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Spring
1997

European
Prison

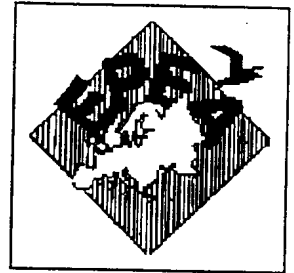
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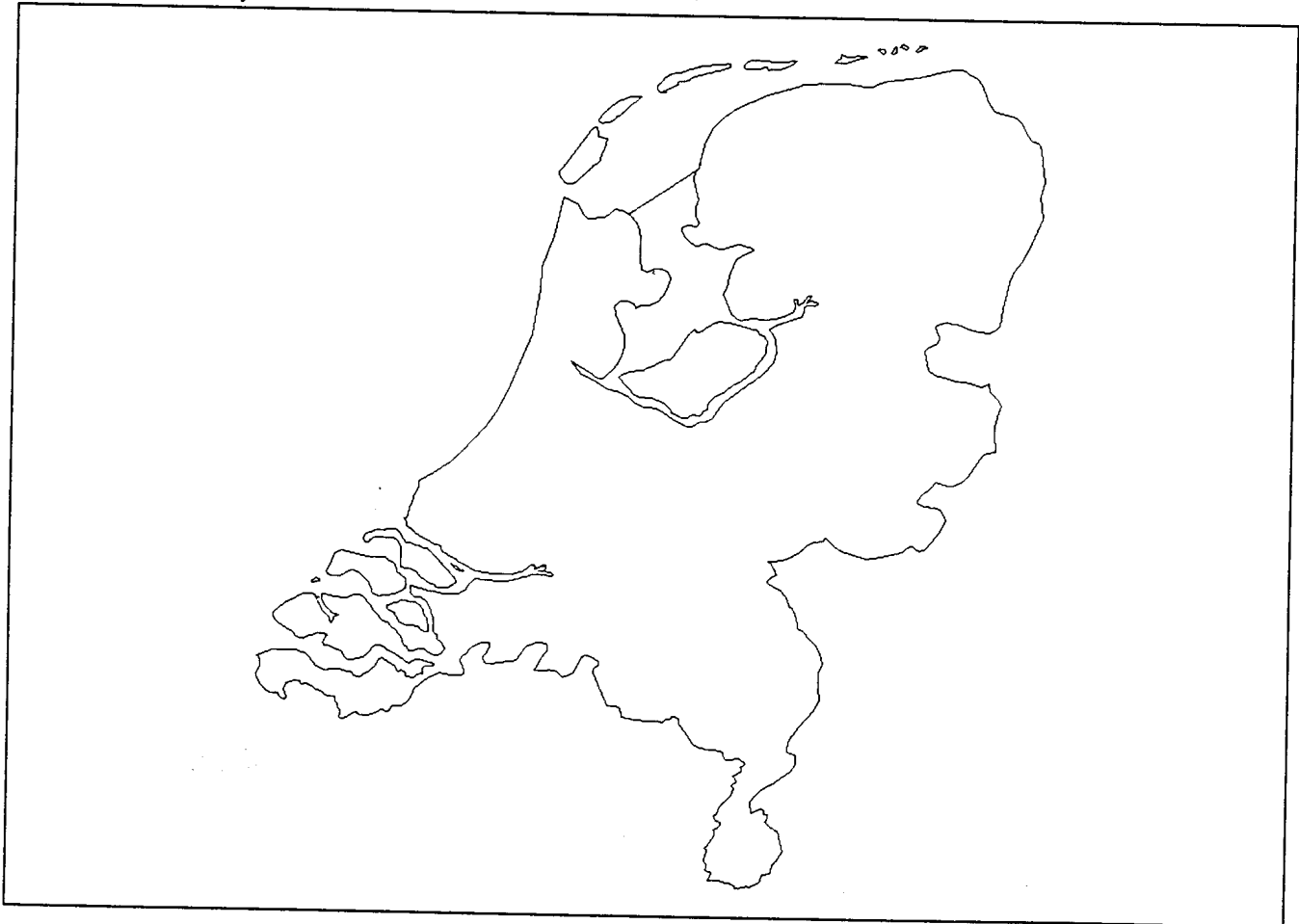
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EPEA

Newsletter

In Focus: prison education in the Netherlands



EPEA Newsletter 12 is edited by

Joke Holdtgreffe, Harry van Lit, Katinka Reijnders and Robert Suvaal
Ministry of Justice, DJI, P.O. Box 30132, 2500 GC The Hague, The Netherlands

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Ministry of Justice, DJI, P.O. Box 30132, 2500 GC The Hague, The Netherlands

Editors pen *Robert Suvaal*

This is the Dutch number of the EPEA Newsletter. The term Dutch is often associated with frugal and calvinistic. We do not know if you have that idea about us. An other expression is that the Dutch people consist of reverends, teachers and grocers. If you seem to recognize this, remember our performance during the Europrison Songfestival 1995 in Blagdon (UK) and our after-midnight bar there! We prefer to be seen as the people of painters, soccer players (since Atlanta volleyball- and hockeyplayers too!) and dredgers. That's what we are.

We loved to edit and produce this number of the Newsletter. We believe it is important for prison educators to exchange professional information. The Newsletter is an instrument with a low threshold. One does not have to travel and it is not expensive.

Rather unmodestly we have Dutch prison education in the section "In Focus". But there is more to read, from other countries as well, e.g. in "What's going on in Europe (and elsewhere)", in "Conferences and meetings" and "In Profile". The first main character in this section is Kevin Warner, our first chairperson. We tried to adapt Kevin's picture that we received by placing the Irish flag between his teeth but our graphics programme could not accomplish this mission for us. Last but not least we provide you with news from the 6th European conference that will be held in Budapest in November 1997.

We appreciate very much that the EPEA Steering Committee provided us with a structure and a model for the lay out. Nevertheless this number looks a bit different. This has to do with some reasons. Firstly, we had problems with the Pagemaker programme (maybe too difficult for dredgers?). Secondly, supported by a typical Dutch self-will we made a choice for loose contributions (flyers) instead of again including permanent information in the newsletter itself. Thirdly, we restricted the contents of this number to English texts. English is the working language of the EPEA and we do not believe in positive effects of involving some articles in two languages. We think it is the task of the liaison persons to look after translations if necessary.

There was a good cooperation between Joke, Katinka and me in editing and producing this Dutch number. Gratefully we received technical support from our colleague Harry van Lit in the field of the lay out.

We hope you will enjoy the product of our efforts!

EPEA Newsletter No 13 !

Deadline 20th August 1997!

The "No 13" is to be produced by Torfinn Langelid and his colleagues Leif Lyngstad and Gunnar Moen, Norway. Please share your experiences in the broad field of Prison Education. Write to: Torfinn Langelid, National Education Office, Hordaland County, Box 614, 5001 Bergen, Norway. Please send your articles on Windowsbased Programme. (phone + 47 55 23 75 00, fax + 47 55 23 75 10)

EPEA steering committee held at Saro (Sweden), October 18th, 19th and 20th 1996 *by Janine Duprey Kennedy*

The second 1996 meeting of the Steering Committee has taken place at Sargo (Sweden) a marvellous island located at about twenty kilometers from Göteborg. The partly renewed team gathered under the new presidency of Svenolov Svensson.

Three important items were scheduled:

- 1) an account of the different manifestations
- 2) an issue on how to communicate in the association
- 3) the organisation of the next meetings and manifestations.

Kaj Raundrup (Norway) gave an account of the second conference of the "Coordinators/Directors of Prison Education" which took place in Estonia, September 1996.

Despite the problems due to the organisation and communication in English the aims of this conference which were mainly to constitute a network have been reached.

Workshops permitted to exchange fruitful information for all. In fact, this kind of workshops which should be maybe smaller in size ought to be developed at the next conference whose location is yet to be decided.

Svenolov Svensson gave an information on "FOKO" a Norwegian organisation which is a genuine production of EPEA. S. Svensson insisted on how important such an initiative can be, aiming at the spre-

ading of our association and a reinforcement of our internal links.

As far as communication is concerned it appears to be extremely important to increase the contacts with the members who do not always understand the functioning and the goals of the association. An effort will be made in order to harmonize the presentation of the Newsletter. To have more sendings and to propose papers in at least two languages, English, French or German.

Aiming at an improved information of the members a yearbook will appear beginning of 1997. A map will indicate the member-countries and the number of members.

Information will also be given on recruiting procedures as well as on the election of the Steering Committee members in the next issue.

K. Raundrup officially announced the election of Paddy Rocks as associated secretary. According to the Constitution of the association he should enter upon his duties in June 1997. A treasurer and a Vice-President should also be elected in 1997 for which applications should be made. It is yet expected that candidates should already be involved in the association.

The next meetings were then taken in consideration.

The sixth conference of the EPEA should take place in

Budapest from November 1st to 5th and the subject of this conference is "Protective Bars" (Human life for the inmate against public opinion).

We hope to have participants from all the countries of Europe (Western and Eastern) and above all people directly involved in working with prisoners. As far as the next conference (1999) is concerned, we should like that it should take place in mediterranean country such as France, Greece or Cyprus. It would thus be an opportunity to develop the association which for the time being is too much cantoned in the northern countries.

Very much like during the last Committee Meeting in Denmark members have renewed their eagerness towards the aims of the association and their desire to expand its action.

The meeting ended up with a distribution of tasks to be done before the next meeting in April 1997 in Strasbourg.

In the name of the Committee members I wish to thank S. Svensson and the Kriminalvården of Göteborg as well as the director who honoured us with his presence.

I also wish to be grateful for the warm and great reception we were granted with during these hard days of works which took place in a very convivial manner.

Conferences and meetings, national and international

5th Unesco International Conference on Adult Education

The 5th Unesco international conference on adult education will be held in Hamburg (Germany) on July 14 - 18, 1997.

The conference is called CONFINTEA '97 and the conference theme is "Adult learning, a key for the 21st century."

Prison education is one of the issues of the conference programme.

Information:

Unesco Institute for Education
Feldbrunnenstrasse 58
D - 20148, Hamburg
Germany

tel: 49 - 40 44 80 410
fax: 49 - 40 41 07 723
E-mail: uie@unesco.org

This institute distributes an "Editorial", i.e. a newsletter that provides information about this conference. The first number of the "Editorial" was distributed in February 1997. Number 2 will be published in April and number 3 in June 1997.

Robert Suvaal

* * *

The third G.I.S.C.A. Conference on Prison Education 21-23 November 1996 - Rome - Italy.

1996 has been declared "International year of continuous education": that is the challenge for next millennium launched by International Institutions during the I European Conference on Adults' education held in Florence on May 1996.

So the third Conference organized by G.I.S.C.A. (Italian Prison School Group), held in Rome 21-23 November 1996, was entitled "Continuous Education and vocational training in prisons. Reform and improvement of prison school".

Continuous education is particularly needed in prisons, where young and adult people, who have often lost their studies for various reasons, need more culture and training.

Over 100 participants attended the Conference; prison teachers, prison officers, Ministry of Education's directors, Ministry of Justice's principals, ex-inmates and new low or pedagogics graduates.

Some of these wrote their degree's thesis about prison problems, as: "Prison reality in a pedagogic perspective", "Prison school", "Woman in

prison system".

From Northern Italy to the South and islands, a deep revival of cultural initiatives in prisons is taking place: theatre performances in Pescara, Hessina, Milano, Torino and so on; an "Educations for legality" programme in Palermo and everywhere the struggle against the illiteracy mainly regarding foreign inmates.

Many prisoners from several Italian prisons sent papers about the Conference: Jury is examining them to award an appreciation price to the best of them, offered by Latium regional government.

Their contribution is very meaningful and encouraging for all people working to prisoners' rehabilitation and society betterment.

Maria Armellino Ruggieri

* * *

National Conference on Regional Innovation Projects in Prison Education in Norway

National Education Office, Hordaland County in Norway has in 1996 supported innovation projects on the following theme:

* Methodology concern-

ing students with reading and writing problems.

- * Methodology concerning students who need help with mathematics.
- * Methodology related to various subjects.
- * Projects with focus on cooperation between school and work units in prison.

Total support in 1996 amounted to approximately 100 000 USD. The persons in charge in the various projects are invited to a National Conference in Oslo 4th and 5th of March this year. In the conference we will exchange experiences and discuss strategies for further work and further development for the projects.

Contact: Torfinn Langelid, National Education Office, Hordaland County, Box 614, N-5001 Bergen, Norway. Fax: +47 55 23 75 10.

Torfinn Langelid

International conference on the policy of prison education.

The mainly Northamerican CEA, the older brother (or sister) of the EPEA, organises each year a big international conference with 500 - 700 participants. This year the conference will take place in Houston (Texas) on July 13 - 16. Next year the conference is planned in Salt Lake (Utah), July 12 - 15. In 1998 there will be an international preconference on prison education policy. The preconference will be held in Park City, near Salt Lake City, on July 8 - 10. There will be 75 participants from all over the world that will be invited. More information later!

Robert Suvaal

Seminar 'The Role of Adult Education in prison Life'

Assistance from the Soros foundation Latvia, the British Council provided we-believe-to-be the crucial event in Latvian prison education field at 6-8 March 1997 become tangible. The seminar 'The Role of Adult Education in Prison Life' is organized by Latvian Adult Education Association together with Latvian Prison Administration of the Ministry of Interior. The EPEA experts W. Forster, K. Warner, I. Benson, the state, public organizations are going to share their experience with Latvian prison staff. Program of the seminar includes negotiations, lectures, visits to prisons in Latvia.

Maris Mednis

In Focus; prison education in the Netherlands

Prison education in the PI Torentijd in Middelburg

Introduction:

The PI (Penal Institution) Torentijd in Middelburg (a very nice city in the South-West of the Netherlands) is a brand-new institution. Before 1995 there was only a very small remand centre in Middelburg. In January 1995 the new building was put into use. The capacity of this new remand centre is 144, i.e. 144 male detainees in 144 cells. Besides there is a small unit for open detention and day-detention (30 places) close to the main building.

From the first day of the start the newest Dutch penal policy had to be practised. This is the policy of "Werkzame detentie" (translated: laborious detention).

Briefly this policy consists of:

- * Most detainees (80% at the national level) stay in the so-called standard regime.
- * In this standard regime work is dominant.
- * There are special regimes for social integration, for mentally disturbed detainees and for the guidance of addicted detainees.

This new policy meant for our new PI that we had to be reticent with the prison education programme, especially in

the standard regime (72 places).

The other 72 detainees in PI Torentijd are staying in the so-called "plusregime" (about halfway standard and social integration regime).

We have the wellknown Dutch wide education programme consisting of classroom education (adult basic education, vocational orientation and vocational education), physical education & sport, library and creative activities.

Besides we have - but this is scanty measure - music in our programme.

The prison officers are fully integrated in the prison education programme. They do the first intake for classroom education and they support these activities.

In the cell blocks they help if possible the students with their courses. A number of prison officers is trained to guide the creative activities that are only part of the programme in the plusregime. They are supervised by a consultant for creative activities. There is also a number of prison officers trained to guide sport activities. They are active in that role during the weekends and on holidays. They are supervised by the instructors for PE (physical education) & sport. A small number of prison

officers is capable to replace the librarian and some others are in charge of music activities. These music activities take place only if practicable (time schemes etc.).

The prison education team consists of: 1 education officer (fulltime), 2 parttime teachers (in total 36 hrs a week), 1 librarian (fulltime), 2 instructors PE & sport (1 fulltime and 1 for 24 hrs a week), 1 part-time consultant for creative activities (2 hrs a week).

There is a good cooperation with some schools and training institutes outside the prison walls. This is done to facilitate the connection with mainstream adult education. We try to fit our students in training courses that are part of routings outside the prison walls. These contacts are excellent. Before long there will be a project called "Maatwerk" (translated: tailormade) funded by ESF.

(Contribution by Peter Baaijens, education officer).

Classroom education:

The detainees are informed about the contents of the education programme by means of a flyer. Those who are interested fill out a registration form. This is the first contact. Then one of the prison officers does the first intake. After this the detainee is invited to visit

the education department. The results of the intake are used to look at which courses are suitable for him. This is a sketch of how carefully we start. Nevertheless for some of them it became a rather serious and good study.

Many students restrict themselves to do only one subject, c.q. Dutch, bookkeeping, arithmetics or a foreign language. In doing this they are busy for at least one hour per week in the education department.

Others are not content with that and make a choice for a place in the plusregime in which the supply of classroom education is more extended and also less free. In this regime they have 5 education hours a week whilst the motivation of this group moves them to do their "homework" in the cell. By studying like this in the period since January 1995 a number of detainees have achieved some good results, c.q. theory exam of truck drivers license, theory exam of drivers license, shopkeepers diploma and High School certificates for the subject Dutch. These results can be measured and they are only a part of the whole educational supply. The results that cannot be measured are not less important.

I am very content with participants that attend with pleasure my lessons. They are developing their selfesteem. This

selfesteem, which is also subject of communication training, helps to set going an important learning process. This is for me at least as important as the measurable results. (Contribution by Leni Osterthun, teacher)

PE & Sport:

The detainees in the PI Torentijd have a legal right to 2 PE & sport activities a week. They can make a choice from: games (soccer, volleyball, basketball, badminton and softball) and/or fitnessstraining. Detainees can select from three options: 2x games, 2x fitness training or 1x games and 1x fitness training.

The first time a detainee visits the PE & Sport departement this is an introduction, i.e. a talk about the rules and a tour along the fitness apparatus.

We have a fixed monthly scheme in which the contents of the activities are selected. Each lesson starts with a warming up.

Besides the regular activities we offer physical education lessons to the detainees staying in the plusregime. These activities are aimed at various goals, e.g. learning to know other sports, developing the perseverance, improving the physical condition, developing the cooperation and responsibility.

Regularly we organize tournaments during holidays or wee-

kends. Further there is an annual volleyball tournament between staff and detainees. We have a list of Torentijd records for detainees and staff e.g. Coopertest, longjump, highjump, rope-climbing, push ups.

In the weekends the detainees can participate in sport activities guided by the prison officers qualified for this.

Our sport facilities contain of: an indoor room (big enough for basketball, volleyball etc.), a fitnessroom, an outdoor mini-soccer field (with an artificial lawn), a gravel track around this field, a longjump facility and a concrete court.

(Contribution by Ivo Boonman and Victor Karman, instructors PE & sport)

Library:

The detainees in the PI Torentijd gratefully make use of the library. They are allowed to visit this library once a week during one hour. They visit the library in groups (12 persons as a maximum). They bring back the media they had borrowed or they come to lengthen the time to have it.

There is a widely composed collection of books in Dutch but also in foreign languages. They vary from fiction, informational books, comics and language courses to other selfstudy materials.

There are reading tables with papers in different languages.

Some detainees listen to compact discs in the music booth and now and then they sing at this music. Compact discs can be borrowed too. There is more available in our library: guitars, typemachines, puzzles and round games.

Requested mediums that are not part of our collection can be ordered from national supporting points in other Dutch penal institutions or from the public library in Middelburg. (Contribution bij Natalie Esser, replacing librarian, because of pregnancy leave)

Education team Torentijd

* * *

Networking in the Netherlands

Introduction:

Since many years prison education in the Netherlands has a wide concept. We distinguish four subfields: education in a smaller sense (classroom education), library, physical education (PE) & sport, creative education. It would be interesting to sketch the history of each of these subfields but this is not the right place for that.

This article is about the national and regional networking we have in prison education in all four subfields. Our networking is based on a rather simple philosophy. First of all we know that most of our students

follow a certain detention routing: remand center - closed prison - half open prison - open prison or day detention - free society. Our Prison Service strives after a regional routing but this is not always possible. Anyway it is necessary to hand over information about students to the next station. Secondly networking provides the opportunities to learn from each other. Briefly, our networking facilitates:

- (1) the exchange of expertise, experiences etc.
- (2) the exchange of information on students that are transferred from one institution to an other, e.g. from a remand center to a prison.

Most of our prison educators are employed by the penal institutions. This situation has advantages and disadvantages. To minimize the disadvantages it is also necessary to have very good contacts with the world of adult education and training outside the prison walls. Briefly, our philosophy consists of striving after:

- (1) good mutual attunement (between education programmes, methods etc. in the penal institutions);
- (2) good attunement to adult education, public libraries, art schools, facilities for PE & sport etc. in free society.

Instruments for networking:

Our networking consists of:

* Meetings:

For each subfield there are two 1-day meetings a year, mostly

in a regional setting. Once in two years there is a national 2-days conference instead of a regional meeting. These meetings are aimed at staff development and the two kinds of attunement (mentioned before): exchange of information, information on new issues, training in new skills, learning from models of good practice. Regularly we invite trainers from outside. This is done to minimize the danger of being on an island of prison education. But sometimes we request one of our own educators to work with us.

* National working groups:

For each of the subfields we have a national working group. These groups are responsible for all the tasks required to develop and maintain effective networks.

Such a group consists of two representatives per region, e.g. the teachers in each region have two representatives in the working group for teachers. We have 4 regions. Each representative stays in the working group for a period of at least 2 years. We take care that both representatives of one region do not leave the working group simultaneously. One of the national education advisers is the permanent chairperson, e.g. the national adviser for prison libraries is the permanent chair of the working group for prison libraries.

The working groups organize the meetings and use other

methods to strive after mutual and external attunement. Sometimes they appoint interim groups to fulfil a certain task, e.g. to write a report or advice. A good example is the report "Two hands on one book" that was written by a mixed group of teachers and librarians about effective cooperation between these two subfields.

* Contact or support persons or special working groups:

Appointed by the national working groups they are responsible for information on special domains of interest. Two examples: there is a support person for adult basic education and a special working group for the automation of the prison libraries. These support persons (or groups) are a.o. responsible for the updating of information from the outside world of adult education, libraries etc.

* Printed information:

We have printed information for the workers of the four subfields, e.g. newsletters, bulletins, lists of names, addresses, phone numbers, fax numbers, reports, advices, etc. The national working groups take the initiative for these tasks.

* National advisers:

It has already been said: there are national advisers for prison education who are co-ordinators too. They were already mentioned as the

permanent chairpersons of the national working groups.

Joke Holdtgreffe is the national adviser for art education, Frank Wagenvoort for prison libraries and I for the remaining subfields. We are positioned in the Work and Education Unit at the national level. Three disciplines are combined in that unit: work, education and employment activities.

Besides our co-ordinating tasks we advise on policies, contents, accommodations, materials, staff training, etc.

Conclusions:

In general we are rather content about our networking although some things could be improved. Important is not only the national and regional cooperation but also the direct cooperation between the three national advisers which - believe me - is very good.

However at the moment we have a problem. In 1989 our Prison Service started a devolution (decentralisation) operation that is finished now. One of the main results of this operation is that the governors of our penal institutions are very much independent now. They became so-called integral managers of their institution, i.e. in terms of policy and control. Their relationship with headquarters is kind of a contract management relationship. Headquarters offers them

global penal policy and an annual budget (on a lump sum base). This lump sum budget is based on an amount of money per cell (different amounts of money per regime). How the governors work exactly is their business. There is no inspection. There will be audits in the future but they will be mostly a matter of the separate institutions themselves. Headquarters have only control in terms of annual reports (mainly bookkeeping and performance indicators). There is not any control on prison education. In our personal opinion the governors are most of all financial managers.

In this philosophy there is hardly any place for national advisers/co-ordinators with "their" tasks and networking, the governors say. Our work is at right angles at the realized devolution, they mean. It is not only an issue of organizational principles. They have also the idea that we deal too much with "their" prison educators. No need to say that the prison educators have a different opinion. But the governors are very mighty at the moment. So, we are very much afraid for the survival of prison education networking in Holland.

We shall tell you in Budapest if our jobs shall still exist next year.....

Robert Suvaal, education adviser

* * *

New form of detention for women

Mrs. Bernadette van Dam is governor of the penal institution for women in Heerhugowaard. She is the most important initiator for the new prison that must be finished in April 1999. Less security and more emphasis on ability to live/do things independently are the principles which are the foundation for building this new prison.

"In Europe only three till nine percent from the prison population are women. In the Netherlands 60 till 65 percent of the female prisoners is first offender. Women hardly slide back into criminal behaviour and really only when they are addicted". Mrs. van Dam is calling for years that for these reasons there should be other forms of detention for women. "You should have a special institution with a specialized form of security appropriate for this group. The security can be less learns the experience. That is the reason why one decided to build a new prison next to this prison."

"The prison will consist of ten till twelve units, in each unit eight women. You can compare these units with a kind of dwellinghouses. Each unit will consist of an ample living-room, an open kitchen in which the women can cook their meals, and a little hall

with a toilet. On the first as well as on the second floor there will be four bedrooms and a bathroom with a shower and toilet. It is intended that the women themselves take care of their housekeeping and are given responsibility for their lives within the prison. The prison will be surrounded by a wall with cameras and wires just like now, but a penitentiary fence will be absent. Inside the walls there will exist a reasonable degree of freedom and own responsibility."

"Communication is of essential importance, we carry out where the power lays, no doubt about it. Of course we do not do this by macho behaviour, women know macho-behaviour and that is precisely where they react on negatively.

"All activities, labour as well as education, have a function and a purpose in the existence of the prisoners. Both are necessary to be useful for now and in the future. At labour they learn a daystructure and they learn to do things that are not always pleasant. Labour on which vocational training is connected, like we do in our sewing workshop, gives women a futureprospect."

"Education in broad sense gives women the opportunity to develop themselves, sports can reduce the pressure that originates from the penal system, and the creative arts give women the opportunity to

discover themselves. All these activities take care of self-development. When everybody takes care to do his job well, he/she contributes to the controllability of the prison. When someone is really busy with education you can't think about something else. Expertise is not the only requirement for giving education, creating a good atmosphere and having an antenna for what is going on are important too. As an organization you have to take care that the education-officers are a part of the organization. You will have to let them participate in detention-deliberation, you must take them seriously. The point of view you have towards the prisoners also plays a part, you have a certain responsibility towards the prisoners. When you pitch your expectations too high you get frustrated and that will effect your job satisfaction. The stake must not be how can I change people but how can I distribute my know-how in a proper way."

"The prison officers too are brought into action during the activities. They are the instructors by sport and they are present at the art activities. During a game you can observe who is worked up and you can ask the question why one behaves like that. So you can influence the daily course of events, and appeal the woman on their behaviour. Whatever you do with prisoners, it's a means to achieve something. Watching

television can be functional as well, you are together and can have a conversation".

Last year there was a drama-project in your prison. This was a subject for final graduation of a student. Eight prisoners practised a play and built sceneries during four months. On a hot Saturday-night the play was performed in front of their fellow-inmates and some invited guests. It was a great success. On the question why drama is not continued Bernadette van Dam has not a straight answer. She has not thought about it. "I think it has to do with the Dutch culture. Education is tangible, you get a certificate, that is not the case by drama. As a matter of fact it is peculiar, we spend money on bands and chorus, drama does not play a part in our mind. We get very few offers for drama."

On the question what Bernadette van Dam will do when a good fairy comes by and doubles her budget for education, she answers that she would spend this extra-money to a good marketing research for finding out which vocational trainingprogramms lead to jobs. "Women are too long already in a financial dependent position. If women study, they are very motivated."

Joke Holdtgreffe

* * *

"ITB in the PI Nieuw Vosseveld Vught

Introduction:

ITB is the abbreviation for the Dutch term "Individuele Traject Begeleiding" which means individual mediation and guidance. It is a rather new and interesting approach. After a general explanation of ITB this article provides the description of application in a PI (penal institution) for young offenders in the Netherlands.

We see that after release ex-detainees often fall back into acts of criminality. The result then is mostly recidivism.

Despite many expensive efforts during detention we can only notice that the main goal of our efforts has not been achieved, i.e. a good comeback into society. So, a new approach was necessary. Based on these experiences a new Dutch penal policy was formulated. This policy is called "Werkzame Detentie" (translated: laborious detention).

Most detainees in closed institutions will stay in the so-called standard regime. The idea for this regime is a sober approach with obliging and rather strict rules. Characteristic for the standard regime is the high grade of structure in which work has a dominant role.

Besides work extra activities are offered to detainees that show a clear motivation and

who are suitable for this. These extra activities can contribute together with work to social integration, e.g. education, training and care, aimed at getting a job. The use of these activities should be evidently useful to be considered as part of the programme of the individual detainee reckoning with the personal perspective. Detainees that are candidates for social integration programmes should be stimulated by prison officers and other staff.

Successful integration requires continuity of the guidance during detention and after release. Therefore it is important that the penal institutions develop networks of relations with regional and local bodies in the field of social care, education, training, work etc. An other important condition for success is the improvement of detention planning. As early as possible an individual detention route has to be developed, within the prison system and reckoning with transfers to other institutions. To be able to guide this process in an optimal way the penal institutions can hire an ITB-er.

The application of ITB in the PI Nieuw Vosseveld:

Since April 1996 Hermine van Grinsven is working as ITB-er (24 hrs a week) in the PI Nieuw Vosseveld, a penal institution in the South of the Netherlands. Nieuw Vosseveld is one of the biggest penal

institutions in this country: approximately 600 detainees. This PI consists of 6 units in several buildings. Each unit has its own management and staff. Hermine works in unit 2, a prison for young long term offenders, and in unit 3, a prison for young short term offenders. Unit 2 and 3 have each 96 detainees whilst 24 per unit are participating in the social integration project. Only these detainees are considered to be guided and mediated by Hermine.

ITB in Nieuw Vosseveld is still in an experimental stage. For many staff it is not clear enough what ITB consists of exactly and what this is all about. There has been an information meeting on which Hermine explained to her colleagues what ITB is.

The goal of ITB in Nieuw Vosseveld is: guiding young detainees towards a regular or additional job by means of the method of integral routing to prevent recidivism. The main characteristics of ITB are:

- * Individual, step by step and systematic.

During the intake the capabilities of the detainee are assessed, his chances are estimated and a plan is developed how the desired result can be achieved.

- * Integral, multidisciplinary approach.

The approach is as wide as necessary. Cooperating with

e.g. social workers, prison officers and regional or local bodies is a necessity. Integral means, that the scope is aimed at all important aspects (e.g. housing, relations, health).

- * Activities should be aimed at employment.

These extra activities can be for instance application training, a welding course or social skills training.

- * The tasks of the ITB-er are organizing, monitoring and guiding the route, consulting the different disciplines and the detainee.

Hermine tells me that the PI Nieuw Vosseveld is participating in the so-called JOVO-circuit. This is the circuit of penal institutions for young offenders. These institutions are cooperating on base of a covenant. They have made agreements to improve cooperation and attunement concerning sentence planning, education programmes, vocational orientation and vocational education. This will facilitate a clear place for Nieuw Vosseveld in the JOVO-circuit.

Hermine says that developing a good network is a must to achieve the goals of ITB. This network has to be a national one because after release the detainees go back to the places where they were living before their detention.

Implementation of ITB within

today's policy is a process that costs a lot of time. ITB can only function well if all the disciplines are at the same wavelength of the methodology of ITB. The multidisciplinary cooperation (one of the main characteristics of ITB) of the ITB-er with education, prison officers, social work, probation officers, requires a clear marking out of tasks and good communication.

Katinka Mannaerts - Reijnders
 Librarian in the prison in
 Tilburg (Netherlands)

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What is on in Europe, and elsewhere

The subject in question in prison: a flash on a teaching experiment

The reason why I wish so much to speak about my experience of teaching in prison is my wish to try to give an answer to that insistent issue: «is that of any use»? meaning does this help reducing recidivism?

Does school in prison actually help the person to insertion? Besides, if many books have been written on general issues and statistics I did not find any which would relate concrete experiences of teaching.

With this sort account I wish I could witness that V. Hugo's famous sentence «Open a school and you will close a prison» is not wishful thinking. The matter on which I would like here to focus our attention is the peculiar dimension of what is called «pédagogie différenciée» (constrative teaching) in prison.

I will thus leave aside the issue of «the right to education» as well as statistics.

The first issue is not to be put into question. And as far as performances are concerned I hope to show how complicated it is to appreciate this with certainty.

No teaching techniques and certainly not either «differentiated teaching» offer definite devices. In this field maybe

more than anywhere else our pupils are our teachers which suggests a never ended apprenticeship... for the teacher.

In jail one encounters an extreme diversity of persons as well as a wide diversity of levels. To this one must count with the discounting presence of the student especially in provisory detention.

In fact one can say that for ten students in class in October eight or nine of them will have surely transferred to some other establishment till February and will have been in the meantime replaced by new others. One can say that from one week to the next the configuration of the group will never be exactly the same. It is then easy to imagine the degree of frustration this situation might foster if the teacher absolutely insists on «closing a program» or simply hopes to enjoy observing «progress».

Thus, if it remains important to keep in eye the aim of the examination (here the E.S.E.U.) it is certainly even more important to invent teaching dynamics which fit the situation and which are therefore based on different objectives.

The main method I elected for this E.S.E.U. section at the Elsau in Strasbourg consists in gathering themes and «teaching

cards» and have this operate «in a spiral way».

«Spiral way» means that once we are presented the works proposed for the exam these works are then regularly mentioned but always from different centres of interest.

Thus when Gide's autobiography was on program it is just to «initiate» the spiral that we spoke about the life and work of this writer at the very beginning of the year. Yet gradually while unfolding the spiral different concepts such as the «Weltanschauung» (vision of the world) of writers in relation with the «spirit of the time» together with what is a literary movement and style are taken into consideration.

These notions are then enlightened and «tackled» with examples taken from other wellknown authors which the students might have «discovered» on television or also from their own private readings.

Besides audio-visual methods are widely used (we think of Bernard Pivot's emissions). In prison with adult students it is striking to observe that many of them poses «self taught» knowledges which are sometimes amazing. Yet most of the time not structured.

If we go unfolding the spiral then comes the psychology of the writer of this characters the writer as a man and most

naturally emerge the multiple issues which are related to psychology.

Among the most sensitive ones we may mention religions, ethics, psychoanalysis and so many others which actually «torment» our students. In this respect ever if we still agree with Proust and his «Contre Sainte Beuve» is it necessary to insist on the value of such topics? Gide's homosexuality as well as Simenon's «giant» sexuality cannot leave anyone without reaction and thoughts. At this point I wish to underline the extraordinary motivation that the students express towards anything that deals with the freudian concept of unconscious: indeed why did «I» commit a crime how did «I» arrive to that end. For this matter Pierre Bourdieu's sociology studies as well as Françoise Dolto's children psychoanalysis and paediatrics enjoy a true «charism» in Strasbourg. When the end of the school year finally approaches a few weeks before examinations the spiral temporarily closes itself to leave time and space to focus intensely on the program.

The above method of teaching confers to each weekly session a look of «single event» for whoever attends the meeting whatever his level might be or his motivation regarding the exam. For any matter considered priority is given to «urgent» subjects of reflexion. As already mentioned among these subjects we find anything

that concerns law and justice ethics religions family and children.

And of course the issue of the function of art in general and the fascinating notion of «sublimation». Consequently «passing» back and forth from Gide to Dolto back to Julien Green and Simenon or Marguerite Duras not forgetting Bourdieu or Genet... seems to be most attractive and offers a definite opportunity for self structuration of the mind and the request of ethics through art.

Speaking of Goethe and Shakespeare, Freud said that «the great writers are our masters». For many adult students for which school meant repulse and defeat to «discover» what culture actually might be an alternative to crime. Even if this alternative always appears «in the after». In fact speaking of «evaluation» this notion of «in the after» seems to be of great importance.

Whoever is the «subject in question» it always remains difficult to determine what will be or what was the «releasing factor». Yet time and experience reveals that more than the acquisition of concrete knowledges education may have effects that can never be exactly measured».

Roselyne Baffet, teacher at College in Stassbourg and working in the prison.

* * *

Latvian language courses

One of the problems of a day in Latvia however is Latvian (though official) language. Lack of the necessary knowledge is a problem for overwhelming majority of the one million 'non-Latvian' speaking part of the population. The Soros foundation Latvia via non-governmental organizations has proposed the Latvian language classes for prisoners. Non-Latvian speaking prisoners comprises about forty per cent of the total number of about 10 thousand inmates. Latvian Prison Administration made the inquiry about the demands of prisoners in every prison. In nearest future three-month classes for several hundreds of them are going to start.

Maris Mednis

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Life skills through literature

Recently the federal Office of Correctional Education in the USA published an interesting document "Success stories: life skills through literature", written by Meghan Mc Laughlin, Jean Trounstine and Robert P. Wexler.

Information: Office of Correctional Education, US Dept of Education, 529 Independence Avenue SW, Washington DC 20202 - 7242, USA; tel no: (+1) - (202) 205 5621.

Robert Suvaal

The profile

Distance-interview with Kevin Warner for EPEA newsletter

Introduction

Kevin Warner was chairman of the Council of Europe Select Committee on Education in Prison and the main author of the recommendations on Education in Prison, No. R(89) 12. He is also one of them who took the initiative to form the first ideas of EPEA. Further on, KW was the first Chairperson of the same organisation. Since 1st of July 1996 he is "retired" from that chair, but we will hopefully always have him doing important work for the EPEA.

Q. You were one of the founders of the EPEA Organisation. In what ways do you find the EPEA important?

KW. In the aims of the EPEA, which we put together at the beginning, there are two important roles for the Association. One is offering support and encouragement to prison educators through international contact. The second role is to strengthen progressive educational policy in prisons through promotion of the Council of Europe Recommendation R(89) 12 and the report Education in Prison. By implication, that means we are also



attempting to contribute to progressive penal policy, as incorporated in outlooks such as the European Prison Rules.

Q. If you would mention one or two things in Prison Education you wish for the future what would you say?

KW. That there would be access for all prisoners to a full range of good educational opportunities. That prison educators would contribute to the reform of the prisons as well as of the prisoners, linking up more with progressive-minded people in other areas of work in the Penal System, for example by looking seriously together at the potential in the European Prison Rules.

Q. According to you, where in

Europe can we nowadays find good systems of prison education and what are the reasons for your suggestions?

KW. It is important to say that nobody has it all right; every system has something to learn from others but I am very impressed by Scandinavian approaches, both to prison education and to prisons. One thing I find especially attractive in these countries is the view that the prisoner is still a citizen, still a member of the community, and education makes serious efforts to develop that concept and build towards full re-integration.

Q. There are many good ideas about prison education in many different countries and in small groups there are lively discussions, but there seem to be some difficulties in getting these ideas out to ordinary teachers on the field. Have you got any suggestions of how to be more successful?

KW. There is a problem. There are language, cultural and distance barriers. In the EPEA we tried to establish a structured network for contact between prison educators, but our experience was that it didn't work, despite huge effort put into it by Robert Suvaal of the Netherlands. As Robert said when we analysed it afterwards, we had tried to

set up a 'topdown' model of networking when it needed to grow more organically from prison educators themselves. The main initiative needs to come from prison educators themselves and the EPEA can facilitate. Prison educators need to take whatever opportunities come their way to link up with colleagues in other countries, perhaps even by making contacts while on holidays. I believe more of this kind of interaction is happening, helped in part by awareness created through the EPEA. For example, ten Danish leader teachers recently made a study tour to Ireland, a location chosen following an article in the EPEA Newsletter on physical education in Irish prisons. I hope they gained something from that visit; Irish prison educators certainly learned much from them.

Q. Often it seems very difficult to reach those prisoners who really need education. Have you any ideas of how to involve these people?

KW. There will always be prisoners who are difficult to reach. Motivating such prisoners was of such concern to penal administrators within the Council of Europe that they specifically asked the Select Committee on Prison Education to come up with ideas on the matter. Chapter 4 of Education in Prison is the response. I think the key factor is not to fall into the trap of blaming those

prisoners. That report incorporates a Danish idea, that we should think of motivation in 'dynamic' rather than 'static' terms, that is that we reflect on what we need to change to draw them in. I really believe that if prison education is good quality adult education, and if the curriculum is a wide one and gives lots of choice, then prisoners will eventually join in. In Ireland, we have found that two-thirds of all prisoners voluntarily take part in education once a reasonable programme and basic facilities are provided.

Q. In your job you have probably faced obstacles of different kinds regarding prison education. Can you give a few examples and also mention how you managed to come through?

KW. Isolation is frequently a problem in prison education; teachers isolated from colleagues, prison education systems isolated from education in the community, countries not in touch with each other. For me personally, the opportunity to meet colleagues from other countries who were responsible for prison education at national level was a huge help. I had that opportunity in the 80's as a member of the Select Committee on Prison Education. In many ways the formation of the EPEA was an effort to extend that kind of support, but with the emphasis on those educators working at ground level. We have had

difficulties over the years in prison education in Ireland, of course, but less so in recent years as prison education has proved itself, shown that it can be beneficial to prisoners and to regimes. But in the mid-80's several prison education units were closed down, facilities withdrawn and so forth. There is no guarantee that this kind of thing will not ever happen again, but having Education in Prison, the European Prison Rules and Irish Government policy documents, all of which now give a substantial and established role to the education of prisoners, seems like having useful defences. Such documents then, offer protection as well as guidance and encouragement.

Q. You have a great knowledge and experience of prison education in an international perspective. What do you think about the European tradition versus the American?

KW. I am a little uneasy with the use of the term versus, as if we were talking about two utterly different models. There are differences, of course, and some very disturbing things going on in American 'corrections' - I spoke about that in a recent article in the EPEA Newsletter. But, as I also mentioned in that article, there are some wonderful traditions in America, in both penal policy and correctional education, that are pushed aside or largely forgotten about just now. And North Ameri-

can prison educators have scope to network with each other through the CEA in a way that we have yet to develop in Europe. It is also true that some of the negative features that dominate in the US just now - massive use of incarceration, vengeful penal practices, negative stereotyping of those in prison - are to be found in Europe also, for example among some politicians in England. But even such attitudes are small-scale compared to some of the extremes in the U.S.

I take two main lessons from all this: first, that we should give whatever support we can to those U.S. and Canadian colleagues who, in the face of a very difficult climate, continue to uphold humane values and good professional practice. Second, that we should be warned of the problems that can arise and value and promote the Council of Europe philosophy and recommendations, which give us shelter from such destructive ideology.

Q. During the last years several countries have gone into a system where they buy their education on contracts. What is your opinion about that?

KW. I don't have any objection to contracts, in principle, but there can be problems with the way they are used in practice. Certainly, in England, contracts seem to have been accompanied by a big reduction in the extent of prison

education. Also, there is clearly a great deal of demoralisation among prison educators in England and that must affect quality. If contracts just mean cost-cutting, without sufficient attention to quality, or if they are mainly a means of promoting a political ideology, then they are bad news. But, why do we not hear of contracts that include the thinking and the recommendations which countries have endorsed through the Council of Europe?

Q. One of the basic thoughts about prison education is that if a prisoner gets the opportunity to study, he will be able to live a "better" life after his release. At the same time, a lot of us see many good pupils come back with new sentences. How have you managed to work all these years without getting cynical and resigned?

KW. All involved in prison education experience that kind of disappointment sometimes but we need to be realistic too. In medicine, many seriously-ill patients are not cured, even die, but this doesn't mean that medical staff and hospitals are failures. In prisons we meet people with some of the most severe problems in society and just helping some of them to change their lives a bit may be a great achievement! Also, just helping to "keep them afloat" can be a big success, so they do not get into worse crime. That can allow them to mature and move out of crime

eventually.

I have never doubted the value of education in prisons. There are many times we could do things differently or better, but I have no doubt that good education is a large part of whatever answer there is to criminality. And, as well as the 'rehabilitative' justification for educating prisoners, there are two other arguments in its favour. One, is that education helps prisoners to cope with their sentences and so reduces the damage prison does to the personality. The other argument is based on the principle of equality of opportunity and is independent of the crime or prison situation: those who are educationally disadvantaged (as are the great majority in prison) are entitled to a better slice of the educational cake.

Hans Sjöberg, Prison Education Officer at the Prison Tidaholm in Sweden and Rolf Blomberg, Teacher at the same institution.