupes de prières et cercles de réflexion radicaux et / ou conférences religieuses de prédicateurs islamistes * agressivité ou hostilité pour un motif religieux |
| | | Signaux faibles Interdits alimentaires étendus à l'entourage * changement de décoration au domicile habituel (réorganisation ascétique de la chambre, retrait des photos et de toute représentation humaine) * mimétisme culturel et religieux * indicant lors des parlours pour un motif religieux (port du voile intégral, refus de se soumettre aux mesures de contrôle...) * obsession autour des rituels |

| Domaines | Indicateurs | Indices repérables |
|---------------------------------------|---|---|
| Environnement personnel de l'individu | Image parentale et/ou parentale défaillante voire dégradée | Signaux faibles Absence ou rejet du père * placement dans des centres de protection de l'enfance ou de famille d'accueil * recherche d'identité |
| | Environnement familial fragilisé | Signal fort Immersion dans une famille radicalisée |
| | Environnement social | Signaux faibles Traumatismes personnels ou dont l'individu a été témoin * violences, incestes * suivi psychiatrique de l'un des parents * repê sur soi * agressions sexuelles |
| | Traits de personnalité | Signaux faibles Fragilité sociale * difficulté d'intégration |
| | | Signal fort Dépendance (à une personne, un groupe, à des sites internet) |
| Réseaux relationnels | Signaux faibles Immaturité, instabilité, fragilité narcissiques, intolérance à la frustration, pauvreté voire absence d'affects, hypersensibilité * dogmatisme, refus du compromis * quête personnelle de réparation et de reconnaissance avec soit une sensibilité particulière pour l'humanitaire (filles en particulier) soit des aspirations guerrières ou chevaleresque (garçons leur permettant d'exprimer leurs pulsions agressives) * antécédents psychiatriques et troubles du comportement ayant pu conduire à un suivi psycho-social ou à une hospitalisation * recherche affective * recherche de reconnaissance, valorisation * anesthésie affective et insensibilité * imperméabilité aux critiques ou à tout avis autre * revendication à être vu, remarqué, provocation | |
| Théories et discours | Théories complotistes et conspirationnistes | Signal fort Allusion à la fin des temps, à la fin du monde, à l'apocalypse * développement d'une vision paranoïaque du monde (discours binaire et manichéen) * double discours, admiration, vénération des terroristes... |
| | | Signaux faibles Allusion à un complot judéo-maçonnique * changement de vocabulaire et de sémantique employés |

| Domaines | Indicateurs | Indices repérables |
|---|--|--|
| Changements de comportements identitaires | Prosélytisme | Signaux forts Menace de l'Etat français * soutien aux djihadistes * hostilité à l'occident * discours antisémites * dénonciation de façon véhémement de ceux qui ne partagent pas leur foi (les autres musulmans, les personnes d'autres confessions ou sans confessions) * totalitarisme * Absence d'expression autonome, auto-récitation, discours instrumentalisé * distinction entre les bons et les mauvais musulmans (mpis, takfir...) |
| | | Signaux faibles Propos associatifs * rejet ou remise en cause de l'autorité * rejet de la vie en collectivité * contestation du système démocratique * critique de l'Etat français * attitude discriminatoire vis-à-vis des femmes * changement de sémantique, discours stéréotypé |
| | Signal fort Activité prosélyte en vue de radicaliser son entourage voire d'un recrutement * incitation au départ vers la Syrie (Hijra : retour en terre d'islam) voire à l'action violente * conversion tenue secrète vis-à-vis des parents pour les mineurs | |
| Techniques | Usage des réseaux virtuels ou humains | Signaux faibles Cas de prosélytisme à l'école * conversion soudaine |
| | | Signaux forts Changements réguliers de puces téléphoniques * fréquentation de sites internet et des réseaux sociaux à caractère radical ou extrémiste * fréquentation de lieux de culte ou tout autre lieux défavorablement connus pour des tendances radicales exprimées ou sous-jacentes, ou de personnes défavorablement inscrites dans un parcours radical, criminel ou terroriste |
| | | Signaux faibles Comptes facebook ouverts sous de nouvelles identités (double facebook) * communications compulsives par sms, courriels, tweets * utilisation du téléphone et d'internet de manière excessive et intense (de jour comme de nuit) |

| Domaines | Indicateurs | Indices repérables |
|---|--------------------------------------|---|
| Stratégies de dissimulation / duplicité | | Signaux forts Découverte de cartes d'itinéraire et brochures de voyage vers la Turquie et Syrie * historique de consultations de sites internet radicaux * recours à des itinéraires de sécurité afin de déjouer une éventuelle surveillance |
| | | Signaux faibles Voyages touristiques ou projets humanitaires en Turquie * attitude conformiste * pratique du double discours |
| Judiciaire | Condamnation pénale et incarcération | Signaux forts Incarcération pour des faits de terrorisme * écart pour des faits de terrorisme |
| | Antécédents | Signaux forts Signalement de la cellule renseignement de la DDP ou de la DAP * signalement des services partenaires du renseignement * signalement d'autres services (SPR, médicale, éducation nationale...) * classé DPS (détenu particulièrement signalé) ou été classé DPS * antécédents de violence graves aux personnes * séjour dans un pays cible d'un djihad guerrier (Afghanistan, Mali, Syrie...) |
| | Commission de certaines infractions | Signal faible Délits d'appropriation (acquisition de moyens pour partir en zone de conflit) |
| | Comportement en détention | Signaux faibles Nie les faits objet de la condamnation ou de la prévention * conteste l'incarcération * influence ou tentative d'influence des autres détenus * pratique intensive du sport |

France: The strengths of an educational care for radicalized / at risk of violent radicalization persons

- Individualized care
- Involvement of the family
- Strengthened support
- Enhanced educational support when detained
- Educational and vocational integration as a stage in the de-radicalization process
- Deciphering speeches and propaganda images
- ...

SERA PPI ?

A definition of radicalization by the Council of Europe *NOT TO FORGET*

In its Recommendations adopted on 02 March 2016 for penitentiary and probation services on radicalization and violent extremism, **the Council of Europe** proposes this definition of radicalization: “*A dynamic process by which an individual accepts and increasingly support violent extremism. The reasons for this process may be ideological, political, religious, social, economic or personal*”.

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**Thank you
for your attention**

Any questions ?



Erasmus+