

ICT and Rehabilitation: A New Perspective for Education in Moroccan Prisons

El Brouzi Naoufel¹, Belhaj Laila², El Gouar Najlaa³

^{1,3}Ph. D Student, Faculty Of Education, Mohammed V University

²Professor Of French Literature And Art, Faculty Of Education Mohammed V University

Abstract:

This article explores a novel perspective for education in Moroccan prisons by emphasizing the integration of Information and Communication Technologies (ICT). It addresses the current state of prison education, underscoring its significance in the rehabilitation process of inmates. The article examines the potential benefits of ICT in terms of accessibility, interactivity, and effectiveness in prison learning. It highlights the challenges associated with this integration and offers recommendations for successful implementation. This inquiry aims to provide a fresh outlook on enhancing the Moroccan penitentiary system by utilizing ICT as an educational tool.

Keywords: Prison education, Information and Communication Technologies (ICT), Rehabilitation, Moroccan penitentiary system, Inmate learning, DGAPR.

I. Introduction :

Education in prisons is an issue of crucial importance, not only for the prisoners themselves, but also for society as a whole. In Morocco, as in many other countries, the prison system faces complex and multifaceted challenges. Overcrowding, high recidivism rates and limited resources are problems that require innovative solutions.

The fundamental objective of the prison system should not only be punishment, but also the rehabilitation of prisoners, preparing them to reintegrate society as responsible citizens. It is with this in mind that prison education plays a crucial role.

This introduction explores an innovative perspective on prison education in Morocco, focusing on the integration of Information and Communication Technologies (ICT). ICT has the potential to radically transform learning in prisons, providing more accessible, interactive and effective educational opportunities.

The aim of this article is to present the current situation of prison education in Morocco, highlighting the importance of integrating ICT in this context. We will discuss the potential benefits of this approach, the challenges that accompany it and recommendations for its successful application.

Through this exploration, we hope to provoke thought and dialogue on the future of prison education in Morocco and how ICT can contribute to the rehabilitation of prisoners, opening up a new perspective for improving our prison system.

II. Current situation of prison education in Morocco

2.1 Institutional profile of The General Delegation For Prison Administration And Reintegration (DGAPR) :

Under the terms of article 1 of decree no. 2.08.772 of 21 May 2009, the General Delegation for Prison Administration and Rehabilitation has been entrusted with the mission of preparing and ensuring the implementation of government policy in the field of prisoner rehabilitation, preserving their safety and the safety of people, buildings and prison facilities, and contributing to the protection of public order.

To this end, it is responsible for the following tasks:

- ✓ Enforcement of court decisions involving custodial sentences or measures involving deprivation of liberty;
- ✓ Drawing up and implementing government policy relating to social and cultural action and the reintegration of prisoners;
- ✓ Preparing applications and proposals for pardon or conditional release, in coordination with the government departments concerned,
- ✓ Developing and implementing government policy on the security of prisoners, individuals, buildings and prison facilities;
- ✓ Developing research and studies on prisons and proposing amendments to existing legislative and organic texts, as well as adapting these texts to new requirements and international instruments relating to human rights and prison management;
- ✓ Ensures the smooth running of DGAPR departments.

In 2022, the number of prisons reached a total of 75, divided between:

65 local prisons, 6 agricultural prisons, 2 central prisons, 2 reform and education centres.

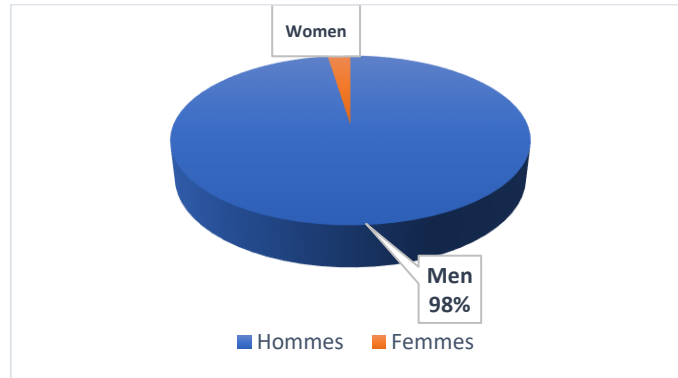
The management of these prisons is entrusted to a director appointed by decision of the Delegate General and in accordance with the job and skills reference framework adopted by the DGAPR. Assisted by the heads of departments at prison level, the director assumes the duties and responsibilities set out in law 23-98 relating to the management of prisons and its implementing decree.

2.2 Statistics on the Educational Level of Prisoners (until 31/12/2022)

In the past, the creation of prison establishments was linked to the execution of custodial sentences. Today, these establishments are directly linked to the re-education of prisoners, guaranteeing them human dignity and facilitating their reintegration into the socio-economic environment once their sentence has expired.

In recent years, the General Delegation For Prison Administration And Reintegration has worked to transform prisons into real educational and rehabilitation facilities, by creating dedicated areas for this purpose, reinforcing existing programs and implementing a new generation of programs that have represented a qualitative and quantitative leap forward in rehabilitation policy.

Breakdown of inmate numbers by gender.



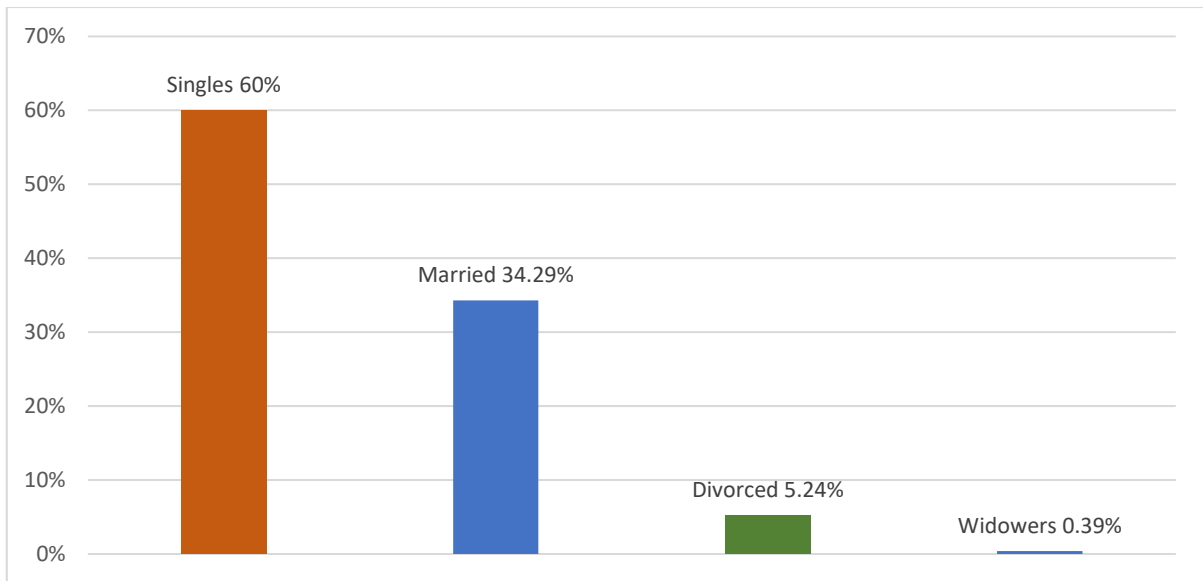
Men	Women
94 853	2 351
97 204	

Breakdown of the number of inmates by age and gender.

Age	Men	Women
Under 18s	1 138	42
Between 18 and under 20 years old	3 772	92
Between 20 and under 30 years old	40 941	847
Between 30 and under 40 years old	28 310	652
Between 40 and under 50 years old	13 337	405
Between 50 and under 60 years old	5 455	233
60 years and over	1 900	83

Breakdown of inmates by family status.

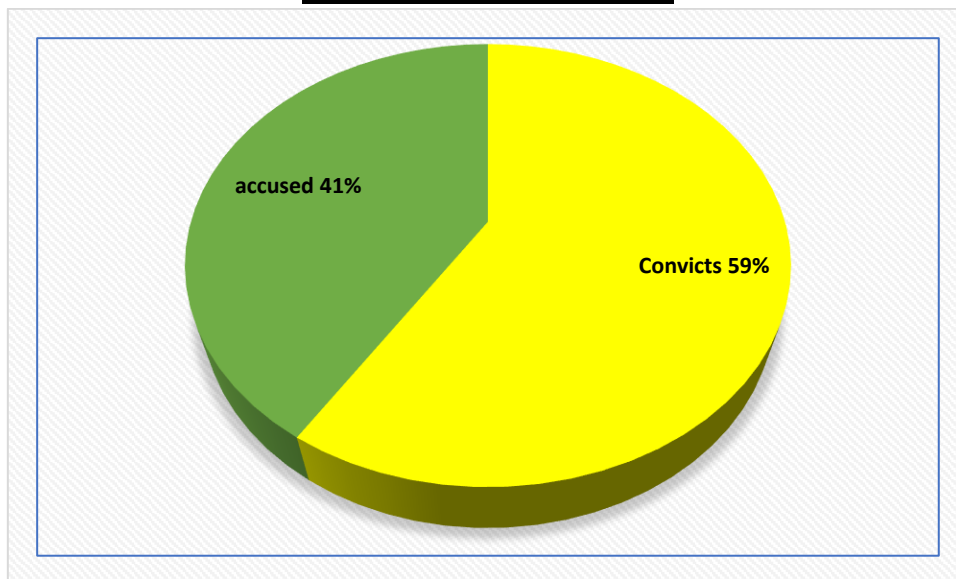
Family status	Men	Women
Singles	57 693	706
Married	32 368	962
Divorced	4 596	529
Widowers	223	154



Breakdown of the number of prisoners by level of education.

Education level	Number of inmates
Illiterates	10 950
Primary	39 846
College	32 414
Secondary	10 548
University	3446
Total	97 204

Breakdown by penal status



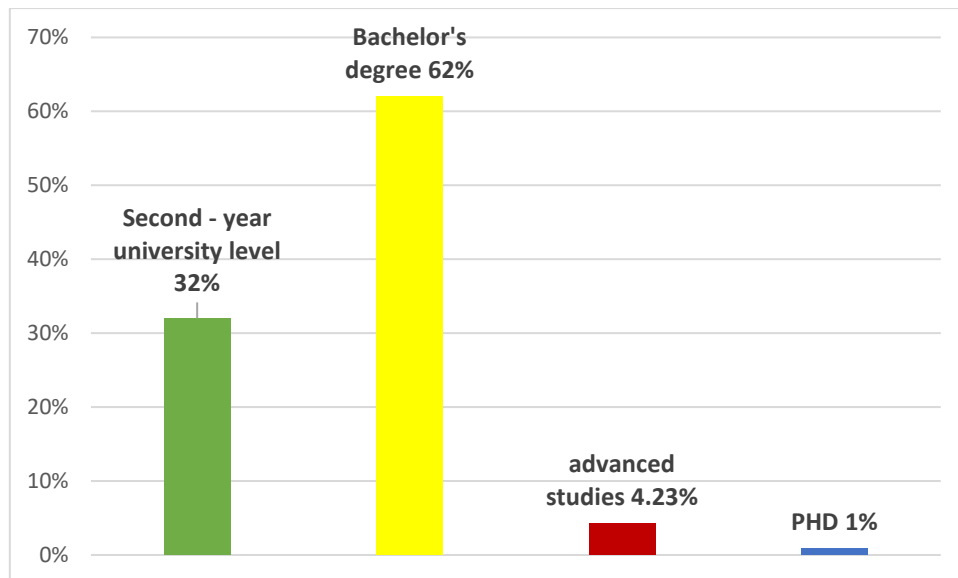
- Review of teaching, literacy and non-formal education programs

<u>Program</u>	<u>Candidates</u>	<u>admitted</u>
Literacy	8 735	5 832

Non formal education	151	93
Primary school certificate	681	300
Certificate of College Studies	1 685	283
High school diploma	1 445	596

Breakdown of the number of prisoners with a university degree (by type of degree)

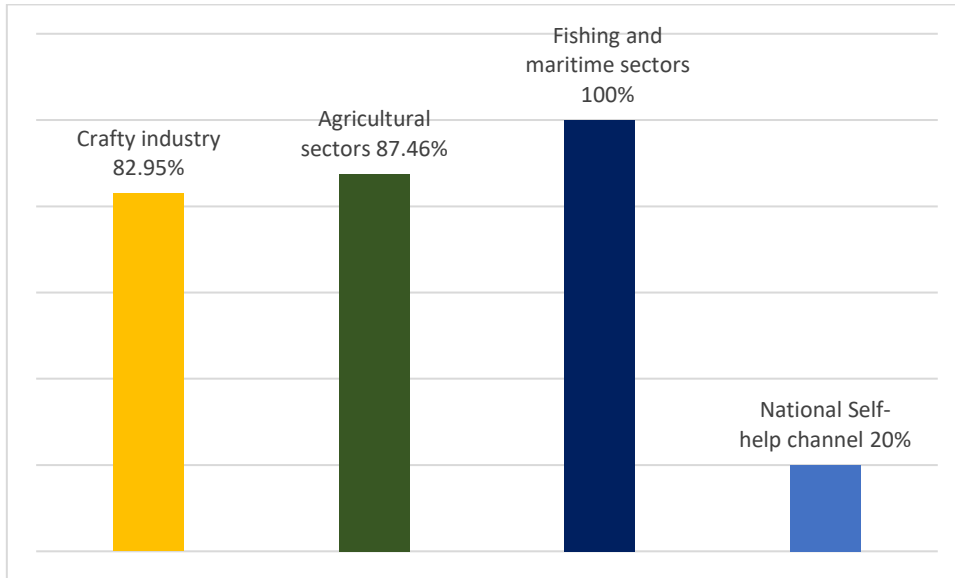
University degree obtained	Number of graduates
	38
Second-year university level	
Bachelor's degree	74
Advanced studies	5
PhD	1



- Assessment of vocational training programs :

	<i>Craft industry</i>	<i>Agricultural sectors</i>	<i>Fishing and maritime sectors</i>	<i>National self-help channel</i>
Registered	8 353	692	72	14
Participants	6 632	654	63	5
Admitted	5 501	572	63	1

Success rates by stream



Number of beneficiaries of the arts and crafts training program and employment of prisoners

<u>Program</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Crafts and arts training program	745	129	874
Training as part of the partnership with the "Progetto Mondo Mellal" organization	138	0	138
The Awrach program	0	65	65
Dar Al Moukawil program	44	35	79
Training as part of the partnership with the "AIDA" and "BAYTI" organizations	1 064	0	1 064
Training for jobs in the automotive industry	66	0	66
Competition for the best artistic and craft product	57	18	75
Training as part of the partnership with the National Centre for State Courses (NCSC)	125	0	125
Employment in craft and art training units	168	36	204

2.3 Access to education in prison

As part of its reintegration policy, the DGAPR has set up two diversified programs for prisoners: structural programs which focus on education and the acquisition of the necessary professional skills, and new generation programs which are part of the initiatives launched by the DGAPR in 2016, with the aim of equipping prisoners with skills that have a strong positive impact on their behaviour and their

relationship with the law and others. These two flagship programs are carried out in partnership with government departments and associations.

✚ Structural programs:

• Literacy:

The DGAPR has stepped up its efforts to combat illiteracy in collaboration with the Ministry of Habous and Islamic Affairs and the National Agency to Combat Illiteracy. This led to the creation of the "Prisons without Illiteracy" program. This program, which aims to train illiterate prisoners, is based on the principle of peer training through the training of prisoners by the National Agency to Combat Illiteracy.

• Education:

Education is one of the fundamental rights guaranteed to prisoners from the moment they are admitted to the prison. It helps to shape their conduct and improve their knowledge and skills, thereby increasing their chances of reintegration into society after their release.

- Vocational, craft and agricultural training:

Vocational training is one of the main qualifying programs that enable detainee beneficiaries to acquire the knowledge and professional skills that will facilitate their socio-economic integration when their sentence comes to an end. To broaden the base of program beneficiaries, the DGAPR, in collaboration with the Office for Vocational Training and Work Promotion, the Department of Crafts and Agriculture and the Mohammed VI Foundation for the Rehabilitation of Detainees, has increased the number of teaching centres by providing them with equipment and trainers, and by diversifying the areas of training offered.

• Work in the production workshops:

Work is a recognized learning lever for detainees, creating an environment conducive to the development of self-control. It is one of the most important opportunities for them to develop a sense of initiative and responsibility, qualities that are essential both to pacify relations in detention and to strengthen their prospects in prison.

2.4 Current challenges and obstacles:

- Prison overcrowding and its implications for education
- Lack of human resources,
- Logistical constraints hindering the implementation of educational programs.

This section provides a comprehensive overview of the situation of education in prisons in Morocco, analyzing statistics on the level of education of inmates, access to education in prisons, and the challenges and obstacles hindering the educational process within Moroccan prisons. These contextual elements are essential for understanding the issues and opportunities involved in integrating ICT into education in prisons, as discussed in later sections of this article.

III. Information and Communication Technologies (ICT) as an Educational Tool in Prison

3.1 The range of Information and Communication Technologies (ICT) in Prison Education

Information and Communication Technologies (ICT) encompass a range of devices and resources that offer a new perspective on education in prisons. These tools include computers, tablets, educational

software, Internet access, online resources and much more. There are a number of significant advantages to integrating ICT into prison education.

ICT means flexibility, allowing prisoners to access educational resources at their own pace. Interactivity is a key feature of ICT, offering prisoners the opportunity to actively engage in learning, solve problems and participate in interactive educational activities. In addition, ICT is highly adaptable, allowing learning to be customized to meet the individual needs of prisoners, whether that be basic literacy, vocational skills or higher education.

3.2 Inspiring Case Studies : The Impact of ICT in Prison Education:

To illustrate the effectiveness of ICT in prison education, we can look at inspiring examples of ICT-based education programs that have been implemented elsewhere in the world.

In various regions, educational initiatives have transformed the lives of prisoners by successfully integrating ICT into educational programs. These initiatives have enabled prisoners to acquire relevant skills, gain certifications, and prepare for social reintegration.

The positive results of these initiatives have included a reduction in re-offending, an improvement in prisoners' self-confidence, an increase in employability after release, and a contribution to a more enlightened society. These examples show how ICT can be a catalyst for change in prison education, offering a new perspective for the rehabilitation of prisoners.

The integration of ICT into prison education in Morocco represents a promising opportunity to improve access to education, personalize learning and prepare prisoners for successful reintegration into society. The next section of this article will examine how these potential benefits can be adapted to the Moroccan prison context and how the challenges associated with this integration can be overcome.

IV. Suggestions for integrating ICTs into prison education in Morocco

4.1 Presentation of your vision and recommendations :

The integration of Information and Communication Technologies (ICT) into prison education in Morocco is opening the door to new learning and rehabilitation opportunities for prisoners. My vision is based on a holistic approach to prison education, focusing on reducing recidivism, preparing for reintegration into society and transforming lives.

The DGAPR has continued its efforts to set up the distance learning system, considered as a basic mechanism in the national education and training system, through the creation of a multifunctional studio in the local Oudaya prison in Marrakech and the local Ain Sebaa prison in Casablanca as part of the donation agreement signed with the Othman Benjelloun Foundation for Education and the Environment, in addition to the provision of logistical resources for the launch of distance learning platforms in 11 prisons which practically meet the requirements for the implementation of this system.

The DGAPR also plans to launch the digital school project in partnership with the Ministry of National Education, which aims to provide accredited digital education for prisoners, through digital educational content via the internet supervised by supervisors.

To achieve this, I recommend that prison managers and relevant departments put in place ICT-based educational programs that are flexible, adaptive and accessible to all prisoners, regardless of their previous education. It is essential to involve qualified teachers and to train prison staff to implement these programs.

4.2 Identifying specific ICTs that can be used in prisons:

Several types of ICT can be specifically adapted to the Moroccan prison environment. These include the use of interactive educational software, computers, tablets, online educational resources and learning platforms. These tools can be integrated into literacy, vocational training, exam preparation and personal development programmes. The use of mobile technologies allows prisoners to access educational content from their cells, thereby increasing accessibility.

4.3 Examples of successful educational ICT programs:

To illustrate the effectiveness of educational ICT programs in prisons, we can draw on successful examples from elsewhere in the world. Initiatives such as the Prison University Project in the USA, which offers ICT-based higher education to prisoners, have shown how ICT can open doors to new opportunities for prisoners.

In addition, programs in Europe, such as Prison Cloud in Finland, use mobile technologies to offer a variety of online courses to prisoners. These examples demonstrate that integrating ICT can enhance prisoners' skills, improve their employability and help reduce re-offending.

The integration of ICT into education in prisons in Morocco represents an opportunity to transform the lives of prisoners and promote their reintegration into society. The recommendations and examples of successful educational ICT programs underline the importance of this initiative and its ability to bring about significant change. The next section of this article will look at the potential challenges and the steps needed to implement these proposals.

V. The Potential Impact on Rehabilitation

Prison education combined with the integration of Information and Communication Technologies (ICT) not only provides academic skills but also offers a powerful tool for the rehabilitation of prisoners. This section looks at how education and ICT can make a significant contribution to the rehabilitation of prisoners and assesses the long-term benefits to society.

5.1 Discussion of how education and ICT can contribute to the rehabilitation of prisoners

Education in prisons is an essential lever for rehabilitation. It offers prisoners the opportunity to acquire new and relevant skills, develop their self-esteem and prepare for successful reintegration into society. When this education is combined with ICT, the benefits are enhanced.

ICT offers adaptive and interactive learning tools, enabling prisoners to engage actively in the learning process. They can acquire technological skills that are increasingly in demand on the job market. In addition, access to online educational resources and the possibility of obtaining certifications enhance their employability.

ICTs also enable prisoners to maintain family and social links, helping to reduce isolation and improve interpersonal relations. This is essential for rehabilitation, as family support plays a key role in preventing re-offending.

5.2 Assessing the long-term benefits to society:

The long-term benefits of ICT-enhanced education in prisons are not limited to the prisoners themselves, but have an impact on society as a whole. By providing learning and development opportunities for prisoners, we are helping to create individuals who are better prepared for reintegration. Reducing re-

offending is one of the most significant benefits. Well-educated and trained prisoners are less likely to re-offend, which reduces the burden on the prison system and contributes to public safety. In addition, rehabilitated and employable prisoners have the opportunity to become productive members of society. They can find employment, contribute to the economy and the community, and serve as positive examples for others. This strengthens the social fabric and promotes the cohesion of society as a whole. Ultimately, the potential impact of prison education combined with ICT is profound and long-lasting, transforming the lives of prisoners and contributing to a more enlightened and safer society. The next section of this article will discuss the challenges that need to be overcome to implement these proposals and achieve these ambitious goals.

VI. Challenges and limitations

The integration of Information and Communication Technologies (ICT) into prison education in Morocco is a promising undertaking, but it also faces significant challenges that need to be addressed to ensure its success. This section highlights potential barriers to the integration of ICT in prisons, including those specific to the Moroccan context, and examines challenges related to security and access to resources.

6.1 Potential barriers to ICT integration in prisons:

Although the integration of ICTs can bring significant benefits, the prison context in Morocco presents potential barriers to overcome. Among the main challenges are the lack of financial and human resources, overcrowding, and the need to train staff.

Funding is often limited in the prison context due to the budget allocated to this sector by the government, and the acquisition of computer equipment and educational software can be costly. Prison managers need to look for viable financial solutions and partner with relevant departments to set up educational ICT programs.

Overcrowding in prisons can make it difficult to set up educational programs, as space is limited. ICT-based programs need to be designed to be flexible and adaptable to space constraints.

Staff training is essential to ensure that prisoners benefit fully from ICT programs. Prison staff must be trained in the use of technology, classroom management, and computer security.

6.2 Challenges related to security, access to resources, etc.:

The prison environment is inherently security-focused, which can limit prisoners' access to technological resources. Prison authorities need to put in place rigorous security protocols to prevent misuse of ICT. Access to resources, including the Internet, may be restricted in prison for security reasons. This makes access to online resources and learning platforms more complex, requiring coordination with external partners.

Despite these challenges, it is important to emphasize that integrating ICT into prisons in Morocco is a feasible approach that can contribute to the rehabilitation of prisoners. The next section of this article will explore the steps needed to overcome these obstacles and successfully implement the proposals outlined above.

VII. Conclusion

Education in prisons is an opportunity for transformation, not only for prisoners, but also for society as a whole. The integration of Information and Communication Technologies (ICT) in this context offers a new perspective for prison education in Morocco. Over the course of this article, we have explored the challenges and opportunities that this fusion of education and technology can bring.

From this perspective, it is essential to emphasize the importance of prison education for the rehabilitation of prisoners. The acquisition of skills, the development of self-esteem and preparation for reintegration are key elements in this rehabilitation. When education is combined with ICT, these benefits are multiplied tenfold.

We have also identified obstacles to this integration. Lack of financial and human resources, prison overcrowding and staff training are all challenges. In addition, security and access to resources pose particular problems.

However, these obstacles are not insurmountable. They call for a clear vision, strategic partnerships and sustained effort. Examples of successful educational ICT programs abroad illustrate the potential we have at our fingertips.

Ultimately, integrating ICT into prison education in Morocco can change lives. It offers prisoners the opportunity to rehabilitate themselves, contribute positively to society and reduce re-offending. The long-term impact can be measured in terms of public safety, social cohesion and the development of society.

The road ahead may be strewn with obstacles, but it is paved with opportunities. It is time to make prison education, combined with ICT, a reality in Morocco, for the benefit of prisoners, society and the future of prison education.

What we do today can forge a better future for all.

Bibliography:

1. Activity reports (2022). The General Delegation For Prison Administration And Reintegration.
2. Daniels, J. S., & Kaplan, R. M. (2015). Correctional Education Programs and Their Impact on Inmate Behavior: A Review of the Quantitative Evidence. *Journal of Criminal Justice*, 43(5), 460-471.
3. Griffin, P., & Grandgenett, N. (2014). Enhancing Reentry through Technology: An Innovative Approach to Improving Education in Juvenile Corrections. *TechTrends*, 58(4), 58-64.
4. Hollis, T. (2012). The Importance of Education in Reducing Recidivism. *Journal of Correctional Education*, 63(2), 98-103.
5. Loucks, S. F., Sullivan, K. M., & Robblee, K. M. (2017). Transforming Correctional Education through Technology: A Pilot Project. *The Journal of Correctional Education*, 68(3), 31-49.
6. MacKenzie, D. L., & Hickman, L. J. (2000). *What Works in Corrections: Reducing the Criminal Activities of Offenders and Delinquents*. Cambridge University Press.
7. Reiter, S. (2005). Learning from the Inside: Lessons from Prison Inmates. *The Prison Journal*, 85(3), 278-301.
8. Smith, P., & Hipple, N. K. (2018). Inmate Perceptions of Educational Technology: The Importance of Learning Environments in Correctional Settings. *Journal of Correctional Education*, 69(1), 50-70.
9. Whitten, L. A., Ford, R. J., & Davis, D. J. (2005). Assessing the Effect of Computer-Aided Instruction on Post-Secondary Correctional Education. *Journal of Correctional Education*, 56(3), 186-196.