

NATIONAL CONSULTATION ON THE SITUATION OF PRISONS IN SENEGAL

Improvement of the condition of detention, social
integration and prevention of violent extremism
through education

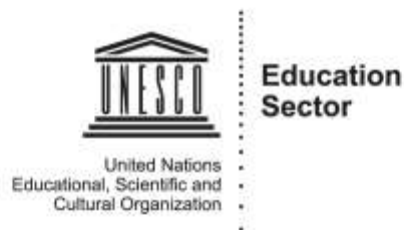
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In partnership with the National Commission of Senegal for UNESCO, the Government of Senegal, UNODC, OHCHR, the UNESCO Chair in Applied Research for Education in Prison, The Group of Study and Research on Exclusion and Marginality in Senegal (GERMES), The Centre for Diplomatic and Strategic Studies of Dakar (CEDS) and the civil society

REPORT

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Acknowledgements

UNESCO gratefully acknowledges the time and effort spent by those involved in preparing and commenting on this important and timely report, “National Consultation on the Situation of Prisons in Senegal: Improvement of the Condition of Detention, Social Integration and Prevention of Violent Extremism through Education.”

UNESCO Regional Office in Dakar is particularly grateful to all the strategic partners who contributed to this consultation, notably the National Commission for UNESCO in Senegal, the UN Office on Drugs and Crime (UNODC), the Office of the UN Higher Commissioner for Human Rights (OHCHR), the Ministry of Justice, the Ministries in charge of Education and Vocational Training, civil society organizations, research centres and media, ensuring a wide coverage of the event. They have made an invaluable contribution to the understanding of the issues and challenges associated with improving the situation of detainees in prisons, their reintegration into society and the prevention of violent extremism.

This work would not have been possible without the experts who contributed to the discussion of the consultation, which was facilitated by Professor Oumar Ndongo, as the principal officer of the Steering Committee of the consultation and Member of the Scientific Committee of the UNESCO Chair in Applied Research for Education in Prison. He mobilized all the key stakeholders in Senegal from the government offices, research institutions, such as the Group of Study and Research on Exclusion and Marginality in Senegal (GERMS), the Centre for Diplomatic and Strategic Studies of Dakar (CEDS) and the civil society. The consultation benefited greatly from the knowledge shared by individual experts who participated in the consultation. For their contributions, thanks go to Fatou Sow Sarr, Thiéyacine Fall, Josette Marceline Ndiaye Lopez, Général Mansour Niang, Claudine Mendy, Joseph Bagne Ndiaye, Rokhiyatou Gassama, Abdou Latif Aidara, Aminata Daff, Véronique Petetin and members of G-Hip Hop, Aissatou Kébé, Marie Auguste Sall, Cherif Daha Ba, Charles Sanches, and the representative of the National Commission, Aliou Ly and Mamadou Ndiaye Dia.

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The report was developed under the supervision of Gwang-Chol Chang, Director, a.i., of UNESCO Dakar and drafted by Professor Ndongo, the General Rapporteur and Timothée Amoussou, as well as the rapporteurs of the National Commission of Senegal for UNESCO, who summarized and synthesized the discussion of the participants and effectively ensured the outcome of the consultation was well articulated for monitoring by concerned ministries, civil society, UN Agencies and research organizations. Special thanks go to Guiomar Alonso Cano, representing the UNESCO Multisectoral Regional in Dakar, and Akemi Yonemura for her lead role in coordinating the consultation, including review and editing of the report. Catherine Collin and Marion Piccio of the same office also provided valuable contribution to the consultation and preparation of the final report.

National Consultation on the Situation of Prisons in Senegal: Improvement of the condition of detention, social integration and prevention of violent extremism through education

Sustainable Development Goal (SDG) 4 on education highlights the need to include our society's most vulnerable and most margined members, such as prisoners, in order to ensure that all learners acquire the knowledge, skills, values and attitudes that are needed to build just, peaceful, and sustainable societies.

Background of the consultation

The situation in Senegalese prisons is of a major concern given the overall condition of detention as well as the context of insecurity that characterizes the sector. In 2016, the country had 37 penal institutions for a total prison population of 9,422 prisoners (including pre-trial detainees and remand prisoners), of which approximately 200 were minors.¹ Despite the efforts to humanize the prisons by adopting the name, "House of Arrest and Corrections" [Maison d'arrêt et de correction (MAC)] instead of the term "prison," and improving the living conditions in prisons, the fate of prisoners is not satisfactory. The reintegration promoted by Senegal's correctional facilities has largely consisted of a series of education programs, such as literacy and painting, developed by a number of organizations, but the space provided by prison administration, line Ministries, and NGOs are limited and the impact so far has been insufficient. A prison is not just a building, but it is also an instrument of rehabilitation to regain a place in society. This obviously requires the development of training, education and vocational guidance to support smooth reintegration into society.

According to the United Nations Plan of Action for the Prevention of Violent Extremism (2015), poor conditions of detention can result in a considerable number of recruitments by violent extremist groups and terrorist organizations. Several factors drove prisoners to join such groups may include *"inhumane prison conditions and inhumane treatment of inmates, corrupt staff and security officers, gang activity, drug use, lack of security and proper facilities, and overcrowding (p. 8)."* Conditions of detention in the Sahel region raise a number of security and human rights concerns, including the risk that prisons may serve as incubators for violent extremism through networking in prisons, radicalization of other prisoners, and access to a wide range of potential recruits to coordinate violent crimes outside prisons.²

This risk of spreading extremist ideologies among detainees is also a threat in Senegal due in particular to their lack of religious knowledge and their poor prospects of reintegration into society when they leave the country. The financial incentives of terrorism can be very attractive to people whose living conditions are mediocre.

¹ Word prison brief data // <http://prisonstudies.org/country/senegal>

² UNODC Sahel Programme 2013-2017 // Progress Report January 2016.

https://www.unodc.org/documents/westandcentralafrica/Sahel_Programme_Progress_Report_January_2016.pdf

Why Prevention of Violent Extremism through Education (PVE-E)?

Violent extremism has become one of the most challenging threats facing many countries around the world. While eradication of poverty and promotion of peace and sustainable development are the priorities on the African continent, the emergence and proliferation of violent extremist groups have created climates of fear and insecurity and are undermining efforts to promote socio-economic development and human rights.

Following the adoption of UNESCO's Executive Board Decision on "UNESCO's Role in Promoting Education as a Tool to Prevent Violent Extremism" (197 EX/46, 7 October 2015)³, and the UN Secretary-General's "Plan of Action to Prevent Violent Extremism" (A/70/674, 24 December 2015)⁴, the importance of engaging in prevention efforts has been recognized, with a clear emphasis on the role of education as one of the most effective measures to create the conditions that make it difficult for violent extremist ideologies and acts to thrive.

Factors such as "lack of socioeconomic opportunities, marginalization and discrimination, poor governance, violation of human rights and the rule of law, and prolonged and unsolved conflicts, and radicalization in prisons" are the recurrent drivers, which may lead to violent extremism.

The UN Plan of Action to Prevent Violent Extremism (2015)

Human rights including the right to education in prisons

To protect the human rights of prisoners, *Standard Minimum Rules for the Treatment of Prisoners*⁵ was adopted in 1955 coordinated by the Office of High Commissioner for Human Rights (OHCHR), which aimed to set out generally accepted good principle and practices in the treatment of prisoners and the management of institutions.

In this regard, in Senegal, the National Observer of Places of Deprivation of Liberty (ONLPL), set up in 2009, following the Senegal's ratification of *the Optional Protocol to the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment*⁶, has been functional since 2012. The law has been working for several years to disseminate these minimum standards, as well as the international and national legal frameworks for the prevention and suppression of torture and strengthening of the capacity of national law enforcement officials.

The UNESCO Convention against Discrimination in Education 1960⁷ as well as other international human rights treaties, prohibit any exclusion or restriction of access to Education on the basis of socially ascribed or perceived differences. This means that we must include the most vulnerable and marginalized members of our society, including prisoners.

³ <http://unesdoc.unesco.org/images/0023/002348/234879e.pdf>

⁴ http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/674

⁵ <http://www.ohchr.org/EN/ProfessionalInterest/Pages/TreatmentOfPrisoners.aspx>

⁶ <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCAT.aspx>

⁷ http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

“All prisoners should have access to education, including literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sports, social education, higher education and library facilities.”

The Economic and Social Council of the United Nations (ECOSOC), Resolution (1990/20)⁸

UNESCO’s work in this area builds on its longstanding commitment to peace and human rights education, and more recently PVE-E under the **Global Citizenship Education (GCED)**⁹ programme, which aims to nurture respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. UNESCO also supported the establishment of **UNESCO Chair in Applied Research for Education in Prison**,¹⁰ whose mission is to promote, stimulate and encourage applied research on various aspects of correctional education and foster more in-depth consideration and concrete actions at an international level. The UNESCO Chair has been actively participating in the International Conference on Adult Education (CONFINTEA), which aims to improve quality adult learning and education.¹¹

Senegal has developed and implemented policies for literacy promotion, which has been implemented for the past couple of decades, considering the diverse nature of contexts, learners and learning needs, including those of prisoners. Senegal has also undertaken diverse approaches, which are multi-functional, linking to income-generating activities; multi-approach using information and communication technologies (ICTs) and different teaching methods; and multi-actor coordinating with different ministries and civil society.¹²

“Since 1993, Senegal has demonstrated a strong political commitment and clear policies for literacy promotion, considering the diverse nature of contexts, learners and learning needs, including prisoners.”

H.E. Mr Serigne Mbaye Thiam, Minister of National Education at the Global Conference on Literacy Celebration of the 50th Anniversary of International Literacy Date, 8-9 September 2016, UNESCO Paris.

In this context, UNESCO’s Dakar Regional Multi-Sectoral Office organized, in partnership with the Senegal National Commission for UNESCO and experts, a **“National Consultation on the Situation of Prisons in Senegal: Improvement of the Condition of Detention, Social Integration, and Prevention of Violent Extremism through Education”** in Dakar, Senegal, from 23 to 24 May 2017.

Objectives of the consultation

The overall goal of the consultation was to offer the opportunity to reflect on the problems of prisons in Senegal and to propose to the decision makers and other actors working on prison education viable solutions to absorb the potential violent shocks to the Senegalese society.

⁸ https://www.unodc.org/documents/commissions/CCPCJ/Crime_Resolutions/1990-1999/1990/ECOSOC/Resolution_1990-20.pdf

⁹ <http://en.unesco.org/gced/approach>

¹⁰ <http://www.cmv-educare.com/en/>

¹¹ <http://uil.unesco.org/adult-education/confintea-conference-follow-up>

¹² UNESCO. 2016. Global Conference on Literacy Celebration of the 50th Anniversary of International Literacy Day: A concise report. <http://unesdoc.unesco.org/images/0024/002461/246148E.pdf>

Specific objectives were to:

1. Build a shared understanding of the prison problems in Senegal among different ministries and stakeholders, and reflect on the consequences if an urgent and adequate settlement measures are not taken;
2. Take stock of the provision of training during sentencing and the prospect of reintegration to the society by reviewing the current practices in prisons, as well as the legislative and institutional frameworks and policy gaps to better address the needs of the prison population; and
3. Propose an adequate framework of effective intervention for second chance activities better suited to the Senegalese context, linked to the Emergent Senegal Plan (PSE) and relevant regional and global frameworks to ensure that all learners acquire the knowledge, skills, values and attitudes that are needed to build just, peaceful, and sustainable societies.

Presentations and discussions

Based on existing education initiatives, the national consultation gathered some fifty participants representing the Senegalese government, civil society and the research community, as well as the United Nations organizations that debated the current context of prisons, social integration and the prevention of violent extremism.

Session 1. The official Opening Ceremony

After stressing the relevance of the subject, the Secretary General of National Commission of Senegal for UNESCO opened the consultation by welcoming and thanking the various ministries, organizations, partners, and particularly UNESCO Dakar for coordinating and supported the organization of this consultation.

The representative of the Acting Director of the UNESCO Regional Office in Dakar stressed the importance of the right to education by referring to international conventions and commitments, such as the resolution of the Economic and Social Council of the United Nations (ECOSOC) on education in prisons and Sustainable Development Goal (SDG) 4 on education¹³ with emphasis on the inclusion and equity, as well as education in the prevention of violent extremism. Education must promote the culture of peace and diversity, which is in line with UNESCO's action plan and at the same time develop second-chance activities. **It is not enough to counter violent extremism --- we need to prevent it**, and this calls for forms of "soft power," to prevent a threat driven by hatred, ignorance, and distorted interpretations of culture. Disarming the process of radicalization must begin with human rights and the rule of law, with dialogue across all boundaries, by empowering all young women and men, and by starting as early as possible.

The inspector representing the Director of Prison Administration acknowledged that the theme of the consultation was of strategic relevance to the Ministry of Justice in the face of the multiple challenges in the sector. Improving the conditions of detention in penitentiary establishments is a priority for the Government, and thus has deployed resources to address the major constraints, such as inadequate and dilapidated premises; weak logistics equipment; overcrowding in some institutions; and risks associated with violent extremism. Among the efforts undertaken to improve the living conditions in penitentiary establishments, he cited in particular:

¹³ <http://en.unesco.org/education2030-sdg4>

- Initiatives to relieve congestion in prisons through release by presidential pardon;
- Increasing the daily allowance to 1,000 FCFA and the nutritional quality of meals;
- The construction of a new prison in Sebikotane; and
- Protection and consideration of prisoners' rights in the Plan Senegal Emergent (PSE) through its axis 3.

Session 2. Understanding the issues and the context of prisons in Senegal

This session aimed to improve the understanding and awareness of the problems and context of prisons in Senegal through three presentations:

- A) **"Standard Minimum Rules for the Treatment of Prisoners"** or the so-called Nelson Mandela Rules¹⁴, adopted in 1957, revised in 2015, include recommendations and obligations for States, depending on national legislation. It was presented by Magistrate and Secretary-General of ONLPL, who emphasized the responsibility to protect the detainees and to respect their human dignity. Particular needs were emphasized to **pacify the prison environment, avoid the context of de-socialization of incarceration, and promote the creation of conditions for prisoners to re-integrate into society.**
- B) **"Addressing radicalization in prison: prevention of violent extremism through education" (PVE-E) by UNESCO Dakar** highlighted essentially three aspects:
- **The role of education:** The themes of the consultation, namely, the condition of detention, social inclusion, and violent extremism can be tackled through education directly and indirectly. UNESCO's approach focuses on prevention (PVE) rather than countering violent extremism (CVE).
 - **Improvement of detention condition and social integration through education:** normative instruments and global commitments should be applied to the policies and practices, including the issues related to **right to education** (e.g., the Universal Declaration of Human Rights, Article 26¹⁵), **integration of education of prisoners into the national education system** (e.g., Standard Minimum Rule for the Treatment of Prisoners; ECOSOC Resolution 1990/20; CONFINTEA¹⁶); and **inclusive, equitable quality education** (e.g., SDG4, Convention against Discrimination in Education 1960¹⁷).
 - **Prevention of violent extremism through education (PVE-E):** The UN General Assembly endorsed global citizenship education (GCED) as SDG4 Target 4.7, which promotes human rights, a culture of peace and nonviolence among others. Under this framework, UNESCO has been implementing capacity-building activities using UNESCO's instruments, such as **ECOWAS Reference Manual**¹⁸ on peace and human rights education, **PVE-E guides for teachers and policy-makers**¹⁹ to plan and implement effective preventive education related actions, contributing to national prevention efforts.
- C) **"A regional context and perspective on the issue of radicalization and prevention of violent extremism prevention in prisons"** by UNODC Regional Office for West and Central Africa presented the situation in prisons in Burkina Faso, Mali and Niger, the challenges related to violent extremism and the prospects for preventing its development:

¹⁴ <http://www.un.org/en/events/mandeladay/>

¹⁵ <http://www.un.org/en/universal-declaration-human-rights/index.html>

¹⁶ <http://uil.unesco.org/adult-education/confintea-conference-follow-up>

¹⁷ http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁸ <http://www.unesco.org/new/en/dakar/education/peace-and-human-rights-education/>

¹⁹ UNESCO Education as a tool to prevent violent extremism. <http://en.unesco.org/preventing-violent-extremism/edu-as-tool>
Preventing violent extremism through education: A guide for policy-makers. <http://unesdoc.unesco.org/images/0024/002477/247764e.pdf>
A Teachers Guide on the Prevention of Violent Extremism. <http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

- **Prisons under tension:** Prisons are overcrowded (sometimes over 200%). They also face inadequate investment, a lack of human resources and an alternative deficit to incarceration. The imprisonment of detainees for criminal association in connection with a terrorist enterprise falls within this context and poses several challenges: to reinforce security, to combat the dissemination of violent radical discourse, to limit pre-radicalization phenomena resulting from a feeling of injustice and / or anger, favor the release of prisoners under the best conditions.
- **Research needs:** UNODC has been carrying out capacity-building efforts for several years to improve security in prisons and to combat violent extremism. One observation is the importance of research. What processes of radicalization in prisons and what interactions with violent extremist ideologies (identification, impregnation, adhesion, indoctrination ...)? What are the causes and roles played by some individuals and what is their approach? On what to act and how? What lessons can be learnt from experiences in other countries to avoid radicalization and promote disengagement from prisons? What are the interests and limitations of these programs?
- **Concluding remarks:** The importance of intervening at different levels (prison is not the last link in a chain), understanding the challenges and constraints to adapt responses and conduct contextualized interventions (countries, prisons, targets), involving all stakeholders (administrations, civil society, etc.).

The exchanges following the presentations focused on:

- The willingness and efforts of the prison administration to protect the rights of prisoners and improve their conditions of detention: strict observance of rules such as the abolition of torture, establishment of socio-educational services, detained by prison staff who regard them as their neighbors despite difficulties in gaining respect, etc.;
- Establishing specific measures for terrorist detainees or those who engage in risky behavior to prevent violent extremism: a multidisciplinary psychosocial care unit, isolation from other prisoners, etc.;
- The central role of education in places of detention, as well as outside, on the basis of pre-school education, as a means of preventing offenses and other punishable acts and the need to control the education provided in Franco-Arab schools;
- The need to find alternatives to certain incarcerations (e.g., marijuana use) to reduce recidivism and avoid contact with violent inmates;
- The crucial role of families in feeding inmates (avoids reaching the budget ceiling for meals in densely populated places of detention) and in maintaining the link between prisoners and society; and
- The need to coordinate the many initiatives undertaken by the various actors involved in prisons.

Session 3. What solutions for prison policy in Senegal?

This session aimed to identify examples of good policies and practices, and share the strategies and approaches taken by civil society and international community.

3 .1. Effective policy frameworks, interventions and practical tools presented by Gendarmerie officer, former Administrator of the Penitentiary Service, Amnesty International, and Senegalese League of Human Rights [Ligue Sénégalaise des Droits Humains (LSDH)]

- The communication of the gendarmerie officer was concerned with the necessary collaboration between the prison administration and civil society, the vocation of prisons to protect prisoners

and society by differentiating prisoners to avoid contact with radicalizing discourses, the importance of their gradual follow-up in the re-socialization process, a proposal to re-allocate funds for food in prisons, greater credibility of human rights organizations in relation to the prison administration despite the fact that some denunciations are unfounded.

- Amnesty International highlighted several concrete measures to improve detention conditions: ending long periods of pre-trial detention, developing alternative sentences, speeding up the process of reforming the penal code, actively seeking funding for MACs, endowing MACs with vehicles for the transport of prisoners, increase the daily allowance for food to CFAF 1500, recruit magistrates for the expeditious handling of court cases, strengthen the education and training of detainees with a view to their reintegration, respect of human rights, valorizing acts of solidarity by prisoners towards the population, placing the rights of prisoners at the center of national public policies.
- The LSDH acknowledged the efforts made, but recalled the prison overcrowding resulting from the criminalization of drug use and the increase in provisional detentions, dysfunctions in the judicial system, in particular the lack of investigating judges, stigmatization of prisoners which hinders their re-integration, the importance of family visits, and the construction of new prisons.

The subsequent interventions focused on the law 2038-2039, dramatic changes in conditions of detention, justifying Senegal's lead over other countries in this area, including an increase in the frequency of criminal chambers (pre-trial detention) and rationalization of visits to allow each prisoner to benefit. The adoption of a reintegration approach rather than a punitive approach is also in place.

3.2. Sharing good practices

3.2.1. Prevention of Religious Extremism through Education in Prison and MAC by an expert from the Centre for Diplomatic and Strategic Studies of Dakar [Centre d'études Diplomatiques et Stratégiques de Dakar (CEDS)] focused on the social environment that fuels the prison environment, the need to develop people's capacity to think critically and to interpret religious teachings by inquiry, and then on the importance of enhancing resilience capacities of prisoners and on the training of the Prison Officer, in order to be able to detect potential extremists.

3.2.2. School of second chance: the concept was presented by an Inspector of Education, Academic Institute of Rufisque. It was launched in Marseille in France first and came to Senegal. The aim was to create conditions for successful social, professional and citizenship reintegration of young people and adults who have left the school system for more than one year without a diploma or qualification. In Senegal, the School of second chance was experimented on a small scale, depending on the context of the places of detention. Programs are established on the basis of personalized projects for prisoners and in agreement with the prison administration. They include, among others, teaching the prisoners the principles of Islam, vocational training and functional literacy initiatives: crafts, such as shoe and bag making, bakeries (Rebeuss).

3.2.3. Social and professional reintegration of former prisoners:

- A) The members of the G-HIP HOP Association²⁰ presented a video clip on preventive detentions and discussed the history and actions of the group. The artist Malal Talla and his association carry out interventions in prison and for the ex-prisoners such as concerts and artistic and cultural activities around hip-hop allowing them to express themselves, channel

²⁰ <https://www.facebook.com/guediawayehiphop/>

their violence and promote a feeling of belonging. These activities help to alleviate tensions in places of detention and create a bridge between detainees / ex-prisoners and society. Several proposals for future actions have been formulated: (1) to develop an institutionalized and regular training program for prisoners, (2) to organize courses on citizenship in prisons to make prisoners understand their responsibilities as citizens, (3) to create a space for artistic expression within prisons, and (4) to introduce wrestling without punching in prisons.

- B) TOSTAN's experience²¹ involves non-formal education activities based on human rights in prisons. Specifically, the prison project aims to restore the dignity of prisoners in six places of detention in Senegal by contributing in particular to address the isolation of prisoners and by reinforcing their capacity for social reintegration once they are released. Among these actions, family mediation and follow-up visits have yielded very satisfactory results in terms of acceptance of prisoners by their families and society, and income-generating activities have enabled prisoners to learn a trade.

Discussions focused on the role of education and training as a means of preventing violent extremism, including vocational training and civic education, to raise awareness of the values that underpin the Senegalese society. It was recalled that the actions need to be adapted to the specific needs of the detainees.

3.3. Implementation of key measures

The **Study and Research Group on Marginality and Exclusion in Senegal** (Groupe d'études et de recherche sur l'exclusion et la marginalité au Sénégal - GERMES) of Cheikh Anta Diop University (UCAD) carried out substantive research on the prisons in Senegal but regrets that they are not exploited. The Virtual University of Senegal (VUS) is ready to work with the penitentiary administration to prevent radicalization. Several suggestions were made:

- Articulating research and public policies in the face of violent extremism
- Raise awareness among all sections of the population about religious extremism
- Strengthen penitentiary systems and establish a system of social and professional integration
- Take charge of the training of out-of-school, unemployed youth at the decentralized level (e.g., town halls)
- Facilitate family visits to prepare for the release of prisoners and for the purpose of socialization
- Reflect on the alternatives to imprisonment for women and minors
- Reduce the number of pre-trial detentions
- Rethink the place of the Ministry of Higher Education and Research in these reflections
- Consider the access of inmates, under tutors, to the Digital Open Space (DOS) that is connected to the VUS
- Establish the Service for the community with the setting up of a partnership between the University and Research Centers with the prison administration for areas such as biological discoveries, forestry, etc.

Discussions focused on the training of journalists and their important role in the processing of judicial information and in the process of reintegrating prisoners into society, on the postponement of sentences of pregnant and nursing mothers, which could be the subject of a proposal for amending

²¹ <http://fr.tostan.org/country/senegal>

the law, on the mapping of delinquency in Senegal. The absence of parliamentarians, as legislators, among the participants was deplored.

Government policy on prison administration and management

The second day began with a presentation of Colonel, Director General of the Prison Administration, on special arrangements to prevent and counter violent extremism and radicalization threats in prisons.

He deplored the fact that in the agenda there was no provision for a communication from a Prison Administration Official to give an overview of prisons, public policies and the prospects for improving the living conditions of detainees.

He said 42 people, including three women, were detained for acts of violent extremism in Senegal. They are subject to safe care and regular psychological follow-up. He mentioned the great efforts to humanize prisons and the computerization of the management of the detainees that is under way. In addition, the pooling of efforts between the prison administration and other security and defense forces has played an important role in establishing a secure and controlled environment through an important early warning system and monitoring systems. The establishment and operation of the National School of Penitentiary Administration in Sebikotane since 2017 should contribute to alleviating the shortage of qualified human resources in places of detention, in particular educational social service workers.

The Colonel's intervention was very convincing about the desire to ensure transparency in relation to MACs and their management, by making it possible for specialized actors, NGOs and academics to visit them.

Session 4. What can we learn from international experiences?

4.1. "Innovative Practices in Prison and Community Education: Québec's internationally recognized expertise and more than 43 years of educational practice in the field of education in prison"

A brief presentation by the UNESCO Chair in Applied Research for Education in Prison, Montreal, Canada was made (mission, objectives, current and future activities), including the first international symposium on the state of education in prisons in Montreal during the summer of 2019. A discussion on the adaptability of the approach to different levels of education, contexts and countries followed. Two videos on penitentiary institutions in Quebec – including on the administrative, socio-educational and logistical framework of the prison population - made it possible to learn not only the experience, but also the Canadian expertise in penitentiary education.

Several suggestions for education were made at the end of these projections:

- Provide opportunities for teachers to volunteer in prisons
- Promote education in local languages as many detainees are illiterate
- Conduct an action research on the orientation of prisoners for their reintegration into society
- Consider the educational profile of student prisoners to help them completing the studies
- Follow-up after training of prisoners
- The prison administration could approach the National Institute for Health and Social Development (Ecole Nationale de Développement Sanitaire et Social – ENDSS) to provide specialized educators not in uniform, who are more approachable by prisoners
- Developing partnerships with Canadian social workers.

4.2. Practical Examples of the State of Research on Education in Prison

The representative of the UNESCO Chair in Applied Research for Education in Prison addressed **the issues and challenges of applied and scientific research in the field of prison education** by showing a summary of two research projects in North America:

- "Evaluation Report on Correctional Service of Canada Offender Education Programs and Services"²²
- "Historical Development of a Model for Correctional Education and Literacy"²³

A brief summary of the two research carried out by the UNESCO Chair between 2015 and 2017 was presented:

- "Exploratory Study of Education in Institutions of Provincial Jurisdictions in Quebec"²⁴
- "Analysis of the need for college training in provincial detention facilities"²⁵

Session 5. Identify areas for action and research: Explore implementation opportunities and programmatic options

The last session was devoted to group work to: (1) reflect on the challenges, problems and needs in places of detention in Senegal; (2) identify and prioritize areas for action and research in order to integrate into the national plan; and (3) adopt strong recommendations for implementation. The group was divided into the following areas:

- A. Improving the policies and management of prisons
- B. Reintegration programs
- C. Prevention of violent extremism (PVE)

After the restitution of the group work on suggestions and recommendations (see session 6 below), a general debate followed. The main recommendation that emerged was the proposal for the creation of a National Advisory Committee for the purpose of having a proposal body and for the monitoring of public policies in the management of the prisoner, both during the purge of his sentence and also for his socio-professional reintegration.

Main outcomes of the consultation

Session 6. Presentation of the outcome of the consultation and closure

Communications and exchanges during the consultation were of high quality, open, frank and rich in lessons learned on the various issues addressed.

The participants made the following recommendations, which will be brought to the attention of decision-makers, in particular the new parliamentary authorities and the Minister of Justice, for better management of the population in prison:

²² <http://www.csc-scc.gc.ca/publications/005007-2014-eng.shtml>

²³ http://www.nwlns.org/correctional_education/articles/historical-development-steurer.pdf

²⁴ <http://www.cmv-educare.com/wp-content/uploads/2011/06/Étude-exploratoire-établissements-de-détention-rapport-final.pdf> An evaluation carried out by the UNESCO Chair in partnership with the Ministry of Public Security, the Ministry of Education, Recreation and Sports and the Ministry of Employment and Social Solidarity of Quebec in January 2015.

²⁵ A study carried out by the UNESCO Chair for the Ministry of Public Security of Québec in March 2017. Final report pending approval, therefore not available online

General recommendations of the plenary sessions

- The adoption by the Government of urgent measures to improve the conditions of detention, social reintegration and prevention of violent extremism through education;
- The research and public policy articulation with regard to the new threats linked to violent extremism;
- Supporting training needs both at the level of public decision-makers and out-of-school or unemployed youth;
- Promoting civic and moral values at all levels;
- The development of vocational training as an essential factor in the transformation of the citizen;
- Raising awareness among all parts of society about the importance of education for preventing religious extremism;
- Strengthening consultation and synergies between Senegal's various MACs for sharing information and good practices;
- Strengthening the capacities of penitentiary staff in the supervision and preparation of prisoners for their social reintegration;
- Increasing the level of recruitment of prison supervisors;
- Capacity building of prison staff on risk measurement tools to improve the prevention of violent extremism;
- Reinvigorating the working conditions of prison staff and strengthening their security;
- The setting up of a consultation and partnership framework involving all the actors, in particular, ministries in charge of education, justice, health and interior; vocational training and other non-state actors; and
- The organization of a regional seminar for the sharing of experience between prison staff in West Africa.

Recommendations from theme I: Improving Prison Policy and Management

- The revision of texts and laws, in particular Law 72/23 on the status of Prison Staff and Decree 2001/362 on the management of prisoners;
- Reducing the number of detainees with (i) the institution of judges responsible for detention, (ii) reducing the duration of warrants, (iii) reducing the duration of pre-trial detention, (iv) abolishment of the penal labour order; and
- The construction of new prisons with modern standards to improve the conditions of detention with (i) the establishment of a sorting centre, and (ii) the reinforcement of the logistical facilities of the prison service.

Recommendations from theme 2: Reintegration Programme

- Improving the inmate identification system;
- Establishment of a partnership framework involving various actors, in particular: the prison administration, the ministries in charge of justice, the interior, vocational training and national education;
- Establishment of mechanisms for mediation and monitoring of detainees;
- The development of the Public / Private Partnership within the framework of interventions and support in prisons;
- Implementation of artistic, cultural and personal development activities by and for the prisoners; and

- Promoting the self-employment of prisoners.

Recommendations from theme 3: Prevention of Violent Extremism

- Improving monitoring and control by the ministry in charge of the education of religious schools;
- The continuation and strengthening of efforts to modernize the Daaras;
- Strengthening the intelligence alert system and raising awareness among populations and security personnel;
- Strengthening and modernizing penitentiary infrastructures;
- Strengthening control over visitors and packages and objects coming from outside;
- Strengthening synergies between security institutions and other actors;
- Capacity building of the media on the processing of sensitive information.

The closing ceremony followed the speech by UNESCO Office in Dakar and the National Commission for UNESCO in Senegal. These two speeches have greatly enhanced the ever-dynamic partnership between their institutions, without forgetting to thank and congratulate all the facilitators and participants in this major consultation for their massive mobilization and their fertilizing reflections.

Next Steps

The national consultation on the situation of prisons in Senegal provided an excellent platform for exchanges and reflection on the prison problems in Senegal and made it possible to propose viable solutions to decision-makers and other actors working in the field of penitentiary education to absorb the possible violent shocks for Senegalese society.

Overall, the results were satisfactory. The proposals and recommendations contained in this report are relevant tools to make available to decision-makers for urgent action.

Prospects for the future:

- Translate recommendations into action plans;
- Adopt an advocacy strategy after responsible authorities in the sectors concerned;
- Establish a coalition to follow up on recommendations with a precise timetable. In this regard, the meeting recommended that the participants of the consultation, in particular the members of the Scientific Committee, be mobilized to monitor the implementation of the recommendations;
- Identify research topics that can facilitate the implementation of recommendations; and
- Identify key partners to accompany the process.

At the end of the first consultative meeting on prisons in Senegal, the followings were decided:

1. Establish a follow-up committee to advocate with Senegalese institutions with a view to improving conditions for detainees and prison staff, prison policy and social reintegration programmes. This committee will be coordinated by Professor Oumar Ndongo with the support of the National Commission of Senegal for UNESCO and the UNESCO Regional Office in Dakar. A team of experts including academics, representatives of public institutions working in the field of prisons, prison officials, international organizations, the media and civil society will be mobilized for follow-up actions to the recommendations of the consultative meeting. The education dimension will be favored to strengthen the few existing initiatives and programs on social reintegration and prevention of recidivism;
2. A meeting of the members of the follow-up committee will be scheduled with the Minister of Justice after the legislative elections and the installation of the new government team.

3. The advocacy team will work on the ongoing legal instruments to improve working conditions and detention in institutions;
4. The UNESCO Chair in Applied Research for Education in Prison will work with its partner SYTO Senegal to house the secretariat of the Monitoring Committee and the dispatch of social workers interested in internships in penal institutions in Senegal;
5. One-thousand books donation campaign will be launched as soon as possible to cover the library facilities of the penitentiary institutions. Youth and student associations will be involved in the collection of these books;
6. UNESCO's Dakar Regional Multi-Sectoral Office will explore partnership in the area of prison research, social integration and prevention of violent extremism (PVE) in prison.