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E. P. E. A.

EUROPEAN PRISON EDUCATION ASSOCIATION

EDITORIAL

Pam Bedford is snowbound in Colorado and settled into her exchange programme. So I have taken over as editor of the Newsletter while she is away.

In this, the 5th EPEA Newsletter, many of the articles concentrate on the area of health and fitness in prisons.

In an effort to achieve some kind of balance, both the negative and positive aspects of the subject are addressed.

On the negative side, there are the undeniable difficulties of working with people who are addicted to drugs and who may be terminally ill. On the positive side, there are descriptions of the kind of courses which help prisoners to cope with their sentences: fitness programmes, programmes that help them come to terms with addiction and deal with depression and low self-esteem.

As I sit down to write this editorial, I note that it is International AIDS Day. By the end of the decade it is estimated that 40 million people will have AIDS. For those of us working in prisons this raises many issues.

Because of the close relationship between drug addiction and crime, and in turn, AIDS, many people who are serving prison sentences are either HIV positive or suffer from AIDS. So we must ask ourselves if we are making our prison education programmes relevant to this huge social issue. Are we

meeting the needs of these prisoners? How do the teachers who are working with terminally ill pupils, motivate both themselves and those pupils? Are these teachers getting enough support?

These are some of the topics discussed in the articles. They should raise questions for both teachers and administrators.

Society is changing very quickly and prison education, at its best, should reflect those changes.

* * * * *

On pages 24 and 25 of this Newsletter there are application forms for the next European Prison Teachers Conference, to be held in Stockholm in June 1993. These forms are included to help spread the word about the conference and hopefully encourage people to apply. Prison educators work very much in isolation from mainstream education, so it is important to make contact with others who work in similar areas. It provides a useful means of support.

Catherine Coakley
Dec. 1st, 1992

WANTED!

ARTICLES FOR THE EPEA NEWSLETTER

Are you running a programme you think people might like to know about? Would you like to liaise with prison educators in other countries? Do you want to respond to any articles already published in the EPEA NEWSLETTER? Would you like to publicise an event or a new publication? Yes? Well what are you waiting for? Send your submission to the Newsletter and you can be sure that people all over the world will be reading it.

**EPEA NEWSLETTER,
EDUCATION UNIT,
CORK PRISON,
RATHMORE ROAD,
CORK, IRELAND.**

TWO DAYS IN PACOS DE FERREIRA!

2ND NATIONAL MEETING OF PRISON TEACHERS IN PORTUGAL *

Pacos de Ferreira on June 11th and 12th. Two rainy days, too cold to fit the preconceived image of Portugal. More than 80 prison teachers from throughout the country gathered to exchange experience, knowledge and ideas, to speak about highlights and disillusion and to discuss about whether education helps resocialisation or not ("A reincercao passa pela educacao").

On the national level, an equivalent to the EPEA International Conference. The range of subjects was widespread:

- # After several inaugural speeches, Otilia Gralha, chief of the Educational Dept. of the Prison Administration, a liaison person of the EPEA, depicted the actual situation with the help of recent statistics about the participation of inmates in prison education programmes.
- # The collaboration between local authorities, regional and national education boards and the prison of Pacos de Ferreira seems to work quite well, according to their respective representatives, who were attending the conference.

Hernain de Castro Vieira developed the psychologist's view of how school is a strategy of intervention in the prison environment.

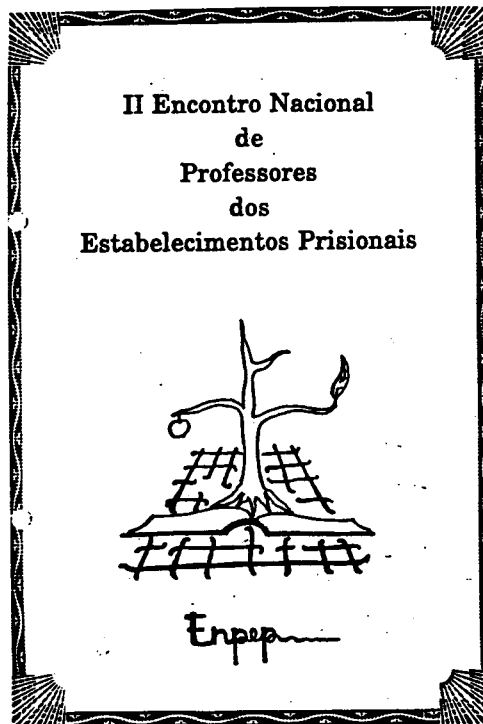
- # The Spanish liaison person, Pilar De Las Heras Tigero, Chief of the Education Dept. of the Ministry of Justice, insisted on the importance deferred to sports in Spanish prisons. Martial arts are not a taboo. It is possible for inmates to take courses to become sports instructors and arbiters.

addiction before pleading for a more differentiating view of the problem and for a change in afferent legislation.

- # Several projects of Portuguese prisons were presented and I myself had the opportunity to speak about our experience with inmates living in autonomous groups of 6 and about the intrinsic socio-educational value of the system.

The conclusions of the different speeches could be drawn as follows:

- (1) The transfer of human values and social skills should be prior to the impartment of scientific knowledge.
- (2) Vocational training should be integrated into work.
- (3) Curricula should have modular shape in order to be accessible to inmates serving short sentences.
- (4) Pre-release and similiar advantages might be subject to regular attendance of rehabilitation programmes including education and sports. (continued over)



- # Jose Luis Fernandes, from the University of Porto, screened the many aspects of drug

* Il ENPEP - Il Encontro de Professores dos Estabelecimentos Prisionais

(5) Contact with the outside world, whenever possible, is highly recommended.

(6) Even if education is promoted by the system, the quality of the teaching depends essentially on the quality of the relationship with the teacher and thus his personal value.

VINCENT THEIS,
DIRECTOR,
CENTRE PENITENTIAIRE
AGRICOLE,
GIVENICH,
LUXEMBOURG.

Liaison person EPEA

"The transfer of human values and social skills should be prior to the impartment of scientific knowledge."

IFEPS * RESEARCH PROPOSAL

Following two years of cross-Atlantic visits, IFEPS meetings, and stints in each others prisons and universities, Steve Duguid from Simon Fraser University in Vancouver, B.C. and Ray Pawson from the University of Leeds have completed a major research proposal. The proposal for a three year evaluation study of the Simon Fraser and Leeds prison education programs has been submitted to a granting agency in Canada and efforts are under way to seek support in the UK. The project involves four other faculty members from SFU, the staff of their prison education program, and graduate students taken on by the project and if it is approved work will start in April 1993. The following is an excerpt from the 'Project Summary':

The core of this proposal is for a detailed evaluation and review of two university-based prison education programs. The first is a post-secondary education program offered within federal correctional institutions in British Columbia, a program offered initially by the University of Victoria (1973-84) and subsequently by Simon Fraser University (1984 to present), and the other a more recent effort at HMP Full Sutton, undertaken by the University of Leeds. This is, however, merely a focus which will allow the research team to address a

series of theoretical and methodological themes in education, criminal justice and penal policy. The theoretical issue we seek to develop concerns the transformative capacity of education. Educational attainment is, of course, one of the great cultural markers in modern society, the outward sign that a person has what it takes to understand, manage, organize, view critically, develop, service, and support the institutional base of society. But what about people on the margins? How does a period of extended, focused higher education affect their thoughts and deeds? What role can higher education play in providing new 'life chances' for those most marginal of citizens - prison inmates?

The project is also intended to break new methodological ground. Progress in the development of inmate programs has been impeded by sheer inconsistency of results from evaluation studies. Indeed, methodological failings were partly responsible for the 'Nothing Works' era during which so many ideas for prison reform ground to a halt during the 1960's and 1970's. This research will utilize a newly - emerging strategy, known as theory-driven

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

evaluation which raises its sights beyond simple success/fail assessments of programs and concentrates on an approach which seeks to identify the particular mechanisms and contexts

within programs which are efficacious in bringing about positive change. The post-secondary prison education program in B.C. with its twenty year history is uniquely large enough (in the context of prison programs) to allow such a dissection down into sub-types of prisoners and sub-types of education provision so that we can pinpoint what really works.

Our intent is to do work toward a model for evaluating the performance and 'success' of education programs within correctional settings.

(For more information on IFEPS see EPEA Newsletter Number 3, Winter 1991/92, which outlines the establishment of the IFEPS)

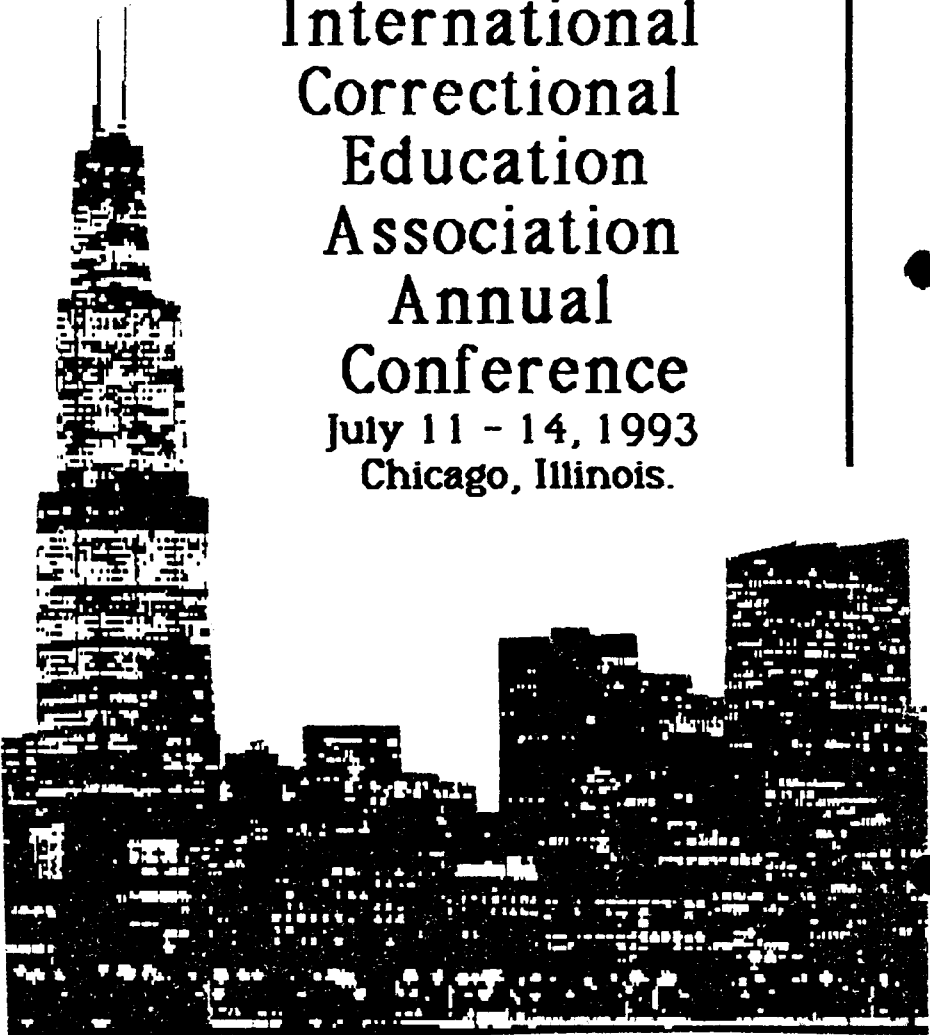
* * *

Another project being developed in British Columbia that may be of interest in Europe is one focussed on the potential of aboriginal prisoners being trained/educated for leadership positions in their communities following release. The proposal is for a three-day Research Workshop bringing together a variety of people with expertise in curriculum, political leadership, community economic development, Native Studies,

and corrections. The first two days of the Workshop will be held in two prisons in order that Native prisoners may take part in the discussions. We will hope to generate from this process a proposal for a

more substantial research/curriculum development process.

STEVE DUGUID,
SIMON FRASER
UNIVERSITY,
VANCOUVER, B.C.



48th International Correctional Education Association Annual Conference July 11 - 14, 1993 Chicago, Illinois.

For registration contact:

LuAnn Eifert, ICEA Conference Co-Chair,
Illinois Department of Corrections,
School District 428,
1301 Concordia Court, P.O. Box 19277,
Springfield, IL 62794-9277
or call: 217-522-2666, extension 5713

PHYSICAL EDUCATION IN IRISH PRISONS

Introduction

Increasingly people are becoming more aware of the need for regular physical activity as part of their lifestyle. The benefits of exercise are well documented in terms of improved health, general well being and body image. A new industry - the fitness industry - has emerged to meet the needs and demands of a more aware and more informed society.

In the prison community we are all too aware of the many issues and dilemmas being faced by inmates. Drug abuse, mental illness and poor self concept are but three of the general headings covering a myriad of problems.

The Department of Justice's broad aims for education as outlined in its 1984 policy document are as follows:

- (1) To help prisoners cope with their sentences.
- (2) To prepare prisoners for release, both socially and in terms of work.
- (3) To enable the prisoner achieve greater self-esteem and self reliance.

The physical education programmes would concur with these and would seek to achieve the third aim across the three domains, namely the affective, psychomotor and cognitive domains.

The Background

Physical education has traditionally been as one with recreation. The

practise has been to appoint a prison officer with a post of responsibility to the gym area. There has thus been an ad hoc approach whereby the quality of a recreation/physical education programme depended entirely on the enthusiasm and commitment of an individual officer. This lack of policy was compounded by a complete lack of support and training for the individuals in these posts. No qualification was required nor any encouragement given for the pursuance of knowledge to ensure safe practices and the application of correct principles and procedures when exercising.

To enable the prisoner to achieve greater self esteem and self reliance.

The employment of trained physical educationalists depended entirely on the level of appreciation of the educational value of the subject among those with the decision making powers in a location. Therefore P.E. was clearly a marginalised subject on the prison education curriculum.

New Developments

In April 1990 the Co-Ordinator of Education in Irish prisons, Mr Kevin

Warner, established a working group whose specific brief was to examine the broad area of physical recreation and to make recommendations for its development. The group was made up of individuals representing both teachers and officers. After many visits, interviews and debates the group drafted a comprehensive and informed policy document on Physical Education, Physical Recreation and Sport in Prisons. The recommendations for the development were wide ranging, yet practical and realistic. They fell under the general headings of personnel, facilities and resources and, finally, programmes. I shall now examine the provision of P.E. under those headings.

Personnel

The employment of qualified Physical Education teachers to work alongside appropriately qualified prison officers is now standard practice in nearly all Irish prisons. The qualification being offered to prison personnel is the National Certificate in Exercise and Fitness (N.C.E.F.). This qualification was an initiative of the Physical Education Association of Ireland and is officially recognised by both COSPOIR (the National Sports Council) and the University of Limerick. This provision of training and employment of P.E. teachers is in

accordance with the COUNCIL OF EUROPE report "EDUCATION IN PRISONS":

"It is suggested that P.E. teachers should give guidance as to what are appropriate and safe games and the physical activities to be conducted by officers in recreation or sports periods. The range of such activities can be extended as proper training is given to these officers." (pg 47)

Facilities and Resources

While acknowledging that the provision of facilities will vary greatly according to the era of a building, some basic requirements are outlined. This generally amounts to the provision of an indoor and an outdoor playing area for physical recreation.

A joint decision by the P.E. teachers as a group regarding equipment for fitness testing and to some extent exercise machines, has brought about some standardisation of provision throughout the prisons. While the range of resources may vary, the quality is very much on par.

A departmental decision to replace free weights with machine weights is almost fully in effect. Exceptions have been made where lack of space is an issue. Again the quality of machine is standard in all centres.

Programmes

The programming possibilities within physical education depends upon two factors, namely, facilities and prison type. With regard to facilities the constraints of lack of space are obvious. In the case of prison type,

programme options vary greatly between open and closed institutions. Seven areas exist within the subject of P.E. :

- * Athletics
- * Games
- * Gymnastics
- * Dance
- * Health Related Fitness
- * Aquatics
- * Outdoor Pursuits

Realistically only five of these are viable options in a closed institution. In the open centres a considerable amount of the programme may include the last two.

Health related fitness programmes tend to account for a large proportion of the P.E. timetable. Activities such as aerobics, circuits, weight training and fitness testing come under this heading. These activities lend themselves very well to the demonstration of the theoretical components of the subject. e.g. the relationship between heart rate and exercise and the principles of training within various elements of fitness. A number of these activities also require very little equipment.

An effort is made to establish links with outside clubs and a number of the governing bodies of sport. Such contacts facilitate challenge matches with visiting teams and the provision of coaching and/or refereeing courses in a number of sports.

To date the N.C.E.F. has run two courses within Irish prisons, one in Limerick prison and one in Mountjoy prison in Dublin. These courses qualify prisoners as exercise instructors. It is envisaged that this link

will be maintained and strengthened.

"It is suggested that P.E. teachers should give guidance as to what are appropriate and safe games and the physical activities to be conducted by officers in recreation or sports periods."

Conclusion

It is fair to say that P.E. is still in its infancy in Irish prisons. While some institutions have relatively well established programmes the majority are as fresh as this decade. However, major developments have occurred over a very short time span and the possibilities for further advancement are immense. The shared expertise and enthusiasm of qualified teachers and suitable trained officers ensure the provision of a quality programme whereby prisoners may learn the joy of a fit and healthy lifestyle.

Una O'Rourke,
Physical Education
Teacher,
Wheatfield Prison,
Clonkalkin,
Dublin,
IRELAND.

PERSONAL EMPOWERMENT PROGRAMME

HOLLOWAY WOMEN'S PRISON IN LONDON

Beginings

Holloway Women's Prison in London is pioneering a new course for addicts which combines education and therapy. The programme is based on one which has been running successfully in California for the past six years and which was 'discovered' by Jennifer McCabe, co-founder of the CLEAN BREAK WOMEN PRISONERS' THEATRE COMPANY, former Director of THE CREATIVE AND SUPPORTIVE TRUST and a resident in Holloway. Ms. McCabe raised funds for a trip round North America looking for transferable good practice.

The far sighted education staff at Marsh Creek Detention Centre near San Francisco developed their 'DEUCE' scheme primarily for those convicted of drink-driving offences. The aim is to educate offenders in all aspects of addiction. The three phase model is designed to deal with cognitive levels first, then the deepwe emotional issues and finally to work out practical life plans. A very detailed curriculum has been devised. Research indicates that the DEUCE programme is very effective at diverting people from reoffending.

Jennifer McCabe persuaded three of us from Holloway that DEUCE was worth a visit. Making the noble sacrifice, two education staff and a prison officer went with her to San Fransisco for a

weeks training. We were so impressed that we bought the curriculum! Back in the UK we dismembered the huge document and set about a comprehensive revision. A staff team was assembled, training given by two visitors from California and the programme initiated.

Modifications

Although the team that visited DEUCE was powerfully impressed we made several significant changes, one of which was to the name. DEUCE stands for 'Deciding, Educating, Understanding, Counselling, and Evaluating'. The acronym also has some significance in the Californian penal code relating to drink-driving. We opted for 'Personal Empowerment Programme (PEP)' because overall the aim of the programme is to empower participants to bring about their own change.

A further modification was to the philosophical basis. DEUCE is very much a 'Twelve Step' programme with many of the teaching sessions linked to the ideas of the Alcoholics Anonymous movement. PEP incorporates the AA/NA approach but it also teaches about the Transition Model of profound personal change. Participants chose their own path to freedom from addiction.

Although the DEUCE programme has counselling

encoded in its acronym, the stringent US budgets do not stretch to anything other than teaching sessions with groups of twenty or more. These inevitably turn into informal therapeutic sessions, even in the first phase when the emphasis is on the cognitive aspects, but there is no formal therapy. PEP has its therapy built in. Groups, drama therapy and a limited amount of individual counselling allow time and space for exploration of emotional issues.

Other ways in which PEP differs from DEUCE are the incorporation of a weekly physical exercise session and the provision of creative outlets. It is felt that the forces released through painful examination of the past should be given the chance to dissipate in positive directions.

We were so impressed that we bought the curriculum !

Ethos

Perhaph one of the most striking aspects of DEUCE is the ethos. Participants seem to feel themselves to be part of a cherished movement. Visitors are

greeted with 'Welcome to Deuce!' and great pride is exhibited in introducing people to the programme. We are endeavouring, with some success, to create a similar atmosphere for PEP. Recently participants reacted very positively to the idea of wearing PEP T-shirts.

Another factor in creating a sense of ownership of the programme, and hence of the process of change, is the issuing of certificates which detail all the sessions attended. Eventually the course will be externally accredited so that those participants who eventually want to declare their addiction to potential employers can prove that they have taken significant steps towards change.

With the exception of a few sessions which are paid for out of the Education Department's sessional teaching budget the costs of PEP have been met from money raised from charitable trusts and from the Seized Assets Fund, the Home Office section which disburses money confiscated from drug dealers.

A feature of DEUCE is the employment of teachers who have experienced their own problems with addiction. PEP follows this lead and there can be no doubt that this is one of the most important aspects of the programme. Apart from acting as constant role models the ones with addiction experience bring a wealth of knowledge which helps to break down denial and to cut through any attempt to avoid the essential issues.

The PEP process starts with a weekly group, run by our facilitators, for the women on the hospital unit,

who are going through detoxification. Some of the basic PEP concepts are introduced at this stage.

The Course

The course itself is divided into three phases, each lasting four weeks. Along DEUCE lines the first phase is largely cognitive in approach but the material inevitably brings up emotional issues. These are dealt with in the therapeutic sessions but deeper exploration is left until Phase Two. The third phase includes sessions on goal-setting, employment skills, life skills and relapse prevention.

An evening group, with invited speakers, brings together all those who have 'graduated' from PEP whatever level. The more experienced pass on their knowledge to the new recruits.

The programme is staffed by a mixture of teachers from the Education Department and specifically recruited facilitators. The course Director holds frequent staff meetings and there is weekly supervision provided by an experienced therapist. Each four week phase is followed by a non-teaching week which is used for course development and for recruitment of new participants. The whole process is overseen by a multi-disciplinary Management Committee which meets every four weeks or so.

There is no space in this short article to give an account of the content of the course. Each session has a minute by minute curriculum which is not intended to be followed slavishly but which sets clear objectives and

THE SECOND ITALIAN NATIONAL CONFERENCE ON EDUCATION IN PRISONS

APRIL '93

**EPEA
MEMBERS
WELCOME!**

Details from:

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Secretary
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Delegazione
Nazionale
e Ufficio
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Via Ezio, n. 72,
04100,
LATINA,
Italy**

provides relevant techniques and materials. Topics include: denial, powerlessness, shame/guilt, abandonment and invasion, codependency, the victim/rescuer/persecutor triangle, the Johari window, drug knowledge, assertiveness, self-esteem, relapse, relapse prevention, post acute withdrawal syndrome, change and barriers to change, sex and sexuality, goal-setting, employability.

The Future

PEP is just establishing its roots in Holloway. Our immediate aims are to expand the programme such that two or three phases can be run simultaneously and, more importantly, a residential unit can be established. All of the PEP participants have asserted that they would have much preferred to be living together rather than distributed all over the prison.

In the more distant future we hope to be able to offer the curriculum, our hard won expertise and suitable training to those who might want to set up PEP in other institutions. We aim also to establish support units in the community, supplementing those provided by the twelve step fellowship.

Nobody involved in PEP believes that it provides the complete answer to addiction. The process of recovery is invariably slow and beset with pitfalls. However, the combination of education and therapy is undeniably powerful. Visitors invariably come away convinced that something very significant is happening. It truly

seems to offer a very viable way of helping addicts in prison.

Richard Brown,
Education Officer,
HMP Holloway,
Parkhurst Road,
London N7 ONU,
England.

"A feature of DEUCE is the employment of teachers who have experienced their own problems with addiction."

Study Trip To RUSSIA

The Ministry of Education of the Russian Republic has asked the US Citizen Ambassador Program of "People to People", to take a delegation of twenty professional educators in adult and juvenile prisons to Russia.

This is an exciting opportunity to learn about the Russian transition to a democratic system and the implications for the prison service, and to share good practice. Preliminary plans are for the tour to take 17 days and the cost is expected to be US \$4-5000 (this may be less from Europe).

The Correctional Education Association would welcome European participants.

For more information contact:

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HOME ECONOMICS COURSE

FOR MALE OFFENDERS (AGED 17 - 30 approx.)

* Beginnings *

The Home Economics Course for male offenders (aged 17 - 30 approx), in Cork Prison, began in 1979. At first the course consisted mainly of one practical cookery class a week for interested pupils. We worked in a small kitchen in an old building with very basic equipment. Inadequate though the facilities were, in that first year I gained a lot of information and insight into the needs of the prisoners from simply chatting to them in a relaxed atmosphere. This helped lay the foundation for the more varied Home Economics programme which is now carried out in the luxury of a new and well equipped Home Economics room in a relatively new school.

From my early experiences with the prisoners, I soon learned to put aside a lot of the theories and programmes I was taught at College, and I discovered that, as far as the prisoners were concerned, a dinner wasn't a meal unless a wrapped sliced loaf of bread was placed in the centre of the table!!

* Sex Education *

Working with the prisoners, I soon realised there was a huge need for some form of Sex Education programme in the school. Questions often arose about pregnancy difficulties of girlfriends etc. and so I devised a six week course in Human Biology. I

attended some week-end courses on teaching Sex Education organised by the Irish Family Planning Association in Dublin and I acquired some counselling skills from excellent in-service courses run within the Department of Justice. I quickly realised that to run a successful course in Sex Education you need to be totally at ease and relaxed with your own personal feelings and those of the students. I find the course immensely challenging and rewarding for myself and 10 years later, judging by the attendance and the long waiting list for the course, the prisoners must be benefiting from it too.

I soon discovered that a dinner wasn't a meal unless a wrapped sliced loaf of bread was placed in the centre of the table!!

An important aspect of this course involves bringing in speakers from outside agencies i.e. AIDS Alliance, the Rape Crisis Centre, Family Planning and Adoption societies etc. This helps to increase the prisoners' awareness of voluntary agencies outside and leads to lively discussions on the inside.

Periodically, I organise a Health Awareness Week in the prison and occasionally run AIDS awareness workshops or alcohol/drug awareness workshops by bringing in speakers who work specialise in these areas. I am presently setting up a Mental Health Awareness Course for early next year to cover such topics as Health, Personal Relationships, Assertiveness, Work/No work, Alcohol/Drug dependence, Stress and Relaxation.

I would regard the Human Biology course and Health awareness as some of the most important and relevant areas of the Home Economics programme for prisoners.

Other areas of the Home Economics course include practical cookery, sewing, and crafts. Theory classes on food and nutrition, physiology, money management, hygiene and laundry.

* First Aid *

Recently in Cork prison, I have introduced a separate First Aid course which leads to an examination by the Irish Red Cross. The prisoners seem to enjoy the course very much and find it very useful learning how to cope with burns, poisonings, convulsions, C.P.R., accidents in the home etc. We have an excellent tutor from the Irish Red Cross operating an 8 - 10 week course. A number of prisoners have completed

the course and been awarded a Certificate of which they are very proud. This really helps to increase their self-esteem and gives a sense of self worth.

* Drugs/Alcohol Awareness *

Within the Health Course we have a Drug and Alcohol Awareness programme. This idea came about as a result of a visit to the prison school by a group called the "BRIDGE CO-OP". This is a voluntary group of recovering alcoholics and drug addicts. They try to help people "bridge the gap" between addiction and a return to normal living. (hence the name) Our group meets one afternoon a week, with a facilitator from the Bridge Co-Op, and the group is based on sharing problems, offering support and simply caring for each other. There is a certain input of giving information on the effects of drugs and alcohol but it has to be said that the main success of the group depends on how motivated the prisoners are to changing their lifestyles and being totally honest to oneself and the group.

One of the best aspects of working with this outside group is that it is familiar to the prisoner when he leaves the prison and his relationship is already established with them. At the moment two ex-prisoners are working with the Bridge Co-Op outside. They get paid as part of a Government scheme of funding for self help groups and are doing very well. This is mainly due to the commitment and endless hours of listening that the counsellor from the Bridge Co-Op was prepared to do with the men while they

were in prison and since they were released.

The prisoners working with the Bridge Co-Op are involved in different projects such as renovating homes for old people etc, but most important of all, they get support and companionship within the organisation. I feel the Bridge Co-Op is a vital link between prison and the community. Personally, I would like to see more such links with the community and perhaps a proper rehabilitation programme being drawn up for prisoners with drug problems when they are released from prison.



* The Future *

I would like to see stronger links between the Home Economics programme and other subject areas in the prison school. I feel it is a great asset to have men working with me in the Drugs Awareness Course and I think it would also work better to have both a male and female operating the Sex Education programme. I am presently working on a

link-up with the Literacy teacher and we have made up some relevant work-sheets, recipes, questionnaires for students who have reading difficulties coming to the Home Economics class. I will also be working on a link up with the Physical Education teacher, in the area of nutrition, fitness and physiology.

* Conclusion *

In conclusion I would like to say that I feel a prisoner gains skills, feelings of self-worth and confidence within the Home Economics courses in prisons. These gains may be simply due to the fact that he discovers he can use a needle and thread to make a quilt or a soft toy for his child, that he can bake and decorate a cake that doesn't sink in the middle, or simply by sitting at a table to share a meal and conversation with other prisoners.

Finally I would like to say that the greatest help I have always got when designing or changing courses comes directly from the prisoners themselves. Questionnaires, honest feedback and a good relationship with the prisoners are vital for the success of any course.

Mary Mulholland,
Home Economics
Teacher,
Education Unit,
Cork Prison, Rathmore
Road, Cork, Ireland.

(Illustration by L.K.
Hanson from HAZELDEN
Educational Materials)

H.I.V. A.I.D.S. AND THE SEGREGATED PRISON SCHOOL

Introduction

All male prisoners diagnosed as being H.I.V. positive in Ireland are housed in a Separation Unit within the bounds of Mountjoy Jail in Dublin. The Unit houses about forty prisoners at any time. One of the consequences of segregating these prisoners is that the Unit houses intravenous drug dependant people almost exclusively. Teachers within the Unit therefore are faced with the challenge of teaching people who are ill, who see themselves as having a very short life expectancy and who are also drug dependant. The implications of this are many and profound.

This article can, of necessity, only touch on some of the implications. In it I draw from interviews given to me by ten of the pupils in the Unit's school, from my own four years experience in the Unit and from literature about H.I.V./A.I.D.S. and about drug dependance. Significantly, there is no body of literature dealing with educational work for such pupils to draw from. So perhaps this article might give rise to a much needed exchange of ideas between teachers with similar experiences.

There are of course, many similarities between this

school and any other prison school but this article will concentrate only on the dissimilarities. The teachers in the Unit are justly proud of their many and real achievements but here I will be concentrating on the problems.

Many people with the H.I.V. virus can look forward to many years of enjoyable life. Unfortunately, my experience suggests that drug dependant people with the virus cannot look to the future with much optimism.

Profile of the pupils

Inmates of the Unit are aged between nineteen and forty years of age. The majority are in their twenties. Their average school leaving age was fourteen, no prisoner interviewed was involved in education after the age of sixteen. Not one of the inmates interviewed had more than one year of employment, many had never held a job. All are H.I.V. positive, many have A.I.D.S. and many are in an advanced stage of sickness. All have seen close friends and relatives die of A.I.D.S. related illnesses. Self mutilation is common. In this Unit they are forced to watch one another physically and

emotionally degenerate. Released from the Unit, people often return within months in an appalling state of physical degeneration and despite the best efforts of the authorities, other inmates must witness this. Many are "in" for long sentences and because of continued drug use can only look forward to getting out in time to die. Many past pupils have died, quite a few by their own hands.

School Attendance

Twenty of the Unit's forty inmates attend school. About half of these attend as many classes as possible, the other half attend one, two or three classes per week. The rate of attendance is proportionally about comparable with attendance in the main jail in Mountjoy. As facilities in the Unit and the number and variety of classes and subjects on offer are more limited, it could be argued that this speaks well for the determination of the Unit's inmates.

I asked prisoners who do attend school for their opinions on why there is about fifty percent of inmates who do not attend. They suggested:

Feeling that it is too late to bother as death is imminent.

Feelings of worthlessness.

Depression.

Peer pressure.

The image of being a school attender being a bad one.

Lack of facilities in the school.

Lack of variety of subject areas on offer.

Fear of having illiteracy discovered and this leading to ridicule.

Personality clashes with a person or people attending the school.

School is simply a pastime and often the fun is better on the landings.

When asked how they thought school could respond to their needs better, most indicated that because of being segregated they were being discriminated against and that they were not being offered the same range and variety of subjects as were on offer to other prisoners in other prisons. This is a constant complaint and one that is by no means without foundation. Space allows for only one prisoner's response:

"We should have classes on biology, safe sex, condoms etc. Classes on how to cope with A.I.D.S. and how to stop the spread of it etc. As well, we should have access to all the same subjects as anyone else."

H.I.V./A.I.D.S.

All the pupils in the Unit are suffering from a range of disorders and discomforts. Some show only minor symptoms but all have their ability to learn impaired to some extent. Some few show evidence of "A.I.D.S. encephalopathy", a progressive shrinking of the brain, resulting, in very severe cases, in the sort of

symptoms seen in dementia in the elderly. The person may therefore demonstrate a loss of memory, poor concentration, easy distractability and in more severe cases, changes in personality.

Teachers must be aware of all the implications for their pupils.

It might be argued that teachers in the Unit do not need an indepth knowledge of the problems of HIV/AIDS but this would not be a tenable position. Teachers must be aware of all the implications for their pupils. Only with a sound knowledge can a drama teacher, for example know what exercises are advisable, or a teacher of an academic subject know when pressure is advisable or not.

Popular perceptions and social responses

HIV and AIDS are not just medical problems, they have important social implications also. These include the complex social processes that organise popular perceptions and social responses to AIDS and HIV. Teachers working in the Unit need to try to be aware of these and be sensitive to the complications they might cause for their pupils. Evidence of the popular perceptions are never far from the surface in the prisoners own thinking.

Q. Does the fact that this school is in a HIV Separation Unit make any difference to the school?

Pupil: "It make an awful lot of difference. People think they are worthless when they are HIV, they think there is no point in going to school. I know people who are HIV, have AIDS, who are in the first stage, second stages and third stages but I'm just saying that they think they are worthless once they are diagnosed HIV and I think that's what stops most people coming to school because they just live day to day. They live with no hope. There's no point in learning. Why learn when they are after being diagnosed HIV and told they have only five years to live? In 1985 loads were told that. A few have died, a few have taken bad. I've also taken bad since I was diagnosed and am on the last stage of the virus at the moment and that's what puts people off I think. They feel worthless and they have no hope."

This new health crisis has given rise to moves to secure a new and repressive moralism. As the disease was first identified among the marginalized and the oppressed, HIV and AIDS has led easily into wider anxieties and fears that find a focus in racism, homophobia and loathing of all illicit drug users. The genuine fears of the disease can therefore easily lead to the scapegoating of those who are in fact the chief sufferers from it. AIDS and HIV has engendered social meanings. It conjures up in peoples minds certain feelings. It has become a condensor for a great range of social, sexual and

psychic anxieties. This throws up new challenges for teacher and pupil alike. Is one to accept the status quo without question or to continue in a critically questioning attitude to society and the psycho-cultural environment of the Unit's pupils? Teachers and pupils must be fully aware of the newly emerging constructions which are being imposed on the virus. These prejudices are divisive and tend to play a critical role in establishing moral and political agendas around AIDS which seek to further stigmatize those who already occupy marginal positions in society.

Drugs and the Virus

The difficulties for the teacher in the Separation Unit are very much complicated by the fact that all but a very few of the pupils are drug dependant. Many are on legally prescribed drugs, Phycetone, for example, and despite the best efforts of the authorities, other substances are also used.

Drug addiction is a biological condition. Social problems or family dysfunction may and no doubt do contribute to or even cause the addiction. When established, however, addictions are themselves deeply rooted, morbid conditions which are characterised by their own dynamics of development.

Q. Do you think drugs are an issue in school? Do drugs cause complications in the class?

Prisoner: "Yes, because, for instance if there are four

people in the class and one is stoned out of his head, the others there wouldn't get a question in, or an answer. He would be as high as a kite, talking non-stop and to him, he's right, everything he says is right and he would be upsetting the other lads because they are or were junkies too. So they are looking at this guy stoned and it's like being an alcoholic off the drink and they're thinking "I'd give anything to be like that fella now. I'd give anything for a pint." He'd be talking a lot of rubbish, so it upsets the class and the other prisoners."

Drug use, abuse, or addiction, and HIV transmission are separate issues but it must be recognised that they are linked in the Separation Unit. Being addicted is not likely to lead to a high sense of responsibility and care with syringes, etc. Whereas giving up altogether must always be advocated when appropriate, it must also be appreciated that in this area of prison education, damage limitation will often be the most realistic objective. That the HIV virus is a constantly changing virus means that though one is living with it, it is still highly inadvisable to share needles, as new strains of the virus would be picked up easily which would lessen the possibility of a long and healthy life. Lacking heroin, people often inject other substances, which for anyone, but particularly anyone living with the virus, are highly injurious to health. Teachers in the Unit should be in a position to discuss drug use and to advise on damage limitation strategies.

COMING SOON IN THE NEXT EPEA NEWSLETTER

- * Privatisation of the English Prison Education System.
- * A look at the privatisation of American prisons.
- * Scottish prison policy.
- * Working with sex offenders
- * Pam Bedford's American prison diary!
- * Report from Estonian Conference
- * Art in a Dutch prison

AND MORE!

A general awareness of drugs and drug addiction is highly advisable for anyone working in the Unit.

Working with an addict, the teacher must of necessity be more critical and challenging to the pupil. Educationally, it is not, as in a normal situation, a relationship of equals. The teacher must have the courage to advocate and lead, to direct the education into areas decided on by his/herself, to challenge perceptions which allow for violent means of self-gratification. The teacher must be willing, occasionally, to attempt to force open the doors of perception to show a glimpse of the teachers own desired promised land, in the hope that a chord will be struck in the pupil who just might then begin to construct his own reality in solidarity with others instead of in selfish isolation. This is not to advocate a moralising and pedantic style of education but simply a more directive approach than would be suitable in other areas of prison education. The addict refuses to see anything wrong in his lifestyle, this cannot be pandered to.

Being HIV positive or indeed having certain AIDS related conditions need not lead to a short and meaningless life. While having a deep and sincere understanding of all the physical and psychological ramifications, teachers must still work with energy and enthusiasm to motivate their students to struggle towards self-development and enlightenment. The more aware we are of our own mortality, the more important growth and development become. The tendency to "give up trying"

which can be seen in some of the Unit's inmates must be struggled against.

Conclusion

AIDS is a huge tragic and fast growing problem. Prison teachers in particular, have a responsibility to be keenly aware of the problem. It is my sincerely held view that it is very wrong to segregate people into special units because they are HIV positive. However, as long as segregation continues, certain teaching strategies will be needed.

Teachers working with HIV positive pupils should be fully aware of all the medical and social implications. The school environment should be such as to allow for an important but limited counselling role for teachers. While not condoning unacceptable behaviour the school environment should be supportive, fair and democratic. A certain directiveness which might not be acceptable in other adult education settings is called for. Courses on offer should be as broad as those on offer to any group of adults but should include courses on topics related to the virus.

Working with prisoners who are HIV positive is an area of work particularly demanding of maturity and commitment from teachers. There is, however, another side which must be acknowledged. To work in the Separation Unit is particularly rewarding and enriching for teachers. Through all the fear, depression, gloom, resentment and frustration, the human spirit of the prisoners shines through with love, affection and

good humour, joy, generosity and a yearning to learn and grow. The pupils repay the teacher's efforts most generously and often teach more of importance to the teacher than he or she could ever hope to teach them, particularly about dignity and courage in the face of adversity.

Alan Roberts,
Teacher's Centre,
Mountjoy Prison,
North Circular Road,
Dublin 7, IRELAND.

"To work in the Separation Unit is particularly rewarding and enriching for teachers."

* HELPING THEMSELVES - LUXEMBOURG * NON-GOVERNMENTAL SPONSORING OF PRISON EDUCATION

We were never out of goodwill when it turned to prison education. But there was this annoying question of money.

For our semi-open prison in Givenich (Luxembourg), with its 50 inmates, we owe for 1992, a budget of 130,000.-F (about 4300 US dollars) for educational activities including sports and leisure activities, i.e. about 24 US cents a day for every inmate. Thus it came that the staff and the inmates agreed to help themselves.

The staff founded an association called "Defi-Comite pour la Promotion de l'Education, de la Formation et de l'Integration des Detenus de Givenich" and which

pursues the goal of contributing to the reintegration of inmates by sponsoring prison education according to the Council of Europe recommendation guidelines.

In order to collect funds, a yearly fair is organized within the prison (2nd Sunday in October). In 1992, more than 600 visitors were there.

A second, and far more lucrative means of making money is the editing of a brochure containing information, photographs and abstracts about our prison and sponsored by lots of advertising.

"Defi" is now able to purchase several personal computers for a classroom, installed already a fitness

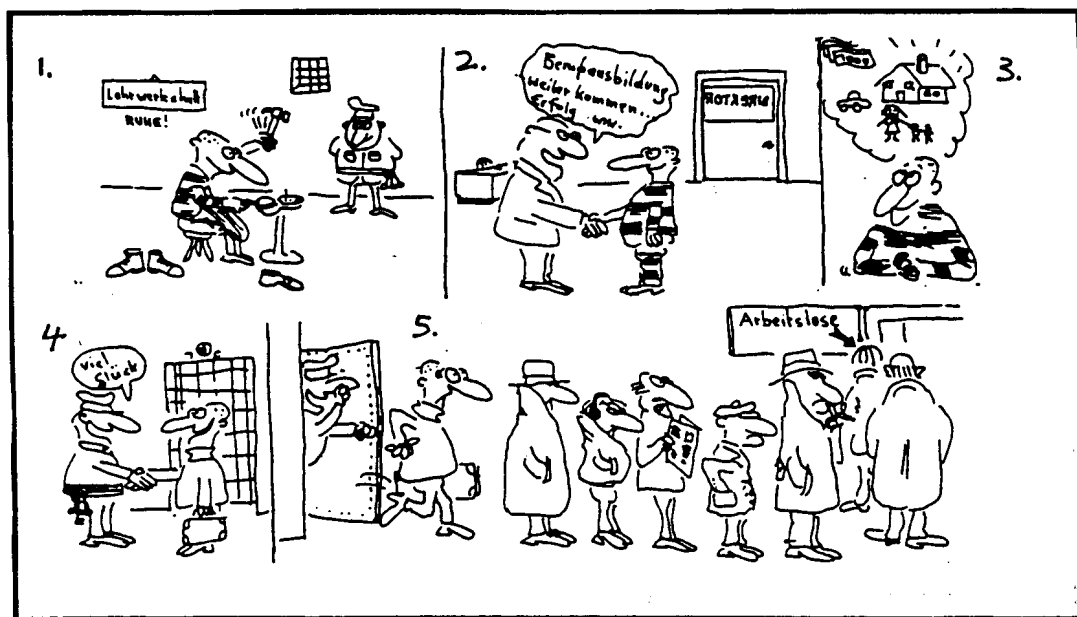
training room and did many smaller investments.

The brochure (languages French and German - limited stock) is available at the

Centre penitentiaire agricole,
c/o Defi a.s.b.l.,
L-6666 Givenich,
tel. (+352) 74008
fax. (+352) 748644

(Illustration below is reproduced from brochure)

Vincent THEIS,
Director,
Centre penitentiaire agricole,
Givenich, Luxembourg.
Liaison person EPEA



1. Workshop for training.
4. "Good Luck!"

2. "Education for future success.
3. Plans for the future.
5. DOLE QUEUE.

PRISON EDUCATION: AN ISLAND OF NORMALITY

There is one sentiment often bandied about in the world of the prison which makes the hair on the back of my neck curl. It is that we must do everything possible to "normalise" prison life. Prison is an abnormal place. We do well never to forget that. One cannot normalise the abnormal. The best we can hope for is to reduce the abnormality to an absolute minimum.

The act of sending a person to prison, of depriving him or her of liberty, is always negative. It must only be done when the offence which has been committed is so serious that no other punishment is appropriate or when the safety of the public demands it. Once a person is admitted to prison, it is the responsibility of those who work in the prison system to ensure that the experience of imprisonment is a positive one.

This means that prisoners must be given every opportunity to make use of the time during which they are deprived of liberty to re-assess their personal position, to gain skills and to build up support mechanisms which will help them on release.

One of the best ways of doing this is to introduce the person who is in prison to a range of resources and activities which are present

in the community and which can be made use of after release. The same principal applies to people who are serving long sentences in prison. The resources provided will help them primarily to server their sentences in a positive way. In many countries, the education services which are provided in prison are a good example of this. The prison authority pays the local education authority to extend its community provision into the prison. Several of the educators may work full-time in the prison but the work which they do and the support which is provided is linked closely to some agency which provides education in the community.

The best form of education in prison goes far beyond learning of the academic kind. The education unit will be one of the few areas in a prison which is a neutral zone, where people are given the opportunity to be themselves, to display their weakness and gain new strengths.

The influence of a good education unit will extend into all walks of prison life. It will give people the opportunity to become aware of their cultural heritage. This is particularly important for those who are of ethnic minority, a group much over-represented in most prison systems. It will offer techniques for personal

INSIDE: RETHINKING SCOTLAND'S PRISONS BY ANDREW COYLE

"[This book] proposes a new and much needed definition of the purposes of prison that both prisoners and prison staff will recognise as realistic and truthful. It should be widely read."
Vivien Stern, Director MACRO

"Andrew Coyle acknowledges the injustice and moral corruption there is in the prison system. I don't know if he was stunned by what he experienced on taking over at Peterhead, but he realised a new way had to be found. This need for change is the background to Coyle's book." Joe McGrath, former Peterhead prisoner.

"This book describes current attempts to restore the progressive pioneering approach with which the prison service began, but which for many years was so conspicuously lost." Professor Rod Morgan, Woolf Committee of Enquiry into Prison Disturbances.

Published by SCOTTISH CHILD,
40, SHANDWICK PLACE,
EDENBURGH EH2 4RT, SCOTLAND.

for personal relaxation which help prisoners to cope with the stress of prison life. It will be an important vehicle for bringing many sectors of community life into the prison. Through art, music

and drama it may open a world to prisoners which they have never experienced before. And all of this on top of the key work of helping people to acquire basic skills in literacy and numeracy which will help them to cope after release with the daily problems of living.

The best education units in a prison setting do not exist in a vacuum. Teachers will work alongside other members of staff in providing a service to prisoners. They will be able to show prison officers that offering prisoners positive and relevant experiences is not a threat to security. On the contrary, it does much to enhance security in a positive way.

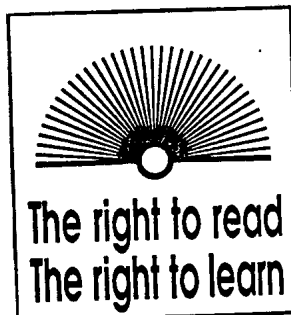
In meeting the challenge which we all face of reducing the abnormality of prison life to a minimum, those who provide education are not on the margins. They are key players.

Dr Andrew Coyle,
Governor, HM Prison Brixton,
P.O.Box 369,
Jebb Avenue, London SW2 5XF
England.

EUROALPHA/EUROALFA

English Version

Euroalpha is a network of practitioners, students and researchers involved in Adult Basic Education, that has been involved in the organisation of seminars and workshops at European level since 1987. We have



organised seminars on the following themes:

- * Training of Tutors in Mother Tongue Adult Literacy (Angers 1987).
 - * Writing in Adult Basic Education (Angers 1989)
 - * International Literacy Year Summer School (Angers 1990)
 - * Adult Basic Education in Prisons (Dublin 1991) (See EPEA Newsletter No.2)
- A seminar on Adult numeracy is planned for March 1993 in Paris.

We have also organised workshops on tutor training and research.

Reports on the 1987 and 1989 seminars, as well as an overview of Adult Literacy in Europe, are available from Pierre Freynet in Angers, in both English and French.

The report of the seminar on Basic Education in Prisons is not yet available. If you wish to receive a copy at a later

date, please send your name to Mary Kett or Pierre Freynet. All those who participated in the seminar will automatically receive a copy of the report. Euroalpha has just published a new edition of its newsletter. If you wish to receive a copy, please write to Mary Kett (English version) or Pierre Freynet (French Version).

Version Française

Euroalfa est un réseau de praticiens, d'apprenants et de chercheurs impliqués dans l'Éducation de Base des Adultes, qui s'est engagé depuis 1987 dans l'organisation de séminaires et d'ateliers à un niveau européen.

Nous avons organisé des séminaires sur les thèmes suivants:

- * La formation des Formateurs en Alphabétisation des Adultes dans leur langue Maternelle (Angers 1987).
 - * Écritures et Écrits dans l'Éducation de Base des Adultes (Angers 1989).
 - * Université d'Été pour l'Année Internationale de l'Alphabétisation (Angers 1990).
 - * L'Éducation de Base des Adultes dans les Prisons (Dublin 1991).
- Prochaine Séminaire International d'Euroalfa: "L'Enseignement et l'apprentissage des mathématiques de base chez les jeunes et les adultes." (Paris, March 1993).
- Nous avons également organisé des journées de

travail europeenes sur la formation des formateurs et sur la recherche.

Publications:

- L'analphetisme et l'alphabetisation des adultes dans les pays de la Communauté Europeene;

- La formation des formateurs en alphabetisation d'adultes dans leur langue maternelle (actes du seminaire de 1987);

- Ecritures et ecrits dans l'Education de Base des Adultes (actes du seminaire de 1989).

Ces publications son disponibles en anglais et en francais en s'adressant a Pierre Freynet.



EUROFALA vient de publier une nouvelle edition de son bulletin. Si vous voulez le recevoir, veuillez vous adresser a Mary Kett (version anglaise) ou a Pierre Freynet (version francaise).

Mary Kett,
Education Unit,
Wheatfield Place of
Detention,
Clondalkin,
Dublin 22, Ireland.
Tel: 353-1-6232737
Fax: 353-1-6231484

Pierre Freynet,
CUFCO,
5, Boulevard
Lavoisier,
49045 Angers Cedex 01
France.
Tel: 33-41-35-21-85
Fax: 33-41-35-21-80

EPEA UPDATE

A meeting of the Steering Committee took place in Scotland, 27-29th November. It was hosted by the Scottish Prison Service at their training college.

A major part of the agenda dealt with the Constitution, which is now being drawn up for the organisation. This will be circulated to all Liaison persons.

Hopefully, (in the best democratic way) this will be published in the next Newsletter, and the ordinary members of the EPEA will be able to give feedback.

Plans are also well advanced for a network arrangement for teachers of different countries to liaise more closely.

The meeting also discussed ways of building up membership and strengthening links between countries.

A fuller report of this meeting will appear in the next Newsletter.

The next meeting of the Steering Committee will take place prior to the Conference in Stockholm.

EPEA UPDATE

PRISON POEM

A THOUGHT FOR THE NINETIES....

When will it cease?
Our heroes laid out
Bared husks, for all
to see.
It's not choosy, this
AIDS.
It is oblivious to you
and me.

Promiscuity is dead!
Only the junkie weeps
For his homosexual
compatriot.

Ignore it, we thought,
Our heads in the sand.
Anyway, who cares?
We're not the ones
damned.

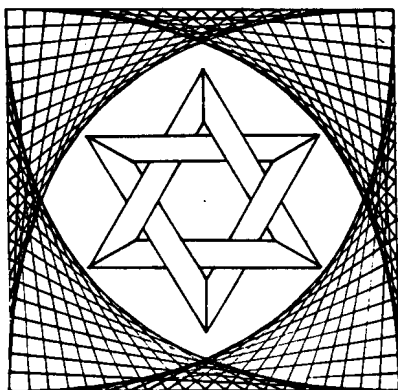
Naivety is a common
affliction,
Wrapping its ignorance
about us.
A leaden shroud,
Damping the howls of
the dying.

John McInerney
Cork Prison.

MATHEMATICAL ART - HEURISTIC DESIGN

Heuristic Design

An exhibition of "Heuristic Design" took place at the Edinburgh Mathematics Teaching Conference, 24th-25th September, 1992 and subsequently transferred to the Mathematics Department of Edinburgh University. The exhibits could be described as mathematical art and are the work of prisoners from H.M.P. Saughton and H.M.P. Noranside.



Heuristic means "serving to discover" and the philosophy behind the work is best summed up by the quotation:

"A tutor should not be continually thundering instruction into the ears of his pupils, as if he were pouring it through a funnel, but after having put the lad, like a young horse, on a trot, before him, to observe his paces and see what he is able to perform, should, according to the extent of his capacity, induce him to taste, to distinguish and to find out

things for himself; sometimes opening the way, at other times leaving it for himself to open; and by abating or increasing his own place, accommodate his precepts to the capacity of his pupil."

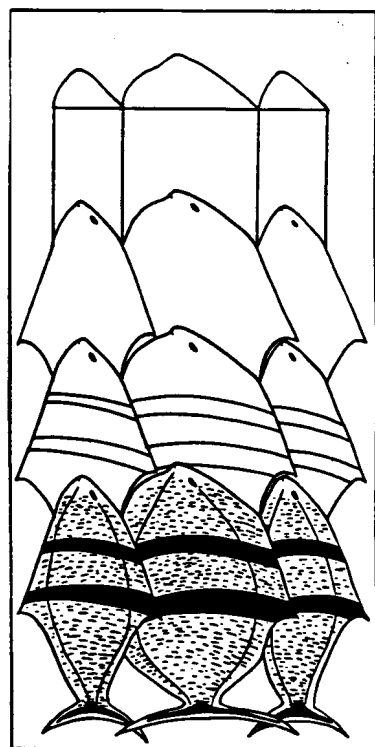
Michael de Montaigne
(1533-1592)

There are two main themes to the exhibited work. One category comprises individual designs and tessellations inspired by the ideas of M.C.ESCHER. The other explores the beauty of the envelopes of conic sections and the intriguing possibilities of the 'curve of pursuit'.

The idea for an exhibition arose from the Mathematics group of the Scottish Prison Service. The group is a self-support one, involving mathematics teachers from the various prisons in Scotland. The group was formed to provide support for staff who teach in isolation from other mathematics specialiste, and with varying degrees of support from their parent colleges. An interest in



art and design was evident and led to the idea of producing material which could be used to approach and enrich Mathematics teaching through art.



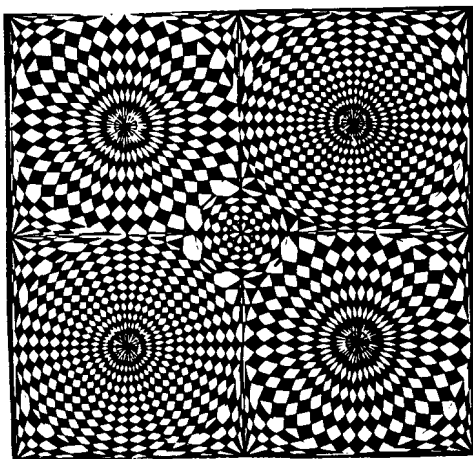
The name "Heuristic Design" was chosen for the material which is being developed since it encapsulates the image of discovering mathematics and art side-by-side rather than in isolation.

The work has certainly proved popular among the men and can be seen to be therapeutic. It requires patience and can obviously make considerable demands on time. Those who produced the work found the experience

rewarding and have been keen to explore the ideas further.

The authors of this article endorse the words of G.H.Hardy (1877-1947):

"The mathematician's patterns, like the painter's or the poet's must be beautiful; the ideas, like the colours or the words, must fit together in a harmonious way... There is no permanent place in the world for ugly maths."



(Illustrations from course)

Iain Miller, HMP Noranside,
Fern, Forfar, FF8 3QY,
Scotland.

Eunice Smith, HMP Saughton

LITERACY THROUGH LITERATURE

A reading club in prison

The following is an excerpt from a very interesting paper called "Literacy Through Literature", written by Peter Budweg and Marie-Therese Schins, Hamburg, and first presented at the Euroalpha Conference in Dublin, 1991. It is not possible to reproduce all of it but a second extract will be published in the next EPEA Newsletter.

Introduction

In 1990, International Literacy Year, we founded a reading club together with students of social work and educational social work at the Fachhochschule Hamburg (a College of Higher Education). The target-group consists of young persons, with long-term sentences, who have had little or no relation at all to writing or a "writing culture". Our working materials are selected texts from contemporary literature.

We wanted to know to what extent literature may be an instrument for the creation of a literate environment that will have a positive impact on the further development of these young persons.

Foundation of the reading club in Hahnofersand

We founded the reading club in March 1990.

The "Stiftung Lesen e.V" put financial resources for basic equipment and books at our disposal.

The prison is situated on the Elbe river, approximately 30 km outside the City of Hamburg, in the

direction of the North Sea. It covers an area of about 160 ha and measures 3.5 km in length and 700 metres in width.

Hahnofersand was founded in 1920 as a reform prison and still represents a concept in prison methods stressing education and not punishment as a main feature. The motto states: "Education instead of punishment". Today about 120 young persons and adolescents are in this prison at different stages of their sentences. There are a variety of possibilities of elementary education and vocational training. Inmates can choose according to their abilities and willingness.

Our reading club represents a recreational facility that can be used voluntarily by the inmates of the so-called closed section. About 50% of the present inmates did not finish school. Many of them show major deficits in reading and writing. The director of the prison, Dr Ohle, rates the number of functional illiterates at 30%.

Our reading club fulfills one of the demands of the founders of the prison, dating from 1920, namely an "educationally valuable use of leisure time (e.g. reading aloud to others)". One of the warders was at that time supposed to take up this task.

After the pilot phase expires, we wish to transfer the reading club to a wardress who takes pleasure in reading and

language herself and would like to convey this to the inmates via the reading club.

The problem we have to face is certainly the question of how to inspire pleasure in reading and language when many participants are functional illiterates and some of them have only slight knowledge of the alphabet. How and where should we start our approach and which kind of texts may be suitable?

Literature as a medium in socio-educational intervention

An inmate who still had many years of his sentence to serve once said: "A thousand hours of writing or reading novels are a thousand hours less of the sentence."

Fifteen minutes before the opening of the reading club the young men are already standing outside the door and enthusiastically welcome us. An average of ten persons participate. We meet in a class room of the prison school. There is a cupboard with indispensable utensils: books, which we have chosen together with the young people, games, a coffee machine (very important), paper for painting and writing, hobby work materials and a small card catalogue of the books lent. Posters to promote reading hang on the wall. There are German and foreign young men who want to profit from the club for two hours a week. The level of language is quite varied, not only among the foreigners. Reading and writing abilities differ

considerably as well. Some inmates have been coming since the creation of the club, others have stayed away sometimes for external reasons (release, therapy, change to another department etc.).

Unfortunately the young men from the open section of the prison are no longer allowed to attend the reading club as the management fears a possible transfer of (hard) drugs. We regret this step very much but we understand the point of view because drugs constitute a big problem within the prison.

One more argument: all members of the reading club are open to incentives they do not know or have even forgotten. Imprisonment has forced them to rely fully on themselves and they are separated from the outside world. The reading club and the literature offered can re-open a path to the world outside and function as a bridge. The link between one world and the other is literature.

Literature as an internal adventure

Astrid Lindgren once said: "The most unlimited adventure of childhood, that was the adventure of reading. For me it began when I received my first book and became familiar with it. At that moment my appetite for reading was awakened, and this was the best present I could have received."

We will hardly find an inmate who has had the intensive experience Astrid Lindgren describes. Probably nobody has read aloud to him or supported his own attempts to read. It is not very likely that

these persons have ever received a book of their own. The path to the reading adventure, that many children experience, has been unknown to them.

Instead books were either not present at all, or given little value. Furthermore, printed or written matters frequently contained bad news and thus triggered strong fears. We think of police reports, reports from social workers, letters of notice to quit an apartment etc.

Is it still possible for these young people to experience this feeling of being touched by a book and to understand a little the adventure we call reading?

Franz Kafka once said: "A book should be the axe for the frozen sea inside of us. It can break something open in us."

(To be continued...)

Peter Budweg and Marie-Therese Schins,
Fachhochschule Hamburg.

"A thousand hours writing or reading novels are a thousand hours less of the sentence."

"Beyond the Walls"

4th EPEA European International Conference on Prison Education

**This conference will be held in Stockholm,
Sweden. June 14th - 17th, 1993**
(Conference fee: 2700 SEK (Swedish Crowns) about US \$500,
this includes accommodation, meals and a study visit.)

".....We have in mind a conference with about 80 participants mainly from Europe but also from Canada and US.....Another wish of the Planning Secretariate is to encourage the "field workers", i.e. the prison educators, to participate.....We explicitly want participants from the former socialist countries in Central and Eastern Europe to be present in the conference...fluency in English, the only language that will be used during the conference....We really want to have a well balanced representation from the majority of all the European Countries....."

**DETAILS FROM:
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1992-09-11 A15 9111-0093

in cooperation with
Ministry of Justice in Denmark,
Ministry of Justice in Finland and
Ministries of Justice and Education in Norway

**The 4th EPEA European International Conference on
Prison Education - "Beyond The Walls"
in Stockholm, Sweden, 14 - 17 June 1993.**

Questionnaire

(Please print)

Name.....

Agency.....

Job Title.....

Correspondence Address.....

Postal Code /Town/Country.....

.....

Phone
(work).....(home).....

FAX.....

Vegetarian food Other food desires

I intend to contribute to this Working Conference by (*please X one or more items*)

- delivering a paper by the **15th of January, 1993**
- presenting this paper and discussing the subject in a workshop
- being available for a panel discussion
- taking active part in the discussions
- presenting educational materials that are used in the prisons in my country
- being active in preparing the final report of the conference

Please indicate expertise and / or fields of interest in one or more themes
/subthemes on reverse side.

My involvment in prison education is:.....

.....

.....

(City / Country/ Date)

(Name)

European International Conference on Prison Education 1993
"Beyond The Walls"

Themes

(Please indicate with X the themes of your expertise and interest)

1 Does Prison Education benefit the needs of the inmate ?

Subthemes:

- Who decides and draws up the needs of the inmate?
- What do we know about the inmate?
- What does the inmate think about prison education?
- How can prison education develop the inmates selfesteem and decrease the possibilities to cope with life?
- Does prison education gain the needs of the inmate or the needs of the institution?
- What is behind learning problems.
- Prison Education - a challenge for adult education?

2 What kind of prisoners do we meet during the 90th's ?

Subthemes:

- Is the prison education adapted to the inmates in different institutions?
- How can prison education develop to meet the needs of different minoritygroups?

3 The Prisoner as a resource - possibilities or threats ?

Subthemes:

- The inmates as a resourse in preparations, education and evaluations!
- Is a resourceful inmate also a resourceful person in society?
- How can inmates cooperate in crimeprevention work?
- How can prison education in higher degree depend on the resoures of the inmate him-/herself?

4 Society - Prisons /Prison Education - continuity and integration

Subthemes:

- How can prison education contribute in rehabilitation through cooperation between local schools, other institutions for adult education, state and community agencies, business companies ...?
- Inmates joining adult education outside the wall, possibilities and difficulties?
- How do you organize prison education in order to make it more easy to go from education inside to education outside?

Could you please give us a title or short discription of your possible contribution:.....

.....
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CONTRIBUTORS

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