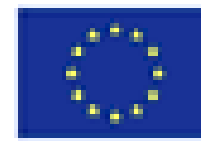# Good practices in CITI-VAL - Results of the questionnaire - Based research

Content

- I. Introduction
    1. the project
    2. 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. next steps – „must have" elements
    3. Q&A

I. Introduction
I.1. The Project

- CITI-VAL is to build self-awareness & self-esteem
- to create an educative program
- interdisciplinary approach – history, philosophy, geography & modern pedagogy
- aim: 62-hr-long teaching module about civic values

I.2. The Questionnaire

- to collect good and inspiring practices
- to collect information about already existing training methods and elements
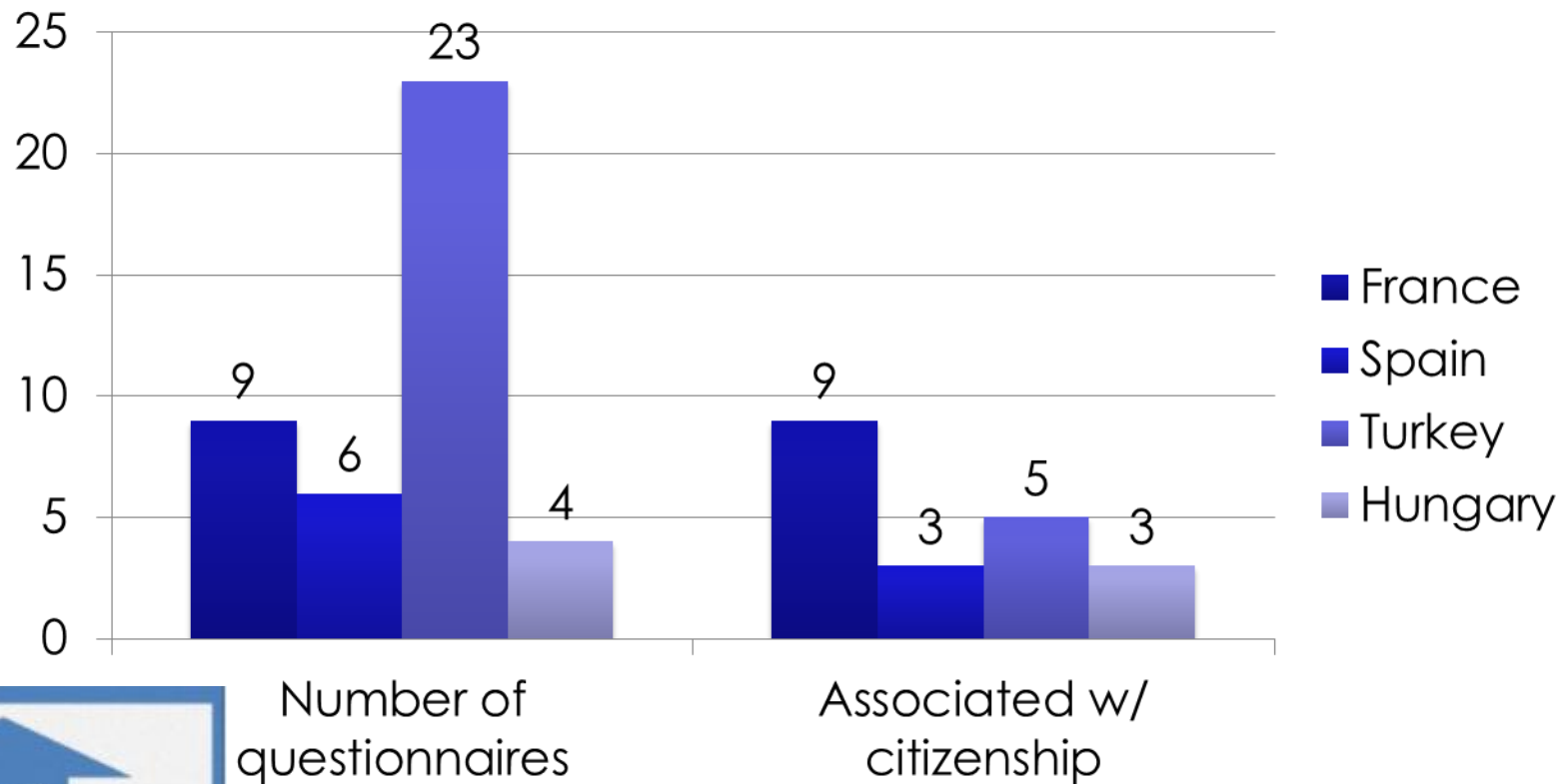- to see the number of students to finish a course → for conclusion
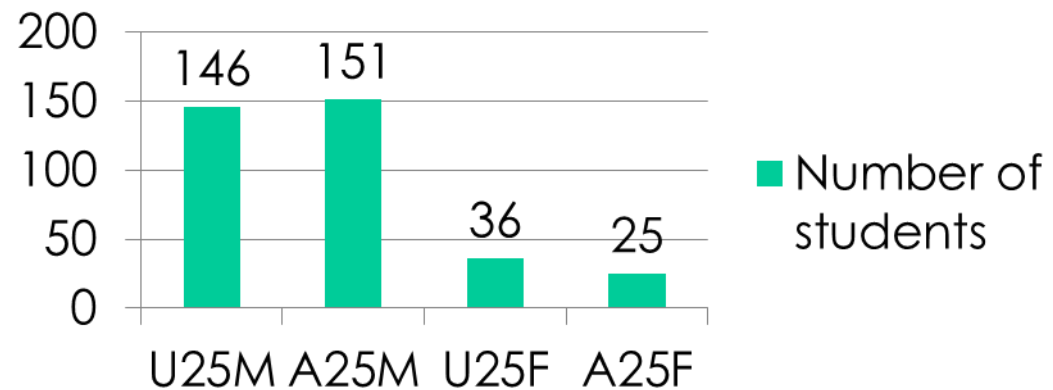
II. Evaluation
II.1. Facts

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
Number of students	146	151	36	25

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

- mutual respect & listen to each other

- practice of the debate, arguing, expression;

- religious knowledge & values

- defining secularism

- citizenship values

- what we mean by values of the republic & citizenship

- sensitization

- develop: civic & moral sense, to think about the notion of differences, fighting discrimination

- historical POV of how France was built

- distinguish b/w Islam & Islamism

- highlight the values of the republic

- moral dilemmas

- self-esteem

- raise awareness of media use & understanding
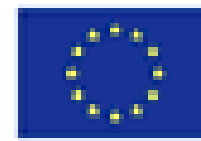
II.1. FRANCE - methodology

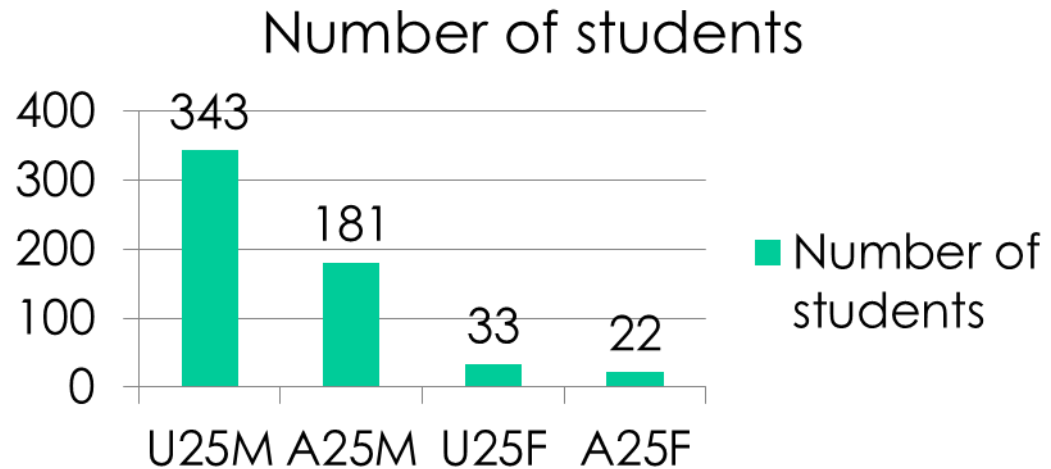| Prison	Grouping 1 – individual 2 – pairwork 3 – group (no) 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
S.M. de Ré	3	1,2,3,4	55/60
Uzerche	2,3	1,2,4	12/29
Mont de Marchan	3	4	the course is still going
Rochefort	3,4	1,2,4	no data
Saintes	1,2,3,4	1,2,3,4	12/19
Pau	3,4	1,2,4	20/46
Eysses	3	1,2,4,5	12/23
Agen	2,4	2,4	no data
Limoges	3,4	1	3/32

II.1. Facts – SPAIN basic information

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

Number of students

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

- 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
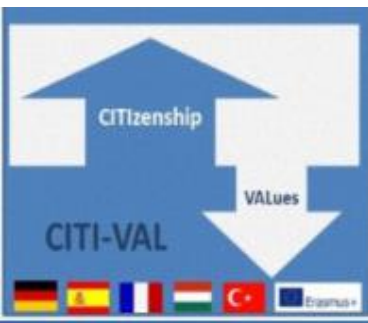
II.1. Facts – SPAIN methodology

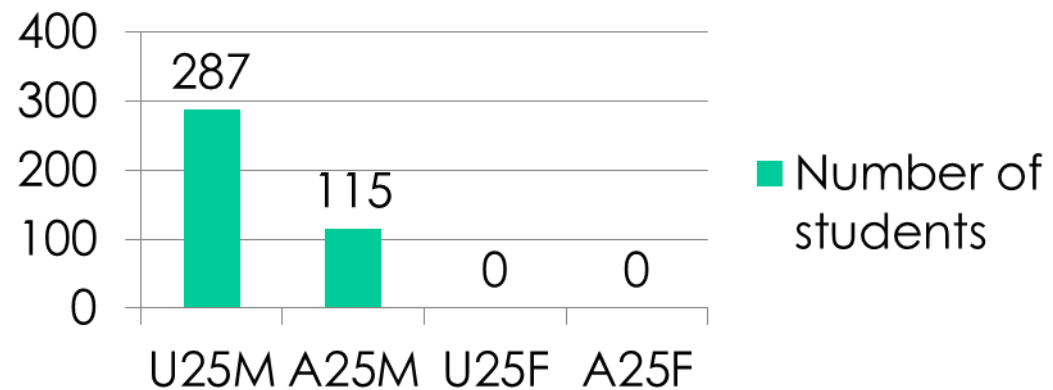| Prison	Grouping 1 – individual 2 – pairwork 3 – group (no) 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
El Acebuche	1,3	1,2,4,5	25/25
El Acebuche	1,2,3,4	1,2,3,4	358/398
CP El Acebuche	1,3	1,2,3	no data

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

- recognition of anger & learning control methods
- to learn moral values
- rehabilitation
- preparation for after-release
- crisis intervention
- increase the quality communication skills
- increase individual motivation
- to be a good servant of Allah
- natural & spiritual values
- to adapt to society
- healthy individuals

II.1. Facts – TURKEY methodology

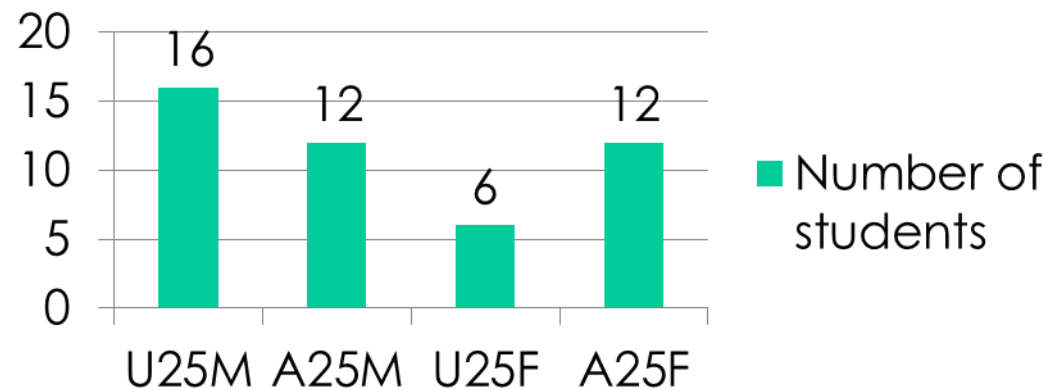| Prison	Grouping 1 – individual 2 – pairwork 3 – group (no) 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
Sincan F2	3	1,2,4,5	4/12
Ümraniye	3	1,3	25/35
Zonguldak 1	1,3	1,3,4,5	8/28
Zonguldak 2	1,2,3	1,3,4	50/320
Zonguldak Type M	1,2,3	1,2,3,4,5	7/7

II.1. Facts – HUNGARY basic information

- Total number of activities: 3 (Balassagyarmat, Tököl, Kalocsa)
- Total number of participants: **46**
- Student features

Number of students

Category	Number of students
U25M	16
A25M	12
U25F	6
A25F	12

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

- to develop & improve social competences
- to diminish recidivism
- moral values
- social comp improvement
- lessen preconceptions & prejudices
- to respect human rights
- to fight discrimination
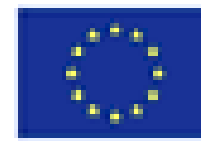- to improving life management competences

II.1. Facts – HUNGARY methodology

Prison	Grouping 1 – individual 2 – pairwork 3 – group (no) 4 – other	Course type 1 – active 2 – interdisciplinary 3 – individual 4 – meaningful 5 – experimental	Number of students to finish course
Sinca F2	3	1,2,4,5	4
Ümraniye	3	1,3	25
Zonguldak 1	1,3	1,3,4,5	8
Zonguldak 2	1,2,3	1,3,4	50
Zonguldak Type M	1,2,3	1,2,3,4,5	7

II.3. Obstacles 1.

- time management
- personal questions (careful)
- hard to measure the real impact
- dropouts
  - because they wanted to earn money
  - due to transfer & short imprisonment
- contradiction w/ staff (warden)
- internet access difficulty
- hard to accommodate to prison conditions (teachers)
- 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
- U25 were more radical
- groups not stable
- hard for external teachers to intervene → security aspects – civilians in prison
- unequal attendance of prisoners
- poorly equipped institutions
- lack of financial help,
- work overload
- no quality assurance – lack of feedback

III.1. Conclusion 1.

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

III.1. Conclusion 2.

- importance of visual communication (fresco, wall of peace)
  - to raise motivation
  - to express themselves through art
  - to drain off
- give time for reflections and feedback – for quality assurance
- grouping aspects – to avoid conflicts (w/ warden & each other)
- 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)

III.2. Next Steps – „Must have" elements

- permanent teachers
- various types of activities within a course – individual, pairwork, discovery-based, etc
- historical facts – thirst for knowledge