Good practices in CITI-VAL - Results of the questionnaire-based research

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Content

- I. Introduction
    1. the questionnaire – aspects, goals, basics
- II. Evaluation
    1. facts – basic information: country-wise, number of questionnaires
    2. methodology – as compiled country-wise
- III. Conclusion
    1. reflections – strengths and weaknesses
    2. „must have" elements

I.2. The Questionnaire

- to collect good and inspiring practices
- with focus on citizenship value education (elimination: not connected to citizenship)
- to collect information about already existing training methods and elements
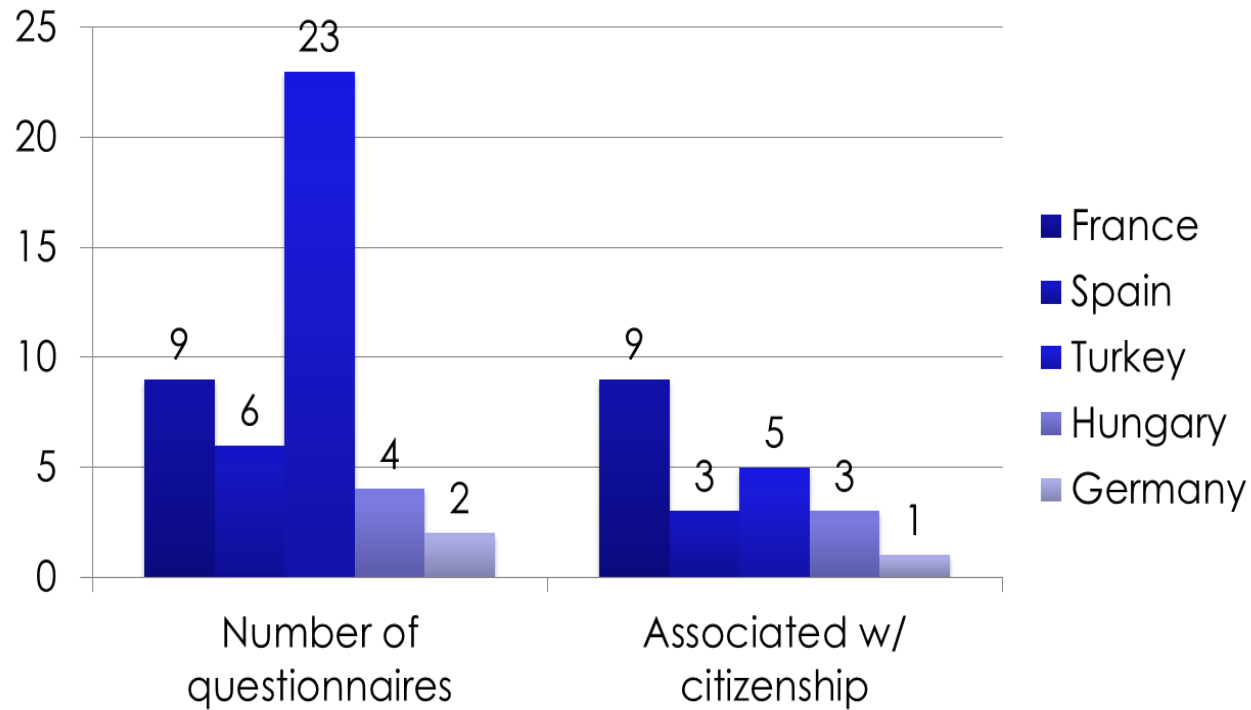
I.2. The Questionnaire

- Sum: 44 questionnaires
  - Vocational training (carpenter, cook)
  - Elementary education (literacy courses)
  - Religious education: Bible reading
  - **Competence and civic value training**

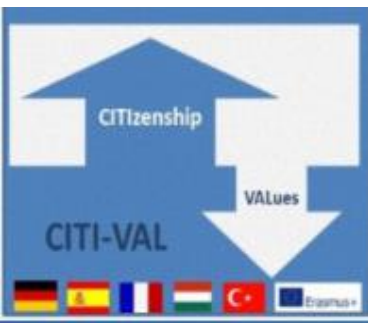- 21 were used
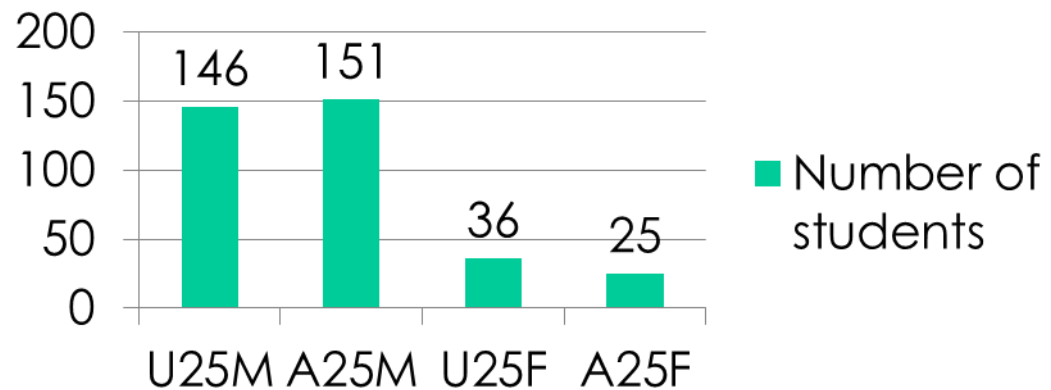
II. Evaluation
II.1. Facts

II.1. Facts – FRANCE basic information

- Total number of activities: **9** (S.M. de Ré, Uzerche, Mont de Marchant, Rochefort, Saintes, Pau, Eysses, Agen, Limoges)
- Total number of participants: **358**
- Student features

Number of students

U25M	A25M	U25F	A25F
146	151	36	25

■ Number of students

II.1. Facts – FRANCE basic information – Goals&objectives

Activity topics

- Citizen routes

- Religion and secularism

- Strengthening the values of the Republic and citizenship

- Philosophical debates around values and differences

- Citizenship from a historical point of view
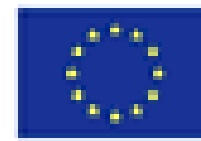
- Citizenship values

Goals

- to develop civic & moral sense

- fight discrimination

- moral dilemmas

- self-esteem, respect and listen to each other

- practice of the debate, arguing, self-expression

- sensitization

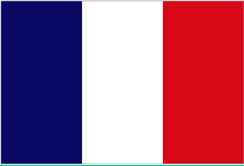- raise awareness of media use & understanding

II.1. FRANCE - methodology

Prison	Activity title/topic	Grouping (n°) 1 – individual 2 – pair work 3 – group 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
Saint Martin de Ré	citizen routes	3	1,2,3,4	55/60
Uzerche	religions & secularism	2,3	1,2,4	12/29
Mont de Marsan	values of the Republic and citizenship	3	4	no data
Rochefort	philosophical debates around values and differences	3,4	1,2,4	no data
Saintes	terrorism, religion, citizenship from a historical point of view	1,2,3,4	1,2,3,4	12/19
Pau	religion, secularism	3,4	1,2,4	20/46
Eysses	citizenship action	3	1,2,4,5	12/23
Agen	discovering citizen values	2,4	2,4	no data
Limoges	actions for the values of the Republic	3,4	1	3/32

II.1. Facts – SPAIN basic information

- Total number of activities: **3** (El Acebuche 1, 2, 3)
- Total number of participants: **579**
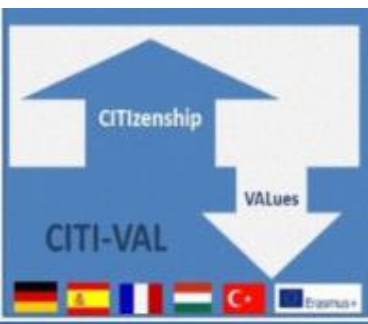- Student features
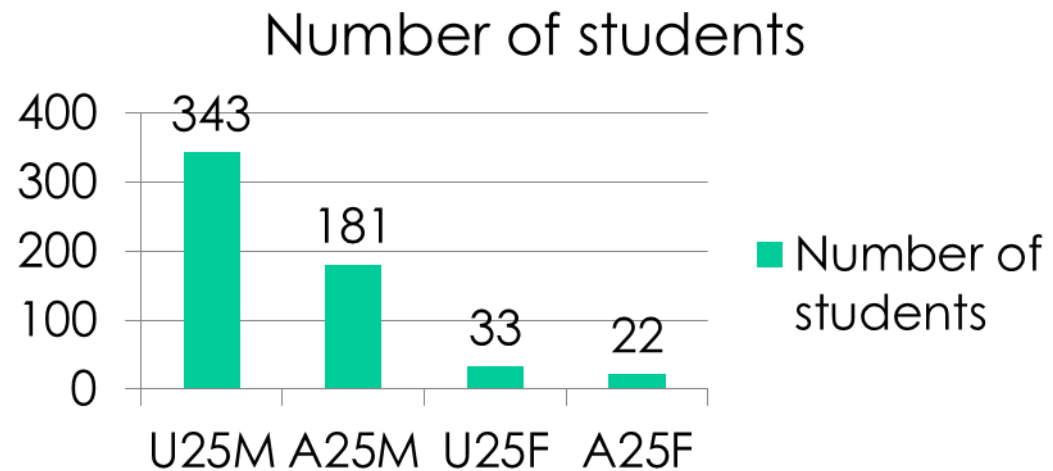
Number of students

II.1. Facts – SPAIN basic information – Goals&objectives

Activity topics:

- values for peace

- „Peace Wall": conflict resolution, peaceful communication, cooperation

- „Activities for Christmas": to preserve tradition & coexistence of several nationalities

Goals:

- acquiring civic & moral values leading to peace

- respecting speaking times

- considering opinions & POV

- respect of different cultures

- prejudices

- teamwork & cooperative learning

- peaceful conflict management

- encourage non-violent attitudes

- coexistence of several nationalities

II.1. Facts – SPAIN methodology

Prison	Activity title/topic	Grouping (n°) 1 – individual 2 – pair work 3 – group 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
Almeria CP El Acebuche	Values for peace	1,3	1,2,4,5	25/25
Almeria CP El Acebuche	Peace wall (conflict resolution, peaceful communication, teamwork and cooperative learning)	1,2,3,4	1,2,3,4	358/398
Almeria CP El Acebuche	Activities for Christmas (preserve traditions, work on coexistence of several nationalities)	1,3	1,2,3	no data

II.1. Facts – TURKEY basic information

- Total number of activities: **5** (Sincan F2, Ümrani, Zonguldak 1, 2, Zonguldak Type M)
- Total number of participants: **402**
- Student features
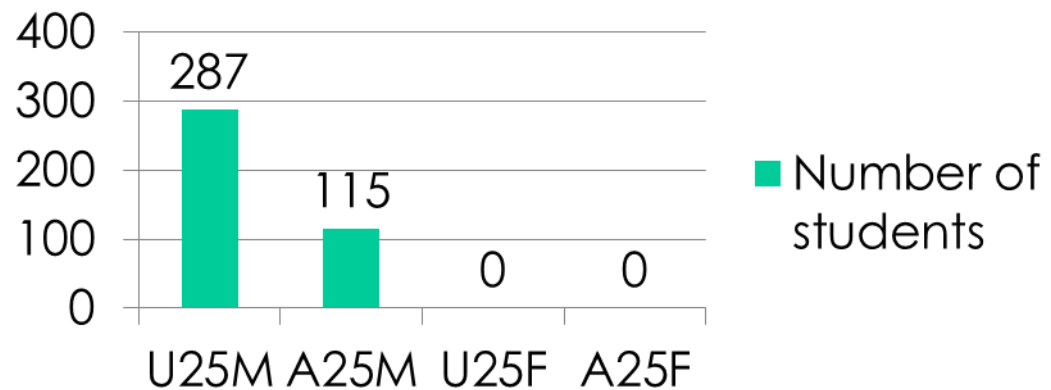
Number of students

II.1. Facts – TURKEY basic information – Goals&objectives

Activity topics:

- Anger management

- Koran course

- Moral value education

- Family intervention

- Crisis intervention

- Motivation training

- Spiritual guidance

- Adult education: how to adapt to society

Goals:

- recognition of anger & learning control methods

- moral compass

- rehabilitation

- preparation for after-release

- communication skills

- increase individual motivation

- to be a good servant of Allah

- natural & spiritual values

- to become healthy individuals
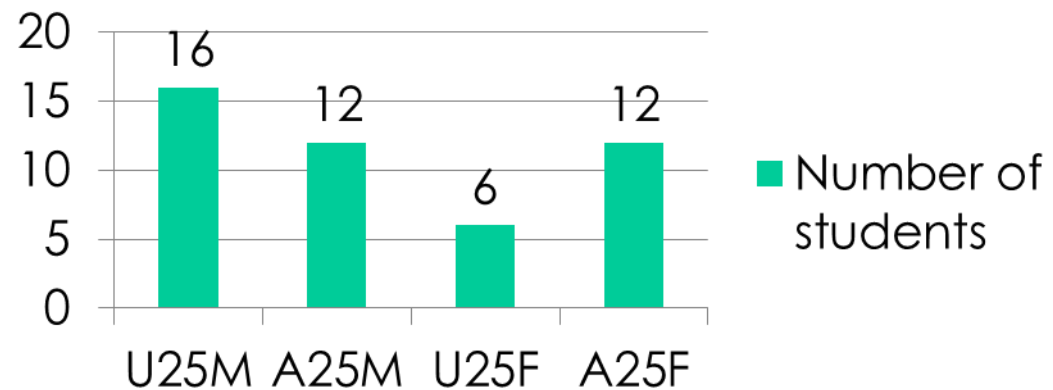
II.1. Facts – TURKEY methodology

Prison	Activity title/topic	Grouping (n°) 1 – individual 2 – pair work 3 – group 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
Sincan F2	anger management	3	1,2,4,5	4/12
Ümraniye	Koran course, moral value education	3	1,3	25/35
Zonguldak 1	family intervention, motivation, crisis intervention training	1,3	1,3,4,5	8/28
Zonguldak 2	religion, culture, spiritual guidance	1,2,3	1,3,4	50/320
Zonguldak Type M	adult education: how to adapt to society, to become healthy individuals	1,2,3	1,2,3,4,5	7/7

II.1. Facts – HUNGARY basic information

- Total number of activities: **3** (Adult Male, Juvenile, Adult Female Prisons)
- Total number of participants: **46**
- Student features

Number of students

	Number of students
U25M	16
A25M	12
U25F	6
A25F	12

Activity topics:

- Improvement of social competences

- Programs helping reintegration

- Life skills

Goals:

- to diminish recidivism

- moral values

- lessen preconceptions & prejudices

- to respect human rights

- to fight discrimination

- acquire life management competences

II.1. Facts – HUNGARY methodology

Prison	Activity title/topic	Grouping (n°) 1 – individual 2 – pair work 3 – group 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
Balassagyarmat	improvement of social competences	3	1,2,3,4,5	15
Kalocsa	programs helping reintegration	3	1,2,3, 4, 5	18
Tököl	life skills	3	1,2,3,4,5	13

II.1. Facts – GERMANY basic information – Goals&objectives

- Total number of activities: **1** (JSA Wittlich)
- Total number of participants: **8**
- Student features:
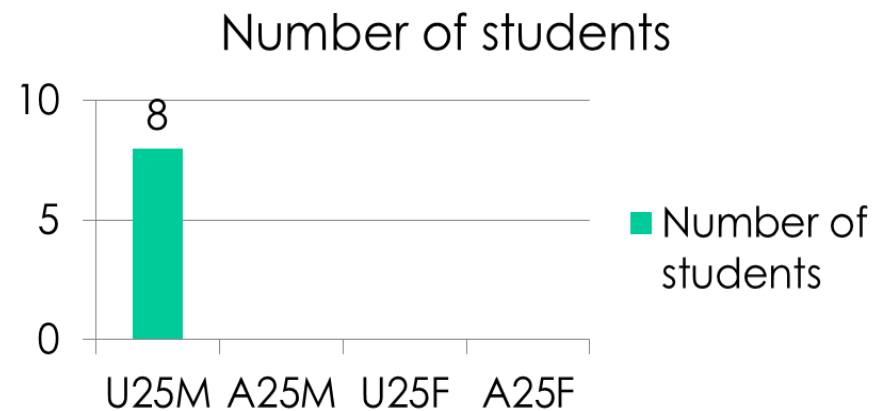
Number of students

II.1. Facts – GERMANY basic information – Goals&objectives

Activity topics:

- Competence training

Goals:

- improvement of basic social skills
- communication
- social relationships
- practical knowledge (how to handle money)
- interdisciplinary approach

II.1. Facts – GERMANY methodology

Prison	Activity title/topic	Grouping (n°) 1 – individual 2 – pair work 3 – group 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
JSA Wittllich	competence training	1,2,3	1,2,3,4,5	no data

II.3. Obstacles 1.

- time management
- dropouts → groups not stable
  - because they wanted to earn money
  - due to transfer & short imprisonment
- hard to accommodate to prison conditions (teachers) → security aspects – civilians in prison
- hard to coordinate the programs to prison life - time management of prison's daily life

II.3. Obstacles 2.

- motivation difficult:
  - keeping the students' attention during the process
  - motivation of staff → problems with arrangement & work overload
- poorly equipped institutions
  - no internet access
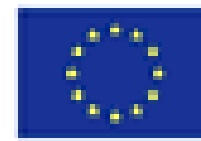
III.1. Conclusion 1.

- importance of <u>stability</u>
  - the more teachers the more dropouts → <u>consistent groups & teachers</u>
  - training-like courses? → 2 permanent trainers
- course type is important → <u>the more colourful</u> (individual, group, active, interdisciplinary, experimental) <u>the more successful</u>
- history-related courses are successful → interesting and gives a <u>sense of belonging</u>
- Inmate activity is a must!

III.1. Conclusion 2.

- importance of visual communication (fresco, wall of peace)
  - to raise motivation
  - to express themselves through art
  - to drain off
- if course requires internet – web access
- course should run for a longer period → more successful (to feel involved, BUT danger of transfer/release/etc – no stability)
- Follow-up and evaluation (BOTH for course and for students)
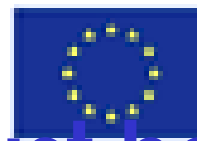
III.2. Conclusion – „Must have" elements

- permanent teachers
- various types of activities within a course – individual, pairwork, discovery-based, etc
- historical facts – thirst for knowledge
- AND/BUT versatile methodology (frontal and interactive, etc) → more methodology – more competences addressed
- Importance of follow-up (evaluation)

Works on Citizenship Education and Education in Prison

- Davis, Lois M. – Bozick, R. – Steele, J. et al. (2013): *Evaluating the Effectiveness of Correctional Education. A Meta-Analysis of Programs That Provide Education to Incarcerated Adults.* RAND Corporation. ISBN: 9780833081087

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- Goffman, E. (1974): *Asylums.* London: Penguin Books.

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- Mendel-Reyes, M. (1998): *A Pedagogy for Citizenship. Service Learning and Democratic Education.* Jossey-Bass Publishers: New Directions for Teaching and Learning, no. 73.

- Milligen, K. – Moretti, E. – Oreopoulos, P. (2003): *Does Education Improve Citizenship? Evidence from the United States and the United Kingdom.* Journal of Public Economics. 88. pp. 1667-1695.

- Niens, U. – O'Connor, U. – Smith, A. (2013): *Citizenship Education in Divided Societies: Teachers' Perspectives in Northern Ireland.* Citizenship Studies, 17:1, pp. 128-141.

- Pike, M. A. (2007): *Values and Visibility: The Implementation and Assessment of Citizenship Education in Schools.* Educational Review, 59:2, pp. 215-229.

- Rest, J. (1974): *Developmental Psychology as a Guide to Value Education: A Review of "Kohlbergian" Programs.* Review of Educational Research, vol. 44. No. 2., pp. 241-259.

- Ruzsonyi, P. (2005): Special Educational Needs of Minority Offenders. In: Börtönügyi Szemle, BVOP – Budapest, 2006/4. pp. 53-70.

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Thank you for your attention!