



CITI-VAL PROJECT

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ABSTRACT



PARTNERS



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foresee
Research Group

Hungary



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Introduction of CITI-VAL, a European Project

Annie Bresson (France, Headmaster of 20 schools in prison in New Aquitaine)

Every social system demands the appliance of a set of common values. Civic values are necessary for social behavior. Democratic communities demand the acceptance and compliance of rules and laws which help everybody to be accepted amongst others, support togetherness, and stabilize social life.

The prison houses a fragile community, often young, vulnerable and easily led people (in the sense of manipulation/radicalization). An educative process may help to build self-awareness and self-esteem and therefor pay tribute to fighting recidivism.

Through this project, it is to give meaning to the concept of education for citizenship by involving many stakeholders in educational prison work (prison staff, teachers / trainers, counselors for integration, volunteers ...). All disciplines (history, geography, philosophy, foreign languages, sport) may be concerned with this approach and invest in the development of innovative pedagogies.

The project points and detainees (Male / Female – Minors /Adults),, no matter for how long they are incarcerated. Priority will be given to younger prisoners less educated and / or inmates identified as „at risk” and in search of deviant forma as protection (e.g. Networks of influence, „siren song”...). Priority will be given to – especially young – prisoners who don’t have a success story to tell and whose future prospects don’t look good which makes a criminal career likely.

Two major productions will be performed:

1. An overview of inspiring practices made from existing educational activities focusing on acquisition of citizenship values and already developed in penal institutions as

- ⇒ Inspiring contents to share
- ⇒ Obstacles to identify and overcome
- ⇒ Mistakes to avoid

2. A – 62 hours – training and teaching sequences about civic values with a pedagogical toolbox including a methodological guide to be used at least in prison, but also by stakeholders training population at risk in some poor areas.

Corrections in the 21st Century – Reintegration Aspects

Col. Attila Juhász (Associate, Heves County Penitentiary Institute)

The European Prison Rules provide clear recommendations regarding the reintegration of the inmates. In his presentation Mr. Juhász introduces the different programmes that the individual institutes can introduce in order to fulfil the universal aims of imprisonment. The presentation will include low cost and sustainable reintegrational programmes such as:

- ⇒ Prison for the City - how can the prison be an integrated part of the local community with restorative techniques
- ⇒ Storybook Mums - what can a prison do for the children of the incarcerated parents
- ⇒ working with NGOs - how to build a supportive environment around the reintegration
- ⇒ pro-active local communication - how to raise public awareness regarding imprisonment
- ⇒ continuity of care - the succesful treatment of drug users

The presentation is based upon the different programmes and initiatives that had been introduced in the past decade in the Heves County Penitentiary Institute.

Psychology and human rights: Experiences of OPCAT NPM visits to Hungarian prisons

Gergely Fliegauf (Office of the Commissioner of Fundamental Rights)

As of January 1, 2015, the Commissioner for Fundamental Rights shall proceed as National Preventive Mechanism (NPM) either personally or with the cooperation of his colleagues under the Optional Protocol to the UN Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (OPCAT). During this activity the NPM visited 26 places of detention and published 20 reports. The multidisciplinary delegation team visits also prisons. The NPM carried out two visits to Tököl juvenile prison, and single visits to Tököl prison hospital, Kaposvár remand prison, Forensic Psychiatric and Mental Institution (IMEI), Sátoraljaújhely prison, Szombathely Prison and Budapest remand prison. In exception of latter two the NPM published its comprehensive reports as well and conducts a vivid and intensive dialogue with authorities. Less words were discussed on the psychological issues of these visits. The reports covered several issues which are not easy to understand without psychological knowledge. Here are some issues: racism and sexism among staff members, strip searches after visitations in a prison chapel, using the term “mentally retarded” and traumas of overcrowding. A general conclusion might be if a psychological need of a prisoner is not fulfilled, the experience can be almost always degrading which can cause a human rights infringement therefore proper communication technics used by prison staff should be a crucial point of ill treatment prevention and making prison service more effective as society demands it from every penitentiary institutions regardless the formerly committed crimes of recent inmates.

University level education for correctional officers

Prof. dr. Ruzsonyi Péter, correctional brigadier-general, university professor (NUPS)

The history of higher education for correctional officers in Hungary has a 36-year-long practice. As we know this type of education (3 years full term, equivalent diploma to civilian colleges/universities) was unique in the world. Throughout the last three decades around half of our correctional leaders – on local and national level as well – took their first diplomas at our faculty. During the presentation we summarise the main characteristics of our education system, the theoretical background of it and also introduce a new structure we would like to take into effect in the autumn of 2018.

Practices in CITI-VAL Consortium - Results of the Questionnaire-based Research

Márta Fekete – Dániel Somoskői – Judit Hegedűs – Johanna Farkas (Associate, NUPS, Foresee)

In the course of CITI-VAL project the Hungarian team's task was to collect those good practices that focus on the education of citizenship values in prisons. In order to do this we created a questionnaire that was circulated in the partner countries' prisons. We can conclude – based on the results – that on this field prisons offer various programs for inmates among which one can find vocational education, the development of social competences as well as art therapy, art pedagogy courses.

As for their methodology these programs are very versatile but one common element there is to motivate and involve inmates in the activities.

The results will serve as a starting point for the international group to create a common conceptual framework and a 62-hour-long teaching-training program and methodological guide about civic values.

In and Out: working in Change Lanes Foundation

Lídia Lindner (Associate, Change Lanes Foundation)

Váltó-sáv Alapítvány (Change Lanes Foundation, further VSA) is a national non-governmental organization supporting social and labour market integration of deviant, disadvantaged/marginalized people, people in vulnerable groups and their relatives; socially handicapped people and criminals in or after detention. Our main activity is to spot target group, provide care, training and mental hygienic support. The Foundation was created in 2002. The programmes achieved in penal institutes (e. g. Freedom is in focus: preparation group for release), penal institutes and after release (e.g. Competency development), and after release (e. g. job coaching programme). The base of our method is “throughcare”, and the helping/supporting relationship (civil support system), but we are working with a wide methodological repertoire (“more method instead of one method”). The core of our projects lies in the complexity and synergy of combined supportive and educative elements.

Restoring Citizenship

Vidia Negrea (Psychologist, Foresee Research Group)

The presentation will share the experience of applying restorative practices to develop a model for helping inmates to achieve a successful reintegration into society as valued citizens, while meeting some of the needs of people affected by crime. The model includes a four-stage process based on restorative interventions: starting from the sensitization of the prisoners, conflict resolution between inmates, through the actions made to repair harm done to the victim and restore relationships within family and community. Philosophy and values of restorative practices proved to play an educational role not just for inmates but for their families as well encouraging engagement, accountability and collaboration. Furthermore staff and professionals' involvement modeled ways to contribute to the community wellbeing helping inmates to start restoring their role as citizens.