

Who is your target group? (prisoners/inmates)



- Limite de direction interrégionale des services pénitentiaires
- Limite départementale administrative
- Maison d'arrêt (MA)
- Centre de détention (CD)
- Maison centrale (MC)
- Centre de semi-liberté (CSL)
- Centre pour peines aménagées (CPA)
- Centre pénitentiaire (ici un quartier MA et un quartier SL)
- Établissement pénitentiaire pour mineurs (EPM)
- Centre national d'évaluation (CNE)
- Établissement public de santé national (EPSN)
- Unité hospitalière sécurisée interrégionale (UHSI)
- Unité hospitalière spécialement aménagée (UHSA)
- Siège de service pénitentiaire d'insertion et de probation (SPIP)
- Antenne ou résidence administrative de SPIP
- École nationale d'administration pénitentiaire (ÉNAP)
- Service de l'emploi pénitentiaire (SEP)



Who is your target group? (prisoners/inmates)

- Prisoners aged 13 upwards.
- Mixed abilities.
- Long and short term.
- French speaking and non-French speaking.
- Men, women and young offenders.
- A small number of refugees and Foreign nationals.

Basics facts

NUMBERS OF PRISONERS TODAY:

| | |
|--|----------------------|
| In France (including pre-trial detainees): | 66,000 (app.) |
| Under 18: | 1 % |
| Under 16: | 0.1 % |
| Female prisoners : | 3.3 % |

EDUCATION IN PRISON:

Full time teachers **500**

2/3 of prisoners do not exceed level 5 (GCSE grade C (UK))

1/4 prisoners access education (6h to 8h per week)

Of those, 63% have undertaken **basic education and literacy** programs;

12 % educated at **Secondary School level** and 1.4% took **University Courses**.

Missions of Educational system

REHABILITATION ACT OF 1975:

All Prisoners have the right to access learning programs equivalent to that given in the outside world.

However, in reality this depends on resources available and varies in quality from one prison to another.

Target groups: Under 18, non-qualified young adults, illiterate, non-French speaking.

Main priority: Raise literacy levels.

Activities proposed to the prisoners:

CULTURAL

EDUCATIONAL

VOCATIONAL

SPORTING

PROFESSIONAL ACTIVITIES

However, overcrowding and recent budget cuts, especially in Remand Centers has reduced some provisions.

Reflections on Ethnic minorities

THE CONCEPT OF ETHNIC MINORITY DOES NOT EXIST IN FRENCH ADMINISTRATION

The ethnic origin of people is never identified and any statistical census is prohibited.

However, we know that immigrants and children are over-represented in prison (Maghreb, sub-Saharan Africa...).

Roma are also over-represented in prisons and juvenile sections.

Researchers and sociologists estimate that 60 to 70% of the prison population are Muslims.

<http://www.europeanguardian.com/93-by-country/france/523->

Reflections on Mental health

The last comprehensive study on mental health in French prisons, published in 2004 found that almost **a quarter** of inmates had psychosis (much higher than the 1 percent among of France's general population).

A report by Human Rights Watch in 2015 – said, according to prison directors, psychiatrists, the inspector of prisons, government officials and prisoners themselves – severe depression, bipolar schizophrenia and other psychosocial problems remains high.

Source : Double Punishment hrw.org

Insight – learning activities

THE LEARNING TAKING PLACE IN THE 3 PARTICIPATING PRISONS COVERS BASIC SKILLS, AND THEN DRAWS ON A RANGE OF OTHER MULTI DISCIPLINARY SUBJECTS, ACADEMIC AND VOCATIONAL.

Art, theatre, cooking, poetry, literature, global events, philosophy cartoons music to inform learning.

Collaborations include working with professionals outside of the prison with the intention of making connections with the outside world re enforcing a sense of wider recognition and to witness first hand the possibilities that learning can bring change eventual re integration and hopefully Employment

WORKSHOPS

Expressive Writing, inspired by Childhood memories

Inspirational Recipes combing art and cooking

Philosophy and Global events

Cartoon working with known authors

Expressive Totems

Post Card Crossing Lives

GOOD PRACTICE

INSTILLING CONFIDENCE PROMOTING DIVERSITY RAISING SELF ESTEEM.

PROVIDING A CREATIVE SPACE TO SHARE AND DEVELOP IDEAS.

**ENCOURAGING AND SUPPORTING INDIVIDUALS TO EXPRESS THEIR FULL
POTENTIAL - EMOTIONAL ACADEMIC AND SPIRITUAL.**

ENHANCING SKILLS.

IMPROVING EMPLOYABILITY.

PREPARING LEARNERS WITH LIFE SKILLS.

MAKE LEARNING ACCESSIBLE.

HAVING A CLEAR OUTCOME.

GOOD PRACTICE

PROMOTING THE VALUE OF THE PROCESS.

ENSURING LEARNING IS RELEVANT TO INDIVIDUAL'S EXPERIENCES.

USING A TRACKING OR EVALUATION SYSTEM.

BUILDING IN POSSIBILITIES FOR COMMUNICATION WITH OTHERS.

SELLING THE VALUE OF ART EDUCATION TO DO MOST OF THESE THINGS.

