

CITI-VAL project

REPORT on C1 and Action note

May 15-19, 2017 – ALMERIA (Spain)

1st Day : May 15, 2017

C1 activity started by one ice breaker game that was to say “Hello” in the different national languages of the CITI-VAL consortium.

Then we had a round table for individual presentations with 4 questions to be answered:

- **Name and country participants belong**
- **Job**
- **Working in prison or not**
- **Already create educative resources**

Within the group, we had 14 teachers (or ex-teachers because their tasks improve), 3 psychologists, 1 reintegration officer, 1 security officer and 1 social engineer.

14 participants work in prison and 17 already created educative resources.

Then the project coordinator presented a summary of the different goals and results expected from CITI-VAL project. *The presentation support will be uploaded on CITI-VAL platform.* The presentation was followed by an intervention from the HU team on the analysis (presented in Budapest E1 as academic symposium) of collected data as a state of art.

Attention was drawn to some conclusions from the data analysis such as:

- ☞ Course type is important (the more colourful, the more successful)
- ☞ Importance of visual communication (fresco, wall of peace)
- ☞ Course should run for a longer period
- ☞ Need of permanent teachers in prison
- ☞ To keep motivation, course should more involved in activities

After this introduction on the subject more specifically dedicated to the participants of the C1 activity than to the CITI-VAL permanent coordinators, we all worked out the criteria of importance for the pedagogical work to be undertaken.

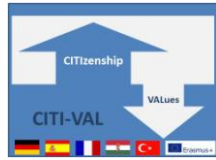
We first went through the **7 common values** identified by the consortium members during kick-off meeting in Bordeaux (November 2016) and agreed in Budapest M2 (May 2017) to only work on 6 of them (Respect – Solidarity – Sense of duty – Critical thinking – Peace – Freedom) in bi-national sub-groups, keeping the last one (Allegiance to the Constitution) to national productions as the Constitution is different from one country to another one.



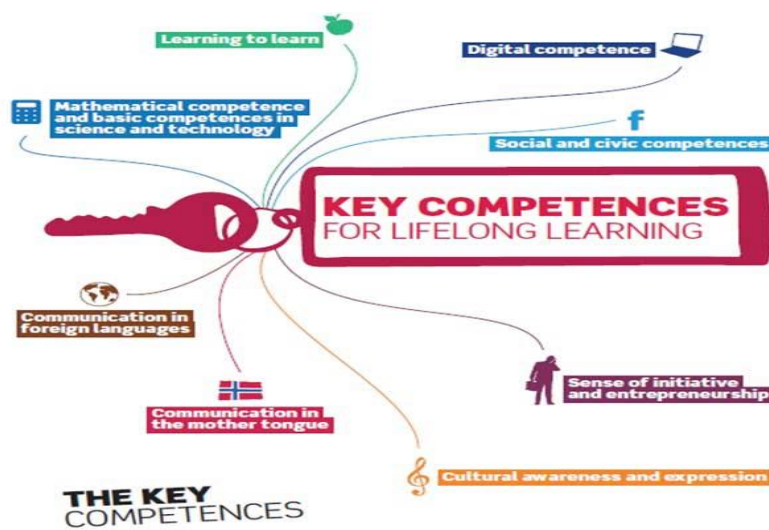
Then we presented the list of 21 topics identified and validated in Budapest M2 by consortium members as **topics to be worked as educative resources** by teachers with learners from prisons.



Finally replaced by « women in society »

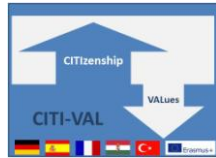


Then participants worked on **COMPETENCES** and **TRANSVERSAL COMPETENCES**. There we still face a vocabulary difficulty with “TRANSVERSAL” as nobody found a common sense to this item (“sub”-competence looks too depreciative and not really a reflection of what we would like to express). Partners will think about it (eg. Action note).



We decided, among the 8 key competences from EU, that 3 of them are directly linked to our topic (citizenship with social, moral and civic skills):

- ① **Learning to Learn**
- ② **Social and civic competences**
- ③ **Communication (in the mother tongue)**. For project purposes, we decided that we have to adapt this key competence into **Communication in the hosting national language** (as we need to for prison environment).



Then about “**Transversal competences**” a list of 20 items was presented to C1 participants and the group of participants came to a common agreement to focus on 11 of them.

KEY COMPETENCES & TRANSVERSAL COMPETENCES

<small>(*) based on the key competence « Communication in the mother tongue » but adapted to foreign inmates in the prison environment</small>	Communication in the hosting national language (*)	Learning to Learn	Social and Civic competences
Communication			
Autonomy			
Problem solving			
Team working			
Critical thinking			
Creativity			
Planning and resource management			
Evaluating/Reflecting			
Mentoring			
Taking responsibility			
Intercultural communication			

Then C1 participants saw a non exhaustive list of teachers and learners materials that can be used to create educative sequences, with reference to 3 items from the conclusion of the analysis

- ☞ Course type is important (the more colourful, the more successful)
- ☞ Importance of visual communication (fresco, wall of peace)
- ☞ To keep motivation, course should more involved in activities

Worksheet - Book - CD - DVD - PC/Laptop - Projector - Handout - Flipchart - Puzzle - Riddle - Encyclopedia - Wall (space to hang up things) - Post-it - Pen/Pencil/Felt-tip - Poster - Board/Chalk - Games - Cards - Map - Comics - Press articles - Magazines - Photos - Cardboard - TV/Smartboard - Watercolors - Colored pencils - Roleplay - ...



Then the template of the pedagogical sequence, as validated by partners during M2 in Budapest (May 2017) was explained to C1 participants because they will have to follow it without any modification.

Template of Pedagogical Sequence

SUBJECT/AREA

With crossed disciplines

Activity Title

ABSTRACT *(max 450 characters)*

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KEY WORDS

GOALS / OBJECTIVES

1 - *Be able to differentiate two documents*

2 - *Be able to argue about his ideas*

3 - *Be able to hear other ideas than his own ...*

Room Organization no table, seats in circle, teacher among students

Type of ACTIVITIES Debate, Film, Conference, Course,



LEARNING CONTEXT

Individual Pairwork
 Group work Less than 5 5-10
 11-15 16-20 21+
 Distance learning
 Frontal Interactive

SEQUENCING

Number of Sequences [] Number of Hours []

TEACHERS MATERIALS
(eg. list)

... press article, map, photos, ICT, flipchart, book,...

LEARNERS MATERIALS
(eg. list)

... watercolors, colored pencils, cardboard,...

KEY COMPETENCES

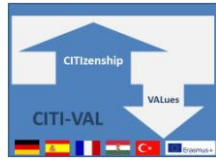
1 -
 2 -
 3 -

Transversal COMPETENCES

1 -
 2 -
 3 -
 4 -
 5 -

Proposed LEARNING OUTCOMES

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Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	Activity 1 Activity 2			 	
Action 2	Activity 3			 	
Action 3	Activity 4			 	
Action 4	Activity 5 Activity 6			 	

Then, after a quick coffee-break, C1 participants organized themselves in the 1st **configuration of 5 bi-national subgroups** and start their work of production. The same occurred on Day 2 (Session 2) – Day 4 (Session 3) and Day 5 (Session 4). Bi-national subgroups configuration changed at each sequence.

C1 Organisation of work groups in Almeria (ES)

BINATIONAL	DE	ES	FR	HU	TR
DE					
ES	2 X 2 HOURS		2 X 2 HOURS		2 X 2 HOURS
FR	2 X 2 HOURS			2 X 2 HOURS	2 X 2 HOURS
HU	2 X 2 HOURS	2 X 2 HOURS			2 X 2 HOURS
TR	2 X 2 HOURS				

EUROPEAN	DE	ES	FR	HU	TR
	2 HOURS all participants from 5 countries together				



LET'S WORK TOGETHER
TEAMWORK

	Bi-national groups	C1 Participants	Topics	Values
Séquence n° 1	<u>DE*</u> - ES	Eugenia/Fernando Javier/Martin	Prison community	Respect - Solidarity - Sense of duty - Critical thinking
	<u>TR</u> - HU	Turkan/Ersin Gabor/Daniel 1	Religious facts	Respect - Freedom - Solidarity
	<u>ES</u> - HU	Valeria/Tola Daniel 2/Orsi	Conflict management	Peace - Respect - Critical thinking
	<u>FR</u> - TR	Jean/Murielle Esma/Ezgi	Media	Critical thinking
	FR - <u>DE</u>	Jörg/Michel/Valérie	Ethnicity and Diversity	Critical thinking - Peace - Respect - Solidarity
Séquence n° 2	DE - <u>HU</u>	Daniel 1/Gabor Martin	Cultural studies	Respect
	<u>ES</u> - TR	Tola/Valeria Esma/Ezgi	Gender equity	Respect
	FR - <u>ES</u>	Eugenia/Fernando Michel/Valerie	Expression of self and communication	Respect - Solidarity - Critical thinking
	<u>DE</u> - TR	Turkan/Ersin Jörg	Democracy	Freedom - Critical thinking
	FR - <u>HU</u>	Murielle/Jean Daniel 2/Orsi	Knowledge of people with disabilities	Respect - Solidarity
Séquence n° 3	<u>TR</u> - HU	Esma/Ezgi Orsi/Daniel 2	Citizenship	Freedom - Peace - Respect - Sense of duty
	<u>DE</u> -ES	Tola/Valeria Jörg	Women in society	Respect - Sense of duty
	DE - <u>TR</u>	Türkan/Ersin Martin	Mobility	NONE
	<u>FR</u> - HU	Daniel 1/Gabor Valérie / Michel	Preservation of nature	Respect - Solidarity - Sense of duty

	FR - <u>ES</u>	Murielle/Jean Fernando/Eugenia/ Javier	Bullying	Solidarity - Respect - Critical thinking
Séquence n° 4	DE - ES - <u>FR</u> - HU - TR	Valérie/Murielle Jörg Orsi/Daniel 2 Eugenia/Fernando Ersin/Esma		
	<u>DE</u> - ES - FR - HU - TR	Michel/Jean Martin Daniel 1/Gabor Valeria/Javier Turkan/Ezgi		
Séquence n° 5	<u>FR</u> - TR	Valérie/Michel Türkan/Ersin	Local and national institutions	Sense of duty - Respect
	DE - <u>HU</u>	Daniel 2/Orsi Jörg	ETHICS Moral dilemma and Decision making	Respect - Solidarity
	ES - <u>TR</u>	Rosario/Eugenia/ Fernando Ezgi/Esma	Mechanisms in society	Respect - Solidarity - Critical thinking - Sense of duty
	<u>FR</u> - DE	Martin Murielle/Jean	Election day	Sense of duty - Critical thinking
	ES - <u>HU</u>	Daniel1/Gabor Valeria/Tola/Fabiola	Living in minority	Freedom - Respect - Solidarity

* Leading partner

After each pedagogical session a reporting person from each bi-national subgroup presented the pedagogical activity as created engaging questions/answers with each C1 participant from other subgroups. This activity which was proposed by C1 participants did not received great agreement finally (eg. Evaluation).

2nd Day : May 16, 2017

On morning bi-national subgroups worked on Sequence 2 till lunch, including the reporting period. In afternoon, after lunch and with already two sessions realized, C1 participants were divided in two groups:

- The 5 CITI-VAL national coordinators met for PSG group of work (administrative and financial matters). A support was shown with all information already presented during kick-off just to refresh ideas and also to open on question from national coordinators now we finished IO 1 (except for Hungary who still has to produce their report on analysis of results that were presented during E1 academic symposium two weeks ago in Budapest).

Number of hours to be daily worked in each country (as basis):

DE : 7,8 for Martin while Jörg and Alex are 8/day – ES and FR are 7/day while TR and HU are 8/day.



- At the same time, but in another room, the other participants prepared the meeting of Wednesday afternoon with inmates and teachers in prison (they have to organize themselves so to be able to present 5 of the 10 first sequences to open debates during one hour and half).

3rd Day : May 17, 2017

One full day was organized for C1 participants in Acebuche prison. After welcome speeches, the visit started (UTE, classrooms, women wing,...).

During this day, C1 participants had very important moments to share with inmates and teachers in prison. To start, there was an exercise organized by inmates on values and all of us as well as inmates, teachers, prison staffs, participated. It has been a very important shared moment with some emotions from inmates watching to some films focusing on discrimination.

This activity was well prepared and it appeared to C1 participants (majority of them are teaching in prison) very much impressed that this inmate who took in charge its preparation as well as the moderation of the period could try to organize this activity within our project topic, values, key competences and transversal competences, ... using the template for pedagogical sequences and that his work will be included in the 62 hours-ready to use pack of pedagogical sequences.

C1 participants also met first, male inmates in their classroom, then female inmates in their classroom too (welcome were prepared in various languages). We were explained how courses take place in an ordinary day of school. Some presentations were done (prison system, CITI-VAL project).

Lunch was shared in the prison, then C1 participants shared one work session with 16 inmates and 6 prison teachers. One (or two) representative(s) per country presented to inmates five pedagogical sequences (created during Day 1 and Day 2) so to engaging in dialogue.

France presents "Understand and use of media"

Spain "Prison community"

Turkey "Democracy"

Hungary "Knowledge of people with disabilities"

Germany "Cliché"

From question and debates between inmates and C1 participants, some ideas appeared that were taken into consideration by the project coordinator starting Day 4.

The day inside prison finished by a performance prepared and presented by inmates. It was a very good moment of sharing with final congratulations to all but also with individual interviews.



4th Day : May 18, 2017

Firstly, C1 participants received feedback from HU about what they mean (from M2 in Budapest) by “social mechanisms” and “moral dilemma and decision making” topics. C1 participants debated and came to a common position that “social mechanisms” (more dedicated to social workers than to prison teachers) must move into “mechanisms in society” and that “moral dilemma and decision making” has to be introduced by “Ethics” as supra topic.

Then as second information, starting from one inmate comment on the day before who asked C1 participants the difference between “living in minority” and “living in neighborhood”, all participants agree that it looks quite similar. One German participant, impressed by what he had seen on walls the day before in prison (women day, more important women of the world, more important women of your life,...), proposed to replace “living in neighborhood” by “women in society”. All C1 participants agreed.

Pedagogical sequence 3 can then started, followed after 4 hours by a reporting period as usual.

On Day 4 in the afternoon, C1 participants organized themselves in two subgroups (each of them was composed by 5 binomial subgroups of each country) to work on European Institutions (sequence n° 4) so to design pedagogical sequences of 2 x 2 hours. This work appeared difficult to C1 participants for various reasons:

- ☞ European institutions’ topic appeared to them like huge and they did not know how to start (in fact it took time for them to decide the way the topic will be worked, both in the subgroups themselves than between the two subgroups).
- ☞ Some of C1 participants did not really involve themselves in this work on European institutions (while others really worked on this topic)
- ☞ Because huge, time was not enough and the work remained far too incomplete
- ☞ C1 participants did not use the CITI-VAL template of pedagogical sequence to realize their creation so that they were in trouble when came time to report (they used it since Monday morning for all other sequences and starting on Monday morning it was said that this template will have to be used the whole week). It was so decided to report on Day 5 after reporting too on n° 5 sequence.

5th Day : May 19, 2017

C1 participants worked on n° 5 sequence with the last 5 topics. Last bi-national subgroups were organized so that, at the end of C1 activity, everybody has worked with everybody. The choice of themes was therefore made by default, the last ones imposing themselves.



The expected goals of C1 activity were reached as participants effectively pre-created a 42 hours course of bi-national and European sequences. Obviously these CITI-VAL 22 pre-sequences (20 bi-national and 2 European sequences) still have to be worked on until they come to pedagogical sequences ready to be tested by teachers in prison (October 2017 – March 2018) who have not participated in the elaboration of the sequences worked in Almeria.

At the end of the last morning session, C1 participants reported on the last 5 topics then on the 2 European ones (still difficult to report on these two specific productions).

To finish we presented the follow-up of CITI-VAL project as **ACTION NOTES** so that each national coordinator was aware of tasks to be realized till next meeting in Almeria (October 2017) when M3 and E2 will take place.

- ☞ CITI-VAL project coordinator : **Recovery of all CITI-VAL pre-sequences (20+2)**
- ☞ Bi-national leading subgroups in regard of topics (**4 per country under the responsibility of each national CITI-VAL coordinator, plus 2 European pre-sequences**) – *please see board on pages 8 and 9 to see leading partners and pre-sequences.*

Under leading partners, all C1 participants will have to continue and achieve their productions no later than **DEADLINE for FEEDBACK: July 15, 2017**

- ☞ 2 National productions (**4 hours -2x2- by each partner**) to be created using the same template by pedagogical local team (under responsibility of national CITI-VAL coordinators)
 - Compulsory topic for each one : Allegiance to the Constitution (the 7th common value validated by CITI-VAL partners)
 - Free topic: one among the list of 20 topics but not already worked by the partner. Example: “women in society” worked by DE and ES. These two countries will not choose this topic as second national topic.

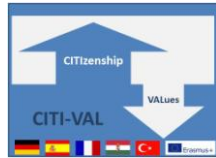
At NATIONAL levels

each CITI-VAL partner will have to produce

2 x 2 hours of pedagogical resources in English

with same supports and template than during C1.

DEADLINE for FEEDBACK: August 31, 2017



☞ Question of VOCABULARY: “**Transversal competences**” “sub-competences” (cannot be “core”). “Sub”-competence looks too depreciative and not really a reflection of what we would like to express. Could partners think about it and make propositions. Any ideas? C1 participants think that “**Cross competences**” could also fit.

☞ Only for PSG (group of national coordinators) : To send financial report on Bordeaux/Budapest/Almeria expenses including cost staffs for O1

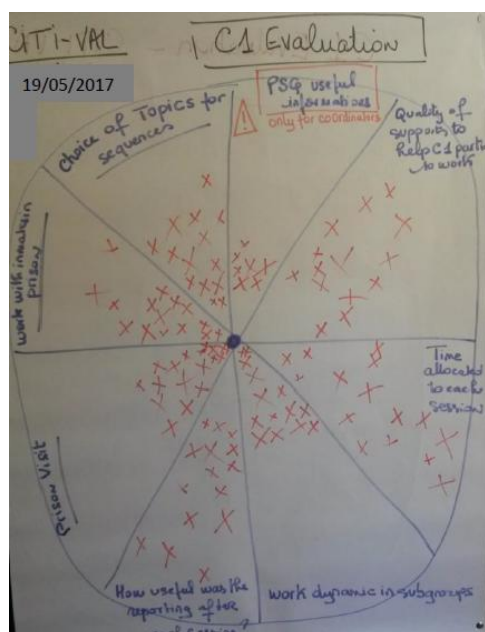
DEADLINE for FEEDBACK: July 01, 2017

ALL presentations will be uploaded on CITI-VAL work platform within some weeks so that C1 participants will be able to record all documents.

☞ BULLSEYE C1 Evaluation (one per participant).

Points to be evaluated

- ① Choice of CITI-VAL Topics for sequences
- ② Quality of supports to help C1 participants to work
- ③ Time allocated to each session
- ④ Work dynamic in bi-national subgroups
- ⑤ How useful was the reporting after each sequence
- ⑥ Prison visit
- ⑦ Work with inmates in prison
- ⑧ PSG meeting





CITI-VAL Meetings / Events dates

Already done

M1 in Bordeaux (November 2016)

E1 and M2 in Budapest (May 2017)

C1 in Almeria (May 2017)

Next ones

E2 in France – Regional colloquium – September 18-20, 2017

M3/E3 – in Spain - Arrival on October 08, 2017 with departure on October 11, 2017 no earlier than 2 pm. Let's be aware that E2 is a regional colloquium taking part of M3.

E4 in Turkey – Regional colloquium – December 05, 2017

M4/C2/E5 – in Germany – Arrival on March 04, 2018 with a compulsory stay for technical participants from March 05 till 09, 2018. This meeting also includes one regional colloquium.

Date will have to be fixed during M3 - in France, Germany and Spain - Ending conferences with European conference

M5/E9 – in Turkey – Arrival on July 02, 2018 with departure on July 05, 2018 not earlier than 2 pm. This meeting also includes one regional colloquium.