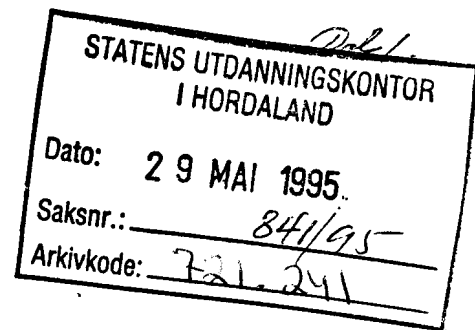
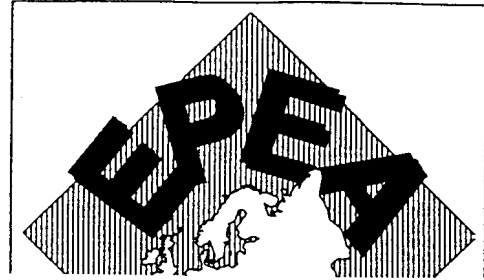


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European Prison Education Association

EDITORIAL

In this newsletter, as you would expect, there is both good news and bad news.

There is the positive and demonstrable will of eastern and western countries to work together in implementing the Council of Europe Recommendations on Prison Education.

There is also continuing change in the focus of the criminal justice system as the numbers of prisoners and the costs of keeping people in custody increase. The changing political and economic climate draw attention to the underlying questions of how to address crime, and how to deal with those who commit criminal acts.

The pressure of numbers - more prisoners and more financial constraints - demands an evaluation of what actually works, in order that the resources available are targeted efficiently.

Such re-assessment is proper, and not of itself negative. But with the many changes in some countries in the

organisational structure of education in the community and in prisons the people involved in delivering those education services to prisoners have much to consider at a professional and often personal level.

There is no diminution of the commitment to the task: from Scotland and France come the same theme: education - and educators - make a difference.

The EPEA conference planning team has an exciting programme ready for the 5th International Conference on Prison Education in October, in England.

Application forms are enclosed, for your action! The winter 1995 newsletter will feature the highlights of the conference for those of us who cannot attend.

It seems that there is no doubt that practitioners believe in what they are doing, but they also seem to be rather modest about sharing their successes!

So, please write up the developments and special projects in which you are involved - what seems obvious to you may encourage and affirm colleagues, and develop good practice.

Articles on the whole range of education in prisons are welcomed. The next editions may feature basic education (ABE), libraries and pre-release programmes, so please let's hear from you.

Your comments on the articles are also invited.

Please send your contributions for the newsletter to :

Pam Bedford
HM Prison Doncaster
Marshgate
Doncaster DN5 8UX
UK
tel (UK)01302 760870
fax(UK)01302 760851

June 30 deadline.

We met in Popowo, (a small village in the country about an hour's drive from Warsaw) by kind invitation of Dr Pawel Moczdlowski, Director General of the Polish Prison Service. The Conference Centre was situated near the village, in a forest - 'a very quiet place' to quote pre-conference literature.

During Saturday and Sunday, we arrived in Poland by car, train and aeroplane from Belarus, Croatia, Denmark, England, Estonia, Finland, France, Hungary, Republic of Ireland, Latvia, Holland, Northern Ireland, Norway, Russia, Sweden and Slovenia. By a small miracle of good organisation on the part of Prison Service staff, we were all installed and registered by 1800 hours on Sunday.

The conference was officially opened on Monday morning by Dr Moczdlowski, after which we proceeded straight away to consideration of the Conference themes, which consisted of eight (Nos.1,2,3,4,5,8,14 and 16) of the seventeen recommendations contained in the Council

of Europe Report on Education in Prisons (1989). These key recommendations were selected by the Conference Planning Committee - Henning Jorgensen (Denmark), Svenolov Svenson (Sweden), Torfinn Langelid (Norway) and Kaj Raundrup (Denmark) who acted as Secretary to the group.

The format of the conference was that at the beginning of each session the theme was introduced briefly by a speaker who highlighted the main issues underlying the specific recommendation(s). This was followed by detailed discussions, in small groups, where we were able to identify the obstacles which were hindering the full implementation of the recommendations, and suggest ways in which progress could be made.

The perennial problems were raised again and again - negative staff attitudes, common concepts of education and concepts of imprisonment, lack of prisoner motivation and, increasingly, lack of sufficient resources. Obviously these affected

different administrations in varying degrees. There was also a general concern that the concept of "Imprisonment FOR Punishment" as opposed to "Imprisonment AS Punishment" seemed to be gaining ascendancy in informing government policies.

The full details of the discussions and outcomes will be contained in the official conference report which will be submitted to the Council of Europe, and the prison administrations of the countries represented at the Conference.

We visited Mokotow regional prison in Warsaw. Like many prisons it had a forbidding exterior but the atmosphere inside was relaxed; a far cry from former days! We were all impressed with the obvious progress towards developing a constructive and rehabilitative regime in the post-communist era.

Over the three days of the Conference the discussions confirmed that there are still differences between prison education as it is perceived and delivered in Western and in the

CONFERENCE N.IRELAND (continued)

post-communist states.

While there is clearly no lack of will or commitment amongst prison educators in the newly independent states, there is perhaps a lack of support and of the necessary resources to develop education fully in prisons in the spirit of the Council of Europe recommendations.

Our colleagues in these developing systems need our help. Although it is always good to talk we need to try and find ways of giving some practical help. This is where I believe that the EPEA can prove its worth.

Throughout our time in Poland we were magnificently looked after and entertained by Pawel and his staff - our grateful thanks to everyone.

This participant will look upon the Polish conference as one of the most memorable she has ever attended.

We will be able to judge the impact which the First Conference report has had when the Second Conference of Prison Co-ordinators is held in 1996.

Joy Clark.

Joy Clark is the senior prison education administrator for Northern Ireland.

5th International Conference on Prison Education

1-4 October 1995

"Bending Back the Bars"

On 17 - 19 November 1994, Penal Reform International (PRI) held an international conference in The Hague (Netherlands). About 120 people from governmental and non-governmental organisations in 51 countries participated. The title of the meeting was "Making Standards Work".

The aim of the Conference was to produce a manual of good prison practice to facilitate and support the implementation of the Standard Minimum Rules (SMR) of the United Nations.

These SMR have existed since 1955! but the conclusion is that for several reasons implementation is defective. PRI and the UN Crime Prevention and Criminal Justice Branch believe one of the reasons is that the SMR

are formulated in very general forms. There is a need for them to be explained and made concrete.

The manual should provide a bridge between penal policy and penal practice. The meaning of the SMR has to be made clear and realistic ways and methods have to be developed to ensure they are used more widely by prison administrators, prison staff, politicians, diplomats, specialists etc.

Before the conference, a drafting group developed a first concept of the manual. The participants of the conference discussed the draft thoroughly, made comments and proposed changes. Others, not present at the conference, wrote comments and sent them to the drafting group. One of them was Tessa West (England), well known among a numbers of readers of this newsletter, who sent some very valuable contributions in which

the link with "good prison practice" is very clear for education and social rehabilitation. I was worried about the paragraph in the draft on prison education. In my opinion, it was marginal and not good enough. Anyway, in cooperation with Eeva Virkkunen (Inspector General in the Finnish Prison Service) and Asbjorn Langas (Deputy Director General of the Norwegian Prison Service) we criticised the paragraph and proposed improvements referring to the Council of Europe report "Education in Prison" (1990).

Representatives of the drafting group responded by saying that they are going to improve the paragraph using our comments and suggestions.

I am curious to see the new draft in four months and I shall keep you informed.....

Robert Suvaal

Much progress has been made over the past ten years in developing the Physical Education (PE) Programme in Irish prisons from a situation where football and weight lifting were dominant activities. Today, we are on our way to establishing a comprehensive, structured programme tailored to suit the needs of the various groups for whom we have to cater.

A long awaited Physical Education Report is due for publication shortly. This report will hopefully chart the way for Physical Education into the next decade.

The main points of the report are as follows:

1) A 3 pronged approach, should be implemented which recognises the role of Teachers, Officers and prisoners.

2) A recognition that PE/Sport and Recreation are areas that overlap regularly in the prison context.

3) That facilities (both equipment and buildings) and in-service training must be improved if any fundamental changes are to be made.

The publication of this report should bring to an end an era during which the whole area of Physical Education/Sport and Recreation were neglected in terms of planning, facilities and staffing.

The unique feature of Physical Education in the Irish prison context is that it is now seen as a fundamental part of the Education programme. For much too long PE was seen as recreation where activities were offered to keep prisoners busy. In reality, a balanced PE programme should, I believe be a well planned and structured *Health Related Fitness Programme* since it is the most relevant in the prison context.

We must ensure that students are shown the different components of health/fitness, are given

individual programmes to suit their needs and are shown how to plan and implement their own programmes. It is not enough to bring students through a fitness routine if they do not understand the underlying concepts.

Students should be interviewed and screened as to their health status and then introduced to the programme and its underlying principles.

The fact that the National Certificate in Exercise and Fitness is now available in Irish prisons should have a beneficial effect in terms of the spread of up to date information regarding exercise and training in general.

When a comprehensive health/fitness programme is in operation, then I suggest that the other elements of a balanced PE programme be put in place. These would include developing sports skills (learning rules of the games, fair play) outdoor pursuits and other activities depending on the facilities and the type of prisons involved. (continued)

Balanced Programme

The implementation of a balanced programme is of the utmost importance since for much too long weight lifting and the macho-aggressive culture which surrounds it dominated the PE/PT area in Irish prisons. Apart from the security implications of free weights, the dangers in terms of injury (it is widely accepted that free weights are more likely to cause injury and require much higher supervision than weight resistance machines) far outweigh any advantages.

It is interesting to note that in a recent article in the *Irish Independent* it was reported that a decision has been made to remove all free weights from prisons in Los Angeles, California. As far back as 1992 a similar decision was made here regarding free weights and to date all but three prisons are *free weight free*. Mountjoy Prison (Ireland's biggest) has been *free weight free* for two years now, despite protestations that it would never work. There is no reason why all free weights cannot be removed from all prisons by 1996 together with the unhealthy and

unbalanced programmes of which they are a part.

PE/Education

To implement a balanced programme we must see PE as an integral part of the Education of the individual. It must be given all the attention and planning that other subject areas get. Students must be timetabled so that they get at least 2 - 3 classes a week, plus opportunities to take part in sporting and recreational activities.

All students must be offered access to the programmes not just the elite few. By integrating PE into the overall education of the student his needs can be assessed in a more balanced way. Maybe he or she should concentrate on other subject areas rather than five PE sessions. Only when PE is viewed in this integrated way can such important decisions be made.

Team Work

For this kind of development to take place we need a team approach. Teachers and officers must sit down

together to plan the year's programme. This programme may include structured PE classes, organised games, recreational activities, or special events such as sports days.

In summary, in line with soon to be published PE report, I am recommending that:

- 1) Physical Education be viewed as a fundamental part of the Education Service.
- 2) The wider areas of sport/recreation be included in the overall planning process undertaken by teachers and officers.
- 3) That free weights be removed from all prisons by 1996 and replaced by weight resistance machines which comply with international standards and specifications.
- 4) The first step in development should be the establishment of a comprehensive Health/Fitness programme backed up by a testing programme. When facilities and staffing permit the PE

PHYSICAL
EDUCATION
IRELAND
(continued)

REDECORATING THE EXERCISE
ROOM DENMARK

programme should be broadened.

Hopefully the next few years will see qualified staff sitting down together planning a comprehensive Physical Education programme in purpose built facilities with safe durable equipment.

DomhnallMac Mathuna

DomhnallMac Mathuna is a Physical Education teacher in Arbour Hill Prison, Dublin 7 and is a development worker for physical education throughout the prison system in Ireland.

Evaluation report concerning the redecoration of the exercise room at the State Prison Vridsloselille in Denmark. Week 42. 1994, under the subject Nature/Technique: Health Education.

Leader of the project: Teacher Anne Armingdale

Participants: 6 prisoners.

External staff: Professional body-builder Michael Holt.

The school at the State Prison requested from the Directorate of the Criminal Prison Service d.kr. 20,000 for the purpose of redecorating the exercise room with the prisoners during the autumn holidays in week 42. The subject Nature/Technique is a relatively new subject agreed to by a resolution from the Ministry of Education in 1994.

The purpose of the project was to give the prisoners much greater awareness of healthier

lifestyles while imprisoned. Not only were they going to do the redecoration work, they were also going to receive formal nutritional education.

Any difficulties presented would be minimised through using the Learning by Doing method.

Owing to lack of time we worked every day, including the weekend, from 0745 - 1515. It was a very instructive experience as the prisoners could benefit from the guidance of the professional body builder while painting the ceiling!!

We bought lots of green plants, big anatomical posters and anatomical books so whenever the prisoners need information about the muscular system they can look it up right away. The prisoners at the State Prison in Vridsloselille have now got a very nice exercise room; not only is it more attractive but it

EXERCISE
ROOM
DENMARK
(continued)

HELP FOR DRUG ABUSERS
DENMARK

is much more functional and the prisoners have become much more responsible.

I'm under the impression that such a project will help the prisoners to benefit from much healthier attitudes as well as an improvement in their physical condition. This will have a positive and a profitable effect on their studies in future, not to mention the influence on their future lives.

Anne Anmingdale
Vridsloselille
Statsfængsel Prison

Drug abusers can get help in prisons to get out of their abuse.

In two closed prisons inmates are getting help to kick their habit of drug abuse. They have the opportunity to come to a special unit in the prison - a drug free unit..

This unit takes only those prisoners who really want to stop taking drugs. They have to make a contract with the prison in which they promise:

- 1) to stay "clean"
- 2) not to deal in drugs
- 3) to participate positively in the activities programmed for them

In return the prison undertakes to support the prisoners in their decision to stop taking drugs.

The section has rooms for 12 inmates and they have no contact with other prisoners to avoid the pressure of offers of drugs.

Everyday life is planned together with the prisoners, and to

strengthen their commitment for a life without drugs, they can get some bonuses during their imprisonment. It may be more leaves of absence (home leaves), easier access to telephones, or visits in their own rooms.

You have to request imprisonment on a contract and to be considered you must have had a history of drug abuse, have spent at least 5 months in prison and - of course- want to stop the abuse.

Before the prisoner comes to the drug-free section, he has to be interviewed by his contact person (one of the staff), his social worker, his teacher and his nurse, to ascertain if the application is serious. If so, the contract will be signed by both parties.

About half the applicants are not selected to come to the drug-free unit.

One of the applicants was a tough guy and too masterful compared with the others. Another

changed his mind at the last moment: he didn't want to be drug-free just yet.....

There are a lot of activities in the day besides which there are many in depth interviews with the prisoners about their progress in the unit. In a way, the only one who can help is the prisoner himself.

The prisoners' course is followed by a professional supervisor, a psychiatrist specialising

in the treatment of drug-abusers. He is present for 8 hours each week and advises the staff as well as participating in the interviews with inmates.

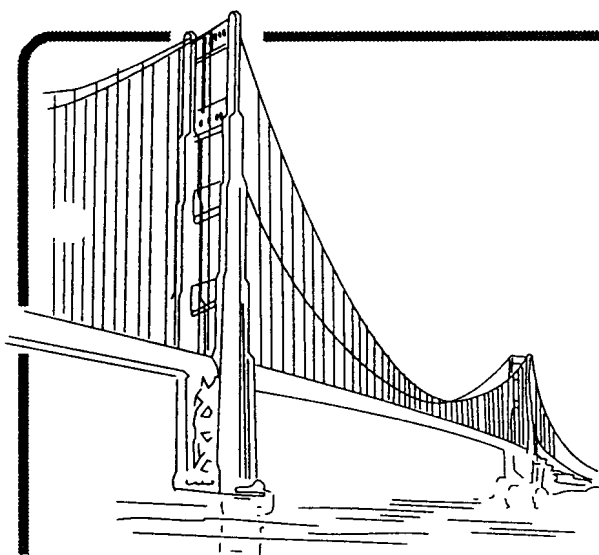
There are frequent meetings between inmates and staff. Everyone can ask for a meeting and make proposals about almost anything. The prisoners may be consulted about new applications. A treatment plan is made for every prisoner in the section,

which will include pre-release and post-release.

The post-release stage is often the most difficult period for an ex-drug abuser and the prison tries to find a treatment centre in the community to avoid recidivism.

Denmark has two contract units now, but we do hope to get more as the previous results are good.

Kaj Raundrup
Denmark



**International Correctional
Education Association**
50th Anniversary Conference
Golden Anniversary at the Golden Gate
July 9-12, 1995
Cathedral Hill Hotel
San Francisco, California

contact Ellen Gong-Guy at (310) 940-1812

ICEA 50th Anniversary Conference
c/o Ellen Gong-Guy
Southeast AEC
12757 Bellflower Boulevard
Downey, California 90242

CONFERENCE FOR PENAL EDUCATION SCOTLAND

I've taken to wearing some make-up so that everyone will be quite certain that it's EARLY retirement for me. After fifteen years in the Education Unit in Barlinnie, Glasgow, I've decided to call it a day.

I have seen some gradual and some dramatic changes in the Scottish Prison Service since I started in 1979 - many to the good, but when I looked around at old colleagues at our conference a couple of days ago, I realise how the latest upheavals have pretty well shattered everyone. It's not just that we're going to be spending Christmas biting our nails about the outcome of the privatisation tenders - who IS the new boss going to be? and will we still have a job? But this has come hard on the heels of the further education colleges, our present employers, becoming incorporated, which means they are making sure they get 'full cost recovery'. The EIS/CLA (Union) representative who spoke to us emphasised that privatisation was the least of our problems. Now that we are pretty well on

to local rather than national bargaining in the colleges, we foresee conditions being eroded and salaries not keeping pace. So the options are: go along with the new providers and take what you get, or some luckier ones will be absorbed back into present college and, of course, have to take what they get.

It does all appear doom and gloom, especially when we consider what happened to some of our English colleagues (we thought, at least, SPS would learn from some of the mistakes made there). However, at our Conference our various speakers (apart from the Union representative) tried to cheer us up. One governor spoke with genuine warmth about his connections with us all and what a quality service we had provided and he was sure it would continue.....

Our HMI spoke of the surge of energy that had taken place in further education colleges since incorporation and that the penal education units would probably experience the same thing; we can only hope so. I do know that you

have to be somewhat eccentric and certainly special to work in prison education. I guess (for me anyway) it's a kind of rebellion against conformity. The Scottish Prison Service Motto used to be 'Dare to Care' and that, as teachers, we have most certainly done.

And the Scottish spirit is irrepressible. There were great bouts of hilarity over dinner and in the bar - hysteria maybe? But I'm sure they will all meet again next year - already a steering group has been nominated to form a professional association, supported strongly by the SSFE (Scottish School of Further Education). I certainly wish all my colleagues well. I shall think of them often whilst contemplating my navel. They have been such an important and stimulating part of my life. One can only imagine what kind of influence we have on the many prisoners in our charge.

Kay Blackstock

Kay Blackstock has been education co-ordinator at HMP Barlinnie, Scotland

GOOD NEWS AND BAD NEWS - JOKES VERSUS REALITY

NETHERLANDS

Some time ago it was trendy in the Netherlands to tell jokes about good news and bad news. Maybe this was an international trend then. For instance one of these jokes was about the foreman of a platoon of galley slaves who told the galley slaves, "I have some good news for you; you're getting extra food and milk today. The bad news is that the boss wants to water-ski this afternoon"

In the Dutch prison service there is a new policy document with good news and bad news.

The good news is that in the near future, the motivated detainee will have a lot of opportunities in prison education, training, sentence-planning, individual guidance, contracts (between institution and detainee), multi-disciplinary approaches, evaluation moments, networks etc. Networks are very important in this approach.

We distinguish:

- inside one penal institution (between

all the different disciplines)

- between the institution and the world outside the walls
- between the separate penal institutions.

The ultimate goals of these efforts should be a paid job after release.

I believe in this strategy aimed at about 5 - 10% of our prison population. More about this in my papers for the conferences in Sigtuna (July 1993) and Popowo (September 1994)*

But here is the bad news: the policy document is mainly written to announce a sober and strict so-called standard regime for the greater part (approximately 80%) of the prison population. It is a great change from humane, friendly, and more or less permissive regimes to very structured, stricter regimes ("the no-nonsense approach"). Until now the Dutch prison system was mostly characterised as progressive and humane (one detainee in one cell, friendly regimes, a good range of activities, a number of important rights for the clients,

etc.). Since 1984 we have had the so-called "half day system" (half a day work, half a day for other activities). This change in policy is not aimed at economising.

The main reason for the change in the policy is said to be a changing prisoner population. Recently we have had a number of hostage situations, escapes with violence, etc; furthermore, despite the humane approach the recidivism rate is not less than in other countries. Another reason is the thinking of politicians and the man in the street, who ask why we should try to rehabilitate if it does not work. Last but not least, the imprisonment rate is increasing in the Netherlands with consequently increased costs.

This standard regime consists mainly of work (although it will be very difficult if not impossible to find enough work orders) and there will not be much time and money for other activities. Although legal rights will not be restricted realisation of basic rights means only a minimum

JOKES VERSUS REALITY NETHERLANDS (continued)

amount of educational activity for the detainees in the standard regime, which will be piloted in five institutions.

That is the bad news. In my opinion, this policy will lead to "writing off" (more or less) a large number of detainees. I fear that this will cause an increase of the sub-culture of (ex-) detainees who are stigmatised as permanent offenders. Of course, it is not easy to re-educate the detainees of today but mostly detention is the only opportunity for intervention in a criminal career and education can be a good instrument to

offer people chances to change themselves.

We are trying to fight against the new policy with all the arguments we have but it is not easy. This change of policy is being implemented at a time of economies in the community outside (health care, higher education, etc.). And I realise that it is very difficult to find a useful way of measuring outcomes in prison education. I am inclined to say this is the biggest and most important task for the international field of prison education: solve the outcomes question ("what works, how do we

know and how can we measure it?").

The latest development is the resistance of a number of our governors against the new policy. But still the sky is very clouded.

I was not always very fond of the good news, but I like bad news jokes much better than this reality.

Robert Suvaal
Netherlands

* obtainable on demand
(fax: 31-70/3702907) no cost.

look out the EPEA Bulletin and for your ballot paper.....

UNE JOURNÉE D'UN ENSEIGNEMENT À FRESNES (prison française dans la banlieue de Paris) FRANCE

La journée commence par le salut au secrétaire (un détenu). C'est le moyen d'avoir les dernières nouvelles de l'endroit. Bonjour aux collègues...rien de spécial...nous nous dirigeons vers nos classes.

Les "étudiants" nous attendent dans une sorte de longue cour étroite en face de nos classes. Ils discutent ensemble; c'est aussi le moment où ils peuvent discuter avec les enseignants. Ils ont toujours des problèmes personnels à proposer en espérant que vous pourrez les résoudre. Traverser cette cours à pied peut prendre dix minutes ou plus, cela dépend si vous êtes arrêtés ou non.

Puis nous entrons dans les classes "Bonjour à tous" et peut être le cours va pouvoir commencer. Il le peut immédiatement si vous évitez de répondre à des questions du type:

Qu'avez vous vu à la télévision hier soir?

Que pensez vous de....?

C'est le moyen utilisé par les "étudiants" qui ne

sont pas réellement motivés pour vous empêcher de commencer trop rapidement "l'enseignement de l'anglais comme langue seconde". Je suis persuadé qu'il est sage et bénéfique d'opérer un équilibre entre la réponse à ces indispensables questions et l'objet réel de notre enseignement.

Je fais cours à trois ou quatre groupes par jour, des grands débutants à ceux dont l'anglais est presque courant. Une autre partie de mon travail consiste à accueillir les arrivants au centre scolaire. Grâce à une discussion, à des questions se recoupant, je tente de déterminer leur niveau scolaire. Je leur demande ce qu'ils aimeraient étudier et pourquoi. Je leur propose nos formations et ils choisissent.

Décrit de cette façon l'enseignement dans cet endroit semble bien fonctionner...pas tous les jours.

Il se peut que vous ayez à attendre vos "étudiants" parce que les surveillants, pas assez nombreux, sont

occupés ailleurs. Vous pouvez arriver un matin et n'avoir que la moitié de vos "étudiants". Pourquoi? Parce que l'un est malade, l'autre au tribunal, le troisième chez le dentiste...etc...etc...

Je me souviens d'une année où je préparais un groupe "d'étudiants" au baccalauréat. Ce jour là j'avais préparé un exercice écrit assez long pour les entraîner à l'examen et personne ne vint au cours... Ils étaient chez le coiffeur!

Ainsi enseigner dans un tel endroit n'est pas toujours très facile. Il faut vous adapter vite aux situations. Mais j'aime ce métier. Je crois à l'importance de ce que nous faisons même si les résultats obtenus sont parfois minces... et je continuerai jusqu'à ce que retraite s'en suive.

Y. Le Guennec
France

A TEACHER'S DAY IN FRESNES
(French prison in the suburb of Paris)

FRANCE

The day would begin by a "hello" to the secretary (an inmate). It's a way to get the latest news of the place. "Hello" to colleagues.....nothing special.....so we head for the classrooms.

The "students" usually wait for us in a sort of long and narrow yard facing the classrooms. They talk together and this is also the moment when they can have a private discussion with teachers. They always have personal problems to discuss, hoping that you can solve them. Walking along this yard can take about ten minutes or more depending on whether you are stopped or not.

Then we enter the classroom "Hello everybody" and perhaps the course itself is to begin. It can begin at once if you can avoid questions like:

What did you watch on TV last night?
What do you think of...?

This is a means for "students" who are not really motivated to prevent you from starting the "English as a second language" class too quickly.

I do believe that it is wise and beneficial to balance "human contacts" (that is answering questions not related to your subject) with the curriculum you are teaching. I teach three or four groups a day at different levels of knowledge from the real beginners to almost fluent English speakers.

Another part of my job is to welcome the newcomers. I try to determine through an "interview" what their level of knowledge is. I ask them what they would like to study and why. I offer and they choose.

Described like that teaching there seems to work well... not every day. You may wait for students to come in to class because the officers, of whom there are never

enough, are busy somewhere else. You can arrive one morning and only have half of your "students". Why? Because one is sick, another in court, another at the dentist...etc...etc...

I remember once I had a group of "students" preparing for their high level examination. This particular day I had prepared a rather long exercise to give them practice for the exam and nobody turned up.... they were at the barber's.

So teaching in such a milieu is not always very easy. You have got to be flexible. But I like the job, I believe in the importance of what we are doing, even if we have only a slight impact, and I'll carry on until I retire.

Yves Le Guennec
France

FIRST POSTAL BALLOT OF EPEA MEMBERS

The summer saw the first postal voting by EPEA members for three officer posts: Chairperson, Deputy Secretary and Treasurer. Voting took place among the 150 members registered with the Membership Secretary on 31 March 1994. 54 members voted, or about 35%. Each year there will be postal voting for either 2 or 3 officer posts on the Steering Committee. In 1995, voting will be for the positions of Deputy Chairperson (who then becomes Chairperson one year later) and Membership Secretary. Six other positions on the Steering Committee are filled by a gathering of elected liaison persons at the EPEA conference every two years, and these positions are distributed on a regional basis throughout Europe.

The 1994 election results were as follows:

TREASURER

David Marston (England): 43 votes
Antonia N Taracon (Spain): 9 votes

David Marston was elected for a three year period.

CHAIRPERSON

Kevin Warner (Ireland): 47 votes
José AP Yuste (Spain): 4 votes
Pilar de las Herest (Spain): 3 votes

Kevin Warner was elected for a two year period.

DEPUTY SECRETARY

(1st round)
Kai Raundrup (Denmark): 25 votes
Pam Lorenz (Ireland): 20 votes
José AP Yuste (Spain): 5 votes
Palamo M Benages (Spain): 3 votes

As the quota of just over 50% of votes cast (i.e. 27) was not reached by any candidate the lowest candidates were eliminated and their votes distributed according to their second preferences:

(2nd round)
Kai Raundrup (+3) = 28 votes
Pam Lorenz (+4) = 24 votes
Non-transferable 1 vote

Kai Raundrup was elected Deputy Secretary for one year and to serve as Secretary for a further two years.

NOVEMBER STEERING COMMITTEE MEETING

This meeting was held from Friday 25th to Sunday 27th November at VHS Bergen, a Folk Highschool in north-west Netherlands. The meeting was generously sponsored by the Dutch Ministry of Justice. Nine out of ten of the Steering Committee members attended: Anne Cameron, (Secretary, Scotland), Robert Suvaal (Netherlands), Vincent Theis (Luxembourg), Dave Marston (Treasurer, England and Wales), Kai Raundrup (Deputy Secretary, Denmark), Agneta Bergendahl (Sweden), Pam Bedford (Membership Secretary, England and Wales), Yves le Guenec (France), Kevin Warner (Chairperson, Ireland).

We had a busy weekend, with an 18 point agenda before us. Inevitably, some matters were only touched on briefly, and need to be brought up again at a future meeting or must be worked on by individual members. However, my own view is that we made significant progress on a number of issues.

Newsletter. The Newsletter, we are aware,

is the EPEA for most members. For them, it is the main or only tangible evidence so far of our emerging organisation. Generally, prison educators seem to relate to the Newsletter and to find it interesting. The SC discussed the fact that we have had only two issues in 1994, one less than the minimum of three we aim for. This was due to too much work being left to one person, the editor, Pam Bedford, but also to a reluctance among members to take the initiative and write articles. As with many magazines of this kind, articles too often have to be coaxed and cajoled out of authors. We have now set out a plan to ensure regularity and to extend involvement in the Newsletter through the establishment of an Editorial Group (who, among other things, will share out the job of coaxing and cajoling!). For details of the new plans see the Editorial at the front of the Newsletter.

Extending Democracy

This was not actually a heading on our agenda, but we did take several

steps, even if some were small ones, towards making involvement in the EPEA by prison educators working 'on the ground' more real:

(i) The Editorial Group for the Newsletter, already mentioned was initiated and this should actively engage a number of members,

(ii) Having just had our first postal ballot of all members (for three officer posts in the summer - see separate item) two liaison persons will be elected in each country by June 1995. Such liaison persons will in turn be responsible for electing six SC members from different regions next September,

(iii) A decision was taken at the SC meeting to at least partly pay travel costs (i.e. transport fares) to SC meetings for members not already helped in this way by their employers or Governments. This, to me, is a crucial step, for if lack of finance is a barrier to real involvement, we cannot think of ourselves as a representative organisation,

STEERING COMMITTEE MEETING (continued)

Robert gave a very frank and detailed account to the meeting as to why these SIGs appeared not to be very 'alive' as yet. Among other reasons, confusion was caused by not linking these networks properly to the new membership data, and some liaison person (like myself) failed to transmit information properly to members. However, as mentioned already, the main problem, in Robert's analysis, was that a 'top-down' model was attempted. We, on the SC, can facilitate international contact between prison educators but we cannot make it happen. We are, after all, only a 'steering committee', and the 'motor' to drive activity forward must come from members. So, a much more modest task is to be undertaken for the

present: members will be circulated with a 'directory' which will show data on those with similar interests. It is up to you then, if and when significant contact takes place.

Other points I would like to briefly tell you about are:

Spain had the largest number of paid up members at the time of the elections last summer. Spaniards also showed a lot of interest in the EPEA by contesting each of these elections. In recognition of these facts, the SC are inviting Spanish liaison persons to nominate someone to the vacancy on the SC caused by Kai Raundrup's election as Deputy Secretary.

Copies of the EPEA constitution are to be circulated to all liaison

persons, which they may copy for their members.

Strengthening links between the SC and those countries not represented on it is a need the SC is very aware of. We have plans to try to improve the situation. But communication is a two-way process, so do not leave all the effort to us; liaison persons, especially, might try to communicate with us more!

Membership As we approach the end of our first year of formal paid membership, membership is over 250. May I ask all of you to keep faith with the EPEA and renew membership in 1995 - notice about this will go with the Spring Newsletter.

The next SC meeting will take place in April in England.

Kevin Warner
(Chairperson, EPEA)

EPEA Liaison Persons 1994/5

Belgium	Alexandre Pastushenej	
	Nadine Janssens	
Denmark	Bjorn Peterson	
	Kaj Raundrop	Deputy Secretary
England and Wales	Pam Bedford	Membership Secretary
	Dave Marston	Treasurer
Estonia	Made Kirsti	
	Mart Korre	
Finland	Tuuala Aamuvuori	
	Eeva Virkkunen	
France	Yves le Guennec	Steering Group
Germany	Maximilian Weidenhiller	
Greece	Alexandros Athanassopoulos	
	Helen Koukopoulou	
Hungary	Lazlo Csetnekey	
	Attila Hevenyi	
Ireland	Pam Lorenz	
	Kevin Warner	Chairperson
Italy	Angelo Ruggieri	
Latvia	Vacheslav Korzhanov	
	Olga Salfetnikova	
Lithuania	Igoris Zareckis	
	Valdemaras Vadoklis	
Luxembourg	Vincent Theis	Steering Group
	Carlo Reuland	
Netherlands	Katinka Reinders	
	Joke Holdtgreffe	
	Robert Suvaal	Steering Group
Northern Ireland	Dominic Henry	
	Paddy Rocks	
Norway	Torfinn Langelid	
	Erle Skaar	
Portugal	Otilia Gralha	Steering Group
	Graca Pocas	
Scotland	Kay Blackstock	
	Anne Cameron	Secretary
Spain	Pilar de las Heras	
	Pedro perez Hortiguela	
Sweden	Agneta Bergendal	Steering Group
	Anita Johannisson	
Switzerland	Claude Neuhaus	
Turkey	Yusuf Ogmen	
	Bulent Dogan	

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