



Pri-Media

PM-Journal 2:

June 2014

List of Contents

1. Editorial by the Coordinator
2. Partner meeting in Barcelona
3. Background research report
4. Good Practice examples in ICT:
 - Denmark
 - Catalonia
 - Turkey
 - The Netherlands
5. Good practice examples in multimedia:
 - Greece
 - Norway
 - Italy
 - Northern Ireland
 - England
 - European project
6. *CredAbility* project update
7. *PriMedia* Danish Conference
8. *Primedia* Network information
 - Partners
 - Aims
 - Transnational meeting overview

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Website: <http://www.pri-media.eu>

1. Editorial

by Dr Alan Clarke

Network Coordinator, The College of Teachers

When we held the first meeting of the *PriMedia Network* in London in December 2012, it was very much a journey into the unknown for all the partners. The use of multimedia and particularly ICT in offender learning is a very recent development, and none of us were really sure either what exactly was happening in this area in prisons across Europe or of the potential for development.

A year and a half on and we are beginning to get a clearer picture, both of the effective practice which is already occurring and of the possibilities for positive action in using the new technology to support prison education. This is a direct result of the Network's activities up till now: the initial background research; the identification of good practice examples; the successful organisation of two workshops in countries with limited experience in this area: a video session with homeless ex-offenders in Lithuania last year and the recent visit to two prisons in Bulgaria to explore the ICT provision there; and the Bologna Conference in June last year, where a productive exchange of experiences and views took place.

If beginning to identify the state of play in the field was the initial challenge for the Network, the next phase is even more significant: how to actively support and promote effective practice in ICT and multimedia in offender learning, for the benefit of inmates, teachers, prison staff, prisons and the justice system itself across Europe. In order to do this a number of exciting actions are being planned:

1. The establishment of a permanent online database of effective practice, bringing together examples from previous projects and initiatives and current ones which partners are identifying on an ongoing basis; such a database will provide not only specific examples for practitioners to use but also a more comprehensive overview of the impact on educational and correctional practice.

2. The launch of a multimedia competition for inmates in the prisons across Europe to encourage the development of imaginative applications of the new technologies to enhance their learning and their personal development and awareness.
3. The organisation of a multimedia workshop for inmates by the *Izmay Governorship* in Turkey, a first for this country.
4. Following the successful awarding of international accreditation by *The College of Teachers* through the *Cred-Ability* project for training programmes to support artists working in prisons, a similar training programme will be developed for ICT and multimedia practitioners and teachers by the *PriMedia Network* in the coming year.
5. Alongside this, partners are planning to develop a pan-European multilingual intranet provision for prisons across Europe, an idea which arose out of the Bulgarian good practice workshop.
6. These ideas will be initiated at the second PriMedia International Conference in Kolding, Denmark, further developed at the partner meeting in Halden Prison, Norway, which hosts a state-of-the-art ICT suite for inmates' use, and the final versions presented at our last Conference in the Netherlands in summer 2015.

Finally, on behalf of the Network I'd like to welcome the Latvia Culture College as a partner, replacing Plock Prison in Poland. I have worked successfully with LCC for many years on a range of projects, including currently on *Cred-Ability* to which they're making an invaluable contribution. They have close links with the *Latvian Prison Fellowship* who are doing some important work in their country's prisons.

INVITATION TO INMATES

The next edition of the *PriMedia Journal* will be edited by students of the *Avlona Prison School* in Greece. They would like to include contributions from inmates of prisons in other countries across Europe. Please let them have articles, poems, reviews, photos, drawings, etc. for inclusion in this special edition so that the wealth of talent amongst Europe's prisoners can be fully represented. Please send contributions to: Ioannis Papadimitriou - ioanispap@gmail.com, Alan Clarke - alanruscoe@yahoo.co.uk, or Torbjorn Rodal - 1@torbjornrodal.no

Meeting in Barcelona

At CENTRE D'ESTUDIS JURÍDICS I FORMACIÓ ESPECIALITZADA

21-23 January 2014

PRIMEDIA – ICT & Multimedia Tools for Prison Education

Organiser; Generalitat de Catalunya
Departament de Justícia

Coordinator: Alan Clarke,
TCOT;England



Programme:

Tuesday 21st January:

- Steering group meeting
- Communal meal

Wednesday 22nd January:

- Visit to prison centres. CP Quatre Camins and CP Joves
- Network partner meeting
- Communal dinner

Thursday 23rd January:

- Partner meeting
- Tour of Barcelona

**Houst: Jaume Martin,
Department of Justice, Catalonia**

2. Partner meeting in Barcelona





3. Background research report

ICT & MULTIMEDIA IN EUROPEAN PRISONS

Summary of results of research undertaken by the PriMedia Network

*Compiled by Dr Alan Clarke
with assistance from James Kennedy*

INTRODUCTION

“E-learning gives inmates the chance to not only learn subjects for their general or vocational education but also provides them with the opportunity to acquire digital literacy. In today’s society, where digital competence is becoming necessary at the workplace as well as in daily life, the chance for ex-offenders to be reintegrated can be greatly improved by offering qualifications in the field of new media and computer use. People lacking digital competence are at risk of exclusion.”

‘E-Learning in Prison Education in Europe’

“There is very little literature which covers ICT use amongst offenders specifically, in fact, very little attention appears to have been given to offender learning as a specialism at all. Measuring ICT literacy is a problem, as ICT literacy itself needs a definition.”

Paul Astley, a Learning Support Practitioner at HMP Stafford

There are contradictory views as to how effectively ICT is being introduced into European prisons. On the one hand a review of prison education and training from the European Commission is particularly concerned about the limited access to ICT and other new media technologies, which is hampering the digital literacy of prisoners. It goes on to stress that the “lack of even basic digital literacy serves to marginalise prisoners even more and significantly hinders their employment prospects”. Even in the Scandinavian countries, widely seen as the trend-setters in this field, inadequate access to ICT equipment was considered to be the biggest problem faced by prisoners.

On the other hand a UK report, *Digital exclusion or learning exclusion?*, suggests that internationally technology for education in prison is improving. In some countries, Internet access has been accepted for some time now, especially in Northern Europe, without jeopardy to the security of prisons. The above report provides an example from Norway

where an information and communications technology infrastructure called the IFI (Internet for Inmates) has been created which encourages prisoners to become e-citizens. Student-inmates in Norwegian prisons can access university learning platforms outside the prison, communicate with teachers, upload assignments and research online.

In other European countries such as France, there is more resistance to the general use of ICT for prisoners; and in the UK, whilst in principle the right of all inmates to access the new technologies is established, the practice often undermines this. Unfortunately there is very little information on ICT in eastern European prisons, although – as witnessed a few years ago during a visit to Lithuania as part of *'The Will to Dream'* European project and more recently as part of a *PriMedia* workshop to Bulgaria– computers were available to inmates in some prisons there.

CONTEXT

The degree to which ICT has developed in a prison context is, of course, a product of the overall national environment that applies in different countries: the philosophical attitude to the desirability of giving IT access and/or education to prisoners; and the resource that the government gives to funding teaching staff, hardware and software as part of the national educational process.

There is significant variation, in performance, attitude and resource. In France, for example, the 'IT for all' initiative in French schools has not sustained a leading edge and multimedia support equipment is still not widely established. In Italy, on the other hand, an enlightened approach to the importance of ICT is manifested in a number of interesting prison related initiatives. In Turkey research shows that teachers mostly used available IT resources for administrative rather than in instructional tasks. However, the ongoing FATIH project will see a large number of schools and classes equipped with the latest technology to access course material, so that textbooks will be 'thoroughly eliminated'. In Bulgaria too ICT is the fastest growing sector in their economy, one of the few in that remain virtually unaffected by the economic crisis. However, by and large ICT practitioners there are expected to develop their own educational opportunities.

The UK is ahead of most other European countries in terms of computers per pupil, but there remain concerns about the quality of computing lessons, particularly for students at secondary level. Specific targets have recently been set for pupils in terms of their ability to use a range of ICT devices and achieve goals such as analysing data and designing and creating digital content for specific audience types.

PRISON-RELATED INITIATIVES

As in other research undertaken into European prisons, the situation regarding the provision of ICT & multimedia is varied and often contradictory not only in each country, but often from regions to region. Despite the comments in the EC report quoted above, the Northern European countries tend to be further advanced in allowing access, although other countries have also made encouraging progress:

In Denmark, according to the Ministry of Education's guidelines for adult education (including offender learning), ICT in education is now compulsory and in descriptions of all curriculum areas it is made clear how ICT should be included in specific subjects. The same principle is true in Norway, although in that country there is a division of responsibility between prison schools which come under the Ministry of Education and prisons which are the responsibility of the Ministry of Justice.

In England classroom-based prison education addresses basic literacy and numeracy needs, provided in the state prisons by the *Offender Learning and Skills Service* (OLASS), although in private prisons by prison-employed education staff. Prisoner access to ICT is largely dependent on a number of factors relating to conditions within a particular prison rather than to a nationally defined strategy. However, since 2008 the development of the *Virtual Campus* project between the prison service and the *Learning and Skills Council* has encouraged the general use of ICT by inmates and today nearly 100% of UK prisons are connected to the scheme. A similar policy has been adopted in Catalonia where the 2007-2010 *Strategic Objectives of the Penitentiary Services* made a special mention of the necessity of the use of ICT as a tool for socio-educational intervention to "*provide prisoners ICT access as a tool against digital illiteracy and social exclusion.*"

In Greece there is fertile ground for implementing ICT and multimedia in prison education in the existing framework, due to the high level of equipment in all prison school units. A particular issue for them is the high number of foreigners in Greek prisons that are attending school and needing ICT and multimedia support. In France the situation is generally less positive, where negative attitudes towards the use of ICT in the academic education system impact on its use in prisons. On the other hand a recommendation by the Controller General, advocating a softening of rules concerning prisoner access to information technology, stated that IT did not compromise prison security and was an essential aid to the reintegration of detainees.

In the Republic of Turkey the Ministry of National Education conducts educational activities on a central level and is responsible for preparing curriculum, maintaining coordination between educational institutions, construction of school buildings etc. Educational activities in the provinces are organized by the Provincial Directors of Education appointed by the Minister. Prisons are included in these provisions. In the Netherlands there is only slow progress in creating a uniform platform for ICT education across the country's 70 prisons. The Dutch Prison Agency is currently developing a centrally controlled network, which can provide access to centrally provided education applications and safe internet access. The intention is that it will embrace not only education, but other processes such as shopping and bank account management.

A pioneering initiative in Italy has been developed in partnership with Cisco Systems, aimed to create an accredited training course with qualifications for inmates to access employment. Opportunities are provided for them also to become trainers for their fellow prisoners, with a view to a wider access to the labour market in the future, This initiative has not only educational value, but also has a great social importance, since it is a concrete action that offers high professional training.

SECURITY

Despite progress in a number of countries, security continues to be a significant issue in terms of the development of ICT education in prisons. There have however been developments to address this stumbling block. In Denmark for instance the use of the open internet is prohibited in high security prisons and it is therefore a challenge for prison education there to fulfill the Ministry of Education's guidelines on the compulsory use of ICT. However, with the introduction of certain safeguards, this problem is gradually being overcome. In Norway data technology used in prison must be regulated specifically and a restrictive policy under which all offender learners are enrolled allows prisons to control student files and installed software. Furthermore, before access to ICT/internet is given, the student enters into a binding written agreement.

In Greece the internet provider for prison schools is provided with "black list" filters on access just as with every other Greek school unit; there is no special filter or software for the inmates, so internet usage is always under the supervision of the teachers. In France the use of Internet in prison is monitored, to ensure there is indeed a degree of permanent restriction on individuals, and access to certain sites forbidden.

ACCESS

Although the security concerns identified above remain, access, particularly the use of ICT for educational or training purposes, is in many cases – but by no means all - becoming increasingly easier. In Norway through the controlled Internet provision in prison education, the students are able to access educational websites, as well as pages with more general content such as search sites, public information pages, etc. *The General Prisons Act in Catalonia* authorises the administration to organize “*educational, cultural and professional activities in accordance with the official system, so inmates can pursue appropriate qualifications ... and provide maximum facilities to those unable to take courses abroad (who) do so by correspondence, radio or television.*” This has enabled a range of ICT technology to be installed with limited internet connections.

The *Avlona Prison School* in Greece is equipped with interactive whiteboards connected to the internet, plus a computer classroom with 10 PCs, a multimedia projector and 4 multimedia computers with printers for office usage for the teachers. However, although in the curricula, ICT and multimedia are taught as key subjects, there is a specific time limit on how long computers can be used. In France there are five prisons which provide Internet access in the scope of what the prison administration calls “cyber-bases”, but this form of experiment is exceptional and does not imply the acceptance of widespread access to IT, which is forbidden elsewhere.

In England OLASS has invested heavily in upgrading and replacing its ICT infrastructure in many prisons. Most education departments now have at least one IT suite which has modern computers, some of which may be internally networked, and ICT skills are offered as a standard part of the curriculum. This means, theoretically, that every prisoner has the opportunity to use ICT while serving their sentence; the practice however tends to vary, depending on the policies of the particular prison.

OTHER PROBLEMS

Even when the problems of security and access have been resolved, there are a number of other obstacles to be overcome. In the UK the gap between the stated intention of large-scale prison initiatives and their on-site implementation is often such that for those on the receiving end - the serving prisoners - the service is of little practical use. Also, given the Prison Service’s priority of keeping order, higher level distance learning is often classed as a pastime, an unpaid recreational activity which helps to maintain order, rather than as a

means of rehabilitation. Further limitations include technical unreliability, lack of assessment and portfolio of achievements, and poor basic ICT skills of users.

In France public opinion plays a negative role, with the result that the French Prison Administration communicates very little on provocative issues such as ICT for inmates, on the principle of “the less said, the better”. This has led to a wide-spread ignorance of the prison environment.

In Greece cutbacks in formal education and the uncertain future of non-formal educational units in prisons, magnified by the current financial crisis, create an uncertain future in prison education, including in the use of ICT and multimedia

BENEFITS OF ICT

Nevertheless, despite this rather gloomy perspective, where such problems can be overcome the benefits not only for the prisoners but also for the prisons are enormous:

- ICT can make prisons safer because it reduces tension in the prisoners, restores calm, not just the passive way like television, but also in a more active way.
- ICT can assist in the prevention of repeat offences and for better rehabilitation of detainees.
- ICT is a tool which can help detainees to take responsibility for themselves on release.
- A large majority of the students are foreigners and so educational approaches are targeted at their specific needs. In particular foreigners face communication difficulties in their host language and can benefit a lot by the use of the electronic teaching tools.
- Specific initiatives such as the ‘Skype for prisoners’ project in an Italian prison allow prisoners to talk with people on the outside, including their family.
- A learning support practitioner in the UK identifies the main benefits of the newly introduced internet programme for prisoners as boosting ICT confidence, helping to build personal CVs and assisting in productive job-searches.
- E-learning can also be used for the further qualification of prison staff. helping them to become aware of the advantages of using ICT in education.

MULTIMEDIA

In earlier European projects concerned with prison education, a range of multimedia examples were identified, chiefly though videos and DVDs, many of which have been circulated online via U-Tube, etc. In fact multimedia provides a vast range of opportunities, but is mostly identified as part of ICT in general, rarely as a specific discipline in its own right, not only in offender learning but in education generally.

Yet multimedia can be utilised for a wide range of purposes, including: for e-learning (education), entertainment, promotional and advertising aims, e-publications, modelling and simulation, and public information. A few examples can be found in prison contexts: *Sonder Omme State Prison* in Denmark multimedia is taught as a school subject. It currently consists of publishing a newspaper four times a year and a few videos of workshops, but future plans include developing a website where videos, news and eventually the newspaper can be distributed, extending the use of its internal TV channel to provide information and news to the prisoners. In Norway some prisons offer educational classes on software-based subjects such as film and media, electronic music, and art with photoshop. Indeed Halden Prison has just opened a state-of-the-art media suite for the use of inmates.

In Italy, Padua and Giudecca prisons produce a web-based prison journal with articles on a range of topics produced by inmates and prison staff. In Catalonia the *Digital Storytelling* project promotes the use of ICT in socio-educational actions, with learning and skills development linked to a final product. In Greece students at the *Avlona Prison School* write articles and collect photos to be used in the school newspaper that uploaded onto the school's website. Digital music recordings are also occasionally used to present the students' work, and a collaboration with the *Greek School of Fine Arts* resulted in murals in the prison yards.

SUPPORTING INITIATIVES

Despite the difficulties outlined above in implementing ICT support for prisoners, there are encouraging signs in the number of recent national initiatives to encourage access in this field. In Catalonia *AlfaDigital* (Promoting Digital and Cultural Literacy) supports inmates in accessing information and communication technologies as tools against illiteracy and social exclusion. Also in Catalonia the CIRE (Centre for Social Reintegration Initiatives) project has set up classrooms in five centres with locally networked computers for delivering ICT training. In Greece all prison schools have had new equipment installed by the *Stavros Niarchos Foundation*, whilst in France *Cyber-base Justice*® is linked to external partners so that the release of detainees can be prepared in the best possible conditions. In England, as part of

the Government's Criminal Justice System reforms, a curriculum is being developed focused on providing skills to perform work effectively using independent providers. Also in the UK, the *Virtual Campus* is an engaging and innovative secure intranet that supports and enhances delivery of learning and skills provision to learners in custody.

On the other hand the EU's *LICOS* project emphasises that there cannot be a substitute for the personal guidance of inmates by teachers, though it can support the qualification process by adding educational resources to effectuate learning and giving teachers time for their actual pedagogical work.

CONCLUSION

Whilst the overall picture regarding ICT & multimedia activities in European prisons – at least with regard to the countries covered by this survey – is mixed, concerns about access and application are to some extent offset by some encouraging initiatives, both at national and regional and at local level. It is to be hoped that, despite the difficult economic and social environment in which prisons are operating today, the real benefits to be gained by allowing prisoners their basic right to become digitally literate and access the same communication facilities as those on the outside will be reaped. Certainly the *PriMedia Network* will support all actions that enable this to happen and to this end is already initiating the process of developing an internationally accredited training programme for ICT and multimedia practitioners and teachers, which should be available from 2015. A further planned initiative arising from the Network is the development of a European-wide Intranet service.

Research information provided by:

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4. Good practice examples in ICT

Whats new from Denmark:



ICT Courses for all Danish prison teachers

All prison teachers in Denmark are presently attending ICT courses. The courses are designed to give prison teachers a better background for using ICT in prison education.

The media class



The media class in Sdr. Omme State Prison is working on a video about a running track with workout stations. The track is approximately four kilometers long and the idea is that you run from one workout station to the next. At each workout station you stop and do the various workout programs that this particular workout station is designed for. You then run on to the next station and do another workout program and so forth.

The intention of the video is to inform all inmates in Sdr. Omme that this possibility exists. The idea is to publish the video on internal TV and on a website that can be reached by the inmates.

The internal newspaper “Bag murene” is also produced and published by inmates participating in the media class. However the work with the video presentations of the various options for inmates inside the prison have proven to be so time consuming that the newspaper has been on standby for a while. We hope that we will get both publications up and running again in the months to come.

Niels Bak
Primedia contactperson
Srd. Omme State Prison, Denmark



Whats new from Catalonia:

"Sant Jordi's DigiTale"

General Direction of Penitentiary Services. Department of Justice



Itinerant Exhibition of Digital Storytelling from the penitentiary centres of Catalonia

Summary

The project DigiTale promotes the use of ICT in prison, through digital storytelling. During the first quarter of 2014, 9 workshops were presented involving inmates and professionals from 7 penitentiary centres. In order to foster the production of digital storytelling, the 23 April (book day, Saint George's Day), the Festival of Sant Jordi, was celebrated in a DigiTale: a sample of digital storytelling, created from these workshops. These digital story-tellings are based mostly on typical texts by inmates or on those of other authors. The soundtrack is composed from recording readings of the texts, with the voices of the authors plus an extra musical background. These works were integrated into an itinerant exhibition that visited each participant centre and two public libraries in Barcelona. The works were published in the blog AlfaDigital (www.alfadigital.info) and in the Youtube channel of the project.

Through this, the authors can get in touch with a different public and achieve a range of effects:

- :: introducing digital storytelling made in prison
- :: acting as a stimulus for the creation of DST and acquisition of competences ICT
- :: putting DST into practice as a methodology of expression and communication

More than 100 inmates and 40 professionals have taken part in the project, including 7 prisons (one for women) and a young offender centre. 90 works were shown in different formats in a range of venues from prison libraries to schools. The project is a collaboration, not a competition and has been enhanced through public exhibitions in two Barcelonan libraries. It has also been published online via AlfaDigital posts and on Youtube.

Whats new from Turkey:

UYAP “The National Judiciary Informatics System”

Turkish Ministry of Justice

UYAP is an e-justice system as a part of e-government projects in Turkey, which has been developed in order to ensure a fast, reliable, and accurate judicial system. As a central informatics system, it covers all of the courts and other judicial units including prisons.

All judicial units have been given free access to the Internet. All judiciary processes, case management, trials, correspondence and transactions were transmitted into the electronic environment which enables paperless office structure. UYAP has been designed in order to improve the functioning and efficiency of the judiciary and to create an effective and less bureaucratic judicial system for the concerned institutions and individuals. All of the judicial units and agencies currently make use of ICT in their daily lives as all processes and transactions were transmitted into electronic environment.

The files of the offenders used to be protected in the cellulosic environment and this complicates for the officers to access the documents and thus makes it more difficult to follow up, monitoring and the assessment. Now with the usage of ICT technologies in all related departments, the legal files of the offender are accessible to all staff including those in charge in prisons in the juridical chain. The best example of how this usage is important and useful can be seen in the release progress of the convicts and as soon as the judge decides them to be released, there is no need for a second act like sending

his/her documents to the relevant officers. The officers in charge in penal institution can follow this progress thorough the specific network and initiate the release progress. This avoids the loss of time for the offenders.

Citizens can reach and examine their case information via the Internet and learn the day fixed for the trial without going to courts. They can submit their claims to court by using their electronic signature or mobile signature, examine their files and calculate possible amount of case fee through portal.

Whats new from the Netherlands:

Multi functional Touchscreen for observation in cells

Dutch Ministry of Security and Justice in conjunction with BPI from Reeuwijk

Prevention of adverse effects through observation of confinement in prison cells. Promoting sensory stimuli by means of the provision of low stimulus movies, music, games and the ability to draw or write. j.voeten@dji.minjus.nl

5. Good practice examples in Multimedia

Whats new from Greece:

“The Giving Tree”

The 2nd Gymnasium and Lyceum in the Avlona Prison for Minors and Young Offenders



The Avlona Prison School took on a project that consisted of the making of a claymation – animation video by the school’s students. A story, “ The Giving Tree” by Shel Silverstein , was chosen by the students and the art teacher. The students created clay models and then following the story board, they shot approximately 4,500 still images which were then imported using the appropriate software in order to create the animation. www.youtube.com/watch?v=4puF43Wybqw&feature=youtu.be

Whats new from Norway:

The musical project, " Isolation" from Norway

Last year Norway worked on a major musical project with inmates from Halden Prison. The project has been a cooperation between Halden prison, Halden College, and "Østfold musikkråd". Project leaders for the musical was Torbjørn Rodal and Jens Christian Syverstad. There were instructors from all three organisations.

Theme and history was built by ideas from the inmates about the mental journey from a physical isolation and to a mental isolation in a prison. We started the process with different classes in band, quire, dance and theatre. Later in the process we put all the classes together and worked on an overall expression. There were also other classes like the art class who was painting the poster and printed out folders and invitations.

The teachers and instructors also worked on the music program protocols to prepare and record the music. Rune Ulfeng was asked to record, prepare and do the sound engineering on the finished musical. Torbjørn Rodal was responsible for editing the music together with the video recorded material.

This we presented for Pri -Media in Barcelona as an example of a multimedia project that involved picture program, printing, video production and digital music production. The production was also presented at the " Inspirasjon og deling" national conference in Norway for 200 teachers / prison staff trainers in Norwegian prisons. This time we had good sound equipment to the presentation and we got very good feedback.



The project was so great success that we this year are writing a new musical named "Freedom". This musical has premiere 19 June and there will be tree performances. To for prisoners and one for invited guest like, inmates family, music teachers from Denmark, teachers from prisons in Norway, politicians and so on. A national television company called TV2 has also filmed the project.

Whats new from Italy:

Discover Life in Prison

Carcere di Torino

A project about life in Turin Prison through short videos about stories and life experiences inside, including Rudi's story and his links with his daughter; the history, games and players of the "Drola", the prison's rugby team - the first composed entirely of prisoners who play in a regular league; working in Turin prison. www.carceretorino.it

Palinkesti dan Cancere

Associazione Culturale Wunder K

An animation movie made in collaboration with inmates from the Bollete prison in Milano, using old prison graffiti made between 1400 and 1900. www.youtube.com/watch?v=t75AKGEp7L4

Whats new from the Netherlands:

Het mobiele tribunal

Verzetsmuseum Zuid Holland

Inmates have to play the role of a judge and have to make choices in a given moral dilemma. The process is videoed and evaluated by the prisoners. www.verzetsmuseum-zh.nl/het-mobiele-tribunaal

Whats new from Northern Ireland:

TIME IN Magazine for Northern Irish prisoners

by Gavin Weston, PAF Writer in Residence, HMP Magilligan

Following the enthusiasm with which the first two issues of the prisoner-produced magazine TIME IN, coordinated by the Prison Arts Foundation, were received, both in all prison sites here in NI and by Pri-Media members at the Barcelona conference in February 2014, the team at HMP Magilligan felt very much encouraged and the magazine has continued to expand.

In issue 3 of TIME IN we managed to involve inmates from HMP Magilligan's Rehabilitation Centre, Foyleview, as well as receiving contributions from prisoners at both HMP Maghaberry and women prisoners from HMYOC Hydebank Wood. This issue also included a feature article on my visit to *Quatre Camins Prison* in Barcelona during the Pri-Media Conference in February, and readers found the sharing and comparison of such information and working practices of great interest and value. Since the Barcelona visit we have also collaborated (via Senior Julio Zino) with the production team of *Quatre Camins's* digital magazine and plan to include a translation of Roberto Righi's interview with prisoners and contributors in TIME IN issue 4. We are still keen to include input from Halden Prison, Norway and remain on the lookout for other opportunities to collaborate and share our experiences.

Young Offenders at HMYOC Hydebank Wood, near Belfast, have recently started up their own TIME IN-inspired newsletter BOYZ N THE WOOD, and we have offered to work with them. Recently TIME IN has appointed Editorial Coordinators (i.e. responsible and enthusiastic prisoners) at Foyleview and Maghaberry. In addition, we have invited women prisoners at Hydebank to write a regular page or series of columns for the magazine. (They had no involvement in the production of BOYZ N THE WOOD, so this idea has been keenly received by the women.)

Our original Deputy Editor at Magilligan has recently been released, so we are actively seeking a replacement and it is highly likely that our chief layout and design specialist will also be released soon. This prisoner has expressed a keen interest to continue his involvement in the magazine and recently told me that he feels the experience has given him a real sense of purpose and, indeed, that he considers his input to TIME IN to be his job. PAF are currently looking at the best way to achieve this. Meanwhile we are also looking for another prisoner who can be 'trained up' to deliver appropriate IT skills.

Word about TIME IN has spread and we are finding that we have a constant stream of notable writers, artists and musicians who are keen to contribute, in the form of interviews, letters, profiles and the like. Our articles on film director Colin McKeown and the children's writer Terence Blacker were well received and prisoners are eagerly awaiting publication of our exclusive interview with the English singer songwriter and activist Billy Bragg, whose Jail Guitar Doors project has helped so many UK prisoners 'kill time'. We have also scooped exclusive interviews with acclaimed Belfast author Glenn Patterson and the visual artists Owen Crawford, Terry Bradley and Tom Bevan, all of whom have worked with prisoners through the Prison Arts Foundation.

There can be no doubt that providing prisoners with an in-house platform, through which they have opportunity to showcase their developing skills and passions, is extremely positive and encourages the broadening of parameters. We were delighted to receive the recent news that one regular contributor had won first prize in the Listowel Writing in Prison short story competition and is to have his work published in a new anthology. We also continue to incorporate PAF's work in the field of visual art, and TIME IN's 'Gallery' pages prove popular, with prisoners showing great interest in seeing their work displayed and in reading about other PAF coordinated ventures and visual art exhibitions.

As regards the actual production and printing of the magazine, and good practice in terms of IT, there are certainly ongoing problems. Working hours available to PAF staff have been cut considerably by the Northern Ireland Prison Service. Funding has been reduced and, within the grounds of HMP Magilligan itself, access to both equipment and suitable workspace remains cause for some concern. Compatibility remains an issue, with the available software being restricted and somewhat outmoded, however, although the process is far from seamless and production time has been hampered, we continue to push forward and are confident that the project should and will continue.

Whats new from England:

Storybook Dads

Inmates read a storybook for their children, a dvd is made from this and sent to the children, a very succesful project that has won many prizes. www.storybookdads.org.uk

"When You Hear my Voice" in Malta

London Shakespeare Workout

A film showing the creation and performance of a theatre production with inmates, mostly foreign nationals, of the Corradino Correctional Facility's Young Offender's Unit in Paola, Malta. The piece, "When You Hear My Voice", directed by the artistic director of the *London Shakespeare Workout*, Bruce Wall, is based on extracts from Shakespeare together with the young people's own writings. The film traces the development of the production to the final public performance before an audience including the President of Malta, interspersed with insightful interviews with the participants. www.lswproductions.co.uk

Whats new from the Europe:

Phototherapy in Prisons

Phototherapy In Prison (PIP) is a project financed by the EC under the Grundtvig programme



This project aims to develop the use of **phototherapy** within EU prisons in promoting the emotional learning of prisoners. The innovative set up of cross-national networking and sharing of best-practice across prisons in the EU is important, particularly in the therapeutic field, in promoting changes in behaviour and the well-being of prisoners. This will include the setting up of a post-training database through which trainee practitioners can input evaluations of their use of phototherapy, enabling data to be collected on the impact of the training and the use by practitioners in prisons.

In particular four techniques have been tested in two prisons for each partner country: the UK, Italy, Malta, Romania, Greece, Finland.

- **Talking pictures** – using specific photocards, inmates were asked to tell their personal history through the choice of s images or/and through the analysis of some personal and family photographs.
- **Photobook** - inmates were encouraged to choose a number of photos to be inserted in a photobook dedicated to someone important to them.
- **Photovoice** - Inmates were involved either individually or in small groups in the process of commenting on a set of pictures with captions about preparing for release from prison, in most cases taken by them themselves.
- **Self and framed Portrait** - Inmates were invited to look at pictures either taken by themselves (as self portraits) or by the facilitators and make comments on them, particularly underlining what they liked and disliked of each picture and the extent to which the photo represented the image they have of themselves.

6. The CredAbility project update



www.cred-ability.eu

Following the information in PM Journal 1 concerning the international accreditation by *The College of Teachers* of the *Cred-Ability* training programme for artists working in prisons at Levels 3 and 5, in which four *PriMedia* partners are involved (Prison Arts Foundation, Seeds for Growth, Latvia Culture College and TCOT), a number of encouraging developments have taken place:

- The Level 5 pilot course currently undertaken by PAF is due to be completed by the end of June with around 9 artists submitting their work for accreditation
- LCC and possibly the Lithuanian University of Educational Science are offering Level 3 courses in the autumn
- Interest in running the course has also been received from Catalonia and Bulgaria
- Next year *PriMedia* will be using the *CredAbility* model to develop a similar training programme for ICT and multimedia practitioners and teachers
- A similar scheme is being organised for the *Languages Behind Bars* project providing language support to incarcerated foreign nationals.

CREDABILITY INTERNATIONAL CONFERENCE

“Effective interventions in prison arts”

Friday 22nd August & Saturday 23rd August 2014

at *The Institute of Education, 20 Bedford Way, London WC1H 0AL*

For further information contact:

Kasia Margula on 0044-207 9115536 or via www.cred-ability.eu

www.cred-ability.eu Project Number: UK/12/LLP-LdV/TOI-530

7. PriMedia Danish Conference

PRIMEDIA Partner Meeting & Conference in Denmark

Monday 15rd September

- AM Steering group members arrive
- PM Steering group meeting
- EVE Communal meal at the Hotel – other partners arrive

Tuesday 16th September

- AM Bus from Kolding to Sdr. Omme.

Workshop at Sdr. Omme State Prison – Partners will have the opportunity to see how inmates are working with iCT in an open prison in Denmark. We hope that the Multi Media class will do video interviews with some of the partners.

Lunch at the prison with school-staff and inmates.

Bus from Sdr. Omme to Kolding

- PM Internal meeting of partners, including
- Network update (TCOT)
 - Interim progress & finance report (TCOT)
 - External evaluator (Die Berater)
 - Year 3 activities
 - Good practice database (Sonder Omme Prison)
 - Partner meeting in Norway (Halden Prison)
 - Final Conference in the Netherlands (NMoJ)
 - Multimedia competition for inmates
 - Internationally accredited training programme in ICT & multimedia (TCOT)
 - PM Journal 3
- EVE Communal meal and cultural/ music event

2nd International PriMedia Conference

“Good practice in ICT & multimedia in offender learning”

at the First Hotel Kolding, Jutland, Denmark

Wednesday 17th September

AM Network introduction - Dr Alan Clarke, England

Key note speech – Per Thrane, Denmark

Presentations of good practice in ICT & multimedia, including:

- Presentations by experts and local stakeholders
- Reports on GP workshops in Bulgaria & Lithuania

PM Presentation of good practice examples

- ICT: Catalonia, Netherlands, Northern Ireland
- Multimedia: Greece, Norway, Italy

Round-table discussion on key issues concerning ICT & multimedia practice in prisons

There will be 5-6 tables in the conference rooms where the presentations will be discussed in small groups. At each table a member of the steering group will lead the discussion and take notes. If you want to present at good practice example at the conference, please let us know as soon as possible.

Plenary session for discussion reports, feedback and proposals for future action

EVE Communal meal

Thursday 18th September

DAY Partners leave

*For further information contact: Marianne.Klarholt@kriminalforsorgen.dk
or niels.bak@kriminalforsorgen.dk*

8. The Primedia Network

Steering Group

1. The College of Teachers, London, UK (TCOT) [*coordinator*]
2. Sønder Omme Prison, Denmark (SSO)
3. Amitié, Bologna, Italy (Amitié) [*web master*]
4. Ministry of Security and Justice, NL (DJI)
5. Grønland voksenopplæringscenter, Oslo, Norway (GALC)
6. IMOTEC, Vilnius, Lithuania (IMOTEC)

Partners

7. Integra Art, Sofia, Bulgaria (Integra)
8. Gymnasium and Lyceum, Avlona, Greece (Avlona)
9. Polo Europeo, Verona, Italy (Polo)
10. Catalonia Department of Justice, Barcelona, Spain (DGSP)
11. Izmay Governorship, Turkey (Izmay)
12. SEEDS for Growth, London, UK (SEEDS)
13. South West College, Omagh, Northern Ireland, UK (SWC)
14. Prison Arts Foundation, Belfast, Northern Ireland (PAF)
15. Latvia Culture College (LCC)

Aims

1. To create an ongoing **European network** to promote ICT and multimedia in offender learning
2. To encourage the use of ICT and the new technologies as part of the delivery of **key competences** in offender learning
3. To encourage the creative use of ICT in offender learning, in particular through **film and multimedia**
4. To promote the use of new technologies in adult prison education in centres where they have not previously been used, especially in **eastern Europe**
5. To **encourage inmates** to get involved in ICT and multimedia as part of their prison education.
6. To establish **local, regional and national partnerships** to support ICT and multimedia in adult prison education.
7. To encourage links between **prison educators and ICT & multimedia practitioners**.
8. To identify **current practice and methods** in using new technologies of benefit to delivering prison education
9. To identify and disseminate **examples of good practice** in the use of new technologies in prison education through appropriate means, including via the Network website

10. To organize **workshops, courses and seminars** in different European countries promoting effective practice in using ICT and multimedia to support prison education
11. To organize **transnational meetings & international conferences** to discuss key issues and promote good practice in ICT and multimedia in offender learning
12. To create an **electronic library** of material and resources to support the use of ICT and multimedia in offender learning
13. To organise **new initiatives** to promote ICT & multimedia in prison education through the further development of issues identified through the network
14. To create a **system for supporting and measuring** the contribution of ICT & multimedia to the lifelong learning of prisoners)
15. To recruit **new partners** during the course of the project within countries not currently covered by the consortium
16. To **combat racism, xenophobia and other negative attitudes** towards fellow human beings through the creative use of ICT and multimedia in adult prison education across Europe.

Transnational meeting overview

Year 1: Establishing network and undertaking background research

- | | |
|--|----------------------|
| 2012 – December: Start-up meeting | (London, UK) |
| 2013 – March: Good practice workshop 1 – video | (Vilnius, Lithuania) |
| 2013 – September: International Conference 1: | (Bologna, Italy) |

Year 2: Applying ICT & multimedia in offender learning

- | | |
|---|----------------------------|
| 2014 – January: Partner meeting | (Barcelona, Spain) |
| 2014 – April: Good practice workshop 2 - ICT | (Sofia & Lovech, Bulgaria) |
| 2014 – September: International Conference 2: | (Denmark) |

Year 3: Identifying & disseminating models of good practice

- | | |
|--|-------------------|
| 2014 – Autumn: Partner meeting | (Norway) |
| 2015 – Spring: Good practice workshop 3 – multimedia | (Turkey) |
| 2015 – Summer: International Conference 3: | (The Netherlands) |

Editors: Torbjorn Rodal/ Alan Clarke

Website: <http://www.pri-media.eu>

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The content of this journal is the sole responsibility of the Network partners and does not reflect the views of The European Commission.