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- Different conferences in Holland *John Holdgraf - Netherlands*
- A New "profession Outline for German Prison Teachers" *Klaus D Vogel - Germany*
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- Evaluating the follow-up classes *Torfinn Langelid - Norway*
- "Golden Anniversary at the Golden Gate": Golden opportunity missed? *Kevin Warner - Ireland*
- "The writing Lesson" *Pru Winder - England*
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- Bloomington Diary, the 51st CEA Conference, July 1996 *Robert Suvaal - The Netherlands*

Membership information / Membership-form

Education in Prison, Council of Europe Recommendation No R(89) 12

EPEA Newsletter 11 is edited by

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Editors pen *Svenolov Svensson*

Welcome to a new Newsletter. We hope that you will find it interesting and inspiring. It is partly produced in a new way, Sweden is responsible for this issue and Holland for the No 12 and then (hopefully) Norway will take care of No 13. There will also be a "fixed" structure for each issue and a regular distribution twice a year (October and April.) But still, the most important is the contribution from members in all corners of Europe. So please continue to contribute in the Newsletter and let us together try to make it even better!

EPEA Steering Committee Meeting

Held at Lunde Kursuscenter Denmark March 1st -3rd 1996 *James O'Hare, Scotland*

Present at the above were Kevin Warner (Ireland) Robert Suvaal (Netherlands) Agneta Bergendal (Sweden) Sonja Kurten Vartio (Finland) Yves Le Guennec (France) David Marston (England) James O'Hare (Scotland) Kaj Raundrup (Denmark) Svenolov Svensson (Sweden) Janine Dupey Kennedy (France) Martin Drüeke (Germany).

The Friday evening was an informal preparation for the more concentrated gatherings held on the Saturday and Sunday, with the agenda for these being an appraisal of the Oct. conference at Blagdon England: discussions on firming up already existing structures of the association and an examination of plans for future events and new lines of communication within the organisation.

The appraisal of the October conference concluded that it was a very positive and meaningful gathering with a vibrant spirit and excellent workshops on the conference theme (Bending Back the Bars". An observation was made that workshops should be participatory and didactic and not a mini lecture (take note for Budapest!) There was an unanimous feeling that the keynote address of

James McKinnon was of very high quality, presenting a profound *raison d'être* for Education in the prison setting and underpinning the philosophy of our "Education in Prisons" Council of Europe document. Given its inspirational character, this speech is to be available for the widest dissemination among our membership.

On the matter of strengthening already existing structures, it was decided that the editorial ownership of the Newsletter would be with one country for each issue with Sweden taking the next one and then Holland. The current practice of a bulletin several times a year was considered to be successful and will continue to come from Northern Ireland under the competent stewardship of Paddy Rocks. The directory (= a yearbook) that has been in the pipe will be out during autumn this year thanks to Robert Suvaal and his team. There were discussions too on better bonding of the membership of the association through the liaison persons in each country and Sonja Kurtén-Vartio (membership secretary) undertook to initiate a membership drive at the beginning of each year. The possibility of an element of inte-

gration between national associations, where they exist, and the EPEA is to be explored.

Looking ahead the committee was updated on preparations for the 1997 conference in Budapest and left to ponder the possibilities for 1999. The hope was expressed that through the Budapest event we will strengthen our tenuous links with Eastern European countries and take us even closer to have a pan-European membership.

With a note of sadness, thanks were expressed to those founder members of the association - Robert Suvaal, Kevin Warner, Agneta Bergendal, Yves le Guennec - whose contribution to the association has reflected their deep commitment to quality education in prison education throughout Europe and who now are standing down from the steering committee. They will be sadly missed but hopefully the spirit they have instilled in the committee over the years will continue undiluted.

Thanks too was given to our host at the Lunde Kursuscenter for a reception and hospitality that was truly magnificent.

The next meeting of the Steering Committee will be in Göteborg, Sweden 18 - 20 October.

EPEA Newsletter No 12 !

The "No 12" is to be produced by Robert Suvaal et al from Netherlands in co-operation with Martin Drüeke, Germany. Please share your experiences in the broad field of Prison Education. Write to: Robert Suvaal, DJI, Postbus 30132, 2500 GC Den Haag, Netherlands. Preferably on Windowsbased applications! Materials on disc - the editors are your friends for life. (fax +31 70 3702910)

Deadline 3rd March 1997!

Conferences and meetings, national and international

"Pädagogen im Justizvollzugsdienst" 21st-24th October-96 in Straubing Germany.

Contact: *HL Weidenhiller*, Justizvollzugsanstalt Laufen, Lebenau, 83410 Laufen, Germany. Fax +49 8682 897 124. The programme looks interesting. Looking forward to have a short report from this event in Newsletter No 12! (ed)

"Safety - for the therapist and the clients" A conference for Art-therapist working in prisons and clinics for the mentally disturbed, 30th Oct. - 1st Nov. Holland

Contact: *Joke Holdtgreffe*, Ministry of Justice PO Box 30132, 2500 GC, The Hague, Netherlands. Fax +31 70 3702910.

Further we have (Joke H. tells us/ed) our regular meetings such as:

Twice a year regional or national meetings for:

- the chiefs of education.
- the teachers.
- the librarians

Twice a year regional meeting for the sport-teachers.

Twice a year national meetings for the art-teachers.

Twice a year national meetings for the art-therapists.

Every two years we try to organize a national conference for two or three days for the chiefs of education, the teachers, the librarians and the art teachers and the art-therapists.

Robert Suvaal, our advisor for education organizes the meetings for the teachers, the sport-teachers and the chiefs of education. Frank Wagenvoort, our advisor for the libraries organizes the meeting for the librarians. I organize the meetings for the art-teachers and the art-therapists.

From 10th -13th April -96 I (Joke H.) participated in the **2nd European conference on Theatre and Prison, "Creative Time", at the University of Manchester.**

The conference established to promote further activity in criminal justice settings, will examine six broad areas relating to arts activities in prison and probation:

- professional performance in prison
- Working with offenders in the community
- advocacy and policy development
- theatre, therapy and arts practice in prisons
- staff work and training
- monitoring and evaluation.

The conference provided an opportunity for delegates to; debate issues related to the role of theatre and arts work with offenders, view a range of theatre practice designed to aid offender rehabilitation and education, exchange information, ideas and national and European contacts, share good working in practices and models of excellence and become involved in a network operating as a pan-European lobbying and advocacy body, testifying on both a national and European level to the artistic, educative and rehabilitative value on the arts in criminal settings.

Theatre and related activities in prisons, probation centres and aftercare settings have been rapidly developing across Eastern and Western Europe. The success of companies working exclusively within the criminal justice sector, the establishment of dedicated academic research centres and an increase of work undertaken in prisons and probation by major European cultural institutions is testament to the importance of the

arts with offenders in terms of artistic development, training opportunities and social and economic impact. This was highlighted in the 1st European Conference on Theatre in Prison in Milan in 1994. Within this context there is a recognisable need for greater cultural activity, cooperation and contact between practitioners, policy makers and criminal justice staff in order to fully develop this innovative and challenging area of work across Europe.

From all over Europe and even from USA and Brazil about 100 participants came to this conference. I regretted not a moment that I came to Manchester. We saw a "dance"- performance in HMP Hindley from inmates with staff, an excellent performance at the dancehouse Theatre by Geese Theatre Company exclusively with woman offenders and ex-offenders. A presentation from the Artist Insight Arts Trust of creative work produced by offenders. This included performance of inmates, poetry, video and photography.

I participated in workshops from the "Geese Theatre Company" and TIPP "The Theatre in prison and probation". I went to two seminars on "Advocacy and policy development" and one on "Art Therapi". The conference was addressed by several interesting speakers. In brief a very interesting conference where I learned a lot about theatre in prison, and the value from it for our inmates.

Joke Holdtgreffe

A New ,Profession Outline' for the German Prison Teachers

On behalf of its members, the german national federation of prison teachers **,Bundesarbeitsgemeinschaft der Lehrer im Justizvollzug e.V.'** (BAG) has published an updated portrait of the educational field of work in the german prisons. Since founding the BAG in 1958 this is the second attempt after 1971 to describe the diversity of tasks and working conditions for the approximately 400 teachers in 350 german prisons. Beside a short historical survey of developing prison education the portrait lists the aims of educational work with prisoners and the activities and duties of the teachers on all in all 39 pages, from adult literacy and basic education to pre-paring for school-leaving qualification, further training, library and cultural services, sports and leisure time courses. The typical framing conditions of the teacher's position among the staffgroups and expert teams are mentioned as well as the qualificational deficits of the prison teacher's career: hardly anyone had studied special pedagogical theories and methods to become prepared for the work in prison. To reach higher correspondence with the demands

of these work the BAG suggests in the ',Profession Outline' a qualifying concept, that passes on the necessary skills for the prison service to the beginning teachers within a **job accompanying training**: administration and law subjects, criminology as well as didactics and methods of adult and special education. With this the BAG reacts to the fact, that often will and reality are differing in prison education.

Since the forming of treatment concepts for prisoners and also the staff training in Germany stands under state responsibility, according to the principles of federalism, the BAG actually is only able to offer further training to prison teachers. Regularly there are held **,5-Days-Basic-Seminars'** for new prison teachers to study the reported additional knowledges in a compact crash course. The BAG also organizes a yearly **,Working Conference'** with a theme relating to prison education for its 240 members and interested guests. There are always partizipating about 100 teachers, also since several years some colleagues from Austria. In 1996 the subject was

,Violence - A Challenge to Teachers'

In 1997 the conference will take place at Recklinghausen/ Nordrhein -Westfalen, May 5. - 7. Perhaps this could be an occasion to welcome also some interested colleagues from other nearby west-european countries. The booklet **,Lehrerinnen und Lehrer im Justizvollzug - Beschreibung eines pädagogischen Arbeitsfeldes'** in german language can be ordered free from the BAG.

Contact:

Bundesarbeitsgemeinschaft der Lehrer im Justizvollzug e.V.
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Klaus-D. Vogel
Secretary Chairman

National Conference on Prison Education in Norway, 9th -11th October -96, Bergen, Norway.

The National Education Office in Hordaland, which is responsible for nationwide coordination and development tasks in prison education organize national conference on prison education 9-11 October 1996. 120-130 persons will participate at the conference which will be held outside Bergen on the westcoast of Norway. Representatives from different agencies as national education officies, regional education offices, regional employment services will participate at the conference. in addition there will also be teachers, school principals, govenors and chief probation officers.

The aim with the conference is to bring the different groups involved in prison education together to discuss and draw up strategies for developing prison education and for the follow-up service after release. One of the most important topic at the conference will be the information about the new White Paper on the Prison and Probation Service that will be published this autumn. This lecture will be given by Director General Erik Lund-Isaksen in the Ministry of Justice. The document will necessarily have great influence on education in prison and the participants will be given the opportunity to

discuss different aspects of the road further on for the education in prison. Some of you remember Paul Leer-Salvesen from the EPEA-conference in Sweden 1993. He will give a lecture on guilt and grief - consequences on education. There will also be some workshops on different projects running in Norway. The last day of the conference will focus on the follow-up work and how this important area can be strengthened.

Contact: *Torfinn Langelid*, National Education Office in Hordaland County, Box 614, N-5001 Bergen, Norway.
Fax: +47 55237510.

**„Protective Bars? “
6th International EPEA
Conference on Prison Edu-
cation, 2 - 5 November 1997,
Budapest, Hungary.**

(also on separate announcement)

Is it possible that the punitive „bars“ in some ways are protecting, and in fact making „inside-progress for rehabilitation“ possible? If you agree or disagree with this unusual idea you will have the possibility to take part in the „Big Debate“ in Budapest in the beginning of November 1997. The main topic of the conference is „Protective Bars?“ containing four subtopics:

- Prison System and Humanisation
- New challenges in prison life and prison education
- Nothing works? - something works!
- Beyond 2000

We have five keynote-speakers who are excellent experts of prison education.

According to our efforts, all

“To master ones life- ways to reach the goal”

Nordic Seminar for Teachers and Administrators of education in prison and probation, 15th-18th August 1996, Nordic Folk Academy, Gothenburg, Sweden

About 80 delegates from Denmark, Finland, Norway and Sweden attended the seminar. It is organized every two or three years by the NFA in co-operation with the different central administrations of prison and probation

of the subtopics will start with a keynote lecture in the framework of a plenary session. Afterwards we organize five parallel workshops lasting one hour. One of the delegates gives a short introduction of the workshop (10-15 minutes) initiating an active debate among participants for about 40-45 min. We prefer the active discussion definitely to long boring „performances“.

The official language of the meeting is English.

The conference will be held, as mentioned before, in Budapest, the Hungarian capital. The location is unique in Central Europe. Budapest is split by the river Danube and you can get a breathtaking view from the Hill of Gellért of the Royal Castle, the Houses of Parliament, the Hungarian Academy of Sciences, lot of hotels, bridges and the Margaret island.

The venue of the conference is Hotel Agro.

We have the ambition to make an interesting conference on Prison Education where we provide you keynote-speakers, workshops, discussions and will try to outline perspectives and aspire to further development.

All participants will be transported during the conference, including from and back to the airport or railway station. Each

in the Nordic countries. This year the seminar focused on social/living skills and the need for basic education/dyslexia-methods. Among interesting keynote speakers we listened to: Terje Ogden from Univ. of Oslo and Jens Aage Bjørkoe from Kofoed school in Copenhagen. A report (Nordic language) may be ordered from Stina Tianen, NFA, Box 12024, S-402 41 Göteborg, Sweden /ed

professional and most of the social programmes will be organised in the area of Hotel Agro. The accommodation and meals for the delegates has been arranged and will be served at the hotel. In addition to the conference there will be some attractive social events e.g. sightseeing, concert and possibly ship-excursion on the Danube. We try to strengthen and intensify the professional and personal contacts among people living in different countries and speaking different languages. We also provide possibility for foreign experts to get some personal impressions about the Hungarian prisons.

The invitation letter will be sent to all ministries who are responsible for Education in Prisons, Council of Europe, NGO's, participants of last conferences, liaison and contact persons of EPEA.

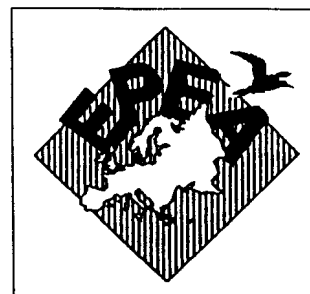
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European
Prison
Education
Association



Welcome to the central Europe
The National Prison Administration of Hungary and
European Prison Education Association, EPEA, invites you to

The 6th International EPEA Conference on Prison Education 2nd - 5th November 1997 in Budapest, Hungary

"Protective Bars ?"
- Human Life for the Inmate
against Public Opinion

The conference will held in Budapest, Hotel Agro. Accommodation, meals,
professional and social programmes are included in the conference fee.

Conference fee: USD 500 (EPEA members) / USD 550 (none members)

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In Focus; Creative art

CAPTIVE ART

Kerstin Bunketorp

Härlanda Prison

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Translation to english by *Ian Gorrie* and *Berne Kallblad*

There is an obligatory work duty at Härlanda prison, but school is voluntary, and is open 5 days a week. The aim (bearing in mind various needs and wishes) is to offer meaningful occupation during time in prison. There is an opportunity to compensate for a defective basic education, obtain competence in separate subjects or acquire help with individual studies at university level. We were not able before, to accommodate for everyone that wanted to come to school. We are

now in preparation for the closing down of the prison, more sections are closed, hence the queue to come into school has disappeared. Theoretical subjects such as Swedish, mathematics, community studies and English have high priority. Those who wish to take part in computer studies or begin the "start your own" course, are involved over a 3 week period.

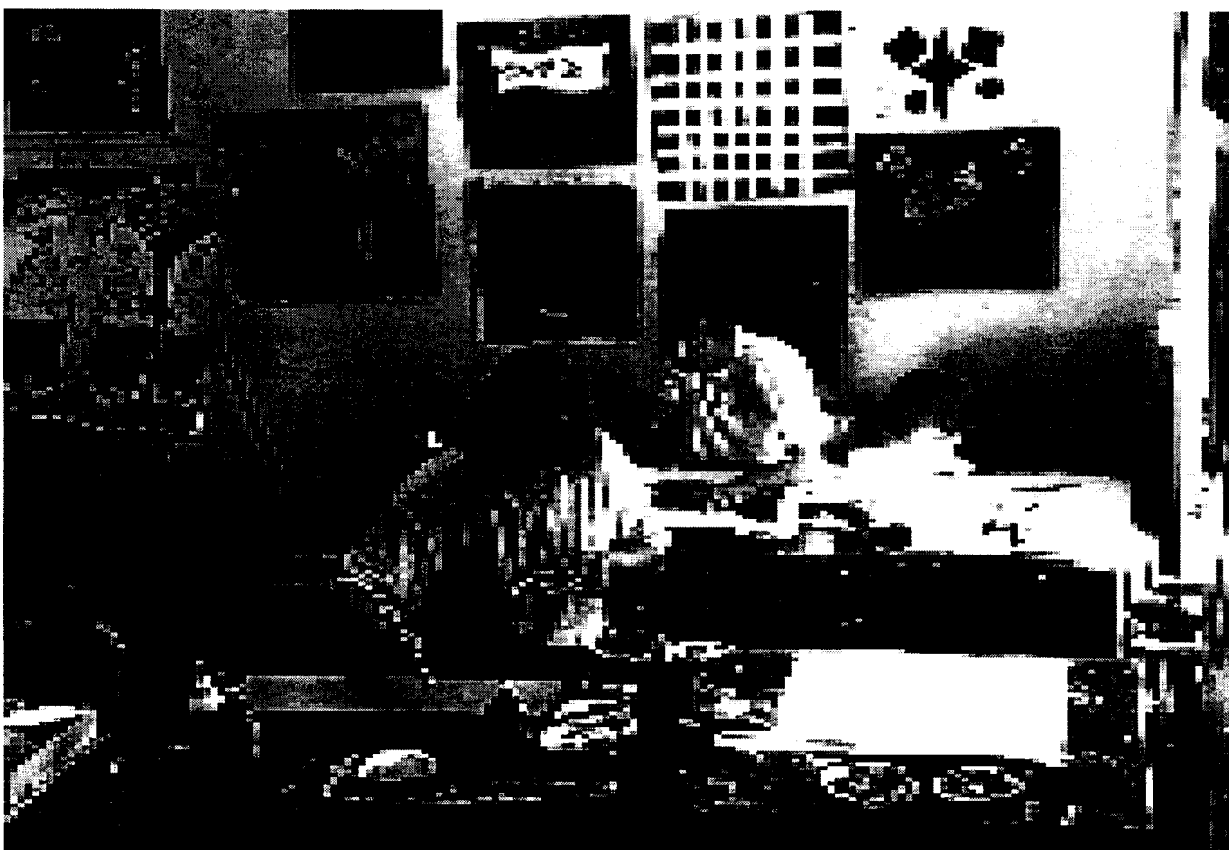
The school also lends great importance to aesthetic subjects. The interest for photographic technique and art are great as 15 regarded as a break in theoretical studies. The groups are multicultural and the numbers vary between 5-10 students.

My most important task, lies in the art studio as tutor. Most of the students paint, but there are also opportunities to experiment with other techniques such as collage, graphics or three

dimensional expression in clay, or more diverse materials that have been collected from within the prison.

To give people that for different reasons, are deprived of their freedom the possibility to express themselves in art form, is a gratifying task. They are physically imprisoned, but their thoughts of life and society cannot be taken away from them. They get to use a studio where they themselves decide what to do. Art is free. We often talk about this and that nothing is right or wrong if it is for the benefit of expression.

The subject can be Donald Duck, or one's own tattoos, even romantic pictures of one's family, pictures of pets, or images from within of dreams, love or hate. The pictures are framed and become a present to one's girl-



friend or children and even hung in the childrens' nursery.

Interesting conversations about what art really is occur often. There is a certain open-mindedness that is apparent to us all when we consider a work of art.

Fantasy begins when we realise the expression of the artist, at the moment we understand what it is the art work portrays. To paint is a way of making time pass, but it is something most would never do outside of the prison. It also gives new experiences. Talents become evident, and it can make them aware of things they never would have believed achievable. Self confidence increases and inspiration becomes infectious. Concentration diverts ones thoughts or deepens them, and the result can be a work of art to be portrayed in ones cell or at an exhibition.

We conclude the spring term with an exhibition in the school building and the main prison reception. The school is spring cleaned. The prisoners sew and hang new curtains, and the art works are exhibited. The computer

course has the responsibility of sending out invitations to the other prisoners and prison personnel. "Drinks" and snacks are also available. Now is the time for vernissage. It is almost like "open house" and many attend.



Two artists in Gothenburg Ola Åstrand and Ulf Kihlander have started an exhibition project called "Thief and Police". Police and prisoners from regional prisons are invited. The exhibition will take place at one of Gothenburgs larger galleries, Gallery 54.

Interest in the exhibition has been great, both for the police and the prisoners. This will be a very different meeting. Here they meet with the same roles, same language, but at a totally new place as "artists".

(The exhibition was a great success. Lots of visitors and also great interest from media, Television, radio and newspapers- local and national./ ed)

"On earth, and even so in heaven"

What is on in Europe, and elsewhere

FOKO

A Norwegian branch of EPEA

Torfinn Langelid

A Norwegian branch of EPEA, FOKO, was founded in the weekend of 13-15 September 1996 in Oslo. Fifty persons, most of them teachers, but also governors, prison officers and persons from the probation Service participated at the constitution meeting and the following conference. Svenolov Svensson, chairperson of EPEA, greeted on behalf of EPEA and welcomed the branch to the "family". There were also greetings from the governors and from the Probation Service.

A working committee chaired by Torfinn Langelid has worked for more than a year trying to find out if there were any interest and need for such a local branch of EPEA in Norway. A questionnaire showed that about 130 persons were interested to join the organisation. Therefore, the working committee, invited those who had shown interest to the constitution meeting in September this year.

The Norwegian branch of EPEA has the same aims as EPEA:

- to promote education in prison according to Council of Europe recommendations
- to support and assist the professional development of those involved in prison education through European co-operation
- to work with related professional organisations
- to support research in the field of education in prisons.

Ingunn E. Kleivan, deputy head of the school at Ila State prison, was elected as the first Chairperson of the Norwegian branch of EPEA. She and Torfinn Langelid, secretary of FOKO, were elected as liaison persons to the General Council of EPEA.

The new-elected committee has the responsibility:

- to plan and work out annual meeting and a following conference
- to send out two or three newsletters to the members every year
- to build a network with a contactperson at every institution in the country.

The new committee will strengthen the work by building a network of contactpersons. We need a contactperson at every institution to give information to the members and to bring information back to the committee. We already have these contactpersons in most of the institutions where education is offered and also in the aftercare classes.

At the following conference Svein Rognaldsen, senior lecture at University of Bergen, gave a lecture on education in prison and the probation service related to school reform in the upper secondary school. Svenolov Svensson lectured on the topic "Cognitive Skills Programme in Sweden". Asbjørn Roald, a Norwegian governor, informed about the new White paper on Prison and Probation Service that will be published this autumn. This document will necessarily have great influence on education in prisons. In addition we had some workshops on different project running in Norway for the time being. These workshops were given by teachers, prison officers and probation service officers.

Many participants reported to the committee that they were satisfied both with the constitution of the branch and the conference. Svenolov Svensson, chairperson of EPEA, was a little bit "afraid" that there will be too many Norwegian members of EPEA. On this background, let the message from Norway be the challenge to other European countries; form your own (active) local branch of EPEA.

More information about FOKO ? Please contact:

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Evaluating the follow-up classes

Torfinn Langelid

National Education Office, Hordaland County, Norway

In recent years, follow-up classes have been established in ten different centres around the country. The aim is that those who have been attending classes in prison and who are released in the middle of a school year will be able to go directly into a follow-up class set up outside the prison. The ordinary school system finds it difficult to take up pupils at irregular times, classes are large, and the regular pupils are often much younger. In the follow-up classes, the groups are smaller, 4-6 pupils in each class, there is closer personal contact, and on-going support is better. A Counsellor in each follow-up centre is responsible for arranging the contacts necessary or further education or employment. Visits to companies and contact with the labour market are important ingredients in these classes, and the offender gradually gains an insight into the requirements and challenges of working-life.

We are now in the process of setting up two or three new follow-up classes, and we are trying to increase their level of co-operation with other offices, in particular the employment offices in the work of rehabilitation, since they are the primary experts on working-life. Employment offices are also important because they can contribute financially to the work of following up the individual client.

The follow-up classes are now evaluated. A committee, appointed by the national Education Office in Hordaland in co-operation with the Ministry of

Education and The Ministry of Justice shall work out a survey of the follow-up classes, evaluate the work and suggest good models for the follow-up classes, where we also take into consideration the co-operation with other agencies. The committee is headed by Torfinn Langelid and they will finish their work in November/December this year (1996).

The report below is a second presentation, because a big part of it was missing the last time / editor

GOLDEN ANNIVERSARY AT THE GOLDEN GATE" : GOLDEN OPPORTUNITY MISSED?

Kevin Warner, Ministry of Justice, Ireland

Under the slogan "Golden Anniversary at the Golden Gate", the North American based CEA (Correctional Education Association) held its 50th Conference last July (1995/ed) in San Francisco, California. The CEA has close to 3,000 members from a wide field of prison/correctional education work, including just a handful of us from Europe. The organisation has a respected quarterly journal, and extensive regional and local activities throughout the U.S. The CEA holds a special honoured place in the formation of the EPEA, providing us with a role model at our inception in 1989 and sharing knowledge and activities with us on many occasions since then.

So, going to the CEA's 1995 conference in San Francisco should have been a little like

visiting relatives. And, having been to one such conference previously (in Vancouver in 1990), I knew to a large extent what to expect, with 700 or so delegates adding a jamboree atmosphere to the huge range of workshops, sales-pitches and social life. Moreover, I travelled to San Francisco, not from Europe, but from San Bernardino in Southern California where I had spent the previous three months as a Fulbright Scholar at the Center for the Study of Correctional Education run by Carolyn Eggleston and Thom Gehring. So, I brought with me to the CEA Conference, then, some familiarity with Californian penal institutions, correctional education, issues and colleagues.

And, maybe, that was the problem. Having encountered a horrendous scale of imprisonment, severe cutbacks to and disfiguring of correctional education (and yet, in places, some heroic work by educators), I suppose I felt a CEA Conference in such circumstances must address these crises, at the very least by acknowledging the difficulties. But, I heard very little of the articulation of different values, which seemed to me to be so necessary, from the "top table" correctional educators. Indeed, as I'll speak about below, the most encouraging voices were from a sheriff, a judge and a comedian (!) in the plenary sessions, and thankfully, also in subterranean places such as small workshops and in conversations along corridors, where those working on the ground spoke of what was really happening.

This note, then, is not so much a conference report, as a personal reaction to an occasion. I

emphasise the word "personal", for I am speaking from my perspective, bringing my values and experience in Europe and California into the mix. Perhaps it is also a cry of warning against a rampant and destructive ideology which puts vengeance at the heart of the penal system, an approach that has had some expression already in parts of Europe (for example recently by Michael Howard, the "Home Secretary" or Minister for Justice, for England and Wales). As prison or correctional educators, I think we need to think through where we stand in relation to such attitudes.

CALIFORNIA LEADS THE WAY

I am going to be severely critical of Californian (and by implication general U.S.) penal policy. So, it is only fair (and diplomatic!) to put that in context by saying how impressed I was by other elements of American social policy. And the contrast between the two only adds to my puzzlement. For example, California (and possibly the U.S. generally) can truly boast of unique achievement in cultural integration (how difference that is from so many parts of Europe?), education (especially access to college education), inclusion of and access for the disabled, national and state parks, and much more. These are areas of successful social policy that I noticed, and each seemed to exhibit an admirable combination of principles and pragmatism.

How startling then to find both principles and pragmatism so lacking in penal policy. I was taken aback by the enormous scale of incarceration, by many

examples of inhumane treatment and very negative attitudes toward those imprisoned by many staff and in society at large. The self-defeating and enormously costly nature of such policies are sharply brought out in a book by John Irwin and James Austin, *It's About Time: America's Imprisonment Binge* (Wadsworth, Ca; 1994). Irwin and Austin are particularly critical of California, which offers an unusually bad example of America's general excess in locking people up. Adjusting for population, the U.S.A. now imprisons more people than any other country in the world, having surpassed South Africa and Russia.

The core figure for imprisonment often used in the U.S. is the number held in State institutions. In California that is 132,000 (July 1995), having been less than 18,000 in 1970 when Ronald Regan was Governor. Even in 1981 it was still only 29,000. However, due to policies such as "three strikes" which lead to very long sentences, California has just raised its projection of prison population for the end of the century to 210,000! And, none of the above figures include those held in county jails (an average of over 69,000 in California in 1994), those in juvenile institutions, nor those in Federal prisons (95,000 across the USA in December 1994). I attempted to comprehend the scale of all this by estimating the rate of incarceration in California was over ten times that in Ireland, or over five times that of the highest European countries (e.g. Britain, Turkey).

While in California, I visited eleven institutions of different

kinds: state, federal, county, juvenile and adult, for men and for women. I saw some examples of excellent education, most notably in Syble Brandt, a very overcrowded L.A. county jail for women; but also in several of the juvenile institutions, especially in San Bernardino and Orange Counties - in those places for younger offenders concepts of treatment still tended to hold their place against the general mania for punishment. In many other places, mainly state and federal institutions for adults, real education seemed to have little chance of blooming, such was the sheer repression and pointlessness of the regimes.

Certain images from these visits stick firmly in my mind and perhaps convey the failure of California's "Sunshine Gulag" more sharply than any statistics. Images such as 90 women crammed into one room of tightly packed bunks (at Syble Brandt); it reminded one of the emergency accommodation provided after an earthquake or for refugees, and I wondered how positive individuality could possibly survive in such a claustrophobic atmosphere. Likewise, I was appalled to see in Terminal Island Federal Prison a unit for 150 men (average sentence 13 years, no remission), where they sat or lay silently on their packed-in bunks in mid-afternoon; many were old; there could be no privacy nor sense of safety there. In San Quentin state prison too there was the same sense of overcrowding and inactivity, men virtually confined to narrow cells for 2 or 3 months, awaiting, as the officer said, "processing until shipped to a prison where they'll do their time". I suppose if you think in

terms of processing and shipping, you don't need to acknowledge psychological damage.

I said this was a personal note on my own reactions and it was the attitudes surrounding the death penalty which upset me most. I joined a group "touring" San Quentin in conjunction with the CEA Conference. I noted in my diary afterwards: "Most disconcerting was the way staff talked acceptingly, at times even approvingly, of the death penalty - including even teachers on our tour. They are slipping into the vindictive ideology. Can such people really see the inmates they teach as full human beings?" For my part, I see the death penalty as barbaric and cannot comprehend how a prison or correctional educator, who must envisage or hope for some progress in every person, can support it. On the day we visited San Quentin, 415 prisoners were on death row. Elsewhere in the State, at Chowchilla, seven women were awaiting killing by the State.

THE SHERIFF TO THE RESCUE

So, who presides over this piece of civilisation? Enter one James Gomez, Director, Department of Corrections, California. He spoke to us in the Grand Ballroom at the Opening Session of the CEA Conference. He told us about the 132,000 inmates in his prisons and the 38,000 staff. He spoke to us about rehabilitation, told us that he was on a major search for data to show that education works. Sounds good, but wasn't this the same Department of Corrections which recently (like many but not all other States) abolished all college education for its inmates? And

this is a community renowned for its high participation in college education! (California Youth Authority, who deal with some of the more serious 16 - 25 year old offenders, have, to their credit, bucked this trend and continue to provide college, and much other, education).

I suppose that's when my troubles started. All the talk about things being wonderful, yet it didn't connect with the reality as I had found it and as so many correctional educators on the ground told it. I waited in vain to hear the CEA leadership speak to this reality. Some help was at hand, however. Also on the platform that first morning was the Sheriff of San Francisco, welcoming us to what is certainly a lovely and friendly city.

Sheriff Michael Hennessy didn't speak for long, but he did quote some pieces from a current issue of the *New Yorker* magazine (10 July 1995): "We lock people up to keep them away from us, to humiliate, degrade and condemn them, and to deprive them of dignity, privacy and autonomy. And we lock them up so they will come out changed for the better, ready to live and work in our communities. These conflicting goals have been at war throughout the history of the American penitentiary". He also quoted evidence that "inmates who complete education courses are less likely to return to prison. . . . A study released in 1991 by the New York State Department of Correctional Services, for example, found that male inmates who complete one or more years of higher education in prison had a recidivism rate, four years after their release, more than twenty

percent lower than the average for all male inmates." Did Director Gomez, having heard from the Sheriff the evidence he sought, jump up and cheer and announce the immediate restoration of college programmes for prisoners? I'm afraid not.

A CHOICE FOR THE CEA : DENIAL OR DEFIANCE

The conference as a whole was a well-organised and friendly event, with many interesting talks and workshops, and was a credit to Lindy Khan and her organising committee. But I kept looking for values that are contrary to the prevailing repressive climate to be articulated. Many educators, in top table speeches, disappointed me on that score, but maybe I don't understand their difficulties, maybe whistling past the graveyard is all they feel they can do just now. I felt at least more acknowledgement of the problems would have helped and this was given by other speakers. Judge Frank X Gordon of Arizona strongly criticised the policies of mandatory heavy sentencing, saying incarceration doesn't work and judges were "restive" and "frustrated" by the situation. (Couldn't somebody at least say the educators were frustrated too?) He spoke of half of Arizona inmates being "functionally illiterate" and called for resources to be diverted to help children earlier in their lives. Michael Pritchard, who was billed as a "humorist" and "youth advocate", gave a marvellous and encouraging closing speech to the conference which I expect gave correctional educators courage in the face of present difficulties, with comments like, "Picture the world without this Group [of

those who educate offenders] and its not a very good picture", and "Whatever the question is, the answer is education".

Elsewhere, in smaller or informal events at the conference, I found much that was illuminating or heartening. Others will have found other things of value but among those I recall are : an art teacher from Oregon who, despite recently losing his job (art is hardly "in" at present) still made his own way to San Francisco to give a workshop; Bernard Finney, a poet, speaking about his book *Harlem Horses* and the lives of those who are imprisoned; those who took part in a workshop on Paulo Freire's critical pedagogy. And many other individuals who reinforced my belief that those of us who work in prison education really do share a common purpose.

I once jokingly remarked to American colleagues (all of us members both of CEA and EPEA) that the difference between the EPEA and CEA was that EPEA had a clear philosophy but a ramshackled organisation, while CEA had a sophisticated streamlined organisation but no clear philosophy. I was mistaken. While an event like this conference does not bring it to the fore sufficiently, there is a wonderful progressive tradition behind the CEA itself and in American penal practice generally that I am only just beginning to discover. Many Americans working in the education of offenders know little about it. Now-a-days, this tradition tends to get buried and forgotten about, especially with recent repressive avalanches. Yet, there are some great writings that pre-date and are as good as, if not

better than, the two core policy documents we look to in Europe, i.e. The Council of Europe's *European Prison Rules* (1987) and *Education in Prison* (1990). Most striking, however, is how close these half-lost American perspectives are in their essentials to the European documents.

Austin MacCormack, once Assistant Director of the Federal Bureau of Prisons, is generally credited with being the main founder of the CEA. His name is often mentioned, but I am not sure many CEA members have read his book, first published in 1931, *The Education of Adult Prisoners* (reprinted, ATM Press, New York, 1976). Coming across it this year, I was amazed that its progressive "adult education" philosophy, its prescription of a wide curriculum geared to "the whole person" and its general advocacy of education for prisoners prefigured so much that is in the Council of Europe's recommendation and report on prison education. Likewise, there is little essential in the European Prison Rules that is not advocated (and put into practice!) in Kenyon Scudder's story of running the California Institute for Men at Chino in the 1940's, as told in his book *Prisoners are People* (Doubleday & Co, New York, 1952). American correctional educators can gain strength and guidance in these dark days from such authors and the CEA might well give greater voice to their ideas, in defiance of the current vengeful mood. And we too in Europe could learn much from such books.

But the sources of American inspiration (and I hope defiance) are not all in the past. Just as some

of the great works on the theory of Adult Education are North American publications, so there is inspiring work being done and written about in that field at present. But current correctional education practice seems very unconnected with it. Some links with this source of power are being made, however, as shown in a recent book edited by Howard Davidson, *Schooling is a Total Institution* (Bergin and Garvey, Westport Ct., and London, 1995) or in an article by Kathy Boudin in the *Harvard Education Review* (Summer 1993) "Participatory Literary Education behind bars - AIDS opens the Door".

I'm not sure I'll ever have the privilege again of attending a CEA conference, but if, in years to come, I do, I would love to see such rich American sources of inspiration much more centre stage. And, hopefully, also, the wheel will have turned in penal policy and strong humanitarian values will have reasserted themselves once more.

Note: If any readers are lucky enough to be in the U.S. in the coming summers, the upcoming conferences are in Minnesota (1996), Texas (1997) and Salt Lake City (1998). Information on these, CEA membership and other CEA activities may be obtained from: **Correctional Education Association, 4380 Forbes Boulevard, Lanham, Maryland 20706, U.S.A.**

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THE WRITING LESSON

Pru Winder

HMP Doncaster, England

Having taught for many years in Colleges and other institutions of Further Education and Training I became a Tutor at HMP Doncaster, a prison which as well as housing Adult Offenders contains many Young prisoners aged from fifteen. On the first meeting these young men I certainly challenged in finding an appropriate level from which to teach effectively; hence the following rhyme:

On my firts day this was my plight;
How would i get these boys to write?

Boys so angry; boys so tragic
Boys with charms so less than magic
Boys so winsome; boys so weak
boys with Tarzan-like physique
Boys remorseful; boys not sorry
Some boys bullies out for quarry;
Boys of every shade and clan
And varied concentration span
Boys whose brains found thinking hard
Boys brighter than a diamond's shard

Curses sometimes all they knew
Toughness come from fighting through
a less than careful start in life
Born of family caught in strife

What could cut across all this
Including all without a miss?
What could cast a migic spell
What message unto all would tell?

Cars bikes and bands all had their pull
And tales of crimes and criminal
Stories told of folks got rich
Who'd started out without a stich

And truly they were very good
And did their Grammar as they should
Liked to have a Spelling Test
To find which words they'd learned the best.

But what most would rest these gangsters wild
Were poems of love or of a child!
Yes, these were whta could make them sigh
And to their books their pens apply!

Detention in Baden- Württemberg. Learning by writing in the project "Prisoner Newspaper"

Dr. Gero Kofler

Justizministerium Baden-
Württemberg, Germany

Generally

Baden-Wüttemberg is one of the 16 states (Länder) of the federal Republic of Germany. Inhabitants: 10,2 millions, surface area 35 751 square kilometers main capitalis Stuttgart. Industrial facilities. mercedes, Porsche, Bosch, Zeiss, Boss. International companies: IBM, Hewlett Packard, Kodak, Sony. Baden-Württemberg is also known as a state of philosophers and poets: Schiller, Mörike and Hölderlein, Schelling, Hegel, Heidegger, Hesse. Albert Einstein is born in Ulm. The standard of education, research and science: 9 universities, 39 polytechnics and 8 academies.

Information concerning the criminal justice act

In Baden-Württemberg are established 20 prisons with 31 little (depend) establishments. There are 8002 places, but 8400 prisoners (overcrowded). About 35% are foreign prisoners (mainly turkish, "jugoslav", italien prisoners). There are 3500 employers (employers with uniform 2300, 116 socialworker, 43 teachers, 43 psychologists and 47 juristst) For treatment there are three main fields: work/vocational training, school / further edu-cation and programmes in leisure time. Yearly 400 prisoners (young adults, adults including women) achieve a certificate (Hauschule, fach-

arbeiterbrief) There are elementary courses for prisoners without significant knowledge in reading and writing.

In leisuretime the prisoners can take part in social training, sports and courses (for example: Computer-course, learning to play instruments) Favourable for education is the open prison. There are about 1200 places for this form of detention. In all states of the Federal Republic of Germany, also in Baden-Württemberg is valid the Strafvollzugsgesetz (since 1976- laws governing the execution of sentence).

Learning by writing

An opportunity for clearing thoughts and opinions, a way to overcome loneliness and a field for learning by writing are the eight newspapers edited by different teams of prisoners.

The place of the prisons (Justizvollzugsanstalten) and the titles of the papers (Gefangenenzeitschriften) are:

Adelsheim - "Experiment"
 Bruchsal - "das Spektrum"
 Freiburg - "Janus"
 Hohenasperg/
 Ludwigsburg - "Sozius"
 Mannheim - "Klette"
 Rottenburg - "der Stachel"
 Schwäbisch-
 Gmünd - "die wies(s)e Frau"
 (women)
 Ulm - " Inside"

There are three or four editions yearly. The contents are problems of the every day life in prison, the work, education, rights and duties of the prisoners, activities in leisure-time, par exemple go in for sport. There is no suppressing critical articles, but the limit are, not careful researched texts

(attacks) towards single persons or against groups (prisoners, officers, prison-administration).

It is in our opinion, positiv, that sometimes even "poets" write about prison with a view of a thinking man or woman.

The newspapers are also a way for connections between prison and the world outside. Every citizen can buy and read these "press"- products.

Learning by writing in the project "prisoner newspaper" is a non-educational chance to choose literacy over orality. It is a way to a many-sided understanding by describing the freedom of thoughts even in the environment of a prison (see also the paper of Anita Wilson, Lancaster University, England - EPEA conference Blagdon, October 1995).

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BLOOMINGTON DIARY (My participation in the 51st CEA Conference, July 1996)

Robert Suvaal, Ministry of Justice, Netherlands

The Correctional Education Association (CEA) is the older sister (or brother) of the EPEA. The CEA was founded in 1945 and has now about 3000 members, most of them from the US or Canada. The CEA has 9 regions. Each region consists of 3 till 8 states. Every July the CEA organizes a big international conference. Recently there are in average 600 participants. A few months ago I was elected in the Executive Board of the CEA.

Here are my impressions from the 1996 conference held in Bloomington, near the Twin Cities (Minneapolis and St. Paul, Minnesota).

Friday, July 5:

North West Airlines promises to bring me in 8 1/2 hrs from Schiphol Airport (Amsterdam) to Minneapolis - St. Paul International Airport. Between meals and drinks I read the newest John Grisham and make notes for an article about prison education in the Netherlands. Nevertheless it is a long sit. My office made a reservation in a rather good hotel (with a swimming pool!), not the conference hotel. I prefer to stay in an other hotel but close to the venue of the conference. That is quieter for a non-native speaker of English as I am. I need some time to recover from talking, listening and thinking in English. The taxidriver tells me that many Scandinavian immigrants are living in Minnesota. "Everybody" is called Johansen or Anderson, he says.

Saturday, July 6:

In the morning I go shopping in the Mall of America (the biggest one in the USA, they say): a lot of shops (with a big variety in attractivity and quality) and many fast food restaurants but also a number of fairground attractions, especially for children. When I leave the mall I have a T-shirt that says: "If you ain't Dutch you ain't much". I promise to wear it in Budapest 1997.

In the afternoon there is a meeting of the Executive Board. Since a few months I am the non-Canadian international represen-

tative of the CEA. Actually I represent only about 50 members (from outside the US and Canada). In the meetings of the Board there are about 30 persons (!) around the table. Besides the officers (including the president past and the president elect) there are the directors of the 9 CEA regions, the man behind the CEA Journal (Stan Karcz), the Executive Director (Steve Steurer), his right hand (Alice Tracy), etc. There are two international representatives, one for Canada (Robin Quantick) and me.

A meeting of the CEA Board is very different from the meetings of the EPEA Steering Committee. E.g. the meetings start by a real roll call (just like the police does in New York and Chicago!). It takes some time for me to get accustomed to this ceremony. It is remarkable to hear the secretary (Jennifer Oliver) call your name whilst you are sitting just next to her. We have a very efficiently looking agenda attuned to a big group like this one. The agenda mentions the agenda topic, the purpose, the discussion leader, the outcome (results) and the time. At the start of the meeting you have to request the amount of time you think to need for your point of the agenda. A facilitator and a timekeeper are appointed. They assist the president. If your time is over you have to negotiate for more time if you need this. Each discussion is rounded off in the same way: someone formulates a proposal, someone else seconds it, the others say yes (yeah) or no. In theory it makes a very efficient impression. But I do not know yet if it works good enough. The extended regulations of the CEA (Constitution, Policies and

Procedures Manual etc.) are now and then counterproductive. Only some of the Board members know most of this information by heart. The atmosphere is o.k., the CEA culture is very easy and friendly.

After the meeting I have to attend a meeting of the Membership & PR committee I have agreed to be in. This meeting is very much focussed at two interesting questions: (1) how do we get new members? (2) how do we keep them as a member? We think the policy should be more customer oriented. The CEA Journal is subject of the discussion. We believe it is good but too theoretical. The members of this committee say they like the EPEA Newsletter because it is livelier and easier to read.

My evening is devoted to a very good Italian meal with a small group in a very nice Italian restaurant in Bloomington.

Sunday, July 7:

The Board meeting continues. We start at 8.30 hrs. (!). In this meeting we are informed that the CEA conferences in the years to come will take place as follows: 1997 in Houston (Texas), 1998 in Salt Lake City (Utah) and 1999 in Ottawa (Canada). In 1998 there will be a small international symposium (preconference or post-conference) about prison education (called correctional education in the US) "philosophy" and policy. I am in the organising committee. Very interesting topics on today's meeting are the Strategic Plan, the new Standards for Correctional Education Programs and CEA & Internet.

In the afternoon there is a meeting about professionalization in the CEA but I have an invitation to go to the reception of the Teachers of the Year 1996 and I believe I have to go there. In the meantime the registration for the conference starts. I like the badges with your first name in big letters on it. The reception is in one of the hotel suites. Every region selected a regional Teacher of the Year. This year all are women. The reception is cosy. They have champagne and selfmade punch & pies. The winners get a lot of attention.

Although the official opening of the conference is tomorrow there is already a general meeting this afternoon. There are already more than 400 participants. They gather in the grand ballroom of the hotel. At the start of the meeting Steve Steurer introduces all international (i.e. non US) guests to the public. I am nearly afraid to blush. The first keynote speaker is Dr. James Bensen, President of the Bemidji State University and consultant for companies, authorities and colleges. His presentation is very much Northamerican: making a lot of jokes, using a good number of overhead sheets (throwing them quasi indifferently on the ground after use!), using many examples and taking about 50 minutes for a rather brief message. This message is (in summary): The world of today is characterized by many changes happening in quick succession. To avoid staying behind the evolutions it is necessary in any profession to attune to these changes. We need to realize that using high tech is also subject of fast changes. To be able to anticipate well to all these

changes it is necessary to develop a learning attitude.

This meeting is followed by a reception sponsored by one of the vendors presenting educational materials during the exhibits. Again the organization is very Northamerican: the (good!) food is free, the drinks have to be paid for. I see a number of colleagues I have met before. The organization committee uses a TV screen to provide us with last minute information. A good idea.

Monday, July 8:

This year the theme of the conference is: Dignity, Diversity, Direction. The opening session consists of a flags parade executed by a group of boy scouts. The Dutch flag is there too. Then we listen to some brief speeches, a.o. by the Mayor of Bloomington. Of course she promotes the Mall of America. The second keynote speaker is Dr. Alvin Poussaint. He is a clinical professor of psychiatry and a faculty associate dean for student affairs at Harvard Medical School. His speech is about diversity: races, cultures, gender, sexuality etc. He is an Afro-American himself. Briefly his message is: discrimination and racism are supported by a number of things (language, media, study books, mechanisms etc.). The only way to fight successfully against this is the way one chose in Harvard University. There is a committee that works systematically (policy plan, working plan, evaluations) to minimize negative aspects. The speaker advocates to do this in other institutes too.

The 1st round of workshop

starts. I attend a workshop by my good friends Carolyn Eggleston & Thom Gehring (California State University in San Bernardino). This workshop is titled "Local professionalization through CEA". Of course my choice for this subject has to do with my daily job in Holland. The workshop is interesting. I hear about Northamerican studies on profiles of correctional educators and about local meetings aimed at professionalization of the participants, e.g. a meeting on recidivism. I like the driven attitude of Carolyn & Thom. This is what I like in most of the prison educators in Holland too and this is what kept me in this work for (too) much time. After the workshop I realize that the position of the participants once again was like in a theater and not - as usual in my country - in a U form or in a quad which stimulates the attention and the involvement of the participants. Of course it has to do with the fact that one does not register for the workshops before, so the organization committee does not know how many participants will be there but mostly more than 20 participants is an exception.

Lunch is dedicated to the plenary celebration of the Teachers of the Year. All nine do a brief speech. This is for me too much of the same (like: "Thanks to my husband and/or head of education without whom it would not have been possible ..". etc. etc.). It is a pity because some of them really have to say something. In the afternoon there is a reception of the Chinese and Russian delegations. Both delegations consist of four persons and an interpreter. The delegation leaders are high

ranking officials, e.g. the Russian delegation leader is the Secretary of State of Home Office responsible for the Prison Service in Russia. The meeting consists of speeches and an exchange of presents. Afterward there is a reception (without alcoholic drinks!). Here some exchange of information is possible. I brought some printed information from Holland for both delegations. It strikes me that the Chinese and the Russian delegations do not seem to communicate with each other. It is not a meeting that offers good opportunities for discussing inside information. We exchange business cards and make a lot of pictures but honestly I would have preferred to visit a workshop in the 2nd round e.g. one about education in a maximum security facility in New Mexico.

Thursday, July 9:

This morning there is breakfast in the regional groups. "My" members ("the rest of the world" I call them) are not in a region. I decide to join the Californians, maybe because they always say that they want to share.

I attend a workshop called "Language, a healing art: humanities behind bars". The workshop leader is Jean Trounstein, professor at the Middlesex Community College in Lowell, Massachusetts. The workshop is about the experiences in two different projects that took place in Massachusetts recently.

The first was a drama project in a correctional facility for women in Framington. Jean was the leader & director of a drama

performance executed by the women prisoners there. Interesting is the adaptation that the women & Jean made to plays like *The Merchant of Venice*: adaptations in the language, in cultural aspects (e.g. the introduction of a rapsong) and even a change of time. Jean tells us what it is all about when selecting a play. One needs a play with issues on identity (of women), violence, abuse, conflicts, justice (!) etc. This is necessary for the women to get involved, to feel, to discuss, to think and to learn. I like the enthusiastic way of presentation and the contents of this workshop. A video provides us a good impression of the final performance in the gym of the prison. The dedication of the incarcerated actresses is evident.

The 2nd project is - a bit unmodestly - called "Changing lives through literature". Participation in this project is open for women in their probation period. They can choose to participate in a literature course given in a community college. The alternative is the cell. The course takes 12 weeks. The group consists of 12 women. The judge and the probation officer participate in the course (!). The meetings consist mainly of reading (aloud), answering questions and discussing. The discussion leader has the role of facilitator (asking questions, leading the discussion etc.). The criteria for the selection of fiction are the same as those in the first project. As Jean says: "It has to hit them". Poetry is not suitable. Without any exception fiction by women writers is selected. Jean mentions Kingsolver, Morrison

and Tyler. Again we see part of a video. It is funny to see the judge sitting between the women. But I like the idea. A handbook is being worked at.

At last Carolyn Fuqua (programme specialist of the Bureau of Correctional Education of the US Office of Vocational and Adult Education) tells us something about the funding and the evaluation of both projects. She says that the results in terms of recidivism reduction have been satisfying. I am a bit astonished that these progressive and positive projects can still take place in this country that makes clear to prefer repressive measures. A good and interesting workshop!

In the next round of workshops I attend "Life skills in Delaware". The contents of this workshop are interesting. This project is about a programme in Delaware State Prison that consists of three parts: (1) Academic skills development; (2) Violence reduction and (3) Applied life skills. Violence reduction (also called Moral recognition programme) is based on the theories of Kohlberg, rather well known in Holland too. The how of the presentation does not appeal to me. The presenter is a fanatical preacher. His tone is very patronizing. He does not have any doubts about his message. This is the real thing. We better believe him. He has an unrestrained inclination to confess us. Nevertheless the information is interesting.

Again lunch is in the grand ballroom of the hotel. The more than 500 participants are as always in these conferences sitting at round tables in groups of

8 persons and some dignitaries are keeping watch on the stage. I have lunch with Jean Trounstein and Carolyn Fuqua. We continue the workshop. We try to produce operational objectives for Jean's projects because that is what politicians and policymakers want to know. After some time we have to be quiet because there is another keynote speaker. It is Dr. Martin Brokenleg (indeed, my association is with Wounded Knee. I cannot help it.) He is a theologian with Indian roots, working as a consultant and trainer now. He describes the Indian culture he was educated in. The characteristics are a.o. mastery learning, independence (in the sense of carrying responsibility), discipline (in an educational sense, not in terms of punishing), involvement, belonging, learning to make choices, self-esteem and consensus. It becomes clear that his information is also meant as a suggestion for us to use to deal better with diversity and attain more dignity. It can be a good direction, is my conclusion. An inspiring speech!

In the afternoon I have to go to an extra meeting of the Executive Board. It makes me miss a round of workshops again. After the meeting I have a talk with Carolyn Eggleston about the international symposium in Utah 1998. We shall aim at about 60 participants from all over the world. I realize that we need to have a sufficient number of European colleagues there. How will they get funded? This symposium will deal with prison respectively correctional education: "philosophy" and policy (goals, effectiveness, quality etc.). We hope that the

output of this international platform will be a report providing an international framework for our work.

Wednesday, July 10:

In the last round of workshops I go to "Acting out at the Max: bridging cognitive and affective domains". The presenters are Randall Wright (vice president of Excalibur Learning Resources) and Chuck Andrews (chief education of the Edmonton Institution). Excalibur Learning Resources is an agency that provides correctional education in a number of Canadian penal institutions. Edmonton Institution is a maximum security prison. Randall Wright delivers the theoretical basis for the project in Edmonton. His explanation is about different learning styles according to David Kolb. The theory of Kolb is rather well known in Holland. Nevertheless the introduction is interesting because I did not know the application towards drama. Randall concludes that drama is an appropriate way of learning for all different learning styles. It is an integral way of learning. Chuck Andrews informs us about the project itself. Roleplays have an important place in the project, e.g. roleplays about violence in family situations. The roles of wives or girl friends are played by young actresses. Roleplays of parole board sessions are used too. We see part of a video. It shows how these roleplays look like. I regret that there is not enough time to ask questions or to discuss. Randall promises to send me more information (and he did in the meantime).

It is time for the final plenary session: a brunch. The Al Maresh Award is distributed there. This award is for the educator who in the past period developed the best computer assisted learning programme for use in a penal setting. The award goes together with a prize of 500 US dollars. Steve Steurer gets an other award. This one is for working so hard for the CEA. Three new members of the Board are sworn in. I am one of them. In average I feel uncomfortable once a year. That is now. Funny is that only one person in the CEA knows the text of the oath by heart.

The 4th and last plenary speech is about personal growth. The speaker is Karen Kaiser Clark, a former teacher, now a speaker and consultant. I like her way of presenting although I would not use so many overhead sheets with jokes from comic books. The contents of her speech are not very gripping for me.

Then the president of the CEA says a few words in conclusion. The 51st conference is over.

In the afternoon I have just time to do some shopping. I buy a blouse for my granddaughter Kelly (2 1/2 years). Of course I need the help of some American housewives but I am successful.

Looking back at this conference: Flying back to Amsterdam I evaluate the conference. I am rather content mainly because of some interesting workshops and three inspiring keynote speeches. Besides I enjoyed again the opportunities for informal discussions of the work we do.

Sometimes this is even more important than the formal parts of a programme. I regret that twice during this conference my function in the CEA Board collided with my wishes to attend a workshop but the learning experiences in the Board are interesting too. What I like in our smaller European conferences is that one can collect the papers of all workshops there. This is impossible in a huge conference like this one. So one misses a lot of information. Most of the workshops in this conference were presentations, no workshops. A real workshop has to be interactive. But this is the same in our European conferences.

The policy trend in the US and Canada is about the same as in Europe. The demand is for output, outcome, results to be measured etc. preferably directed at the reduction of recidivism. I did not hear about sentence planning (in my country called: individual detention routing plans) in this conference but the necessity of (more) integral approaches (in contrary to more isolated approaches, e.g. only prison education) was evident. The organisation committee did a good job. Organising such a big conference is not exactly peanuts.

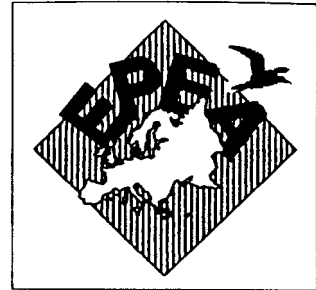
In Amsterdam my usual jet lag is waiting to embrace me. It stays with me for two days.

PS: If you would like to have more information please call or write me. My telephone number is: 31 - 70 3702576, my telefax number 31 - 70 3702910, my address: DJI, PO Box 30132, 2500 GC The Hague, Netherlands.

Robert Suvaal

EPEA Membership Form

European
Prison
Education
Association



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

EPEA offers

- support for prison educators with liaison persons in each country
- a regular news Bulletin (2-3 times a year)
- a Newsletter two times a year
- notifications of conferences
- a network of special interest groups
- an opportunity for contacting prison educators outside your country through correspondence, visits etc
- an opportunity to explore issues in prison education

Prison education includes:

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

EPEA

The concept of a European prison education association originated at an international conference in Oxford, England in 1989. The EPEA was formally constituted in Stockholm, Sweden in 1993

The aims of the EPEA are

- to promote education in prison according to Recommendation No. R (89) 12 of the Committee of Ministers to member states of the Council of Europe (1989)
- to support and assist the professional development of persons involved in prison education through European co-operation
- to work with related professional organisations
- to support research in the field of education in prisons

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

"persons involved" are defined as professionals working in the field of education in prison and in related disciplines.

The EPEA working language is English

EPEA membership

Special introductory annual subscription

Full membership is open to individuals and organisations involved in the field of prison education and in related disciplines in Europe

individual 5 ECUs organisational 25 ECUs

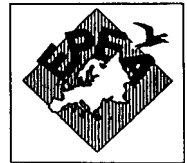
Associate membership is open to other interested persons

within Europe 5 ECUs outside Europe 10 \$ US

In EPEA decision making and elections, full individual members have one vote and organisational members two votes.

Membership-form

European
Prison
Education
Association



Name:.....

job function:.....

(teacher / librarian / administrator / etc)

organisation:.....

place of work:.....

type of membership(please mark one):

full

associate

organisational

I am interested in **EPEA networks**

please mark one or two

- | | |
|---|---|
| <input type="checkbox"/> adult basic education | <input type="checkbox"/> literacy training |
| <input type="checkbox"/> alternative measures
(e.g. traing instead of detention) | <input type="checkbox"/> music |
| <input type="checkbox"/> art education | <input type="checkbox"/> physical training and sports |
| <input type="checkbox"/> computer assisted learning | <input type="checkbox"/> pre-release training |
| <input type="checkbox"/> crafts (woodwork, metalwork) | <input type="checkbox"/> prison libraries |
| <input type="checkbox"/> drama | <input type="checkbox"/> second language |
| <input type="checkbox"/> further / higher education | <input type="checkbox"/> sentence planning |
| | <input type="checkbox"/> vocational training |
| | <input type="checkbox"/> other:..... |

Languages spoken:.....

I am willing to share ideas by letter yes no

I am willing to arrange a short (1-2 days) study-
visit to my place of work yes no

Contact adress:.....

.....

.....

telephone:.....

fax:.....

I agree to my contact address, telephone and fax numbers being included in the directory for
general circulation yes no

signed..... date.....

Please send this form and your subscription fee to your liaison person:

(in Sweden) **Hans Sjöberg/ Rolf Blomberg**

Kva Tidaholm

522 85 TIDAHOLM

According to the EPEA constitution, a register of all members is available to any member on request. The register is a list of each members name, job function, country and type of membership

Council of Europe Recommendation No. R (89) 12 on Education in Prison

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;
2. Education for prisoners should be like education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;
3. Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;
4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;
5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education;
6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;
7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;
8. Special attention should be given to those prisoners with particular difficulties and especially those with reading and writing problems;
9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;
10. Prisoners should have direct access to well-stocked library at least once per week;
11. Physical education and sports for prisoners should be emphasised and encouraged;
12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;
13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;
14. Wherever possible, prisoners should be allowed to participate in education outside prison;
15. Where education has to take place within the prison, the outside community should be involved as fully as possible;
16. Measures should be taken to enable prisoners to continue their education after release;
17. The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.