

Contents

EDITORIAL	1
Kevin Warner	
TEACHING MINORITIES IN PORTUGAL	2
Margarida Quinas Guerra	
Maria do Carmo Lancaster	
Maria Teresa Carvalho Neves	
MULTI-DISCIPLINARY ACTIVITIES	6
Paul Ripley	
DUTCH ART EDUCATION	7
Joke Holdtgrefe	
1993 STOCKHOLM CONFERENCE	10
Svenolov Svensson	
A DEBATING SOCIETY	12
M Montgomery	
M Riaz	
J Whittington	
SUMMONS - for books	13
Frances Kaiser	
SCOTTISH DELINQUENCY STUDY	14
Alexandra Kirkpatrick	
AUSTRALIAN NEWS	15
Bill Hussey	
IRISH DRAMA	16
Clinton Parker	
PRISON EDUCATION RECOMMENDATIONS	17
EPEA LIAISON PERSONS	18
How High The Walls	
Bergen Conference Report	19



EUROPEAN PRISON EDUCATION ASSOCIATION

EDITORIAL

European Prison Education Assoc

Newsletter 4: Summer 1992

EPEA Steering Group develops our Association- Kevin Warner, Ireland

The EPEA has relied on a variety of ad-hoc arrangements to conduct its business between its founding at the International Conference on Prison Education (Oxford, 1989) and the subsequent gathering at Bergen in 1991. At Bergen it entrusted leadership for two years to a Steering Group (SG) of 14, i.e. the liaison persons of 7 countries (see list).

On the first weekend in April this year, the SG got together and had its first opportunity to work as a team for an extended period of time. We were able to meet in this way because of the kind hospitality of The Staff College (better known as Coombe Lodge), Blagdon, near Bristol, England. The Staff College opened their doors to us, generously providing us with excellent accommodation and meeting facilities - as well as fine spring sunshine and beautiful surrounding countryside.

Over the weekend we made great progress towards establishing the EPEA on a much more solid basis. The workload is now spread across the SG; all of the 12 SG members share, for example, the work outlined below. We discussed in great detail the kind of association we want the EPEA to become. We set ourselves tasks, many of them to be done by small teams from within the SG; we made progress over the weekend itself on many issues;

we fixed tight deadlines for their completion. Joy Clark took on the job of 'nagger', to make sure we all complete what we have undertaken!

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

Among the tasks committed to at The Staff College were:

- Strengthening links with countries in the EPEA which are outside the SG, and involving new countries.
- Composing a leaflet explaining the EPEA and

inviting membership. (This leaflet was actually completed over the weekend. Copies of this leaflet are enclosed for you to copy and pass on. Translations are now to be made). A logo is also planned.

- Making arrangements for more precise membership lists and establishing a networking system based on the special interests of members. Members from different countries can thus find out about, and make contact with, colleagues with similar interests.
- Progress was made on the drawing up of a Constitution. A draft is due to be ready by the Autumn, when the SG will meet again. A meeting of the liaison persons from all countries (what we call the General Council) will consider, and hopefully adopt, the constitution at a meeting in the summer of 1993 (probably immediately before a prison education conference in Stockholm).
- Regional conferences were seen as a realistic possibility in the near future, i.e. 2, 3 or 4 neighbouring countries combining to hold a conference. Tentative ideas for one or two such conferences are being

discussed.

Several other tasks were also undertaken:

- Fundraising
- Public Relations
- Future editions of the Newsletter..

We left until another time the work of compiling guidelines, or standards for aspects of prison education work.

It is planned that the SG will meet again in November, probably in Scotland, and push all this work further forward. Our intention is that, from 1993 in Sweden, we will have a fully-fledged and active organisation with a proper constitution. From then we expect to have a more formal membership, with a low membership fee. At that stage elections will be held in member countries for Liaison Persons and other posts, as well as Europe-wide elections for the main officer posts.

In the meantime, Anne Cameron will act as Secretary and Kevin Warner as Chairperson. Public Relations (and liaison with other bodies) will be the responsibility of Pam Bedford, Rob Suvaal and Kevin Warner.

The seed out of which EPEA grew was planted in Oxford in 1989. It would not have happened at all but for Pam Bedford who determined that some arrangement would have to be made before that conference closed to continue the interaction between prison educators from different countries.

Pam's enthusiasm and drive was matched by Gayle Gassner, then President of the CEA (the North American based Correctional Education Association), whose members were present in force at Oxford. The CEA provided us with a fine model of professional support and development and, from the start, Gayle's information and encouragement ensured the seed was planted in good soil. Two others were involved in those very first moves that led to the EPEA being formed: Henning Jorgensen from Denmark and Asbjorn Langas from Norway.

Progress since Oxford has been slow at times, often the frail little tree seemed not to be growing at all. I think I can speak for all who attended the Steering Group meeting this past April in saying that, as we left Coombe Lodge, we felt that our Association was now firmly rooted and ready to shoot upwards. We look forward to it growing strongly and steadily, becoming a vital support to prison educators right across Europe.

Kevin Warner - Ireland

Pam Bedford will be working in a prison in Colorado, USA, for 12 months from August 1992, on an exchange programme.

Catherine Coakley, in Ireland, will be editing the next EPEA newsletters.

Please send your contributions to:
Catherine Coakley
c/o Cork Prison
Rathmore Road
CORK
Republic of Ireland

**DEADLINE FOR
NEXT EDITION IS
OCTOBER 15th**

To be a Teacher of Rejected Minorities in Prison: a Challenge

Margarida Quinas Guerra, Maria do Carmo Lancastre, Maria Teresa Carvalho Neves, PORTUGAL

With the publication of this article, we hope to share with colleagues from other countries, our experience as teachers in a prison establishment.

It is important to invest, in educational terms, in all minorities and thus it is with great enthusiasm that we involve ourselves in this educational adventure.

The characteristics of the minorities with which we work

The features of the students with whom we work are as follows:

- Men aged between 16 and 44
- Men either in a situation of preventive imprisonment or serving a sentence
- Men who belong to disadvantaged groups in socio-economic, cultural, family and affective terms
- Men attending, in prison, the 5th and 6th years of schooling

Although showing similar characteristics, each man is unique, and requires of us - as teachers - an individualized response.

The Students' Perspectives

Initially the student signed up for school "in order to improve their knowledge, to change routine, to experience a microclimate of freedom, to better their chances in professional life and to ease their integration into society".

The Teachers Perspectives Integrated education of the student-prisoner

As teachers, we aim to not only contribute to the integrated education of students, but also to prepare for the

student-prisoners' return to life in society.

On this basis, we feel a great responsibility that leads us to be demanding in our professional work,

"Today my attitudes are based on what I learned during the year: they will be more sensible, at least I hope so"

in our relationships with the students, and with ourselves.

In this way, we try to encourage serious work which includes the following aspects: regular attendance, punctuality, scientific and pedagogical preparation, flexibility in coping with the unforeseen, but in accordance with the characteristics of our students, attributing importance to their main interests, to their experience, to their specific ways of living, to their spontaneous collaboration, and accepting the situations that contribute to their depressive states. We also try to share their happiness and their successes,

and in their discovery of themselves.

Educating the Will

The teachers often becomes the support that makes possible the start of a new journey. And, when discouragement arises, it is the teacher who attempts to sustain determination and persistence, and to develop the self-confidence which in the future will enable the student to overcome difficulties. Thus we witness the happiness of the 'new man' affected by his educational experience.

"I think about things in a different way from in the past".

The Development of the Intelligence

It is within the teachers' competence to motivate the student-prisoners to deepen their knowledge of curricular themes, to share their life experiences, to analyze problems revealed, and compare them with other reference points. In a word, to encourage them



to increase their knowledge and to discern good from bad, so that they can adopt appropriate attitudes in the face of new and, at times, difficult situations.

"Today my attitudes are based on what I learned during the year;

with others"⁴.

The more a person feels useful in society, the happier that person is. Group work educates the student with regard to this dimension.

"At the beginning of the year I didn't feel at ease because I didn't know

anyone... at this moment I can dare to say that together we make up a small, but happy, family".

Our own experience : an adventure

At the beginning of the school year, we began an adventure with our students. We informed them that our presence was of our own free will and that our purpose was to give them our help in the difficult situation in which they found themselves.

We are teachers who, although working within a prison, are employed by the Ministry of Education.

tolerance, and to enrich one another.

All the activities aim at the integrated education of each student.

At the end of the first period, we risked a more human approach through the Christmas party. Jazz and dance groups took part in the festivities, popular songs and "Fadoes" from Coimbra were presented, which the audience applauded and enthusiastically accompanied. There followed a lunch and social time with everyone in a good mood and in a state of "fraternal joy".

We became convinced that the opening of the prison to the outside benefitted both sides, the student-prisoners, who felt human warmth and the guests who also gained much from the experience.

The students are getting to know each other and we are asking for collaboration in other activities. Singing Christmas carols, with verses written by themselves, is an occasion when they realise their own creative potential, amazed at the value which they discover in themselves and which, working together, promote and enrich the work of the whole group.

It is gratifying and even moving when we are requested by our students to intervene on behalf of them when they are punished. Often we are heard and the students obtain authorization to attend classes during periods of punishment.

"The school classes reduce the weight of my sentence".

"Without classes the days would be empty and always the same".

This coming together of the institution and the students continues as long as we take advantage of all the opportunities without losing time. Thus during the Easter festivities, we managed to get together in one group the directors responsible for schooling, the nursery school teachers, guards, teachers and students.

In an exceptional gesture recognising our tradition, we were allowed to have Port wine with cake and almonds. There was much joy and conviviality uniting all those present in our adventure.



certainly they will be more sensible, at least I hope so".

Dimensions of the Other

We try to transmit to our students information that will lead them to give more value to a healthy life, both physically and mentally, thus doing justice to the Roman proverb, inherited from the Greeks, "A sound mind in a sound body".

A person who feels good with himself only feels completely fulfilled when he helps others to promote their own self-images.

"I feel much better with myself and

The class listened to us in silence. The students were serious, cold, distant, and even suspicious.

How to break the ice?

It is only through close attention, an opportune word, a frank smile and continued interest in their problems that one timidly begins to gain their attention.

All the problems we encountered were analyzed, reflected upon, and explored in our group meetings. We presented ourselves as a cohesive group, which, without pretension, tries to show that it is possible to achieve good relationships, to accept others, to show

The occupation of leisure time is also one of our preoccupations: maths games with prizes or contributing to the newspaper with poems, riddles and even recipes for cookery, amongst other articles on a variety of themes.

The atmosphere of the class during the third period of the year contrasted greatly with that encountered at the beginning of the year;

- compared with the icy silence of our first contact, there developed a human warmth expressed in the comment: "They are the only people that don't treat me as a number"
- compared with the distance there is now a friendly closeness and dialogue
- instead of grave silence, a warm welcome and gentle smiles
- instead of distrust, the unravelling of difficult problems, sometimes originating in the family, at other times judicial problems, looking towards us for an appropriate and trusting word
- "The smiles which they gave me are my only help, they stop me from despairing. And as important as schooling is the chance to be all together, and the way in which they do it is to be praised".

We are not insensitive to the small compliments, pictures, designs, poems, small gifts, etc., which they offer us without hiding their gratitude.

"I only have one way of thanking them for all that I learned and lived. Thank you".

We are at this moment preparing for the end of year party which, going by recent past years, will be the climax of this adventure.

The moment has arrived to ask for their active collaboration.

It is surprising to see students who, initially indifferent, now offer themselves enthusiastically to perform on the stage in the presence of the classes, the directors of the prison, the person responsible for the school, psychologists, social workers, nursery-school teachers, guards and teaching staff!

One day we would like to hear our students say:-

"You showed us a piece of the grapevine and told us - come ye and labour. You put the tools in our hands and told us - it is time to create..."

- (Adaptated from an article published in the journal "O Professor", October, 1990, n° 10 - 3rd series).

Multi-disciplinary Activities and Staffing HMP Whatton - England

HMP Whatton has a long history of Multi-Disciplinary Activities. Formally Whatton was the largest Detention Centre in the United Kingdom and took young men aged 14 to 21 throughout England and Wales. In this period the tradition of working together developed and was to be seen in the Officers working on teaching programmes as teachers and with teaching staff helping Officers develop counselling skills to work with individual prisoners.

When the prison became a Young Offender Institution for 18 to 21 year old prisoners this concept was further developed; a community workshop was started with a Prison Officer and a teacher working alongside the prisoner.

The Prison riots of April 1990 caused Whatton to be changed overnight from a Young Offender Institution to a specialist unit for vulnerable prisoners. This new role has been implemented with a very strongly focused regime addressing challenging offending behaviour through multi-disciplinary team work with the prisoners.

The Start of The Programme

The introduction of the different groups of prisoners was totally unexpected. Staff had been used to working primarily with Young Offenders, and a few staff left at this point feeling that they would be uncomfortable working with men who were sex offenders. Other members of staff saw this as a great challenge and planned to provide an appropriate regime.

Fortunately, at that time a teacher, Sean Gough, had just completed academic study for a degree on interpersonal skills. Immediately Sean was able to use his skills and knowledge in working with personal officers to help men in what are

known as 'support groups'. The support groups are groups of seven or eight men who live next to each other in the accommodation and can therefore provide for each other almost 24 hour support.

Sean's role is to help officers develop the skills appropriate for working in groups and to help them understand the dynamics of groups and the non-directive role of group leaders. This work is an ongoing process and Sean devotes three days a week towards this as his teaching commitment.

When the Core Treatment Programme for sex offenders was introduced into the institution and training was started by the Home Office, Sean was joined by prison officer colleagues and Anne Spencer, a professional librarian. Anne had always shown a great degree of understanding of the needs of not only prisoners, but of staff, and as such had made the library the central focal point of the prison, not just of the education department.

When the Offence Focus Programme started Sean and Anne agreed to be the co-ordinators. The programme encouraged prisoners to look at their offending behaviour and is directed to some degree by the psychologist, is funded by Education and Management Services and is staffed by teachers, probation officers and the residential group prison officers.

The Purpose of The Course

The purpose of the course is to enable the men to understand the antecedents, behaviour and consequences of their sexual offending. It is linked into other courses run by prison officers in the institution and into the education curriculum; this ensures that core moral values are respected in all aspects of life, so that both inmates and staff experience those values in action and together examine the extent that this is true in their own community and look for ways to make it

true. The moral curriculum underpins the core programme by concentrating upon respecting persons, justice, fairness and truthfulness, and upon keeping aims, promises and contracts.

Training

One of the results of working on the integrated programme has been multi-disciplinary training in the institution where colleagues from the Board of Visitors, the Chaplaincy, Administration, the Gardens, Education and Vocational Training meet regularly to look at how the programme is developing and to see how they, as individuals or as groups, can support the Offence Focus Programme.

Issues Arising

The resourcing of the programme still causes problems. It is hoped that the work that Sean and Anne do on the programme will be formally recognised by funding being allocated specifically to run this aspect of the programme, rather than by syphoning it off from the Education budget.

The programme itself is being monitored by the psychologist and is part of a National Programme which is being developed by the Home Office to look at sex offending in a positive and hopefully constructive fashion. It is hoped that by taking part in the programme the offenders will not only understand the damage that their offending has done, but also develop strategies to avoid it in the future.

As far as the education department is concerned, the most important facet is that by being very closely tied into the central development of the regime, education can see itself as an underpinning model for the whole of the institution. Constantly expanding opportunities for creative, challenging, legitimate and sensitive enjoyment may offer real alternatives to sexual offending.

Paul Ripley

Dutch Prisons and Art Education

Training in art education for prison officers

The slogan at the beginning of the eighties - "The Humanising of the Dutch Penal System" strongly influenced the Ministry of Justice and resulted in major changes and improvements.

The philosophy which lay behind the slogan prompted developments including cooperation with the inmates in activities such as sport, education and education through art.

This turn of events led naturally to changes in the training of prison officers. In the field of art education there was little or no precedent, therefore the Ministry of Justice consulted The National Institute of Education through Art (LOKV) in Utrecht, in the Netherlands. Since 1983 the LOKV has been coordinating the training of prison officers for art education in close cooperation with the Central Training Institute of the Ministry of Justice in The Hague.

How did this new philosophy arise?

The first initiative for art education originated from circles of resistance fighters and hostages - the so-called political prisoners - after the war. During the fifties, their devotion to the practical reform of the prison system resulted in more open prison gates. Occasionally, artists, artisans, and also workers in the field of socio-cultural animation were given the opportunity to work together with prisoners to execute art projects and to create an art and craft environment.

These experiments - for example, in textiles, leather and wood - were by no means

embedded in the national policy and had to depend on the efforts of idealistic individuals. Often more emphasis was put on occupational therapy and supervision than on the development and encouragement of creative abilities. Still during the 50s and 60s, slowly but surely, a change took place in art education as we know it today.

Looking back, I would say that it was no surprise that this breakthrough took place around 1970. The time was ripe, as the old proverb says. Independently, a number of places had started their own activities in visual arts. It is difficult to determine where the first initiative was taken. For example, in Arnhem a prison officer organised a course in modelling and drawing for officers in his spare time, later assisted by professional artists.

In 1975 a similar project was started in Rotterdam. On the initiative of a counsellor, an education project for 18-23 year old prisoners was set up by the Art Education Organisation (SKVR - Stichting Kunstzinnige Vorming) in Rotterdam. Since 1977 I have been closely involved with this project.

It will be clear to us - the supervising teachers - that it would not be very useful to spend time discussing specific details of Egyptian Art or Beethoven's Third Symphony. Nor would practising a classical dance lead to much enthusiasm. Consequently, we chose a programme geared more closely to our prisoners' experiences. In addition we made use of thematic work methods that enabled us to:

- Make existing prejudices the subject of discussion

- Appreciate the points of view of others
- Learn to express oneself
- Develop creativity
- Become more observant

Initially, most officers looked upon the project with a degree of suspicion. Their main task was (and is) to maintain order and safety. They pursued a 'harder line' than the project teachers/supervisors, who in their turn developed a relationship with prisoners based on mutual trust, aiming for more meaningful work. Some officers thought that, even for us, uniforms should be compul-

It would not be useful discussing specific details of Egyptian Art or Beethoven's Third Symphony....

sory. On the other hand teachers and supervisors also had to get used to the work environment. Owing to lack of knowledge, some prison officers considered their behaviour to be provocative, which clouded relationships for some time. Through regular discussions, this kind of breakdown in communication was limited and would disappear altogether eventually.

In 1981 an experiment started which now, eleven years later, may be considered to be 'epoch-making'. What hap-

pened? Improved communication between the teachers from SKVR and the officers led to more understanding and appreciation of the project. Next, it turned out that a large minority (about one third) of the officers were interested in a more or less independent role in art education. For this purpose SKVR developed special training (Art Education Training for Prison Officers) which was considered to be very successful. Thanks to this basic education, officers were now able to execute an art education programme independently, with the support of a consultant.

Also during 1981, the so-called GIS Bill, from the Ministry of Justice, was published, in which - within the policy of humanising prisons - the position of prison officers had been given new meaning. In addition to the existing tasks of safety and security, the officers were also given a rehabilitation role. During 1983 - 1984 the Ministry of Justice decided to change the way prisoners spend their time. The day was divided into two, one half for work and the other half for activities.

To implement this new policy required a major change in the officer-training programme, for which the Central Training Institute is responsible. On the topic of art education, now formally recognised, the support of the Dutch National Institute of Art Education (Landelijk Ondersteuningsinstituut Kunstzinnige Vorming - LOKV) in Utrecht, was called in.

But what about the prison officers who had been employed for some time and who could not participate in this new training plan? It was decided to give these officers the opportunity to receive 100 hours of training, on a voluntary basis, to enable them to have a role within the new

structure.

In 1984, training for the Penitentiary Worker (PIW) was first started. It is a 120 hour programme. Training consists of the following parts, which should be seen as introductions to the various subjects:

- Forty hours of the course consists of two-dimensional art: graphics, drawing, painting (including chromatics).
- Forty hours of the time is spent on three-dimensional art such as modelling, ceramics and other materials.
- Forty hours is devoted to transfer of knowledge, didactics and the remaining time spent on reflection, simple art criticism and some art history. The latter can be a visit to an exhibition at a gallery or museum, which would be well-prepared by the teachers.

To many prison officers this is often their first visit to a museum. For this course a special syllabus was created by the teachers, in which a number of techniques are described and attention paid to didactics.

This may be considered a good start, but of course it is not real training. The Justice Ministry and Central Training Institute officials recognised this. A solution to this problem would be the permanent supervision of these people by consultants. And who else could do a better job than those who themselves had trained and are trained PIW's? It was decided that from January 1987 consultants would be appointed at the 46 prisons existing at the time. About 12 artist-teachers received a salary plus travelling expenses for 2 hours a week

during 40 weeks a year, to take care of supervision and to give advice. The interpretation of this task is determined in consultation with the prison. This can be one morning a fortnight, or a full day a month, a day that, for example, can be used for workshops - workshops in which PIW's go further into a particular technique. A workshop can also be organised with regard to transfer of knowledge, didactics or preparation of a theme.

More and more institutions realise how useful a consultant can be and some employ consultants for more than the two hours made available by the Ministry of Justice. New institutions are getting funds for 38 hours, in addition to their regular workforce, in order to do this.

If we take into consideration that the Dutch prison system now consists of about 60 prisons where about 7,000 are working, then it can be claimed that much has changed with the acceptance of art education. The staff, as well as the boards, have become aware that inmate supervision by specially trained officers is useful. It seems as if this is one way that the philosophy of humanising the prison can be realised in the future.

Organisation of the project

A project as described above depends on a number of pre-conditions. In the first place, people should believe in the concept. Secondly, there should be a good plan with a number of experienced people available who are part of an infrastructure (the organisation of the concept) and should be able to execute the project on this basis. Thirdly, time and money have to be reserved, not only to start the project but also to keep it going (the finance).

The Concept

This needs to be presented in the form of a good plan, including a curriculum, and needs to be supported by those who will execute it, as well as the patron, in this case the Ministry of Justice who also subsidised the scheme. The obligations were met and the support from the Ministry was generous.

The Organisation

In addition to a sound plan, the infrastructure is of great importance. In the Netherlands this structure consists of 100 creativity centres and 150 schools of music, which are not connected with political parties or ecclesiastic groups, and which form a network. They are unified in one umbrella grouping, the Organisation for Arts Education (VKV - Vereniging voor Kunstzinnige Vorming), which functions as an employers' organisation. About 8,000 artists, dancers, musicians, drama-teachers, audio-visual teachers, art historians, and teachers involved with literary education are working at the centres and schools of music. They are qualified people who have completed vocational art training and have been trained pedagogically-didactically. The Art Education Inspectorate, consisting of three inspectors, takes care of quality control. Support of these centres and schools of music, with regards to contents, is LOKV's task. It is of great importance to have a national institute from which these kinds of projects are coordinated.

The Finance

The last, but surely not the least important point concerns the finances. In this case the project is fully financed by the Ministry of Justice and the centres.

Consequently, the organisation of this project has a multistage form. The Ministry is respon-

sible for the scheme as a whole. The training centre for prison staff undertakes responsibility for training. LOKV is responsible for coordination of the project and the creativity centres are responsible for the execution of the consultancies and the courses. At this moment, coordination by LOKV is undertaken by a national coordinator for 32 hours a week, who also supervises the consultants and has an advisory role with the Ministry of Justice. 22 consultants now supervise the PIW's.

An Ideal Solution?

In writing this scheme may look like an ideal situation, but in practice it is sometimes disappointing. Prisoners are entitled to a breath of fresh air, entitled to visitors, a library and sports. But art education is only an extra. Consequently, if staff are ill, this part of the service is the first to be dropped.

Due to the cutbacks of recent years, overtime is no longer paid; therefore if there is no creative-PIW available the activity will not take place. In my opinion, the continuation of the activity for prisoners and PIW's is a prior condition. One sometimes wishes that higher priority would be given to art education within the prison organisation. But when you realise that a lot is happening (more prisons are being planned, or extended) then there is a good enough reason to be patient and optimistic at the same time.

After years of experiments and seven years experience of regular courses, a firm conclusion can be made: the subject of art in prisons definitely contributes to the improvement of relationships between the prisoners themselves and it broadens and deepens their world view and view on themselves.

Art education in Dutch prisons is a unique project that could only be accomplished with the help of enthusiastic people. Artist-teachers, prison officers and especially the policy makers at the Ministry of Justice, because without their support execution of the scheme would not have been possible.

In addition, a group of 10 artists who work with long-term prisoners take on larger projects. Although not paid by LOKV, there is close cooperation with this group.

Last year we received a request for updating training of PIW's in the field of photography, audio-visual and pop music. The curriculum for this training is written and a number of new ideas will be carried out.

Further information with regard to this project can be obtained from the Landelijk Ondersteuningsinstituut Kunstzinnige Vorming (LOKV), PO Box 805, 3500 AV Utrecht.

The Netherlands

Welcome to the
Nordic Counties and the

4th EPEA

European International Conference
on Prison Education

“Beyond the Walls”

The conference will be held in
Stockholm, Sweden June 14th-17th 1993

- Does prison education meet the needs of the prisoner, or...
- The prisoner as a resource - possibilities or threats!?
- Society - Prisons/Prison Education - continuity and integration
- Who are the prisoners we meet during the 90's and how do we meet them with prison education?

The conference is organised by a group of delegates
from

Denmark, Finland, Norway and Sweden

Conference fee 450 USD incl. meals and accomodation

Details from:

Svenolov Svensson

Swedish Prison and Probation Administration

S-601 80 Norrkoping

SWEDEN

TEL int +46 11 193000

Fax int +46 11 100590

1993 STOCKHOLM CONFERENCE -

Ready to welcome you.

The Scandinavian Team of Eeve Virkkunen and Raija Jarvenpaa (Finland), Heening Jorgensen and Kaj Raundrup (Denmark), Torfinn Langelid (Norway), and Mooku Roi Ho and Svenolov Svensson (Sweden) are preparing for the 1993 European Conference.

In this cooperation Sweden is the "host country" for the conference, which will take place in Sigtuna just outside (north) of Stockholm, at "Sjudarhojden", situated 40 km from the city of Stockholm and 20 km from Arlanda airport.

It is very beautiful and close to Lake Malaren. There may be a pre-conference the weekend before, perhaps a "central prison education administrators meeting" and the steering committee of EPEA are meeting before the conference. And more? Just let us know.

The conference fee will be 400 USD which will support some delegates from eastern Europe (the actual cost is unfortunately about twice as much but we have some funding to reduce the fee).

The theme will be "Beyond the Walls" with some sub-themes:

- 'Prison Education - on whose needs;
- "the prisoners or"
- "The Prisoner as a resource - possibilities or threats",
- "Society - Prisons/ Prison Education - continuity and intergration",
- "Looking ahead, what prisoners do we meet and how can we meet then with prison education?"

Invitations will be sent to all ministers of Education and Justice in Europe, participants from Bergen and Tallinn, and to the CEA and some NGA's (non-government authorities).

We are really anxious to get participants from the whole of Europe

A DEBATING SOCIETY - England

The Gartree Debating Society started in 1988 as a venue for educational and pleasurable pursuits. The greatest factor which has contributed to the success is that its constitution prohibits talk about prison topics. This provides an atmosphere that is at once warm and sophisticated: the debates could have been taking place anywhere.

From the outset it has been a democratic organisation. All members are equal and have an equal voice in the running of the society. A constitution was drawn up and this document has remained the foundation of the organisation. While it has been adapted in response to changing needs, the essence and spirit of the original remains intact. Like the British constitution, it is largely unwritten, the organisation and running of the society depends on a common understanding and mutually accepted values.

The society is loosely modelled on debating societies in universities and polytechnics. There is a chairperson, secretary and treasurer. During the debate the chairperson presides over the proceedings. The membership is entirely self selected. No one is precluded - anyone in the prison, inmate, officer, governor, specialist - is welcome to attend, as an equal. We have found that those people who do not subscribe to the aims of the society leave of their own accord. The members willingly invest authority in the officers of the society and the society has earned a respect within the wider community of the prison. In the three years that the society has been running there has never been a disruption of its meeting or any of the larger functions that it has organised.

Members have commented that to attend meetings is to "escape" from prison. Of necessity life in a maximum security prison is restrictive and oppressive, not necessarily in terms of the regime that is offered, but it terms

of the general atmosphere and attitudes. The everyday control system is so all pervasive that it becomes ingrained into every aspect of a prisoner's daily life.

By joining the society it becomes possible, for 90 minutes each week, to enter a rational, realistic environment. One in which, by design, all members are equal and of equal value. Voluntary control of the members by the members replaces the enforced system of control. The debating society enables members to leave the prison experience behind and rejoin "normal" society, if only for a little while.

There have been many spin-offs and positive developments that can be traced back to the debating society. For example the Judith Pitcher's Visit Fund grew out of informal discussions at the end of one of the society's meetings. Over the last two years this fund has held many money raising events to improve the conditions for visitors to the prison and provided small gifts for children visiting at Christmas. Due to the efforts of the visitors fund a new committee has been established that has provided a creche within the visits area. A Multi-cultural society has been set up using the debating society as a model. There are plans to establish a Writers' group along similar lines. The society has played a leading roll in establishing the concept of prisoners being represented on committees within the prison.

The society has held two major events within Gartree during the last two years. Both have considered prison issues. On both occasions the membership have had to give their consent for the clause in the constitution forbidding the discussion of such topics to be suspended.

In November 1990, as a contribution to Lord Justice Woolf's enquiry into prison disturbances, the society invited everyone in Gartree to prepare papers

on topics of relevance to the Woolf enquiry. The society undertook to publish the papers and present them to Lord Justice Wolf at a pre-arranged forum.

On the afternoon of the forum, the Woolf committee headed by Gordon Lakes visited the prison. Eighty prisoners met in the chapel at the invitation of the society and five of the seven prepared papers were read out and discussed. All the papers were published in booklet form by the society and made available to those taking part. After the forum the society entertained all present to a buffet tea.

After the success of the Woolf forum it became obvious that the society could organise, with the help of governors and other departments, events which provided a platform from which prisoners could air their genuine concerns.

As part of the discussions over the proposed decategorisation of Gartree to a category "B" training prison; the society requested that it might organise a one day conference to bring together prisoners, the prison service, reform minded groups and individual professionals from society at large, to make suggestions concerning the nature of the "Gartree of the future".

The remit of the conference was to discuss four areas important to prisoners and consider how these might be developed to combine humanity and justice with security and control. The forty people attending the conference discussed Education, Training and Industry; Lifer Policy; Attitudes and Relationships; and finally Links with Past and Future. The written reports of the suggestions of each group were circulated to participants.

We do not know when or if the suggestions that arose as a result of that conference will be acted upon. We do know that we have provided an opportunity for responsible and honest debate. We also know that the opportunity was accepted and not

abused.

The success of the Gartree Debating Society stems, in our opinion, from two main factors.

First the insistence that the society will not normally discuss prison matters; this immediately means that an effort has to be made to find other interesting and stimulating topics. It also means that the society can not be hijacked to serve "political" ends.

Secondly, that the society has always considered itself to be a responsible body. Its members have a responsibility to act in a certain way at meetings so as not to bring the society into disrepute.

These two factors have built up in the prison a feeling that the activities of the society are acceptable and a recognition that to some extent it does provide an arena in which ideas and personalities may meet in mutual respect.

M Montgomery Chairperson, GDS.

M Riaz Secretary, GDS.

J Whittington Education Officer,
Member, GDS.

Copies of The Gartree Debating Society's publications "Paper Presented to Lord Justice Woolf and the Invited Audience. November 90" and "Gartree - Our Future. A Conference August 1991" are available from Education Department, H.M. Prison Gartree, Leicester Road, Market Harborough, LE16 7RP, England.

SUMMONS

Calling all prison librarians or persons in charge of the library in prisons.

In Dutch prisons there are many inmates who are unable to speak and/or read the Dutch language, so all prison libraries in our country have collections of books in many different languages. At the moment Dutch prison libraries have books in about forty different languages, but not all are of the same standard and size.

There are never enough books, of course! Inmates read a lot!! This is the case in The Netherlands and I am sure that in your country it is the same.

We know that many Dutch prisoners serve sentences outside The Netherlands and that often there are very few Dutch books in their libraries.

A short while ago, one of our prisons took the initiative in exchanging books with Poland: Dutch books for Polish books. I am so excited by this idea, that I wonder if it could be continued on a grander scale and on a more structured basis.

Are there any prisons which are willing to exchange Dutch books for books in their own language. We need all languages. Are there people who would like to co-operate to create a sort of "foreign language book exchange"? As you know, EPEA is trying to set up networks, this could be one of them!

Would those who would like to participate please contact me. Please don't send books yet, as first we should take stock of what is needed or expected.

For instance, in the Netherlands there will be a different contact person for each language. The exchange does not have to be restricted to used books:- it may be possible to buy new books for each other.

In this way we would be of service to

our own citizens abroad and at the same time improve our service to foreigners. I hope there will be many countries which are willing to participate in this project!

Reactions please to:
Frances Kaiser
Ministerie van Justitie
Prison Service
Room N 315
Postbox 20301
2500 EN THE HAGUE
THE NETHERLANDS

Frances Kaiser
Ministere de la Justice
Direction de l'Administration Penitentiaire
BP 20301
2500 EH La Haye
PAYS BAS

Tel : 31.70.370.2530
Fax : 31.70.370.2907

SCOTTISH ASSOCIATION FOR THE STUDY OF DELINQUENCY

S.A.S.D. - Scottish multi-disciplinary association with a European focus in 1991.

The Scottish Association for the Study of Delinquency came into existence in March 1975, growing out of the Scottish branch of a comparable English organisation founded in 1966. The main aim of SASD is to develop a forum in Scotland where various professional groups could meet and discuss problems and ways of working, and thus increase mutual understanding, and so gain deeper insight into the problems with which all were confronted.

It was hoped that by opening such unofficial channels of communication cooperation would be improved to the benefit of all. With this aim in view all committees and working parties have involved representatives from as wide a range of professional disciplines as possible. Lord Kilbrandon was elected as chairperson with three vice chairpersons - a psychiatrist in Glasgow, an academic in Edinburgh, and a chief constable in Aberdeen. The treasurer was a bank manager who was also a member of the Parole Board, and the honorary secretary was a psychologist. Committee members included a policeman, a hospital administrator, an approved school headmaster, a prison governor, a social worker, a sheriff, and a local councillor.

SASD has developed into a valuable and respected part of the criminal justice scene in

Scotland. One reason for the sustained interest in the work of SASD is undoubtedly the annual conference which, year by year, draws attention to some of the major criminal justice issues of the moment.

Conferences offer a very special opportunity for representatives of a wide variety of professional groups to meet informally and to exchange ideas. In terms of professional practice these conferences have, over the years, proved very fruitful, and have been the origin of new ideas and projects.

The theme of the first residential conference held in 1968 was criminology research in Scotland, and the aim was to discuss what contribution ISTD Scotland might make in this field. As a result of the discussions an ISTD Scotland research committee was set up to produce ideas for future research.

In spite of financial cuts and other problems there have never been fewer than 100 delegates at the annual conferences which have focused on every area of social problems: urban planning, parole, the role of the police, prisons, young offenders, community service, confidentiality, sentencing, the media, and mental illness

The theme of the 1991 Annual Conference was "Criminal Justice Policy in Europe". The main focus of attention was on differing atti-

tudes to sex and drug offences in some European countries and the effectiveness of their policy in dealing with the problems that occur.

Eminent speakers from Europe were Sir William Fraser, Principal of Glasgow University, Scotland, Mr Dik van Dijk, Director General for Legislation, The Netherlands, Mme Myrian Ezratty, Premier President, Court d'Appel, Paris, and Mrs Annette Esdorf, Ministry of Justice, Denmark. There was an atmosphere of friendship and understanding among our European neighbours.

A completely new venture in March 1991 was a Study Tour of the Netherlands organised by SASD. A multi-disciplinary team of 23 visited The Ministry of Justice, Public Health Headquarters Amsterdam, a modern police station at Voorburg (near The Hague), a Prison and a Day Centre in Rotterdam and participated in a seminar with 19 Dutch representatives of various agencies in Utrecht.

The week was further enhanced by sailing on the canals of Amsterdam, a trip to Volendam and Marken, a "Rijsttafel" in an Indonesian Restaurant and a visit to the Van Gogh Museum, Amsterdam.

Working parties have been important and, at times, influential both locally and nationally. Many have received support, from Scottish Office departments and from the Crown Office.

SASD reports include:-

- Compendium of Research into Social Pathology in Scotland (1969),
- The carrying of Offensive Weapons in Glasgow (1970),
- Truancy (1973),
- Serious Assault,
- Police Procedures under the Social Work Act,
- The Prevention of Crime (1974),
- The Work of the Childrens' Panels (1980)
- Incest (1980).
- Persistent Petty Offenders Report, (in cooperation with SACRO) (1983)
- Speedy Justice (1986), are in print.

Douglas Inch Clinic in Glasgow. They have kindly permitted me to share with you extracts from their article.

ALEXANDRA KIRKPATRICK
HM INSTITUTION
CORTON VALE

NEWS FROM Australia

Bill Hussey reports from sunny "Down Under":

A regional prison education association has been formed in Australia - one outcome of the highly successful Brisbane Conference in April.

EPEA greets the new Australian CEA and looks forward to working together to promote prison education

In addition, SASD has often been called on to submit evidence to Parliamentary Committees.

* * * * *

A short history of the Scottish Association for the Study of Delinquency was written by two of its distinguished leaders: the President of S.A..D. Sheriff Principal C G Nicholson Q.C., Sheriff Principal of Lothian & Borders Region and Mrs Evelyn Schaffer, Honorary Vice President and Conference Organiser and recently retired Clinical Psychologist at The

DRAMA AT MAGHABERRY

Northern Ireland

Drama in prison is a knife in the water. It is at once unexpected, oblique, various, unknown. It rattles the conventional cage. It is open, life-enhancing, unfettered, unafraid, free.

Prison is a maelstrom of egos, complexes, jealousies, emotions. It is closed, constrained, tight, smothered. People within are themselves deadened, reduced, occasionally broken.

Drama can release the spirit, can halt the whirligig, can recoup the jetsam, can help to restore meaning. It disarms the shibboleths, the orthodoxies; it loosens the bands. It lifts the head out of the bottom mud to view the world above, to balance the dislocation, to rejig the blurred perspective, to face reality.

Time in prison should be about making sense of oneself, about purpose, about achievement. These are the bedrocks that inform the climate, both in and out.

Being in prison is the antithesis of playing in a team. It is a lonely, sterile position. Conditions conspire to stifle, alienate, pervert. It leans to the destructive, the negative, the perverse.

Drama is a coming together, a positive grip on the centre. Cultural and communal diversity can be held together.

The DRAMA PROJECT at Maghaberry has been running for approximately two years. To date, four productions have been staged -

- OFF-SIDE
- DEAD CERT

- OUT OF THE BLUE
- THE MANIAC

Organised by the education department, it involves a director and a company of 12 - 15 actors/production staff. The former, an outside professional, has welded the latter, a group of prisoners with no previous dramatic experience, into a cohesive, viable ensemble. Resources have been minimal: the effect startling.

The company is representative of the whole community. The director believes that drama created through the technique of 'structured improvisation' engenders qualities of sharing and teamwork. The plot, characterisation, effects are created 'on the hoof' by the actors themselves. The discipline, cooperation and mutual support required by this approach release and channel unknown reserves of creative energy in the individual. Eventually, through a series of rehearsals, a loose script evolves. Each performance is, however, essentially spontaneous; no two performances are ever quite the same. The first three plays were all the product of this technique. The fourth, THE MANIAC, was an adaptation of Dario Fo's Accidental Death of an Anarchist - the first effort at a scripted piece.

Audiences were drawn from a wide variety of sources: the prisoner body, staff, various outside visitors and, most notably, the actors' families. One of the plays, OFFSIDE, was also performed at a Young Offenders' Centre.

Apart from imparting sophisticated acting, direction and production skills, prison drama builds confidence and heightens the feeling of self. It stimulates, in a most extraordinary way, the minds and attitudes of those involved in it.

Ultimately, if an individual's behavioural patterns are about making decisions from a range of alternatives

and for taking responsibility for those decisions, then, in a prison context, drama would appear to be a most valuable key in the unlocking of that process.

A penultimate word from the director about the actors.... "....I am constantly amazed at their invention and skill and confidence for guys who had nothing to do with the theatre.....to get out in front of their fellow inmates and do the business."

and a last word from one of the actors.....

"....I think it's something that should happen really in any prison situation because in prison you are isolated, you are locked up and you know you have creative energies....."

Clinton Parker
Education Officer
HMP Maghaberry
Lisburn
County Antrim
Northern Ireland

PROMOTING P R I S O N EDUCATION

United Nations recommendations seem to echo those of the Council of Europe Report No. R 89, emphasising that education in prisons should be accessible, wide ranging, holistic, and participative - "an essential element in the prison regime."

The United Nations Economic and Social Council 1990/20 recalled Rule 77 of the Standard Minimum Rules for the Treatment of Prisoners and rule 22.1 of the Standard Minimum Rules for the Administration of Juvenile Justice and made a number of recommendations on the role of education in prison

regimes and the principles on which education in prisons should be based.

Such recommendations can be useful for educators and policy makers to evaluate current educational provision, to shape development and consider the organisational structures which could facilitate and support its implementation.

Good practice, as defined by these recommendations, also depends on adequate resourcing. In western Europe an economic climate of recession and cuts in public expenditure threaten the quality and quantity of delivery; it is therefore

especially important to affirm the value of the education process for prisoners as it can affect their lives and choices both during their sentences and after they have returned to the community. In human and economic terms, prison education is worth funding.

Pam Bedford

1. *Recommends* that Member States, appropriate institutions, educational counselling services and other organizations should promote prison education, *inter alia*, by:

(a) Providing penal institutions with educators and accompanying services and raising the educational level of prison personnel;

(b) Developing professional selection procedures and staff training and supplying the necessary resources and equipment;

(c) Encouraging the provision and expansion of educational programmes for offenders in and outside prisons;

(d) Developing education suitable to the needs and abilities of prisoners and in conformity with the demands of society;

2. *Also recommends* that Member States should:

(a) Provide various types of education that would contribute significantly to crime prevention, resocialization of prisoners and reduction of recidivism, such as literacy education, vocational training, continuing education for updating knowledge, higher education and other programmes that promote the human development of prisoners;

(b) Consider the increased use of alternatives to imprisonment and measures for the social resettlement of prisoners with a view to facilitating their education and reintegration into society;

3. *Further recommends* that Member States, in developing educational policies, should take into account the following principles:

(a) Education in prison should aim at developing the whole person, bearing in mind the prisoner's social, economic and cultural background;

(b) All prisoners should have access to education, including literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sports, social education, higher education and library facilities;

(c) Every effort should be made to encourage prisoners to participate actively in all aspects of education;

(d) All those involved in prison administration and management should facilitate and support education as much as possible;

(e) Education should be an essential element in the prison régime; disincentives to prisoners who participate in approved formal educational programmes should be avoided;

(f) Vocational education should aim at the greater development of the individual and be sensitive to trends in the labour market;

(g) Creative and cultural activities should be given a significant role since they have a special potential for enabling prisoners to develop and express themselves;

(h) Wherever possible, prisoners should be allowed to participate in education outside the prison;

(i) Where education has to take place within the prison, the outside community should be involved as fully as possible;

(j) The necessary funds, equipment and teaching staff should be made available to enable prisoners to receive appropriate education;

EPEA LIAISON PERSONS

DENMARK

Bjorn Peterson
Kaj Raundrup

ENGLAND & WALES

David Marston
Anne Morrell

ESTONIA

Made Kirsti
Mart Korre

FRANCE

Daniel Armengaud
Yves le Guennec

GERMANY

Georg Grosse Boes
Manuel Pendon

GREECE

Alexandros Athanassopoulos
Helen Koukoupoulou

IRELAND

Kevin Warner
Pam Lorenz

LATVIA

Zlastoustov Sergei Valentinovic

LITHUANIA

Valdemaras Vadoklis

LUXEMBOURG

Vincent Theis
Carlo Reuland

NETHERLANDS

Jan Maarten Terweil
Robert Suvaal



NORTHERN IRELAND

Joy Clark
Dominic Henry

NORWAY

Torfinn Langelid

PORTUGAL

Graca Pocas
Otilia Gralha

SCOTLAND

Anne Cameron
Jim Scott

SPAIN

Pilar de las Heras
Pedro Perez Hortiguela

SWEDEN

Agneta Bergendal
Anita Johannisson

SWITZERLAND

Claude Neuhas

TURKEY

Yusuf Ogmen
Bulent Dogan

E.P.E.A. Secretary:

ANNE CAMERON
Education Officer
HMP Perth
3 Edinburgh Road
Perth
Scotland
PH2 8AT

Tel : (0)738 22293
Fax: (0)738 30545

Report on the Third International Conference on Prison Education

“How High the Walls”

Bergen, The Netherlands, May 1991.

Price Hfl. 35.00 (guilders), postage and package included.

This comprehensive and self standing report addresses the key issues of prison education from the perspective of the Council of Europe Recommendation and is a useful guide and comment on the state of prison education in Europe.

Available now - order form attached.

Send to: Willem Van Zon, S L O, Department of Adult Education, P.O.
Box 2041, 7500 CA Enschede, THE NETHERLANDS

Name:

Address:

Country:

would like to order the report on the Third International Conference on Prison Education “How High the Walls”, Bergen, The Netherlands, May 1991.

Price Hfl. 35.00 (guilders), postage and package included.¹

A Eurocheque² / International Money Order (Post Office)³ is enclosed / being forwarded under separate cover.

¹ Price for residents in The Netherlands: Hfl. 30.00

² Please don't forget to enter your cheque card no. on the back of the Eurocheque

³ Please don't forget to indicate “Van Zon, How High the Walls”

EPEA greatly appreciates
the work of Peter Hine,
Chris Huhtala and Mark
Anderson from HMP
Standford Hill, England in
producing this Newsletter

EPEA has members in

- DENMARK
- ENGLAND & WALES
- ESTONIA
- FRANCE
- GERMANY
- GREECE
- IRELAND
- LUXEMBOURG
- NETHERLANDS
- NORTHERN IRELAND
- NORWAY
- PORTUGAL
- SCOTLAND
- SPAIN
- SWEDEN
- SWITZERLAND
- TURKEY

EPEA is supported by prison educators outside Europe and by the CEA, which plays a similar role in North America.

E.P.E.A.

EUROPEAN PRISON EDUCATION ASSOCIATION



EPEA affirms the value of your work in prison education and offers opportunities for professional support across Europe

EPEA offers

- a newsletter three times a year
- an opportunity for contacting prison educators outside your own country - through correspondence, visits, conferences, etc
- a network of special interest groups
- an opportunity to explore issues in prison education

The concept of a European prison education association originated at an international conference in Oxford, England in September 1989. The Association will be formally constituted at another international conference in Stockholm in June 1993.

The aims of EPEA are

- To promote education in prison according to the Recommendation No. R (89) of the Committee of Ministers to member states of the Council of Europe (1989)
- To support and assist the professional development of persons involved in education in prison through European co-operation
- To work with related professional organisations
- To support research in the field of education in prison

“Education in prison” is defined as education provided for all persons who are under the supervision of the judiciary whether sentenced or awaiting trial, and whether serving a sentence in prison or in the community.

“Persons involved” are defined as professionals working in the field of education in prison and in related disciplines.

prison education includes

- basic and academic education
- vocational education and training
- social education
- creative and cultural activities
- physical education and sport
- library facilities

the working language of the EPEA is English

membership

Membership is open to persons involved in the field of prison education and in related disciplines.

After the constitution has been formalised in 1993, the Association will welcome applications for associate membership from groups/individuals beyond Europe.

There will be no membership fee payable until June 1993

Name
Address

(for correspondence)

Place of work

Position

(teacher/librarian/artist/administrator/etc.)

Professional interest(s)/subject areas/expertise

Languages spoken

Are you willing to share ideas by letter? Yes / No

Are you willing to arrange a short study visit (1-2 days) to your place of work? Yes / No

Signature

Date

Please send this application form to

Anne Cameron, Education Officer, HMP Perth,
3 Edinburgh Road, Perth, Scotland PH2 8AT

tel UK. 0738 22293 fax UK 0738 30545

The concept of a European prison education association originated at an international conference in Oxford, England in September 1989. The Association will be formally constituted at another international conference in Stockholm in June 1993.

The aims of EPEA are

- To promote education in prison according to the Recommendation No. R (89) of the Committee of Ministers to member states of the Council of Europe (1989)
- To support and assist the professional development of persons involved in education in prison through European co-operation
- To work with related professional organisations
- To support research in the field of education in prison

‘Education in prison’ is defined as education provided for all persons who are under the supervision of the judiciary whether sentenced or awaiting trial, and whether serving a sentence in prison or in the community.

‘Persons involved’ are defined as professionals working in the field of education in prison and in related disciplines.

prison education includes

- basic and academic education
- vocational education and training
- social education
- creative and cultural activities
- physical education and sport
- library facilities

the working language of the EPEA is English

membership

Membership is open to persons involved in the field of prison education and in related disciplines.

After the constitution has been formalised in 1993, the Association will welcome applications for associate membership from groups/individuals beyond Europe.

There will be no membership fee payable until June 1993

Name

Address

(for correspondence)

Place of work

Position

(teacher/librarian/artist/administrator/etc.)

Professional interest(s)/subject areas/expertise

Languages spoken

Are you willing to share ideas by letter?Yes / No

Are you willing to arrange a short study visit (1-2 days) to your place of work?Yes / No

Signature

Date

Please send this application form to

Anne Cameron, Education Officer, HMP Perth,
3 Edinburgh Road, Perth, Scotland PH2 8AT

tel UK. 0738 22293 fax UK 0738 30545

L'EPEA a des membres dans les pays suivants:

- DENMARK
- ENGLAND & WALES
- ESTONIA
- FRANCE
- GERMANY
- GREECE
- IRELAND
- LUXEMBOURG
- NETHERLANDS
- NORTHERN IRELAND
- NORWAY
- PORTUGAL
- SCOTLAND
- SPAIN
- SWEDEN
- SWITZERLAND
- TURKEY

L'EPEA est soutenue par des enseignants et éducateurs hors d'Europe et par la CEA (Correctional Education Association) qui joue un rôle identique en Amérique du Nord.

E.P.E.A.

Association européenne des enseignants en milieu pénitentiaire



L'EPEA réaffirme la qualité de votre intervention en tant qu'enseignant et éducateur dans les prisons et vous offre la possibilité d'un soutien professionnel au niveau européen.

L'EPEA vous offre:

- un bulletin de liaison 3 fois par an
- l'occasion d'entrer en contact avec des enseignants et éducateurs hors de votre pays par l'intermédiaire de correspondances, visites, conférences, etc
- un réseau permettant des groupes de travail sur des points particuliers
- l'occasion de réfléchir sur la finalité de l'éducation prodiguée en milieu pénitentiaire.

