

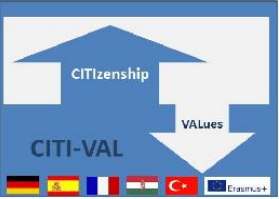


# CITIVAL

Education in prison for **CIT**izenship and **VAL**ues

*Ankara (TR) 3 – 4 July 2018*





CITI-VAL



## One important stage of CITI-VAL project

Creating 62 hours of learning activities as one “ready to use” pedagogical pack of teaching resources for teachers who have to support the individual and group development of prisoners



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To do that, we needed to:

- Develop a common understanding.
- Let learners be at the centre of our work.
- Consider common practices of education in prison contexts based on 5 different national systems with cultural differences.



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# 7 common values as a start

Allegiance to the Constitution



- Freedom
- Peace
- Respect
- Critical thinking
- Solidarity
- Sense of duty





Finally replaced by  
"Women in society"

Values

Topics



# CITI-VAL



## List of common topics to be used for creating CITI-VAL pedagogical resources

1. Citizenship
2. Media in prison
3. Women in society
4. Prison community
5. Ethnicity and diversity
6. Cultural studies
7. Democracy
8. Mobility
9. Moral dilemma and ethichs
10. Gender equality
11. Conflict management
12. European institutions
13. Religious facts
14. Elections day
15. Bullying
16. Knowledge of people with disabilities
17. Living in minority
18. Preservation of nature
19. Expression of self and communication
20. Mechanisms in society
21. Local and national institutions



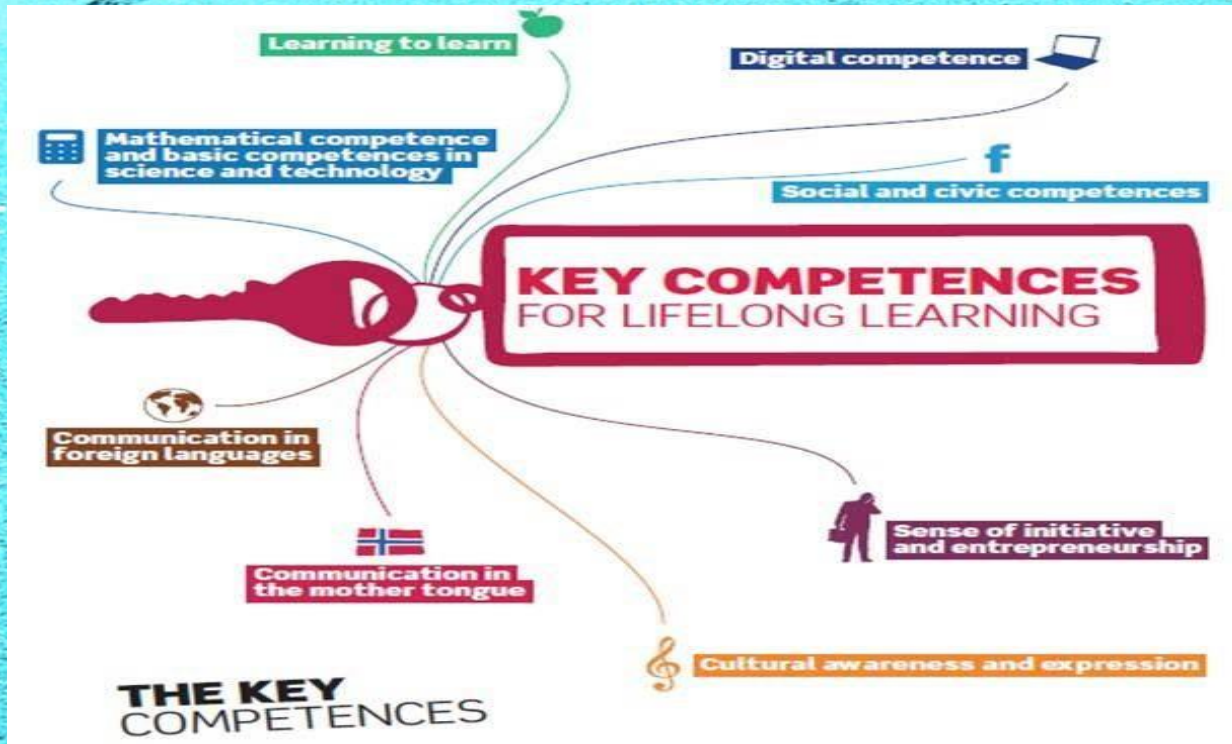
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# CITI-VAL



## Common Key Competences for CITI-VAL with Transversal Competences



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# CITI-VAL



## 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
Communication			
Autonomy			
Problem solving			
Team working			
Critical thinking			
Creativity			
Planning and resource management			
Evaluating/Reflecting			
Mentoring			
Taking responsibility			
Intercultural communication			



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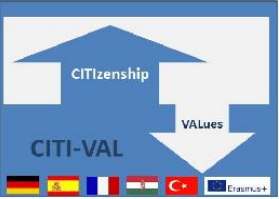
*Non exhaustive list of materials to be used by teachers and learners*

Worksheet – Book – CD – DVD – PC/Laptop –  
Projector – Handout – Flipchart – Puzzle – Riddle  
- Encyclopedia - Wall –  
Post-it – Pen/Pencil/Felt-tip –  
Poster/wallchart/collage – Board/Chalk – Games  
– Cards – Map – Comics - Press articles -  
Magazines – Photos – Cardboard -  
TV/Smartboard – Watercolors – Colored pencils –

...



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## Template of Pedagogical Sequence

**SUBJECT/AREA** .....

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

**Activity Title** .....

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

.....

.....

.....

.....

.....

.....



# CITI-VAL



## KEY WORDS

.....

## GOALS / OBJECTIVES

- 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

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





# CITI-VAL



## LEARNING CONTEXT

Individual  Pairwork   
Group work  Less than 5  5-10   
11-15  16-20  21+   
Distance learning   
Frontal  Interactive

## SEQUENCING

Number of Sequences [ ] Number of Hours [ ]

## TEACHERS MATERIALS (eg. list)

*... press article, map, photos, ICT, flipchart, book,...*

## LEARNERS MATERIALS (eg. list)

*... watercolors, colored pencils, cardboard,...*



Socios:





# CITI-VAL



## KEY COMPETENCES

- 1 - .....
- 2 - .....
- 3 - .....

## Transversal COMPETENCES

- 1 - .....
- 2 - .....
- 3 - .....
- 4 - .....
- 5 - .....

## Proposed LEARNING OUTCOMES

- .....
- .....
- .....





# CITI-VAL



Course Structure	Learners' activities and tasks to realize	Learning Aims	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			  	



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## Testing period at CEPER Retamar, Almería (Spain)

7 units, distributed among 14 teachers, who tested one unit each.  
Thus, each unit was tested twice:

- More than watching TV (Media in prison)
- Me and my clichés (Ethnicity and diversity)
- The place I now live in (Cultural studies)
- ABC of the EU (European Institutions)
- Know your rights (Citizenship)
- Games on decision making (Moral dilemma and ethics)
- SOS: Save Our Sphere (Preservation of nature)





## Testing period at CEPER Retamar, Almería (Spain)

- Heterogeneous groups: youngsters, adults, men, women, convicts, on remand, different nationalities, low/medium skilled...
- In general, we have proved the sequences to be feasible to carry out in the classroom, and the teacher can easily adapt them according to the features and needs of each group of students. They can also be reasonably included in our curriculum, by being dealt with from the social, natural and communication areas.





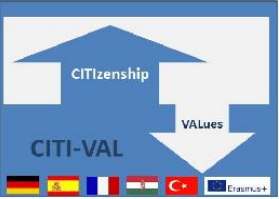


## Testing period at CEPER Retamar, Almería (Spain)

### As conclusion:

- **Teachers' perspective:** despite effort and time devoted to it, the testing period was highly accepted by teachers (organization, debate, exchange of ideas/difficulties/suggestions); through the dissemination by media and regional colloquiums, the teaching community in the province is also aware of and satisfied with the work done.
- **Learners' perspective:** centre of the project since the beginning (by giving feedback on the high level of interest of the activities, participating in debates, being invited as guests at project events...). In essence, it has been a brand-new, positive appealing experience for our students.





# CITI-VAL



*Education and culture  
are doors to the outside  
world*

*Thank you*



**Ankara (TR), 3/4 July 2018**