

# EPEA-NEWSLETTER

Volume 1, Number 2

October 1991

Newsletter of the European Prison Education Association i.s.n.

Editor:

Pam Bedford

HM Prison Standford Hill  
Church Road  
Eastchurch  
Sheerness  
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UNITED KINGDOM

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# E. P. E. A.

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# EUROPEAN PRISON EDUCATION ASSOCIATION

NEWSLETTER 2 AUTUMN 1991

# EDITORIAL

## European Prison Education Association

Newsletter 2: AUTUMN 1991

### UPDATE ON EPEA

EPEA has developed over the last six months with clear aims and strategies, a working committee structure and considerable interest from those concerned with education in prisons at all levels.

The How High The Walls conference in the Netherlands in May enabled 19 Liaison persons and observers from 13 countries to meet together to agree the next steps to enable the association to serve prison educators across the continent.

Our main purpose is to facilitate the links between colleagues in other countries to support each other in professional development.

### The Aims Of EPEA:

TO PROMOTE EDUCATION IN PRISON.

TO SUPPORT AND ASSIST THE PROFESSIONAL DEVELOPMENT OF PERSONS INVOLVED IN EDUCATION, THROUGH EUROPEAN CO-OPERATION.

TO WORK WITH RELATED PROFESSIONAL ORGANISATIONS.

TO SUPPORT RESEARCH IN THE FIELD OF EDUCATION IN PRISON

These aims can be achieved through effective networking to promote the exchange of ideas by letter and possibly through short study visits, through newsletters, and through support for regional and European seminars. We hope that you will want to join in the network (your Liaison Persons will be contacting you on this) and that organisers of national events may be willing to invite observers

from neighbouring countries.

There are opportunities for short study visits through the EEC (see page 20) and EPEA hopes to support study visits throughout Europe when funding is available.

Other EPEA targets are to draw up Articles of Association/Constitution and to hold democratic elections. At that point membership subscriptions will be needed to fund the organisation - meanwhile EPEA comes free!!

### Working Structure:

As the general Council of Liaison Persons from 26 countries plus the ad hoc committee is too large and cumbersome to meet and work effectively, the Netherlands meeting decided to empower a small Steering Group to move EPEA forward.

The Steering Group consists of the Liaison Persons who were able to meet in the Netherlands, who came from Sweden, France, Scotland, Ireland, Northern Ireland, England and the Netherlands, and the Group plan to meet in the spring to work on the targets.

Despite being centred on North West Europe, we hope that the relative ease of communication will outweigh any disadvantages, and we ask you to express your views on EPEA to your Liaison Persons or direct to the Steering Group, so that we can indeed serve you.

### Information on EPEA:

Five of the Steering Group participated in the Dublin EUROALPHA Seminar and it was good to have the opportunity to hear what Europeans want from the EPEA. Two of the Steering Group were asked to speak at the Correctional Education Conference in Washington D.C, to give information on EPEA; it was a chance to thank the North Americans, especially the two past Presidents Gayle Gassner and Mary Lou Browning, for

modelling such a successful professional organisation and for supporting the development of EPEA from its inception.

The newsletters are being circulated to interested persons in the USA and Canada, and the network for short study visits may be extended to include prison educators across the Atlantic. More information on this in the next newsletter.

### Newsletters

Thank you to all the contributors to this edition of the newsletter; many of the items were written on summer holidays, such is the 'craziness' or dedication of our profession!

Newsletter Three will focus on  
**Vocational Training  
Arts in Prisons**

**Please send articles on these and other subjects by November 30 (for publication in January 1992).** It is very helpful, though not essential, to have contributions in English and in your own language.

Pam Bedford.

Education Department,

HMP Standford Hill, Eastchurch,  
Sheerness, Kent ME12 4AA,  
England.

# THE UNITED NATIONS VIEW ON PRISON EDUCATION

United Nations' Resolutions echo the 1989 Council of Europe Recommendation on Education in Prison: a holistic approach involving the local community wherever possible, and with access to such education for every prisoner.

PETER SUTTON, from the Hamburg-based UNESCO INSTITUTE FOR EDUCATION, reports on the key recommendations.

With the urging of the International Council for Adult Education over the last three years, concern has grown within the UN, to improve education for offenders.

On 24 May 1990 the Economic and Social Council of the UN adopted Resolutions on Prison Education (Resolution 1990/20) and on Education, Training and Public Awareness in the field of Crime Prevention (1990/24). Some of the key recommendations of these Resolutions are, in summary form, that Member States should:

- \* Provide education contributing to crime prevention, and consider alternatives to imprisonment;
- \* Develop education for the whole person, taking the prisoner's cultural context into account;
- \* Ensure that education is an integral part of the prison regime, supported by the entire administration;
- \* Allow prisoners to take part in education outside prison, and

involve the community in education within prisons;

\* Promote international cooperation on criminal justice;

and that the UN, subject to external funding, should:

- \* Prepare Guidelines and a Manual on prison education;
- \* Convene an international meeting of experts.

This meeting was followed, in August-September 1990, by the Eighth UN Congress on the Prevention of Crime and the Treatment of Offenders. The Congress confirmed the recommendations of the Economic and Social Council. (The Congress is quinquennial, the Ninth being prepared in the interim by the Committee on Crime Prevention and Control, due to meet in February 1992 and 1994.)

At a following session of the General Assembly of the UN, Basic Principles for the Treatment of Prisoners were adopted on 14 December 1990 (Resolution 45/111). One of these Principles is that 'All prisoners should have the right to take part in cultural activities and education aimed at the full development of the human personality' (No. 6). These Principles update the Standard Minimum Rules for the Treatment of Prisoners, adopted by the UN in 1957, and last amended in 1977.

On the same date a further Resolution (45/122) was adop-

ted, requesting the Secretary-General, among other things, "to explore the possibility of increased use of education in crime prevention and criminal justice with a view to preparing a study on the relationship between crime, education and development..."

In the emphasis placed on the full development of the human personality, and in the detail of the full recommendations of the Economic and Social Council (not quoted above) there is a clear similarity with 17 points of the Recommendation No. R (89) 12, adopted by the Committee of the Ministers of the Council of Europe in 1989.

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**A L L  
PRISONERS  
S H O U L D  
H A V E  
THE RIGHT  
TO TAKE  
PART IN  
CULTURAL  
ACTIVITY  
A N D  
EDUCATION...**

*UN RESOLUTION 45/111*

# MOTIVATING ADULTS TO LEARN or "The Art of Negative Ticks."

**WITHOUT THE BASIC CONFIDENCE TO RECOGNIZE MY OWN WORTH, I CANNOT GROW AND CHANGE."**

This is a personal account of eight years of motivating adults in penal establishments to want to learn.

I first started teaching basic Maths and English at Aylesbury Youth Custody Centre (as it was then). I learned very early on that these young men regarded themselves as 'failures' - even failed criminals - and, as such, they were incapable of learning. I quickly discarded a red biro and replaced the 'x' by more encouraging comments such as 'lets talk about another way to do this,' and 'much better than last time.'

During the two years there I concluded that

students ultimately have to motivate themselves. They can't do it if they feel they are failures. It often took three months of confidence-boosting - 'that's much better' and 'you can do it' - before men were able to learn anything significant. Once they had acquired faith in themselves and faith that I was not going to make them look ridiculous and place them in a position where they would fail again, they made progress in both learning and general social development.

I am sure that this is a common experience for every prison educator and everyone has their favourite story. I remember particularly a man (in my case a traveller) who was both innumerate and illiterate and left prison after 12 months with R.S.A. Level One English and

Maths certificates.

When I moved to HMP Grendon, I started to facilitate Life Skills groups and discovered the 'knock on' effect this had on general education achievement.

Life Skills is a generic term which can mean all things to all people. The topics I would include would be feeling positive about yourself (self esteem), making and keeping relationships, inter-personal communications, handling negative emotions, preventing and managing stress. The group and I choose 3-4 topics to cover during a three month period, (these being the most relevant to the perceived needs of that group.) Each group is, therefore, a totally unique experience.

One topic which I have found to be very relevant is that of building self-esteem, helping students to feel positive about themselves. This is not denying their offending behaviour, but acknowledging that in addition to their offending they also have strengths and qualities they like about themselves - and others like about them. From my experience, I believe that the man with no self-esteem and pride in himself is the one who finds it easier to offend again, especially offending against people. It is possible to help men to learn how to use these experiences to build themselves up when they are feeling discouraged.

My motivation comes when other people (inmate, wing staff, education colleagues) comment on how much a man is improving, socially and educationally. It is possible for people who feel positive about

themselves to know that they can achieve educational goals - like John, who had been labelled 'educationally sub-normal', but who left Grendon as Wing chess champion and half-way through an Open University course.

The opening quotation - or misquotation, as I cannot remember where it comes from - is written in LARGE script and pinned up in the front wall of my classroom. I've found it to be true.

Annette Tyler. HMP Grendon.

Further information on the life skills and self-esteem programmes is available from Annette at:

HMP Grendon,  
Grendon Underwood,  
Aylesbury  
Bucks HP18 OTL, UK.

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**THE MAN  
WITH NO  
PRIDE IN  
HIMSELF IS  
THE ONE  
WHO FINDS  
IT EASIER  
TO OFFEND  
AGAIN**

# QUELLS PEUVENT ETRE LES MOTIVATIONS DES ENSEIGNANTS ET ENSEIGNES EN MILIEU CARCERAL?

Les motivations et les origines des enseignants sont diverses. Certains ont une expérience d'enseignement extra-muros, d'autres, non.

A la question: "pourquoi enseignez-vous en prison?", la plupart répondent qu'ils ont d'abord été attirés par l'enseignement aux adultes. Ils ajoutent qu'ils ont quitté l'école élémentaire ou le C.E.S. parce que le cadre pédagogique était devenu trop contraignant pour eux. Après avoir enseigné quelques temps, leur réflexion s'affine et ils expliquent qu'ils se sentent de plus en plus impliqués dans leur tâche d'éducateur car ils se trouvent motivés par la demande même de leurs étudiants.

Beaucoup de ces enseignants avant de venir travailler en milieu carcéral enseignent déjà dans des sections défavorisées: classe de rattrapage ou classe d'hôpital par exemple.

Enfin, il faut souligner le caractère marginal et contradictoire de l'enseignement en milieu carcéral. Marginal parce que lié d'une manière souple avec les programmes mais surtout avec les méthodes de l'extérieur et contradictoire parce qu'il a des difficultés à s'adapter aux exigences du régime carcéral.

Le caractère marginal de l'enseignement semble renforcer la motivation des enseignants.

En ce qui concerne les enseignés les motivations peuvent également être très

diverses.

La première est une démarche qui fait sortir de cellule, un besoin de reconstruire des gens.

Puis une série d'autres facteurs entre en jeu, telle la possibilité de reconstruire un ami, d'être moins nombreux en cellule, de faire plus de sport, enfin d'être privilégié d'une manière ou d'une autre par rapport à la détention ordinaire.

Bien après cette énumération, nous reconstruisons des stagiaires qui ont réellement envie d'étudier soit pour le plaisir de le faire, soit pour régler un vieux problème avec l'école, soit enfin pour préparer leur sortie.

Il faut pourtant remarquer que quelles que soient les motivations de départ des enseignés pour suivre des cours ils se prennent au jeu de l'apprentissage et finissent par acquérir un véritable savoir.

Ainsi dans un groupe-classe équilibré une interaction enseignants-enseignés motive les uns et les autres, afin que les détenus aient la possibilité d'envisager le mieux possible leur réinsertion sociale.

Cet article n'est pas forcément représentatif de ce qu'on trouve partout en France. C'est le résultat de la réflexion sur l'action éducative menée dans une maison d'arrêt de la banlieue de Paris - Fresnes environ 4.000 détenus - où j'enseigne depuis 12 ans.

YVES LE GUENNEC, Fresnes.

THIS ARTICLE IS IN ENGLISH ON PAGE SIX.

Yves would be pleased to welcome colleagues wishing to visit Fresnes Prison.

# THE MOTIVATION OF PRISON TEACHERS AND STUDENTS

Teachers' motivation and background are varied; some have teaching experience outside, some haven't.

Answering the question: 'Why do you teach in prison?' most of them reply that they were first of all attracted by adult education. They add that they left elementary or secondary school because the teaching conditions became too restricting for them. After teaching for a while they developed clearer ideas and they explain that they feel more involved in their educational role because they find themselves motivated by their students' desire to learn. Most of these teachers, before coming to work in prison, were already teaching in underprivileged areas, in remedial classes or hospitals, for instance.

Finally we must underline the specific and contradictory aspect of teaching in prison: it can be difficult to adapt teaching methods to the requirements of a custodial regime and use the same curriculum and methods as used outside. The specific aspects of teaching seems to strengthen the teachers' motivation.

As regards the students, their motivation can also be quite varied. The most obvious is that it is a way of getting out of their cells, and satisfying the need to meet people.

Then a variety of other factors come into play, such as the possibility of meeting a friend, of doing more sport and finally of being privileged in one way

or another with regard to regular custody.

At the very bottom of this list we meet students who are really keen to study either for pleasure, or to solve a long standing problem with 'school', or finally to prepare their release.

We should, however, point out that whatever the initial motivations may be for attending classes, they play the game and end up by acquiring real knowledge and skills.

Therefore in a well balanced class group the teacher-student interaction motivates everyone, so that the inmates can look forward to their social rehabilitation in the best possible light.

This paper is not necessarily representative of what is found everywhere in France. It's the result of personal reflection on the teaching carried out in a remand home with about 4,000 inmates in Fresnes, a suburb of Paris, where I have been teaching for 12 years.

YVES LE GUENNEC,  
Fresnes,  
France.

## "WHY DO YOU TEACH IN PRISON?"

## THE TEACHER-STUDENT INTERACTION MOTIVATES EVERYONE



# DUBLIN SEMINAR: Adult Basic Education in Prisons

**Report of the European Seminar: Adult Basic Education in Prisons, Dublin, 26-30 May 1991. Organised by EUROALPHA (European Network for Research, Action and Training in Adult Literacy and Basic Education)**

Three participants reflect on the Euroalpha Conference.

From ENGLAND:

I was one of about thirty people representing several European countries who came together to learn about and describe provision, projects and research in Literacy and Basic Education in prisons in Europe. The Seminar was organised by EUROALPHA and funded by the Council of Europe and Dublin City Council. The languages used were French and English in simultaneous translation in plenary sessions and consecutive translation when required in workshops.

The main addresses were given by Robert Suvaal, Education Advisor to the Ministry of Justice in Holland and Kevin Warner, Education Coordinator, Department of Justice, Ireland, and Chairperson of the Council of Europe Report on Education in Prisons.

Workshops were run by researchers and practitioners from France, Germany, Holland, Belgium, Denmark, Ireland and England. NACRO, the UNESCO Institute for Education and EPEA provided information about their work.

A visit to local prisons was arranged and there were many opportunities to discuss ideas

and make proposals for the future. One definite event is a EUROALPHA Conference on Numeracy to be held next year, to which researchers and practitioners will be welcomed. Other ideas were to set up study visits or exchanges and make a collection of information by means of a EUROALPHA bulletin.

Two musical evenings, an afternoon in Dublin and a meal in the Wicklow Mountains gave participants opportunities to share activities together and get to know each other informally.

It became clear that, despite the variety of prison systems, educationalist share many of the same concerns. Some participants were involved in work aiming to develop education which could be shown to affect the rate of recidivism. Others were pressing for more effective education through better co-operation amongst all prison staff, and reforms of the system designed to 'breach' the mental and physical walls and keep strong, positive links with outside communities during and after sentence. Emphasis on the 'whole' individual was a central theme.

I was particularly impressed with the Danish workshop which described close prison staff liaison and much use of educational provision outside the walls. The infectious enthusiasm and team spirit of our Irish hosts was enviable and much can be learnt from them, I suspect, about the organisation of staff development. The work that seemed to relate most closely to my own was descri-

bed by a French psychologist working in Nantes who has set up a pre-release programme aimed at creating independent, self-reliant learners ready to cope with the outside world.

Learning a little about each others' work provides the basis for EUROALPHA's network. Information and ideas can be shared through EUROALPHA or between individual members of the network where appropriate.

Lesley Taylor. Wakefield. England.

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For information on EUROALPHA contact:

Pierre Freynet

CUFCO

5 Boulevard Lavoisier  
49045 Angers, Cedex 01  
France

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From DENMARK:

I write this to thank the organisers of this fine conference.

Because of my work as a prison teacher in the State Prison in Horsens, Denmark, where I teach prisoners with literacy problems, I found it interesting in all respects to join this conference. It was my first international conference and I learned a lot from participating.

The choice of people invited was ideal from my point of view. Some of us were teachers and educational organisers working among prisoners, and the conference (CONT. Page 8)

generated the exchange of new ideas to try and renew enthusiasm for this work. Ideas were welcome among the prisoners too! A small example: I brought back some fifteen small story books which were told, written, illustrated and directed by prisoners in co-operation with their teachers from the old Mount Joy Prison in Dublin.

These books were lying on a table in my classroom, and the prisoners I teach asked me where they came from and who had made them. I had some useful discussions with them about what I had experienced at the conference and many of them now aim to start 'producing books'. In Denmark we miss good books and basic level materials when we are teaching adults with their reading and writing problems. We hope to be able to produce something which can be used outside prison too.

We also hope to be able to use some good ideas from a German prison, where a poetry club for literate prisoners was a great success. In co-operation with a professional writer and publisher, students of the university Department of Social Work worked with the prisoners in this club to provide an activity in their spare time. Our social worker in Horsens is also studying the material I brought back from Dublin. He is deeply involved in planning cultural activities for our prisoners, and liked the idea so much that we hope to be able to invite the German team to come to Denmark to present their ideas to a large number of prison staff, in order to implement this fine initiative in Denmark.

In addition to these and many other good ideas, it was a good and interesting experience to be together with people working in other jobs within prison

teaching units. For instance coordinators of prison education, who delivered some very fine contributions to the conference. Among others, Kevin Warner called our attention to the Council of Europe Report, Containing a lot of recommendations concerning prison staff, prison teachers and education organisers.

**I also found it good to know that people outside the prison walls, such as the Unesco Institute, are looking into what happens to prisoners concerning education.**

Apart from this it shows that prison people from different countries share a lot of interests. We have many problems in common and it seems we share the same pleasures - if not this conference would not have turned out such a success! It deserves to be repeated and I think every participant would agree to that. Maybe another European country will offer to host the conference next time.

Finally - thank you to all participants for bringing your skills and good spirits to help making those days in Dublin a fine experience for all of us.

**Merete Reedtz.**

**Statsfaengslet i Horsens,  
Denmark.**

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**From IRELAND:**

This May the conference focused on the variety of adult literacy and basic education work being offered in prisons throughout Europe - often by (paid) teachers but in some instances by volunteers.

Participants came from all corners of Europe and from a variety of areas within the prison field - not only teachers, but education organisers and administrators; the wide

exchange of ideas, information and support gave us all new energy and insight to continue in our work.

The keynote address given by Robert Suvaal, education advisor to the Department of Justice in Holland, invited us to consider five areas relating to prison education as a whole:

- 1) The philosophy and aims of prison education.
- 2) the position and policy of education in prison.
- 3) The profile of the teachers - the qualities and experience required.
- 4) The practice of education in prison - what curriculum, courses and methods should we be developing.
- 5) The networks and 'co-operations' in prison education- the need to improve the quality of prison education and develop networks both nationally and now internationally!

Robert ended this talk by suggesting that all those who work in prison education are crazy about their work - but also have to be a little crazy themselves to work with such enthusiasm in an often depressing/oppressing environment. There was a need for more conferences to encourage international exchange and support the excellent work already taking place in many countries. The address was informative and stimulating and gave us enough material and topics to discuss in the workshops for the rest of the conference!

Another important feature of the conference, a session regarding the Council of Europe Report on Education (CONT. Page 9)

in Prisons, looked at a number of recommendations and outlines for good practice within all European prisons. With literacy skills being a continuing concern for most European countries (approximately 18%-23% of the population have some reading and writing problems) it is no surprise to find this figure more than represented in our prison populations.

The Council of Europe Report on Education in Prisons lays particular emphasis on work in the basic education and literacy field, and 'positive discrimination' in favour of students with severe literacy difficulties. Such work would not only concentrate on functional literacy skills but on the whole area of personal development and growth and could include literacy work with other subjects such as drama, creative writing, music and the arts, cookery classes and work on the environment - the list is as endless as are the possibilities. In this way we may positively contribute to fulfilling one of the Council of Europe's recommendations, 'the development and education of the whole person.'

There were a number of workshops offered over the four days which gave us insights into how we might 'develop the whole person' by incorporating literacy skills in a variety of classes. This gave space for comparisons of method and practice as well as opportunity to look at our philosophy of approach.

Such workshops include the work of an 'open-learning unit' in a prison in Wakefield, England. This wealth of facilities was difficult to reconcile alongside the work courageously undertaken in Belgium, where volunteer workers/teachers are offered very little support or

encouragement for their educational efforts and interests. Education and literacy work is not seen as a right or a priority and depends on the goodwill of the governors of each prison.

It is not possible to describe every workshop in a short paper like this, but suffice to say the variety of contributions and ideas (eg: how to write a 'group-novel', the use of photography, videos and slides in teaching, making literacy active) excited much discussion, and were always useful and practical. The seminar culminated in a visit to two Irish prisons. Visitors contrasted the two styles of 'prison regime' and were impressed by the relaxed atmosphere and genuine co-operation and interest of the students in the older prison where 24 subjects are offered. The new prison is still undergoing teething problems, and although the facilities were exceptional, with an excellent gymnasium and theatre, library and print unit, there was a feeling that the prison was very confining, and still needed time to develop.

As the conference drew to a close it was clear there was a lot of common ground between countries and colleagues, but also many contrasts that we still had to consider. It is, for instance, difficult to compare statistics when Denmark promotes the idea of open prisons as opposed to the stricter regimes we employ in England and Ireland; in many countries it is considered a privilege to be accepted for an open prison whereas in Denmark it is considered a right. Anyone convicted of a sentence under five years in Denmark would automatically go to an open prison and 60% of inmates are housed in open institutions.

Such contrasts still give us much to think about.

So, sadly, the conference ended and we hoped we had been given renewed energy to 'continue to be crazy' for a little while longer.

Much credit and thanks are due to Mary Kett and Pierre Freynet for their hard work in drawing such an excellent conference together. As the Irish would say 'the craic was mighty!'

The conference was given in both French and English - often with simultaneous translation - and many felt this helped the 'language barrier' to be broken as our mediterranean colleagues were more familiar with French than English.

Next year the organisation hopes to hold a conference on Numeracy Teaching, which, while not focusing on prison education, could also be very interesting for our work. We hope to have details at a later date.

Pam Lorenz.

Spike Island Prison,  
Cork,  
Ireland.

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"It was clear there was a lot of common ground between countries and colleagues."

## Open Learning in Basic Education

The term OPEN LEARNING is used to cover a wide range of learning opportunities that aim both to assist learners in gaining increased access to knowledge and skill they would otherwise be denied and to give learners the optimum degree of control over their own learning.

**Open learning is a powerful way of making the provision of further, higher and adult education more widely accessible and responsive.** By lowering institutional barriers it seeks to remove restrictions to learning. By assisting learners, whatever their age and ability, to develop independence in their learning, it promotes improvement in the quality of the learning process'.

(Further Education Unit 'Implementing Open Learning in Local Authority Institutions')

Despite the apparent paradox the philosophy that informs the concept of 'open learning' has been alive and well in prison Education Departments for many years.

The prison educator works to satisfy the educational needs of a clientele which in obvious ways has restricted access to conventional educational opportunities. Daytime or evening classes run by prison education departments may cater for some of those needs but many other solutions are employed in prisons everywhere. Staff may be bought in from other colleges outside the prison walls or arrangements may be made for fortunate students to join classes in the community. Supported learning packages for individuals may be provided by a variety of outside agencies

and administered through the education department. Prison educators may visit cells and support individual learning themselves. Text books and exercise books with encouraging remarks and the suggestions for work may be passed backwards and forwards. Summer schools and short courses may be set up to provide a little intellectual or aesthetic stimulation or meet short-term needs. Transfers to other prisons may be arranged so that a student can study on a particular course.

In prisons provision is flexible and changing, responding to a closeness between providers and the potential student market unique in Further and Higher Education. In short, all efforts are made to respond to the requirements of individual inmates within the context of each establishment.

Within this variety of provision Basic Education students have a higher priority in our service. Often they are students who have little idea of what education can offer them or of what they are capable. They are in need of much information, advice and support, a widening of horizons and a growth of confidence.

Basic Education is not a preliminary phase, to be addressed before the student can operate in other areas. For many this will be to repeat previous failure. Tutors must work through things the student is able and wishes to do, to build up further literacy, numeracy, social and practical skills and a greater insight into his own abilities and possibilities. Opening

up learning for Basic Education students values them and their previous experiences; it puts them in charge of their own development, helping them to make a rewarding and purposeful journey through the educational jungle.

Lesley Taylor. Wakefield, England.

The educator works to satisfy the educational needs of the client.

**MULTI-NATIONAL  
AT HMP HASLAR**

**EDUCATION**

In September 1989, HMP Haslar, Gosport, Hampshire, was designated as a detention centre for the detainment of 95 men with immigration and visa problems to resolve.

To create an Education Department that could cater for the needs of this group of people who came from at least 27 different nationalities, who spoke at least 35 different languages and who belonged to seven distinct religious groups, promised to be a challenge.

Having devised an induction programme for the education department, it soon became apparent that over 60% of the detainees had completed secondary education and of these, 18% possessed university/polytechnic qualifications or had attended college courses.

These results made it apparent that our programme must be pragmatic, able to change to meet new challenges. The key to over-ride the inherent difficulties of such a diverse population must be a flexible, student-centred approach, to motivate the students to make the best of their detained time.

As class choices were made, it is interesting to note that 26% of the detainees sought help with Basic English, while 47% enrolled for Business Studies courses, which included information technology skills. The third strand of interest for approximately 27% of the students was arts, crafts, music and cookery - areas that transcend cultural and language differences.

Most importantly, the two-way conversation with each detainee during induction identified what each student needs to know whether it is Basic English, Business Studies, Information Technology or a Craft Skill, such as ceramics, screen printing, fabric design, ethnic cookery, music or drama. The student then had a direction, and was motivated to attend classes, morning, afternoon and evening to develop his skills at his own pace.

To meet students needs, the 'Help with English' classes are offered during 15 weekly sessions and are always over subscribed. The computer, typing and keyboard classes operate 21 sessions per week and incorporate short courses in word processing, Computer Literacy, Spreadsheets, Data Bases, Typing, Graphics and Integrated Data. Certificates are awarded by the linked college for the successful completion of assessed and examination work. 20 weekly sessions are offered in Design and Screen Printing, Ceramics, Drawing and Painting, Soft Toy making, Mural Painting, Guitar and Electronic keyboard tuition and cookery. Student-designed posters advertising each new class were placed in residential accommodation and class numbers began to escalate.

As an Easter surprise for the local hospital's Children's ward of Haslar Hospital, the members of the Soft Toy class presented a hamperful of furry rabbits that they had sewn, our first attempts to initiate links with the community. (CONT Page 12)

**HELPLINE**

**RESOURCES FOR  
ENGLISH FOR  
SPEAKERS OF  
OTHER LANGUAGES**

Many of our foreign inmates need special care because they cannot communicate with the prison staff and other prisoners owing to serious language problems. Sometimes they can't read and write in ANY language.

We try to teach them how to speak, read and write English, since this is the international language in Dutch prisons. We need English literacy programmes for these foreign students,

**IF YOU CAN HELP, PLEASE  
SEND YOUR DETAILS TO:**

HvB 'De Koepel'  
c/o Mrs Riet Engelen  
Harmerjamsweg 4  
2031 WK Haarlem  
The Netherlands

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**S T U D E N T S  
FROM OTHER  
C O U N T R I E S  
AND THEIR  
S P E C I A L  
PROBLEMS**

Complimenting the BBC radio and television series 'One World', eight Saturday afternoon programmes were offered, using the themes Over-population, Environmental Abuse, The Issue of Racism, The Role of Women, etc. These classes were well supported so we are planning another series in the autumn.

Students in the Textile Workshop have completed the repair and refurbishment of 22 sewing machines for the organisation 'Tools for Self-Reliance' which sends this equipment to Third World Countries; this was a particularly satisfying project since many of the students felt they were helping their own countries.

The Local Community Services Librarian has advised on the collections of reference, fiction and non-fiction and foreign language books, their classification and indexation and a variety of ethnic and national newspapers are ordered.

In July, 56 visitors representing local education and library services, the prison service and community organisations joined detainees to celebrate the official opening of their library and music room with a delicious buffet prepared by the cookery class.

**In-house 'Help with English' resource materials.**

Following the successful introduction of a series of 'Help with English' workbooks created by our tutors for our unique multi-lingual clientele, two additional classes have been introduced so that the student can progress to Intermediate and Advanced English. Workbooks linked with these classes are being produced by the Reprographics Department of our link college. Students who complete this

work move into Business English and are subsequently introduced to Information Technology.

**Educational activities involve almost all prisoners.**

In December a special Christmas Lunch and Entertainment, involving everyone attending classes, was planned for the dining hall. Our five cookery classes prepared the multi-ethnic menu, table and room decorations were created by the art classes. seasonal music was played by the keyboard and percussion class, word games were devised by the English classes, the invitations and programme were word-processed by the computer students and the Father Christmas suit was designed and stitched by the Fabric Workshop.

Though the intention was to limit attendance to those students listed in our December class registers, our department was highly delighted to discover that during the month of December only three people in the prison had not attended sufficient classes to earn an invitation. Of course they were included.

**It is gratifying to receive letters and telephone calls from detainees who have been released, describing their integration into further education and into work, and expressing their appreciation for the skills they have learned at Haslar. Frequently they ask advice, and it is good to know that we can extend our help beyond the prison gate.**

Barbara Large.

HMP Haslar.

England.

To provide for a group of 27 different nationalities, speaking 35 different languages, and seven distinct religious groups is a challenge.

## BASIC EDUCATION IN PRISONS: A NEW RESEARCH PROJECT

The UNESCO Institute for Education proposes over the next two years to conduct an international investigation into Basic Education. YOU ARE INVITED TO CONTRIBUTE.

Our intention is to identify strategies of basic education which have been judged effective by educators and learners in corrective institutions, and to disseminate information as widely as possible on these.

Working with individual researchers, governmental agencies and non-governmental in a selection of countries from all regions, including ex-offenders' organisations, we intend during 1991, to conduct a literature survey, and to make contact with relevant partners. In the two years following, we intend (subject to availability of funds) to commission case studies, to arrange a seminar of researchers, practitioners and ex-offenders' organisations to review draft reports, and to prepare and print final publications.

We invite you to send us (preferably in English, French, German or Spanish):

- Reports on literacy rates, and on basic education curricula in prisons
- Evaluations of the impact of prison education
- Details of administrative aspects of prison education
- Suggestions for case studies of basic education in prisons

All materials will be acknowledged and placed at the disposal of researchers in UIE's Documentation Centre. Those making contributions will receive our published report(s).

Please write to:  
PETER SUTTON  
UNESCO Inst. for Education  
Feldbrunnenstrasse 58  
W-2000 Hamburg 13,  
Germany  
FAX +49 40 410 7723  
TEL +49 40 78 43

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# 4th

## International Conference

on

## PRISON EDUCATION

## Convict Past; Present Conflict.....

## A Confident Future?

## 12th/15th April 1992

## Brisbane, Australia.

Details From:

Carillon Conference Mgt  
PO Box 177

Red Hill, Queensland  
4059 Australia

TEL +617 368 2644

FAX +617 369 3731

# HOW HIGH THE WALLS

## Report of an international conference on prison education

'How High The Walls' was the title of an international conference held at Bergen, in the Netherlands this May.

All but twelve of the 70 participants were from Europe. Many countries were represented and the presence of visitors from eastern Europe - Hungary, Poland, Estonia and Albania - added an especially welcome dimension. Eleven others were from North America and one was from Australia. Many people worked in prisons, but others were from higher education institutions and from other parts of education systems.

The Dutch organisers, following issues of interest identified at previous conferences, had planned the programme to address three particular questions. These were:

**What is the place and role of education in prisons ?**

**What relationships exist between prisons and society ?**

**Is prison education unique ?**

The keynote address by Hans Tulkens, Professor of Penology at Groningen University and the author of the recent reform of the Dutch prison system, spoke of the purpose of imprisonment as well as the purpose of education. He used the analogy of prison as Jericho, whose walls were brought down by trumpets. He urged the conference to prepare 'a strategy for the trumpeting'.

A wealth of ideas on current practice was shared by participants as they delivered their papers and contributed to formal and informal discussions.

Amongst the subjects were: link-

ing ex-offenders to the community, staff training, physical education, vocational training, second language learning, illiteracy and special needs provision.

The sort of detail that was exchanged included an account of a project in the US where prisoners build kit houses which are erected by commercial builders on donated land and sold to families who would otherwise be unable to afford a house, and a Dutch initiative which trains prison officers in art and craft skills so they can work with prisoners in a way which breaks down personal and institutional barriers. It was equally as interesting to hear that Albania has taken its prisoners out of the mineral mines.

Out of the varied papers and complementary discussions a range of significant strands emerged.

The most important was the often debated question of whether or not education within prisons is inherently different from mainstream education.

There appears to be a divergence of opinion between the European-based perspective that defines prison education as adult education in a particular setting, and the North American perspective which defines it as "correctional education". Whichever it is - and these are not mutually exclusive models - there are certainly difficulties in trying to provide classes and courses intended to develop personal knowledge, skills and understanding in an environment where control and containment must be priorities.

A theme which gained support was the plan to introduce individual programmes for progress in the form of sentence plans agreed by the prisoner in consultation with a member of staff, not necessarily a teacher. This could be tailored to each prisoner's former, prison and intended post-prison career, and should draw on all the resources of the institution. It should lead to higher achievement and greater continuity than is usual at the present.

A third area regarded as important was that of the development of creativity through the arts, libraries and sport. It was felt that prison education, traditionally associated with adult basic education at one end of the spectrum and with university studies at the other, should offer prisoners wider life-enhancing opportunities not necessarily linked to academic work.

People were also concerned that prisoners' skills and abilities are rarely used as a resource. If these were encouraged and valued then both self-esteem and learning might increase.

The conference made no formal resolutions but it provided a forum to talk and think about how to carry these ideas through and also to identify further concerns that need attention in the future. Of particular importance was the development of the European Prison Education Association.

Amongst the issues identified was the need for collaboration with all prison staff, particularly prison officers, in the interests of prisoners and the community they will return to. Also, offending behaviour must be addressed, for the reasons (CONT. Page 15)



for the commission of crime are often ignored in prison. If prisons should also be valued, rather than regard as a problem.

Social injustice is one of the reasons for the over-representation of certain groups, eg native American Indians in the US, or the gypsies in Hungary. Drug trafficking is another reason; the presence of large numbers of drug couriers can mean that there are many languages and cultures in some prisons, and this situation is a constant challenge to those responsible for race relations, diet, religion and home contacts as well as education.

This report gives, I hope, an idea of the contents of the conference. Our Dutch hosts - an impressive Gang of Four - certainly rose to the challenge of providing all of their visitors with a stimulating international experience. When we were not working, we were riding brake-less bikes around the many cycle paths that surround the Folk High School where we were staying, or listening to the lively choir brought in for our entertainment, or talking (or at least hearing) a variety of languages. It was a good experience and we were privileged to be able to exchange ideas with people engaged in the same work in different places.

Tessa West.

Littlehey, England.

## German Prison Teachers

Staff training and support for prison education.

A report by Manuel Pendon on the work of the German Committee for Teachers in the Prison System.

All teachers in the Federal Republic of Germany employed full-time in the penitentiary system are entitled to become full-time members of the committee.

The purpose of the Committee is to support its members in performing their special tasks as teachers and educators in penal institutions. In annual workshops members compare experiences, discuss problems related to their work and increase their knowledge through participation in training seminars. The workshops are centred around relevant topics such as:

- Adult education in the penitentiary system
- Social training in the penitentiary system
- External education establishments in the penitentiary system
- Education and socialisation
- General education and vocational training - contradictions ?

The topics are dealt with in the form of papers, discussion and group work. Following the workshop, the papers and a summery report on the course and results of the workshop are published in the magazine 'Strafvollzug und Straffälligenhilfe' (Imprisonment and Support for Offenders) The Committee acts as associate editor of this magazine. In order to assist young teachers in mastering their

new tasks in penal institutions (since 1975) the Committee has also held regular one week 'basic seminars'.

The Working Committee was set up in 1958 and currently has 230 members. It is an association headed by a regular committee, which is elected every three years at the general meeting. The general meeting is usually held in conjunction with the annual workshop.

Manuel Pendon.

Zweibruecken, Germany.

## Educational Activities In Sweden.

I am working in a state prison, which is situated in Harnosand, Sweden. Harnosand is a little town on the north east coast of Sweden.

My work in the prison began ten years ago, I started as an officer and after two years I began working with prisoners on education projects.

The prison caters for men serving sentences of two years or more. We have room for seventy prisoners and the prison is mostly filled to capacity.

There are one hundred staff and a woman Governor. Few women work directly with the prisoners. We have four female officers, two treatment assistants, and I combine security duties with helping the prisoners in the school. According to the law a Swedish prisoner must work when in prison and going to school is one form of employment. Here the carpentry workshop, textile factory and laundry are the other types of employment.

The prisoners work forty hours a week including four hours cleaning their rooms. One prisoner is in solitary confinement.

Our students attend classes for a maximum of sixteen hours a week and the rest of the time they spend in the factories. We have about twenty pupils every week in adult education and five teachers.

We have also two special education departments, one for offenders and one for prisoners needing psychiatric care.

In Sweden, education for prisoners is brought in from adult education colleges run by the local education authority. The teachers come from the outside,

from the community school, and teach different topics such as English, Swedish, mathematics and current affairs and we also have courses in information technology. The study leaders and I organise the studies and help the teachers with the boys. We plan their studies based on their previous education. Many of the prisoners have no education at all. They often come from families with a history of criminality and drug problems.

To address these issues, we hold discussion groups to start them to think about their own problems and how to resolve them. Statistics show a high recidivism rate, with 95% returning to prison.

Gunilla Bandh.

Address of the state prison:

Kva Harnosand

Skolan

Box 20

871 21 Harnosand

Sweden

## Education Programme in a Dutch Remand Prison.

In the tradition of seriously seeking ways to make a period of detention useful to men who rarely choose realistic options, we have developed a new education programme in our remand prison.

**The real problem with prisoners awaiting trial is you never know exactly when they will leave the prison, which makes it difficult to develop an education programme.** To do nothing with people awaiting trial is clearly not the right course to take, therefore we have developed a modular education programme into which students can start at any time.

This programme is also new because it contains a number of integrated elements which fit together. We have four vocationally related basic subjects such as Dutch and English, Typing, economics and careers guidance. The education project has been developed in co-operation with the Centre for Vocational Education in Amsterdam.

To offer a real chance of success, the programme is time-tabled during the periods which are specifically allotted to prison labour and cannot be interrupted by anything else. Also the prisoners who participate in the project receive better pay.

The aim of the project is to offer low level vocational training so that inmates are prepared for a vocational training course after leaving the House of Detention either because of release or transfer to another prison.

The number who can participate in this project (CONT. Page 17)

amount to 32 prisoners out of a population of 120 prisoners (27%). Entrance requirements are being Dutch, or a foreigner with an entry visa and speaking Dutch without a professional diploma. The prisoners who are interested in this training project are assessed to define their training level.

Typically the prisoners have received vocational training for some years without passing the exams; they have also had difficulty making a choice of a career because of lack of opportunities or information. This programme offers another chance to obtain certification and prepare for employment.

Frits Langeraar.

Huis van Bewaning De Weg,

The Netherlands.

## The Travelling Community and Education in Prison.

Recently I have been working with a colleague in Cork, Ireland, developing classes for travellers. In our particular prison we have large number of travelling people (gypsies, zigeveners etc) and they expressed an interest to work together.

The group began by looking at short stories and songs which describe the travellers lives, and then decide to dictate on cassette/tape recorder their own stories of their history and culture. We hope to produce a magazine or short book of these stories in the near future.

Before the end of term the group decided to perform a play looking at 'life on the road', horse-dealing and encounters with the police. The play was a great success and gave confidence to the group.

During my time with the group I learned an interesting lesson, which I would like to share with you. We decided one week we would attempt some cookery classes as we were expecting visitors and wanted to impress them with our catering skills - prison food often not being very inviting, to say the least! As none of the group had cooked together it was quite an adventure and we needed to go through each step very carefully. Our cakes - for that was what we baked - were a great success, both to look at and to eat!

However, our second cookery class was equally exciting - and here is where I learned my lesson!

We decided to attempted the same cake recipe as before - but I did not anticipate the result that followed! I gave my student the recipe as before, but when my

back was turned he decided to add a variety of ingredients that were not listed on the recipe. Extra fruit, eggs, nuts and raisins and a dash more sugar for luck - I was astounded at the final mixture, but we baked it anyway! It was the best cake I have ever eaten, and he received compliments from all around him and requests for the secret recipe!!

In working with travellers we are too often trying to confine them to our ideas and ways - trying to get them to comply with our 'recipes for life' - that we often don't see the variety and richness in their own existing culture. We can show them models but they must adapt, develop and create their own methods for living so that they don't become engulfed by our culture and thus lose their own.

I would be very interested to hear from others working with travellers in the prison education setting, and to exchange ideas and information. I know there are colleagues working in Germany, Spain and Hungary with travelling groups (and probably other countries too), and would find it rewarding if we could share our working methods. Particularly useful would be the exchange of student writings and projects, so the students may experience the travelling community as a broad, European (if not world-wide) group.

Should you be interested in such an exchange please write to:

Pam Lorenz

Education Unit

Fort Mitchell Prison

Spike Island

Cork, Rep. of Ireland.

# Difficult Times

## Prison Education in the United States

Correctional Education has not had the kind of tremendous growth in funding and support that American public schools system have had in the last decade. However, there has been remarkable growth in many state and local correctional education programmes, even as the inmate population has soared. In my state of Maryland we have seen a real growth in the quality and quantity of programs over the last ten years.

Now, as local education budgets are either stabilizing or shrinking, many state correctional education budgets are being devastated to the point where pencils and paper are becoming precious items. In Maryland we have already lost not only all of our instructional supply funds and recently authorised teaching positions created to 'catch up' with the huge growth in inmate population, but also a number of currently employed instructional staff who are providing absolutely essential services. And the end of cuts is not yet in sight.

Ironically, this is happening as the US economy is supposedly recovering from a recession. For reasons few of us understand the present economy is no longer able to generate enough tax dollars to provide the basic services we have taken for granted for years.

Therein lies a real issue for correctional educators. Few people consider our work 'basic services'. And, it is not a conservative or liberal position; it is a sub-part of the public aversion to providing any 'frills' for criminals. Adult prison education is seen by the public as a luxury. Juvenile correctional education is believed

to be important, but not when it is in direct competition for public school dollars. And local jail education programs have always been unimportant in the eyes of the public or the politicians.

And along comes Senator Helmes, a most unorthodox politician who has aimed his weapons on the single largest source of correctional post-secondary education funding, the federal Pell grants. Forget that the U.S. Congress recently re-affirmed its commitment to vocational education for the juvenile and adult incarcerated. Forget that literacy programs for corrections has been funded in a number of recent federal bills. And try not to think about the new commitment by the U.S. Department of Education Office. War has been declared and the new and old gains are now being threatened by Helms.

We need to focus all of our energy on beating back this challenge to the college programs. Sound data is being collected for Senator Pell to use in the fight against Helms.

At the recent American Correctional Association (ACA) meeting in Minneapolis the state commissioners of corrections responded to the threat by offering to work closely with the CEA. ACA and CEA are cooperating on a national data collection project for Senator Pell. And the U.S. department of Education is calling together a correctional education group to make recommendation to eliminate potential abuses of Pell grants for inmates. Several states are now reporting recidivism data which shows that Pell grants save government money in the long run. What many may view as a

'frill' can be defended as good for public safety. In other words, post-secondary education can work as a deterrent to crime.

Some good ideas sell themselves. That may be true, but it is also true that many good ideas do not sell at all. We must do the job of selling the idea that correctional education works. The public is usually willing to support ideas that make sense, but only when they are fully aware of them. If we fail to do something now the recent round of cuts may look like minor budget adjustments. As correctional educators we are the only ones who can make the case to the public and to the politicians. Inmates have no vote and no political clout. Our only selling point will be what makes sense for the common good. Our task is clear. Right now we must make known the real value of our work, not only on the lives of inmates, but also on the safety and well being of the community itself. If we lose it is because we failed to carry the message to the public.

Stephen J. Steurer.

Correctional Education Association Executive Director

Maryland

U.S.A.

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**RIGHT NOW WE  
MUST MAKE  
KNOWN THE  
REAL VALUE OF  
OUR WORK...**

# International Forum for the Study of Education in Penal Systems.

The meetings in London, Bergen and Washington, D.C. concerning the proposed 'International Centre for the Study of Education in Penal Systems' are now over and the experience proved quite valuable and successful. No one was able to attend all three meetings, but several of us were able to attend two, so we have a good sense of the spirit and substance of the gatherings. In reviewing the draft document prepared by Ken Neale, the following points were made at the three meetings:

1. Virtually everyone was in favour of the idea of an international network of prison educators with a primary focus on research and networking.
2. The two-tiered model, local centres combined with a headquarters operation, was accepted as the best, with universities being seen as the logical home for centres.
3. People agreed that the real power should rest with the local centres, not with the network itself or some central office. To this end, we agreed to change the name to International Forum for the study of education in Penal Systems - forum being more benign and less confusing in terms of the local centres.
4. We agreed that the notion of 'regional centres' was not practical and opted instead for 'Local Centres', so that the UK, for instance, could develop several centres, as could North America, Australia, etc. There should be no proprietary hold over a geographic region by an IFEPS local centre.
5. The real debate at all three meetings was over (a) member-

ship and (b) the practitioner vs. academic debate.

On the latter point a firm commitment was made to have IFEPS foster a reciprocal or dialectical linkage or relationship between the university-based local centres and prison educators/administrators in the field. It was acknowledged that this would be difficult but that it was also absolutely central to the survival of the whole. In line with this chain of thought was the feeling that IFEPS-sponsored research should in most cases have an 'applied' character. This discussion related, of course, to membership - in particular to the fear that IFEPS would compete with the CEA, the EPEA and similar practitioner-oriented and membership-based organisations. Several points emerged from this discussion:

FEPS must be complementary to existing prison education organisations.

Membership should in most cases be linked to the Local Centres rather than the International body itself.

There must be some mechanism for individuals interested in prison education but not linked to a local centre to be part of the network.

Everyone felt that the networking and bibliographic work of IFEPS would be important, as well as the actual research, support for graduate education programs and liaison with existing organizations.

7. We all agreed that financial issues were central, but it was probably going to remain the primary responsibility of the local centres operating independently

or in tandem to raise funds and thereby support the network/forum.

As of now there are centres being established at Leeds/Leicester, Belfast, Vancouver, Barcelona, Melbourne and San Bernadino. Ken Neale has revised the draft document in light of the above and it has been circulated, with the intention of having a 'founding meeting' of sorts in England, perhaps in December of this year.

Stephen Duguid

Simon Frazer University

Vancouver B.C.

## EEC Teacher Exchange Scheme 1991/92

Although this scheme is not open to all EPEA newsletter readers, it may prove to be a useful model for exchanges throughout the Council of Europe countries.

This scheme was launched in 1989 with the aim of increasing co-operation in education between EC Member States, and is open to prison educators in the EEC.

The exchange visits last a minimum of three weeks. They may be consecutive, overlapping or simultaneous. Exchanges may take place as part of an existing school/college link or help establish such a link.

The exchange enables participants to carry out a joint education project.

Colleges are awarded grants of up to £1,000 to cover the costs of the exchange visit joint project.

Previous projects have included:

Belgium - Establishment of pen-pal scheme and collection of new teaching materials.

Denmark - International sports festival and pupil exchange. Joint projects on the rainforests.

France - Comparison of teaching and assessment methods within a specialist area, ie food production and service.

Germany - The development of E-mail links and pen-pal scheme.

Greece - Comparison of 16-19 provision.

Ireland - Comparison of religious education teaching.

Italy - Study of the integration of

special needs children into mainstream schools.

Luxembourg - Work experience through the promotion of a youth discount scheme and the development of international links.

Netherlands - European Dimension of RE and joint project on Anne Frank.

Portugal - Comparison of education systems (particularly maths and art).

Spain - Setting up of a work experience programme.

This scheme could facilitate international prison education links.

If you would like to take part in the EC Teacher Exchange Scheme or would like more information on this or any other programmes organised by the Central Bureau, please contact;

Vicky Gough, Central Bureau for Educational Visits and Exchanges, Seymour Mews, London W1H 9PE,

Tel: 071 486 5101

(Edinburgh office 031 447 8024),

(Belfast office 0232 664418)

Or your National Teacher Exchange office.

## Network for Teachers Working with Sex Offenders

There are more sex offenders being sentenced due to a variety of social and legal factors. There is increased public concern relating to what happens in prisons to sex offenders. Should Prison Educators be central to the debate and consider the effects of social and political pressures and how should they, as Prison Educators, respond to the pressure?

Several of us in the UK have considered this and would like to look at the issues on a European basis. The issues we could consider would be:

- What's the curriculum for sex offenders.
- What do we need to do in terms of staff development.
- How should education be an integral part of regime developments.
- How will education challenge stereotypes.
- How does traditional education get in the way of working with sex offenders.
- How can the curriculum challenge offending behaviour.
- What methodologies could be applied.
- What post release support can teachers give.

If you are interested in exploring these issues professionally with colleagues throughout Europe, a resource and support network could lead to professional development in a variety of ways. If you are interested in developing and contributing towards the network, please contact:

Paul Ripley, HMP Whatton, Nottingham NG13 9FQ, England

Contributions and ideas will be circulated by Paul to all colleagues showing an interest. If possible, please communicate in English or, if this is not possible, German or French.