

# SERA Project

**Secularism and Radicalisation** : Strengthen the learning of the founding values of secularism in order to better fight the phenomena of radicalisation in enclosed living spaces (prisons, educational centres, ...).

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

## France

4th Transnational  
Meeting / Day 1

January 09, 2018



# SERA Project

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

Day 1



Erasmus+



# SERA Project

Welcome to SERA participants attending ARCACHON Meeting

Any particular demand ?

Introduction of new Turkish SERA national coordinator  
Fulya DEMIRCIUGLU

Who is who in SERA consortium ?

*Ice breaker Game (BE)*



# SEERA Project

Before University of Malta colleagues present their work on SEERA data collection and analysis, it appears important to show some reminder slides from Almeria and Malta meetings.



## Key findings to take note of... (these might not apply for your institutions or countries!)

1. Most projects/programmes combine one-on-one sessions (usually with a psychologist/counsellor) with group sessions. Others rely on mentorship.
2. Many programmes rely on an individualised, tailored approach
3. Many programmes combine prevention with rehabilitation
4. A multidisciplinary team is likely to yield better results
5. Inter-institutional cooperation facilitates the more effective running of programmes
6. Involving 'credible' speakers can impact the success of a programme (e.g. imams/de-radicalised people that target groups can relate to)
7. Teaching the values of moderate Islam is one of the main aims of many existing projects
8. The involvement of the family/social network of prisoners is desirable
9. It may be preferable to involve prisoners who will soon be released
10. Programmes for youths should be different from programmes for adults
11. Many programmes are voluntary, but this may also be a limitation
12. Completing the programme is crucial, and support should be offered after completion of the programme



# SERA Programme

**AIM: Programmes should encourage radicalised people to reconsider their beliefs**

**Targeted prisoners:**

- People who have planned, facilitated or participated in terrorist acts
- Sympathisers (who haven't directed helped terrorists, but shown their sympathy publicly)
- Passive prisoners who are not cooperating with the authorities

*Hardened in prison: they must be neutralized humanely because they represent a threat to society.*

*Undecided who are still in time to return to the fold of society.*

*Repentants who represent only a small number.*

*Traumatized who need health care.*





# SEARA Programme

## Best moments to work with individuals is

- when they are considering to re-join or leave an extremist movement e.g. intervene after a violent act carried out by a radical right-wing group.
- [In prison] when inmates who are about to be released and have to reflect about their future, are good candidates.
- In general, it is preferable to concentrate on the future of the individual, not their past: target their objectives and ambitions and help them develop a plan to fulfil themselves.

## Guidelines for prison and probation services regarding radicalisation and violent extremism

*(Adopted by the Committee of Ministers on 2 March 2016,  
at the 1249th meeting of the Ministers' Deputies)*

18. In order to establish individual treatment programmes aimed at successful rehabilitation of prisoners and probationers, assessment tools specifically tailored to identify risks of radicalisation shall be developed and used from the outset of the implementation of a penal sanction or measure and repeated at regular intervals as necessary when there is a concern that the prisoner might be undergoing a process of radicalisation.



# SEERA Programme



1249th meeting – 2 and 3 March 2016

## **Guidelines for prison and probation services regarding radicalisation and violent extremism**

*(Adopted by the Committee of Ministers on 2 March 2016,  
at the 1249th meeting of the Ministers' Deputies)*

- I. Terminology used for the purpose of these guidelines
- II. Scope
- III. Basic principles and general considerations
- IV. Prison and probation work
- V. Detection, prevention and dealing with radicalisation and violent extremism in prison
- VI. Post-release work
- VII. Research, Evaluation and Communication





# SERA Programme

## Programs should include:

- **IDEOLOGICAL FACTORS:** Important to have a speaker that is considered credible in the eyes of participants
- **EMOTIONAL FACTORS:** a programme should offer alternative means to help them deal with their psychological and material needs
- **PRACTICAL FACTORS:** many radical organisations offer services which attend to the basic needs of their members and their families. It is crucial that de-radicalisation programmes don't only aid participants, but also their families in find alternative sources of revenue, accommodation, education

*To use other commitments without going through the religious (humanitarian, ecology, ...).*



# SERA Programme

## Identified dimensions:

- **Psychological rehabilitation** (regular meetings with psychologist)
- **Religious rehabilitation** (discussions with imams/ academics about the 'correct' tenets of Islam)
- **Social rehabilitation** – involves giving prisoners a chance to develop their professional skills (e.g. course or employment in prison to enhance their employability post release. The gov. also ensures a number of jobs are available to deradicalised prisoners upon their release)
- **Community involvement** (through Pergas, the Singaporean association of Islamic experts)
- **Family support** – through a community-based group that offers material and emotional support to families

Can you identify other dimensions not mentioned up here?



# SEERA Programme



## Subjects to focus on:

1. Self-determination
2. Freedom
3. Autonomy
4. Personal growth and
5. Have much more positive effects
6. Re-humanise the enemy - put participants in touch with individuals considered as 'enemies'
7. Fighting prejudice and discrimination
8. Empathy
9. Discussing dehumanising propaganda of extremists – counter-narrative
10. Communication and interaction between youths from different social, economic and ethnic backgrounds



# SERA Programme



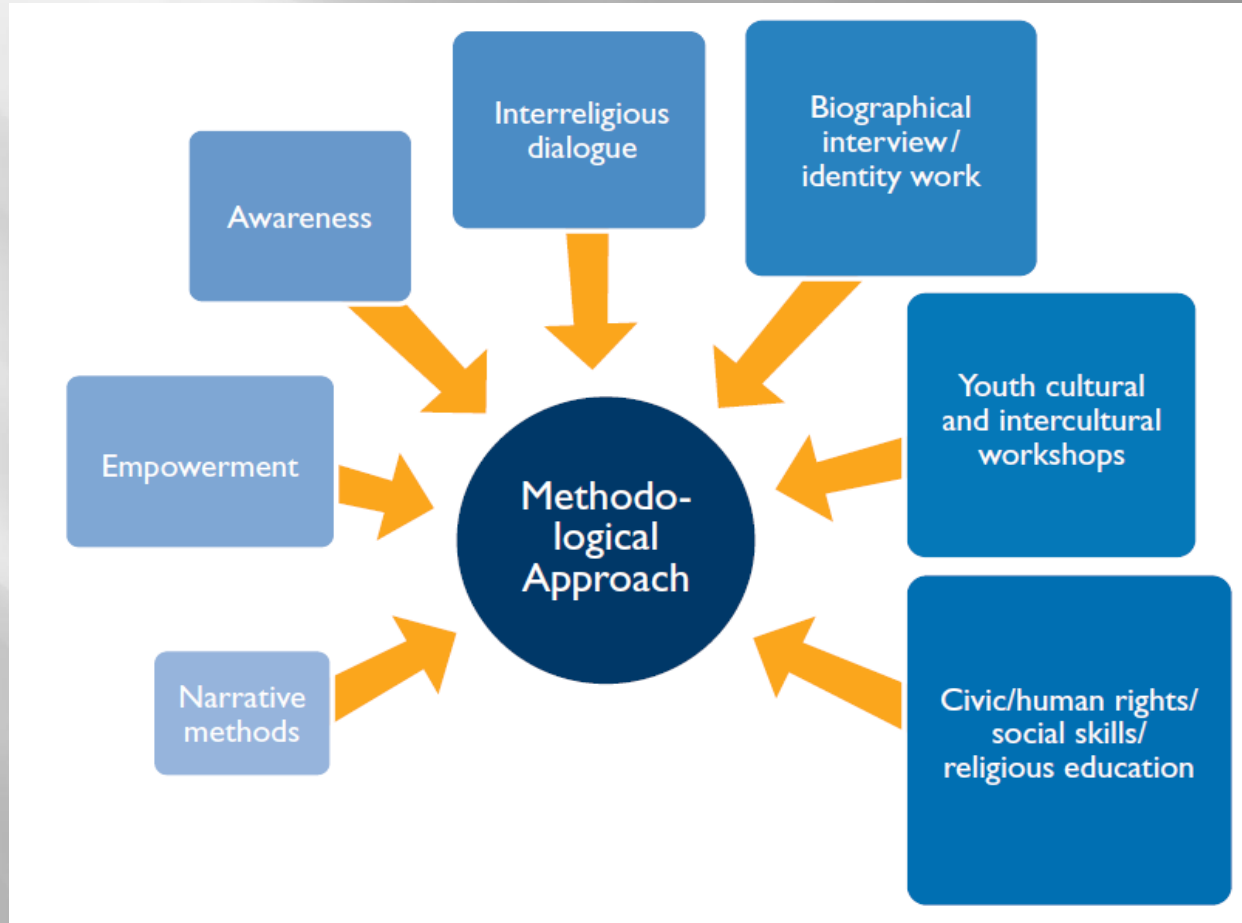
## SERA PPI Domains

PERSONAL	INDIVIDUAL	COLLECTIVE
Psychology	Bodybuilding	Commitment to community activities
← Reflection exercise →		
Drawing my timeline	Industrial arts	Therapeutic excursions
Genealogy	Pilates	Sports
← Sculptural free →		
Resilience	Take care of pets	Rock and water, LSCI, Cercle de courage,...)
Storytelling	Take my place (wheelchair, blind, deaf,...)	Terra, Bounce, RAN, COPPRA,... exercices
Empathy	Yoga	Cultural specificities (dance, cooking, music)
Family ties and parenthood	Meditation / Mindfulness	Communication, Medias,...
← Media literacy →		
← Phototalk →		
← Core Quadrant game →		
6 hours per day and 5 days per week		PPI / 4 weeks = 120 heures
		PPI / 12 weeks = 360 heures

- BE
- ES
- FR
- MT
- TR



# SEARA Programme





# SERA Programme

AREA	SUBJECT	ACTIVITY	DIMENSION (P-I-G)	KEY COMPETENCES	CROSS-CURRICULAR COMPETENCES
PSYCHOLOGY	Empathy	Take my place			
		Analysis exercise			
	Identity development	Drawing timeline			
		Genealogy			
	Decision making	Reflection exercise			
	Resilience	Role play			
		Case study			
	Socio emotional development	Take care of pets			
		Phototalk			
	Expression of emotions	Theater			
		Sport			
	Physical wellbeing	Bodybuilding			
	Self awareness	Yoga			
		Meditation			
		Pilates			
	Anger management				
	Conflict management				





# SEARA Programme

AREA	SUBJECT	ACTIVITY	DIMENSION (P-I-G)	KEY COMPETENCES	CROSS-CURRICULAR COMPETENCES
<i>INTERCULTURAL</i>	Values	Dance			
	Growing mindset	Cooking			
	Acceptance	Music			
<i>EDUCATION</i>	Skill improvement	Industrial arts			
	Professional development	Preparing interview			
		Workshops			
	Media literacy				



# SERA Programme

<i>SOCIAL</i>	Sense of belonging				
	Community involvement	Community work			
	Family support				
	Social skills				
	Rehabilitation				
	Gender equality				
	Environmental respect				
<i>RELIGION</i>	Values of religion	Knowing myself			
	Peace	Story telling			
	Wellbeing	Seminars			
	Self Awareness	Cultural excursions			
	Religious pluralism				



# SERA Programme

EPEA 11.2017

## Principles from the Hidden Heritage of Prison Education and Prison Reform

### **Alexander Maconochie, at a British penal colony in the South Pacific, 1840s**

1. Prisoners should be treated with courtesy and with dignity.
2. A good program can interrupt nonsocial or asocial behavior.
3. Good organizational cultures are not threatened by any prisoner or group of prisoners.
4. Prison security does not have to traumatize prisoners.
5. Good programs help prisoners resist temptation, to become post-release citizens.
6. Prisoners move quickly from high security to a high emphasis on freedom, opportunity.

### **William George, at a prison for juveniles in upstate New York (NY), 1876-1900**

1. Nothing should be for free, without labor.
2. All community members should be treated equally.
3. Prisoners should share responsibility for the improvement of their own lives.
4. Democracy helps people think critically, work toward community and personal goals.
5. Influence results not from being an authoritarian, but from being a good role model.
6. Prisoners who make community decisions also make more appropriate decisions.



# SERA Programme

EPEA 11.2017

## Principles from the Hidden Heritage of Prison Education and Prison Reform

### Thomas Mott Osborne, at two NY State prisons and a U.S. Navy prison, 1913-1920

1. Nothing is gained by thinking of prisoners or parolees as enemies in a permanent war.
2. If a challenge is framed correctly, a group of prisoners will do the right thing.
3. The bottom up/top down/meet in the middle framework can apply in prison democracy.
4. Prisons can be transformed into schools, into large classes in social ethics.
5. The extreme complexity of the human condition makes prison democracy mysterious.
6. The benefits of shared responsibility can be experienced by prisoners and staff.

### Stephen Duguid, in four prisons in British Columbia, Canada, 1970s-1990s

1. Democracy/shared responsibility can work in a whole prison, or in a part of a prison.
2. Cognitive-moral-democratic approaches help in prison; 'carry through to post-release.
3. Studying the humanities, social sciences, and arts help prisoners understand society.
4. Democracy takes time and often focuses on unimportant details.
5. Post-secondary education can help prisoners, prison employees, outside communities.
6. When central office thinking changes, effective prison programs may be phased out.





# SEARA Programme

EPEA 11.2017

## Principles from the Hidden Heritage of Prison Education and Prison Reform

### California State University, San Bernardino (CSUSB) Reentry Initiative (CSRI), now

1. Upon first hearing of the hidden heritage evidence, most people in the U.S. reject it.
2. A transformational imperative works: “it don’t mean a thing if it a n’t transformational.”
3. Despite different goals, all students and all staff need to learn and develop.
4. The best security system is a good organizational culture; at CSRI, a principle of the Truth and Reconciliation movement that helped end South Africa’s apartheid is applied toward that end: “we don’t talk about that anymore” (“that” means the things we did to others and the things that were done to us)—it is time to move on with our lives.
5. *E pluribus unum*, the U.S. motto, is the CSRI motto: race and gangs do not matter.
6. Each CSRI site is the safest place in town, an antidote to post-release stress.



## Coffee-break







# SEERA Programme



## What Works? One Program, Four Versions

<u>Elements</u>	<u>Brockway/ MacCormick (U.S., 1880s- 1941)</u>	<u>Ayers/Duguid/ Ross and Fabiano (Canada, 1970s- 1990s)</u>	<u>Europe, Wherever the European Prison Rules are applied in good faith, 1989-now</u>	<u>IntegralEducation* Can be any place, International, Since the 1840s</u>
<u>Pedagogy/ Andragogy</u>	Adult education	Adult, postsecondary education	Adult education methods (andragogy)	Peda-/Andragogy continuum
<u>Vocational Education</u>	Vocational education	Degrees enhance career options	Vocational education	Marketable skills
<u>Social Education</u>	Social education	Learning in the social sciences	Social and economic context	Social education
<u>Cultural Education</u>	Cultural education	Learning in the humanities	Cultural context; creative activities	Dance, drama, humanities
<u>Shared Responsibility</u>	Principle of community organization	Just community (democracy)	Prisoners participate in education outside prison	Reciprocity, democracy



# SERA Programme



## What Works? One Program, Four Versions

<u>Elements</u>	<u>Brockway/ MacCormick</u> (U.S., 1880s- 1941)	<u>Ayers/Duguid/ Ross and Fabiano</u> (Canada, 1970s- 1990s)	<u>Europe, Wherever the European Prison Rules are applied in good faith, 1989-now</u>	<u>IntegralEducation*</u> <u>Can be any place,</u> <u>International,</u> <u>Since the 1840s</u>
<u>Inclusion</u>	Education for the disabled	Pre-college/tutors; Native American courses; English for speakers of other languages	All prisoners have access	Special, Bilingual education
<u>Technology</u>	Film strips; 35 mm films	Computers; word processing	Eur. Prison Rules 2, 7, 9, and 17 imply and support technologies	Various equip- ment; no high technology to date
<u>Library</u>	Library (books)	Library (books, journals)	Library (library access)	Library (books)
<u>Administrative Configuration**</u>	Bureau	Ready for correctional school district (CSD)	Ready for integral education	Education trans- cends all other prison purposes



# SERA Programme

## *1st Recommendations 1/2*

Multidisciplinary team of educators, psychologists,  
religious referents, supervisors, ...

Monitoring is individual and reinforced while  
learning is personalized, individual and in group

Give new perspectives to this generation of young people  
Go and get them to facilitate a request

They are characterized by a quest for identity linked to  
shattered trajectories and unhealed wounds



# SEERA Programme

## *1st Recommendations 2/2*

It is necessary to develop the most complete toolbox possible to provide an individualized response.

Word groups are organized to help families to keep in touch with their loved ones, community actions are organized, corporal workshops, partnerships are woven with imams able to bring their lighting on Quran points

It's necessary to innovate to hang these young persons

We need to build a protective and coherent social safety network with real attachment references as contacts





# SEARA Project

## « *State of arts* »



**University of Malta / Sandra SCICLUNA and Trevor CALAFATO**

- 1 - Presentation of SEARA report on European transversal analysis
- 2 - Identified Strengths / Recommendations from Almeria meeting with consideration to «what could still be missing on prison education v/s violent radicalisation» crossed with identified domains inventoried during Malta meeting.







# SERA Programme

It was decided during last meeting in Almeria not to speak anymore about PPI and just to say SERA when speaking about our programme.

But however, it remains necessary to define what the SERA programme is when introducing it to professionals, operators, experts,...



# SERA Programme

Many readings and two participations in conferences on the topic of deradicalisation (Conference CEP in The Hague -NL- 03/2017 and Conference of CAPRI in Bordeaux -FR- 06/17) remind professionals that it is not very convenient to speak in any case of:

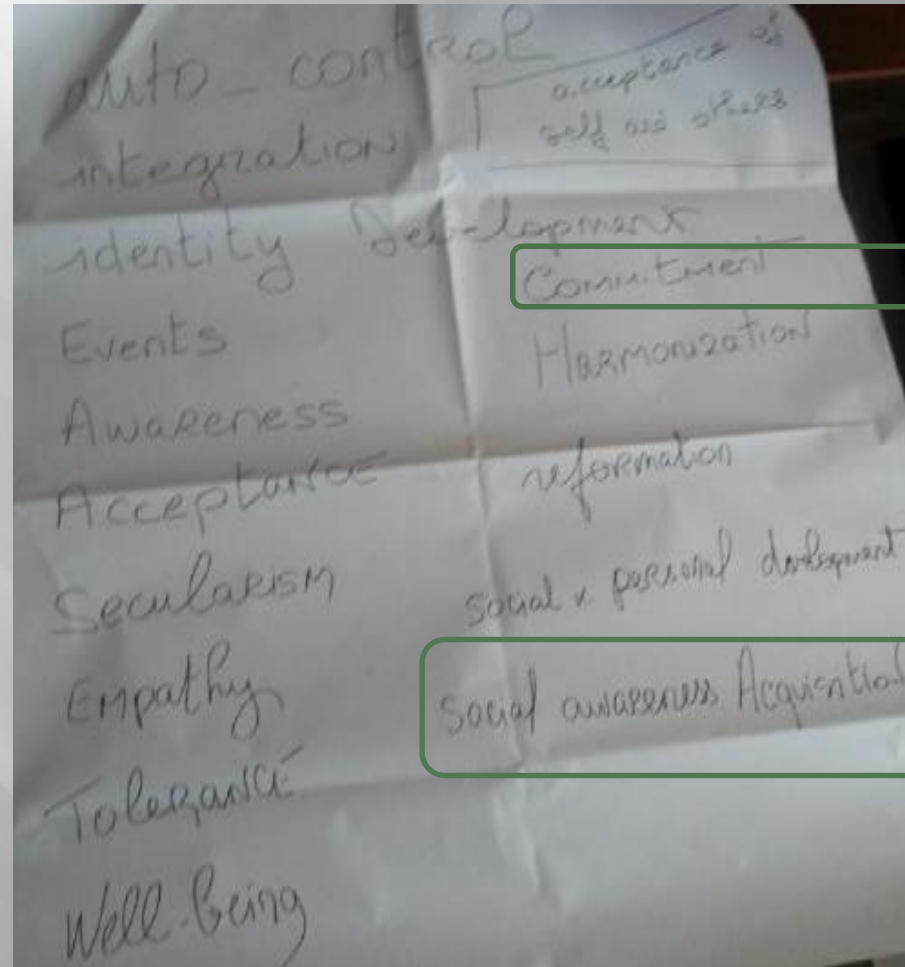
- deradicalisation programme "*we do not de-radicalise*"
- renunciation programme
- disengagement programme
- breaking programme

In Almeria, we tried but did not succeed...



# SERA Programme

Lot of ideas  
from Almeria  
but...  
only 2 really fit  
our purpose





# SEERA Programme

Commitment Programme

Social Awareness Programme

Resilience Process

Process of letting go

Prevention programme of rocking motions towards a terrorist (extremist) "*radicalization*"

NO

Can you identified other definitions not mentioned up here?  
Which one suits you better ? A mix one ?



# SEERA Project



Presentation of SEERA programme' timeline

First drafts

(BE)

SEERA programme' first rules

(FR)



# SEARA Project



## SEARA pedagogical sequences

*4 weeks renewable twice*

$(2 \times 3 \text{ hours} \times 5 \text{ days} = 30 \text{ hours})$

$(5 \text{ hours per day} \times 6 \text{ days} = 30 \text{ hours})$

4 weeks = 120 hours

$(\text{renewable twice} = 360 \text{ hours})$

*PPI / Intensive Pedagogical Programme*





# SERA Programme



SERA PPI Domains		
PERSONAL	INDIVIDUAL	COLLECTIVE
Psychology	Bodybuilding	Commitment to community activities
← Reflection exercise →		
Drawing my timeline	Industrial arts	Therapeutic excursions
Genealogy	Pilates	Sports
← Sculptural free →		
Resilience	Take care of pets	The Abrahamic religions (peace, monotheism,...)
Storytelling	Take my place (wheelchair, blind, deaf,...)	Rock and water, LSCI, Cercle de courage,...)
Empathy	Yoga	Terra, Bounce, RAN, COPPRA,... exercices
Family ties and parenthood	Meditation / Mindfulness	Cultural specificities (dance, cooking, music)
← Media literacy →		
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# SEARA Programme



## Belgian sequences (1/2)

Play it out	Role-play to exercise conflict situations	120'
Advice yourself	Creep into your skin as a "valued grandparent". From this position you look at your own younger self and give advice on your life, situation, ...	90'
Listen to your emotion	In this activity participants learn to reflect about their emotions	60'
Do you see what I see	You are aware of your own frame of reference and keep in attention that others act from their frame of reference	90'
Burn down	Give negative & positive feedback to each other	60'



# SEARA Programme



## Belgian sequences (2/2)

Choir		
Ear talking		
Empathy map poster		
Empathy map		
Eye talking		
Mirror		
My start position		
Singer		



# SERA Programme



## French sequences (1/3)

<p>The enlightened communication</p>	<p>This activity is based on the fact the communication and the critical thinking is essential in the life to exchange, to develop his thoughts and his mind</p>	<p>960'</p>
--------------------------------------	--	-------------



# SERA Programme



## French sequences (2/3)

Live to build the future	To create an exhibition	
The diversity of cultures	To create an exhibition	
Violence and its consequences	To create an exhibition	
Life despite everything	To create an exhibition	
Key concepts to work in SERA programme	Dictatorship or Democracy Violence or non-violence Resistance or Terrorism Revolt or Revolution Secularism or Religions Islamic or Islamism Free press or corrupted press Freedom or Confinement	





# SEARA Programme



## French sequences (3/3)

Written press		
Caricatures in written press		
Oral press		
Draw me freedom of speech (BRICKS)		
To understand Internet (conspiracy, social network)		
To create and manage campaigns to counter extremist narratives (OCCI)		
Totem sculptures		
Targeted theater (Fenêtre sur...)		
Clinical psychologist (Parenthood)		



# SEARA Programme



## Spanish sequences

No to inequity		100'
Getting familiar with heritage: La Alcazaba		195'
My close environment. My habitat		120'
Self control		120'



# SEERA Programme



Some other themes to consider

**Group pressure (ASCH)**

...

**Mental hygien**

...

**Open-mindedness and its limits**

...

**Worship facts**

...

...



# SERA Project



Allowed days available for educational production (01.01.2018)

WP4	BE	ES	FR	MT	TR
CAT 1	10	37	37	15	47
CAT 2	20	80	80	15	80
CAT 3	15	15	15	15	15
CAT 4	0	0	0	0	0

**CAUTION : Tank of hours !!!**



# SERA Project

IT<sup>2</sup> allowed days available for educational production  
(requires EACEA amendment for a new repartition)

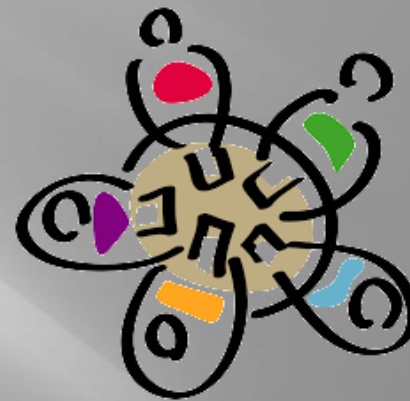
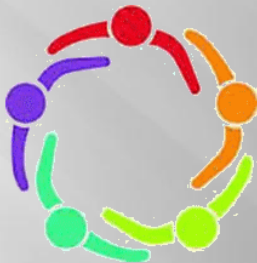
CAT 1 / WP 4 = 47 days

CAT 2 / WP 4 = 80 days

CAT 3 / WP4 = 15 days

CAT 4 / WP 4 = 0 day

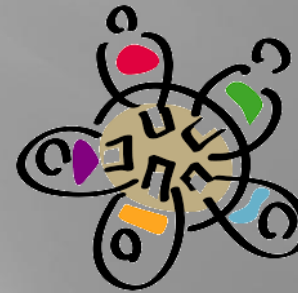
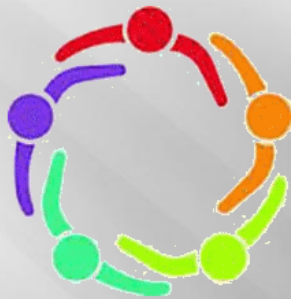
# SERA Educational Team Leaders



Each partner designates a **pedagogical manager** in charge, on the one hand, of the organization and the recovery of the existing resources and, on the other hand, of the creation of new teaching resources linked to the SERA objectives.

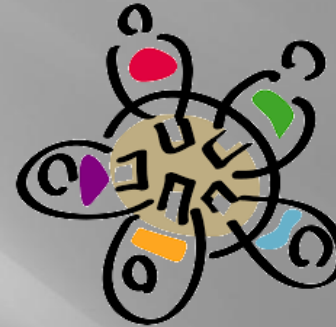
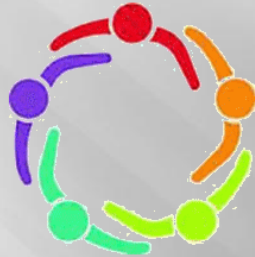


# SEARA Local Production Groups (EPP)



Each pedagogical manager is locally surrounded by **one or more teachers** involved in the production of the resources to lead to the structuring of the SEARA programme in its three dimensions

# SEARA Local groups of inmates for testing (GT)



Teachers in charge of the production will motivate **class groups/individuals to test on a volunteer basis** the pedagogical resources to validate the contents.



# SEERA Programme

From all that has been said since this morning  
and with the documents distributed,  
**SEERA partners must now mobilize themselves**  
as to the pedagogical sequences still to be produced.

1 - TR

2 - MT

3 - ES

4 - FR

5 – BE



**COMPULSORY TOOL**

## Template of Pedagogical Sequence

**AREA** .....

**SUBJECT** .....

**With crossed disciplines** .....

**Activity Title** .....

**ABSTRACT** *(max 450 characters)*

.....  
.....  
.....  
.....  
.....  
.....



# SERA Project



**COMPULSORY TOOL**

## KEY WORDS

.....

## Learning outcomes

- 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 (eg. List)

.... Debate, Film, Conference, Course, .....



**Non-exhaustive list of materials for teachers and learners**

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 – Role Games – Cards – Map –  
Comics - Press articles - Magazines – Photos –  
Cardboard - TV/Smartboard – Watercolors –  
Colored pencils – cartoons - ...





# SERA Project



**COMPULSORY TOOL**

## KEY COMPETENCES

1 - .....

2 - .....

3 - .....

## Transversal COMPETENCES

1 - .....

2 - .....

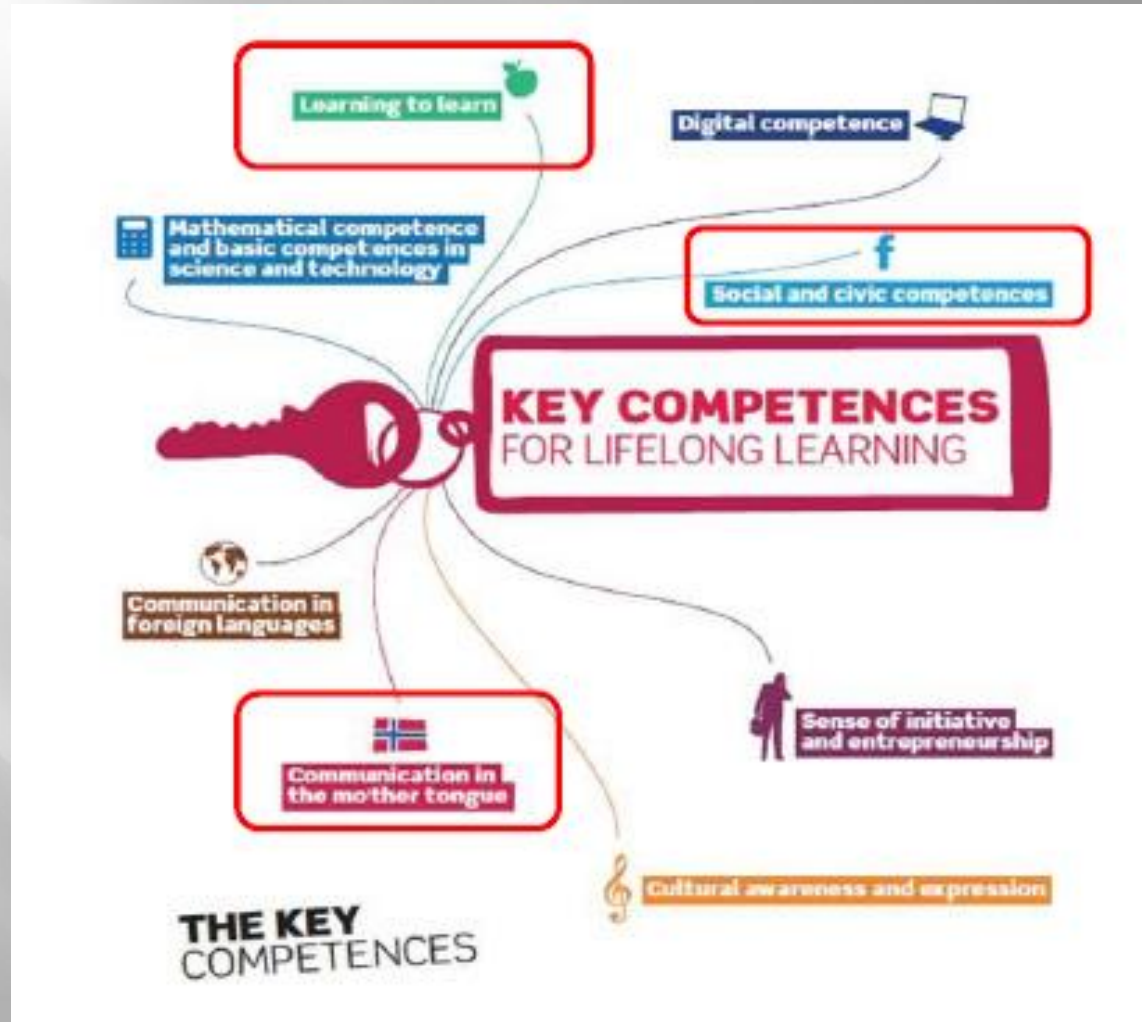
3 - .....

4 - .....

5 - .....



# SERA Project







## KEY COMPETENCES & TRANSVERSAL COMPETENCES

(*) based on the key competence « Communication in the mother tongue » but adapted to foreign inmates in the prison environment	Communication in the hosting national language (*)	Learning to Learn	Social and Civic competences
Assessing competence and competence development			
Communication			
Conflict management			
Autonomy			
Problem solving			
Team working			
Flexibility			
Critical thinking			
Creativity			
Planning and resource management			



# SEERA Project



(*) based on the key competence « Communication in the mother tongue » but adapted to foreign inmates in the prison environment	Communication in the hosting national language (*)	Learning to Learn	Social and Civic competences
Evaluating/Reflecting			
Mentoring			
Networking			
Project management			
Taking responsibility			
Intercultural communication			
Leadership			
Anti-hate communication in an intercultural perspective			
Self-reflection			
Managing diversity			
Planning and organizing one's learning			





# SEERA Project

*If we identify significant other ones, we will have to work on their definition and assessment too.*

VALUE	DEFINITION
Solidarity	Union or fellowship arising from common responsibilities as between members of a group
Respect	Esteem for or a sense of the worth or excellence of a person / personal quality
Sense of duty	A motivating awareness of ethical responsibility... motivation deriving from ethic and/or moral principles

















# SERA Project



**COMPULSORY TOOL**

Course Structure	Learners' activities and tasks to realize	Learning aims	Key and transversal 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			  	



# SEERA Project



ASSESSMENT of PRIOR LEARNING Possible  Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....

*This last part of the sequence will be worked on later BUT if we have clearly identified transversal skills (and if there are not too many new ones) for each pedagogical sequence, it exists already a very complete basis of work from which to start again .*



# SEARA Project



## Plan A and Plan B for next SEARA meetings

<i>Plan B is if SEARA receives a positive answer from EACEA for +6 months</i>	<b>Plan A</b> <b>End : Nov. 30, 2018</b>	<b>Plan B</b> <b>End : May 31, 2019</b>
Belgium	May 03-04, 2018	May 03-04, 2018
Turkey	September 11-12, 2018	January 08-09, 2019
??? Ex. IT <sup>2</sup> (6 persons) <b>Bordeaux (2 persons)</b>	?	?
European visioconférence	October 17, 2018	April 03, 2019
Malta	November 13-15, 2018	April 24-26, 2019



# SERA Project

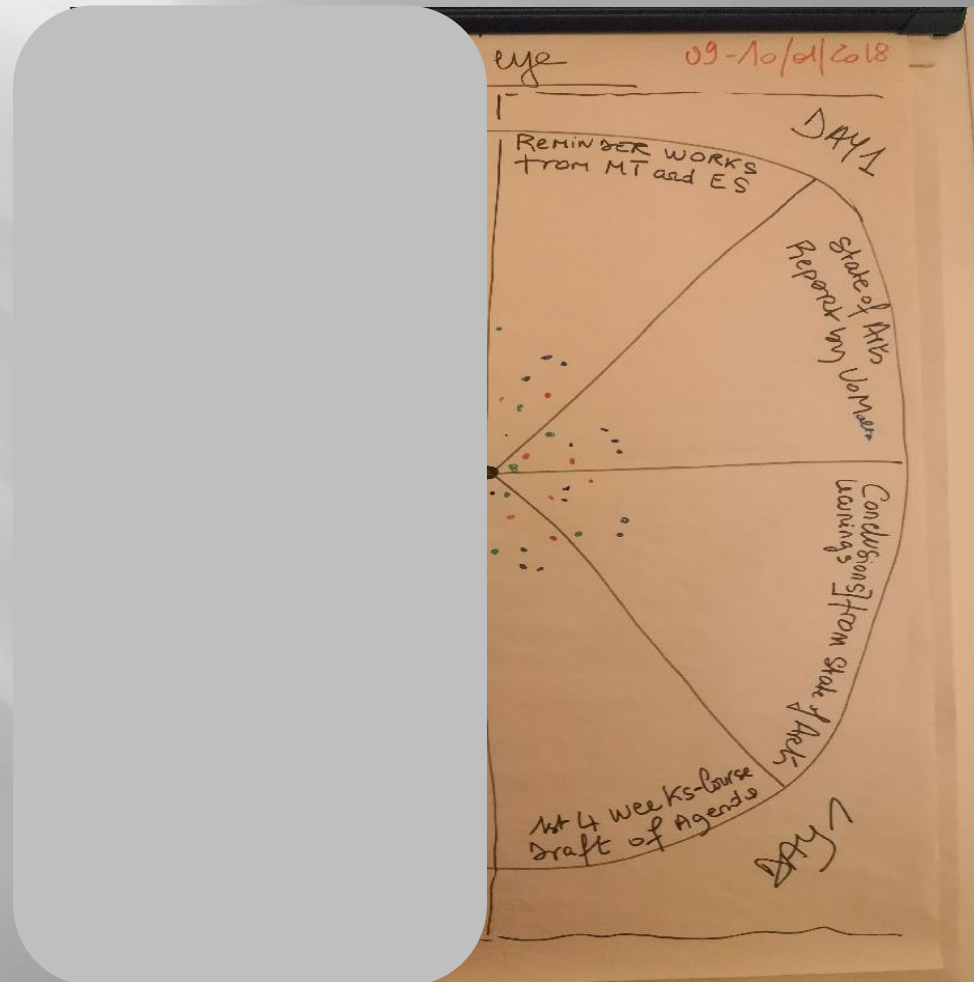


## Bull's eye Evaluation Day 1



# SERA Project

## Bull's eye Evaluation / Day 1



# SERA Project



That's all for today  
Thank you for your contribution

Will meet for dinner... (place and time)