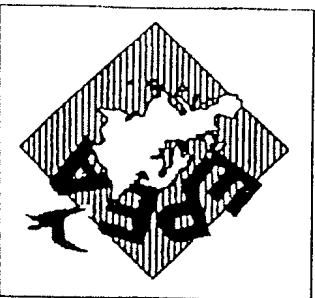


13

Autumn
1997

European
Prison
Education
Association



EPEA Newsletter

✓ In this issue:

Editorial

- Chairpersons Corner, *Svenolov Svensson* - Sweden 1
- Editors pen, *Torfinn Langelid* - Norway 1
- EPEA Newsletter No 14 - asking for contribution!, *Claus Andersin* - Finland 1
- EPEA Steering Committee Meeting April -97, *Paddy Rocks* - Northern Ireland 2

Conferences and meetings

- Houston Diary, the 52nd CEA Conference July 1997, *Robert Suvaal* - The Netherlands 3
- Seminar on Prison Education in Latvia, *Māris Mednis* - Latvia 9
- The 6th International EPEA Conference on Prison Education in Hungary 10

In Focus, Prison Education in Eastern and Central Europe

- Slovene Prison Administration and Prison Education, *Julijana Guden* - Slovenia 11
- Education and Professional Education in the Institution for Juvenile Offenders in Celje, *Ivan Kos* - Slovenia 12
- Voluntary Counselling in Postpenal Treatment, *Irena Kriznik* - Slovenia 13
- Prison reform through Education, *Angelita Kamenska* - Latvia 15
- The Role of Adult Education in Prison Life, *Māris Mednis* - Latvia 16
- Changes in The Hungarian Prison Service, *Laszlo Csetneky* - Hungary 18
- Prison Administration and Prison Education in Moldova, *Jevgenij Sokolov* - Moldova 20
- Prison System and Prison Education in Greece, *Ioannis Stalikas* - Greece 22
- Norwegian activities in the Baltic States "North-Baltic Prison Project", *Asbjørn Langås* - Norway 23

What's on in Europe (and elsewhere)

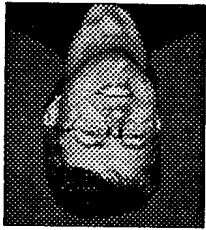
- CEA Yearbook 1995 - 97, *Robert Suvaal* - The Netherlands 25
- The "Soros foundation Latvia", *Māris Mednis* - Latvia 25
- New Swedish report on Cognitive Skills Training, *Svenolov Svensson* - Sweden 26
- Doing Time - In Prison again, *Asbjørn (an inmate/student)* - Norway 27

The Profile

- Interview with Erik Sæheim and Ingunn E. Kleivan, *Inger-Charlotte Bull* and *Torfinn Langelid* - Norway 30

EPEA Newsletter 13 is edited by

Leif Lyngstad and *Gunnar Moen*,
Klosterskogen Upper Secondary School
and *Torfinn Langelid*, National Education Office,
Hordaland County, Norway



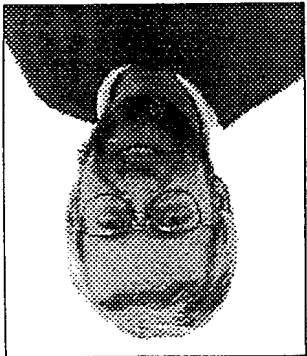
Editorial

Chairpersons Corner Svenolov Svensson - Sweden

It is really an honour to be Chairperson of an organisation like the EPEA. I think our constitution is wise leaving no chance of staying too long in one position. Since all work in the EPEA is done without any payment from the organisation itself, all work is also done from the heart of every involved person.

Is it an important work we do with Prison Education? I would say that Prison Education is among the most valuable we can offer our clients, in- and outside prisons. Prison Education in terms of education in line with the Recommendations from the Council of Europe, is about bringing the society and normality to persons involved with prison and probation services. Not so many other things in an inmates daily life have that perspective.

How do we get high quality in Prison Education? This question is not so easy to answer, but I think there is something important about keeping the goals from the ordinary society in every part of the complex of "prison education" (from library, drama ...to vocational training), finding the appropriate



methods and having a strong organisation. Looking at what is going on in Europe, and elsewhere, there are dangers in all these sectors. Prison Education in just one place, with no connection to other parts of the system and no coordination to society is undoubtedly a "dragonfly for just one day". It will shine and fly - but not survive.

In the future, let's hope that we have better financial conditions in our organisation, without losing our hearts. So, please everyone, keep up the spirit for Prison Education. Share your experiences and your questions with others, write about it in the EPEA Newsletter!

Svenolov Svensson

Swedish Prison and Probation Administration
Regional office Göteborg, Fax +46 31 833922

Editors pen Torfinn Langelid, Norway



This issue emphasises on Prison Systems and Prison Education in Eastern and Central Europe. Our aim is to extend the knowledge concerning prison education in this part of Europe.

The articles give us, in my opinion, four different perspectives: **First** the importance of non-governmental organisations in the field of prison education (Latvia, Greece). **Second** the useful work by students of social sciences as voluntary counsellors for released persons (Slovenia). **Third** the permission for prisoners to take part in the ordinary school system outside prison (Latvia, Hungary) and **fourth** the importance of vocational training in prisons (Moldova, Greece).

These perspectives are also in accordance with some of the recommendations from the Council of Europe's report "Education in Prison" from 1989. The article about the "North-Baltic Prison Project" gives us a concrete example of how two countries can develop, support and learn from one another. Our intention is to encourage our members and other persons involved in the field of prison education and to inspire them to develop this area further.

Torfinn Langelid

National Education Office, Hordaland County, Fax +47 55 23 75 10

EPEA Newsletter No 14!

Deadline 1st March 1998!

EPEA Newsletter No 14 is to be produced by Claus Andersin et al from Finland. Write to Claus Andersin, Peiso Central Prison, FIN-928 10 PELSONSUO, phone +358 8 8189111, fax +358 8 8189214. Preferably on Windowsbased applications.

Materials on disc - the editor is your friend for life!

EPEA Steering Committee Meeting 18.-20. April -97 Paddy Rocks

The Steering Committee met in the historic and picturesque city of Strasbourg, France on a pleasant weekend in April. Present for the meeting were -

- Svenolov Svensson (Sweden)
- Chairperson
- Kaj Raundrup** (Denmark)
- Secretary,
- Sonja Kurten-Vartio** (Finland)
- Membership Secr.
- Janine Duprey-Kennedy,**
- (France)
- Pam Lorenz** (Ireland)
- James O'Hare** (Scotland)
- Martin Drueke** (Germany)
- Katinka Mannaerts-Reijnders**
- (The Netherlands)
- Paddy Rocks** (N-Ireland)

The group stayed at the Hotel Ibis (Pont-Couvert), courtesy of the French Ministry of Justice and the Strasbourg Region Prison Administration. We were booked into very comfortable rooms, given conference facilities and treated to excellent meals throughout the short stay.

True to previous form, Sven had already circulated an extensive agenda, so, despite the hospitality we knew that we were going to work pretty hard.

We also had, as part of the itinerary, a generous reception by the Directeur du Département de la Reinsertion, **Mr Verita** (Direction de l'Administration Penitentiaire) and the Délégué Général à l'action Internationale, **Mr Bonaldi** (Ministre de Justice), a visit to Strasbourg prison, as well as a walking tour to see the old city, including the pretty canals and the magnificent cathedral.

The visit to Strasbourg Prison was interesting and informative. It is situated close to the town centre and prides itself on its

links with the local community. It contains about 600 prisoners, mostly serving sentences of one year or less, and has a wide range of education, training and library facilities, consistent with those provided outside. The committee were also invited to a most enjoyable reception with senior staff of the prison.

During the course of the actual meetings which took place through Friday, Saturday and Sunday, the following agenda items were covered -

Membership

Members should be able to take out 1 or 3 year memberships. Some concession may be considered for East European countries.

□ Welcome Pack for new members is to be produced by November 1997.

□ Calendar for members will be produced and published as part of the Directory.

Finance

The Treasurer's Statement of Accounts was read out and it was agreed that a procedure for returning members' fees to the Treasurer should be clearly stated.

Elections

Nominations are in place for Treasurer and Deputy Chairperson. Since Janine Duprey-Kennedy is the only nominee for Deputy Chairperson, she is elected.

A question on who is entitled to vote is to be tabled for consideration by the General Council.

Blagdon Report
This will be produced by September

Newsletter

Congratulations to Holland on No. 12. Perhaps details on Liaison Persons should appear. No.13 will be produced by Norway.

Small is Beautiful

The "Small is Beautiful" policy is good and has been largely very successful, allowing the committee to focus on specific issues, including Newsletter, Bulletin, Conference, Member-ship & Branches, Elections and Funding.

Liaison Persons

A Guideline for Liaison Persons will be produced by June.

Bulletin

The Bulletin is OK. It also appears on the Internet.

Poster

A sample EPEA poster was produced by Sven and discussed, with some representatives taking copies back to art teachers to work on and improve.

Conferences

The EPEA may sponsor a practitioner from Eastern Europe.
The 1999 conference is planned for Greece - initial soundings are positive.

Draft guidelines on the holding of future conferences were dis-

cussed. The broad outline was agreed with some small adjustments.

The 5th International Conference on Adult Education, with themes that include education for prisoners, will be held in Hamburg in July. The EPEA has been invited to participate.

Vision 2006

The shape of the EPEA 10 years ahead was discussed and brainstormed by all committee members with the help of the

question, "What kind of EPEA would you like to see by 2006?". A working group will examine options and make proposals to the General Council.

Next SC Meeting

This will take place in Budapest Conference on Nov 1 before the Conference opens, and will be followed by another meeting at the close of conference on Nov 5.

The whole weekend was hard work, with little time for relaxa-

Paddy Rocks

Conferences and meetings

Houston Diary, the 52nd CEA Conference, July -97 Robert Suvaal

Introduction:

The Correctional Education Association (CEA) is the older sister (or brother) of the EPEA. The CEA was founded in 1945 and has now about 3 000 members, most of them from the US or Canada. The CEA has 9 regions. Each region consists of 3 till 8 states. Every summer one of the regions organises a big (inter)national conference. In average there are about 600 participants.

As you may know I was elected in 1996 in the Executive Board of the CEA. I represent the approximately 50 members from outside the US and Canada. The Board has three meetings a year linked to the (inter)national or regional conference. The CEA pays my tickets and I pay the remaining expenses (hotelroom, meals). That is not any problem for me because I learn a lot in the board meetings and the CEA conferences about correctional education in the US and Canada. The comparison with prison education in Europe is fascinating.

held in Houston (Texas) in July 1997. The title of this conference: "Defining the fourth R".

Thursday, July 10:

Air France brings me to Houston. This is much cheaper than flying with KLM. The consequence is a stop over in Paris. The flight from Amsterdam is delayed. So I have to run from Terminal C to Terminal D

"I do not succeed in breaking the world record 800 meters for men over 50 but I catch the plane to Houston."

on Charles de Gaulle Airport. I do not succeed in breaking the worldrecord 800 meters for men over 50 but I catch the plane to Houston. The second flight takes much time (approximately 9 1/2 hours) but I am sitting next to a very nice and charming Francaise (are they all?) who proves to be a teacher in Paris.

It is hot (35 degrees Celsius) and very humid in Houston. So the first thing I do in the hotel is to swim in the outdoor pool. Later in the evening I meet some CEA friends.

tion, but the work was purposeful and focused, and was made all the more bearable by the quality of the hospitality extended to the committee. Our gratitude goes to all concerned.

The work will start late in the afternoon. Unfortunately the hotel is far from Houston downtown. In a small group we visit the Galleria, a very chic mall with a number of beautiful shops. The bookshops are impressingly big and well equipped. Life in Houston in summer is dictated by airconditioning.

Friday, July 11:

The first task is a meeting of the Awards Committee. The meeting takes place in the huge lobby of the hotel. This is not beneficial to attention and concentration. That is a pity because the discussions are interesting to me, especially about the criteria for judgement. Again I warn that it is not correct to measure education in prison by reduction of recidivism. Since 1997 the CEA has three different awards e.g. one of them directed at the development of effective programmes for computer assisted learning. Besides the three awards there is the annual Teacher of the Year election, one in every region.

discussed. The broad outline was agreed with some small adjustments.

The 5th International Conference on Adult Education, with themes that include education for prisoners, will be held in Hamburg in July. The EPEA has been invited to participate.

Vision 2006

The shape of the EPEA 10 years ahead was discussed and brainstormed by all committee members with the help of the

question, "What kind of EPEA would you like to see by 2006?". A working group will examine options and make proposals to the General Council.

Next SC Meeting

This will take place in Budapest Conference on Nov 1 before the Conference opens, and will be followed by another meeting at the close of conference on Nov 5.

The whole weekend was hard work, with little time for relaxation,

tion, but the work was purposeful and focused, and was made all the more bearable by the quality of the hospitality extended to the committee. Our gratitude goes to all concerned.

Credit for all arrangements must go to Janine Duprey-Kennedy who worked hard to make sure everything went smoothly, and to Yves le Guennec who acted as interpreter and adviser (most of the time).

Paddy Rocks

Conferences and meetings

Houston Diary, the 52nd CEA Conference, July -97 Robert Suvaal

Introduction:

The Correctional Education Association (CEA) is the older sister (or brother) of the EPEA. The CEA was founded in 1945 and has now about 3 000 members, most of them from the US or Canada. The CEA has 9 regions. Each region consists of 3 till 8 states. Every summer one of the regions organises a big (international) conference. In average there are about 600 participants.

As you may know I was elected in 1996 in the Executive Board of the CEA. I represent the approximately 50 members from outside the US and Canada. The Board has three meetings a year linked to the (inter)national or regional conference. The CEA pays my tickets and I pay the remaining expenses (hotelroom, meals). That is not any problem for me because I learn a lot in the board meetings and the CEA conferences about correctional education in the US and Canada. The comparison with prison education in Europe is fascinating.

Here are my impressions of my participation in the meeting of the CEA Board and in the 52nd CEA conference

held in Houston (Texas) in July 1997. The title of this conference: "Defining the fourth R".

Thursday, July 10:

Air France brings me to Houston. This is much cheaper than flying with KLM. The consequence is a stop over in Paris. The flight from Amsterdam is delayed. So I have to run from Terminal C to Terminal D

"I do not succeed in breaking the world record 800 meters for men over 50 but I catch the plane to Houston."

on Charles de Gaulle Airport. I do not succeed in breaking the worldrecord 800 meters for men over 50 but I catch the plane to Houston. The second flight takes much time (approximately 9 1/2 hours) but I am sitting next to a very nice and charming Francaise (are they all?) who proves to be a teacher in Paris.

The work will start late in the afternoon. Unfortunately the hotel is far from Houston downtown. In a small group we visit the Galleria, a very chic mall with a number of beautiful shops. The bookshops are impressingly big and well equipped. Life in Houston in summer is dictated by airconditioning.

Friday, July 11:

The first task is a meeting of the Awards Committee. The meeting takes place in the huge lobby of the hotel. This is not beneficial to attention and concentration. That is a pity because the discussions are interesting to me, especially about the criteria for judgement. Again I warn that it is not correct to measure education in prison by reduction of recidivism. Since 1997 the CEA has three different awards e.g. one of them directed at the development of effective programmes for computer assisted learning. Besides the three awards there is the annual Teacher of the Year election, one in every region.

like that in my country too. I notice that the term "double" is used more than a few times.

□ The secretary of the board, Jennifer Oliver (who has been to some EPA conferences) is effective and efficient. Her reports are admirably good.

□ We have lunch in the hotel lobby together with the sales representatives of a company for educational materials. They are funding the lunch.

We conclude the meeting late in the afternoon. Then there is an informal reception. In the evening we have dinner in a rather big group in an Irish-American restaurant near the conference hotel. After that we visit a bar where the vice president of the board and I try to sing "Summertime" together. She and I start and end nearly simultaneously.

Sunday, July 13:

The board meeting is prolonged. We start early. Interesting subjects are today:

□ A working plan for professional development of correctional/prison educators and administrators.

□ A report about the development of a customised database. This is being worked out in a group consisting of representatives of the CEA and of a big company for instructional aids.

□ The announcement of an affordable opportunity for postsecondary education (the National Prison Education Project). It sounds nearly too good to be true!

□ The committee reports (Membership, Public Relations, Awards, Publications, Budget, Professional development, Constitution & Bylaws).

□ The announcement of the latest CEA Yearbook (1995 - 97) edited by Carolyn Eggleston (who also attended to some of our European conferences).

on correctional/prison education philosophy and policy. This seminar will be held in Park City, close to Salt Lake City.

□ Standards for correctional education. The procedure includes the use of audits.

□ The working policy for the (inter-)national conferences. There is a discussion about the cooperation between the organising region and the central CEA office.

My impressions:

□ Again the atmosphere is good just like in former board meetings I attended to.

□ I still find the group too

"We decide to prolong the contacts with Miss America 1997, Tara Holland. I like her name."

□ I still find the group too

Sometimes it is even rather untidy. This can be disturbing, e.g. for me as non-native speaker, especially if the official speaker has a southern drawl.

□ The procedure is different from the one in the Steering Committee of the EPA. In the Steering Committee there are discussions about a subject (e.g. a problem or a question) mostly concentrated - as usual in Western Europe - by a proposal or an idea until consensus has been reached more or less. Then the chairperson formulates a point of view (the common opinion), asks for definite approval and the tasks can be divided.

The CEA procedure is much more structured. Someone does a proposal ("I move that..."), the CEA president asks if somebody else wants to support this proposal. If this happens ("I second it") there is time for discussion. Rather often there is not enough opportunity for discussion or the proposal is not yet good enough formulated. The last step is to vote. The chairperson asks: "All in favour? Say ay?", followed by "Opposed likewise?"

□ It is well done to react in the discussions with: "You bring up a good point". But of course we say something

More and more board members and other CEA officials are arriving. We have dinner in the Italian restaurant of the hotel. I like these informal contacts. Often I learn more and different things in that setting than in the formal programme.

Saturday, July 12:

We start early. Breakfast at 7 o'clock and at 8 a meeting of the Membership Committee followed at 9 by a meeting of the Public Relations Committee. For several mostly practical reasons we decide to combine both committees but to keep different agendas. A new item is a CEA sticker to use on telephones, telephone-books etc. It provides the address, the phone and fax number of the CEA. We decide to prolong the contacts with Miss America 1997, Tara Holland. I like her name. She has a very positive attitude towards literacy training. In March 1997 she did a good presentation on this subject in the CEA Leadership Forum and she visited a womens prison in Baltimore. Of course this was on TV and in the papers.

The board meeting starts at 10. From 9 till 10 the new members of the board are informed about procedures etc. (a new initiative called: New Officers Orientation). Again it is good to see everybody. We are busy during the whole day. This time we do not have a timekeeper or a facilitator. Nevertheless, thanks to the good work by the many committees, we proceed well. I realise that I am already in 5 of the 12 committees.

The most interesting points of the agenda are for me:

□ The regional reports, a.o. consisting of looking back at regional conferences. Some of these reports are accompanied by regional bulletins or newsletters.

□ Looking forward at the (international conferences of 1998 (Salt Lake City, Utah) and 1999 (Ottawa, Canada). The 1998 conference will be preceded by an international seminar

3) be optimistic (attitudinal aspects are very important);

4) we need the Lord to bring recidivism down (and that is what the taxpayer wants us to do). His conclusion: Education makes a difference!

After the opening session the 1st round of breakout sessions (workshops and other sessions in small groups) takes place. There are about 20 different sessions per round! Briefly the organisation has this concept: you don't have to register, you simply go to the session you want to attend. Some of the conference participants do not participate in all rounds; then they stay in the enormous lobby of the hotel for informal contacts.

I choose for "Relevant life skills curriculum" by Dr. Ruth Bragman (Phillip Roy Inc., Florida). She is accompanied by Herb Suggs. This is a commercial workshop. I mean Ruth Bragman is working for an agency that wants to sell products. There are only 8 participants. Ruth explains the programmes and methods her company can offer. It looks rather complete. She distributes a brochure of her company. Of course I realise that the popular term "life skills" is used for a programme that consists of several different educational subjects. She tells us that there are additional materials (e.g. videos). She speaks very fast but I can understand her well because there is no heavy accent.

Then Herb Suggs, working for the Juveniles Dept of the State of Oklahoma tells us how content he is with the life skills programmes of Phillip Roy Inc. He has a southern accent but I can understand him. Herb explains that he likes the methods because they prove to be applicable in correctional practice, they are flexible and adapted well to the age groups in his work. They prove to be attractive for the youngsters. There is the possibility to identify the needs of the students and the courses can be used well in routine schemes (detention stages). Teachers and students keep track of the progress (portfolio system). A student needs about 6 - 8 months to conclude the whole programme.

The methods of Phillip Roy Inc. are mandatory for the juvenile institutions in Oklahoma. The facilities are responsible for the opening session the 1st round of breakout sessions (workshops and other sessions in small groups) takes place. There are about 20 different sessions per round! Briefly the organisation has this concept: you don't have to register, you simply go to the session you want to attend. Some of the conference participants do not participate in all rounds; then they stay in the enormous lobby of the hotel for informal contacts.

plenary start of the conference. This time it consists of a dinner, combined with some addresses, a keynote speech and followed by a reception in Western style. Next morning I ask a colleague for a very brief summary of the message in the keynote speech. The answer is: "Believe in your students and keep believing that".

Monday, July 14:

I feel much better after about 11 hours of sleep. The day begins with a visit to the vendors rooms where educational materials are exhibited. The stands are (wo)manned by the sales representatives of a number of companies for these materials. It is a tradition that they offer a continental breakfast buffet to their visitors. That happens again today. Because of not having had dinner last night I am hungry. So I make a good use of their offer. Errol Sull (he was in Blagdon, 1995) is one of the vendors. Good to see him again.

The official opening session starts at 8.30. They tell me that there are more than 500 persons present in the big ballroom of the hotel. There are only a few non-US participants: a number of Canadians, one Australian, one New Zealander and one Dutch colleague (me).

"It is a tradition that they offer a continental breakfast buffet to their visitors."

The kick off is done by Dr. Barbara Baehre (chairperson of the organising committee) but there are more addresses. The Governor of Oklahoma, Frank Keating, was requested to hold a keynote speech, but we are told that he is prevented to be here today. He is replaced as a speaker by Mike Morrow (superintendent of the Windham School District, Schools in the Texas Department of Criminal Justice). His very American message is: The biggest need in this time is to adapt to changes. Not everybody is already able to do that sufficiently. Proactive behaviour is required. What we further need to do in our jobs:

"The kick off is done by Dr. Barbara Baehre"

1) don't look for trouble;
2) hit the line (keep it simple);

Some impressions of today's meeting:
□ Again we make good progress and the atmosphere stays very good.

□ I deliver my summer report (a.o. some news about the EPEA Conference 1997 in Budapest, next November. Six or seven CEA members will be there!).
□ As a good tradition we receive a present from the CEA president. It recognizes us all "for outstanding service as a board member in 1997".

□ The meeting of the Publications Committee (discussing proposals for editing and publishing the CEA Journal and the CEA Yearbook) takes place during the board meeting, but somewhere else.
□ I notice three laptops around the table.

□ I think it is good that we spend much attention to the required congruency between the CEA Constitution, the bylaws and the policy & procedures manual.

We finish the meeting at an acceptable time. Then the Public Relations Committee has a brief meeting with Miss America 1997. I met her before (CEA Leadership Forum, March 1997). It becomes clear that she does not want to be a spokeswoman for the CEA but that she wants to advocate literacy training for all people in the US who need it, including prisoners (imates, they say here). We agree with her.

In the meantime the hotel is going to be crowded due to the arrival of about 1200 youngsters(!) who are going to have a meeting in Houston. The use of the elevators is influenced negatively by their presence. We notice that the boys and girls are rather disciplined but there are simply too many of them.

Registration of conference participants started already on Sunday morning. After the meeting I go to bed. I feel terribly sick. I have a severe headache and I am nauseous. This is probably caused by the airconditioning system in the meeting room. I miss the General Session that takes place this evening. The General Session is the

front of the facility the left row of buildings are the living sections (living rooms and dormitories), the right row consists of service buildings. Our guide tells us that they count the prisoners 7 times a day. Moreover there is a camera security system. There are only a few foreign prisoners, mostly from Mexico. In each of the living sections 54 prisoners are staying. There are always 2 officers at 54 prisoners.

"Even in my holidays abroad I always have a near-by uncontrollable drive to visit prisons. It is kind of collectors fever"

ble drive to visit prisons. It is kind of collectors fever. Inside a prison I try to estimate accurately the regime, the atmosphere, the way they cope with the prisoners etcetera. This afternoon we are going to visit the Pam Lynchner State Jail just outside Houston.

We are received by the senior warden of the jail. The US jails are intended for unconvicted prisoners. In Western European countries we speak of remand centres. However this jail is for short-term prisoners. The other exception is that this jail is not a facility at county level but at state level. That is why this jail has to do with offenders from different counties. The warden tells that as a consequence he has to cope with a number of courts and judges. This is not always easy, he says. Moreover he has to deal with the headquarter in Austin. Approximately 2100 men are detained here. They stay here from a few months till 2 years (as a maximum). The offences are very diverging, mostly non-violent crimes. The choice for this kind of facility was made because of cost-effectiveness (a very trendy term these days in the US). The price per prisoner per day is US \$28. In a regular closed institution this price is US \$100. Most prisoners are adults. Only a relatively small number of younger prisoners (15 - 17 years) stay here: about 300. This jail has an educational service. Participation is voluntary for the adults and for the younger prisoners. The warden tells us that they have the trustees system in this jail, as usual in a number of correctional facilities in this country.

We are lead about the facility in two groups. Two senior prison officers are our guides. We see that the facility consists of several buildings. The institution looks like a barracks camp. All buildings are standing at some distance from each other. It is a very hot afternoon. So we walk slowly from one building to an other one. Seen from the main building situated at the

I notice:
 The mission of the Texas prison service is hanging on the wall in the main building.
 80% of the prisoners is black.

There is airconditioning in all the service buildings, but not in the living sections. There is only a simple system for cooling the air in the living rooms and dormitories a bit.
 The prisoners are walking the line when they go from one building to another one. There are yellow lines on the pavement for that goal.
 The prisoners are dressed in completely white uniforms.

The TV in the living room is provided with a cage all around the apparatus.
 The shower stalls in the living building do not have doors.

Our walk along some of the living rooms (with glass walls) gives me the idea of being in the zoo.
 Anyway, I do not like it to look at the prisoners in these rooms.

The facility makes a very clean, tidy and organised impression.
 Groups of 54 prisoners are much too big in my opinion and there is not enough supervision. I would prefer groups of 24 prisoners supervised by 2 officers. The favourable price per day is based mainly on the low ratio of 2 : 54. Rather suddenly the excursion is

"Our walk along some of the living rooms (with glass walls) gives me the idea of being in the zoo"

"My notes are nearly non-existing"

In the afternoon programme there are two options. One is to participate in the second round of breakout sessions, followed by a round of sessions of the Special Interest Groups (e.g. Literacy, Juvenile education, Prison arts, Librarians, Postsecondary/College education). The other option is a prison visit. I choose for that one. I do not need much time to make this choice. Even in my holidays abroad I always have a nearly uncontrollable

drive to visit prisons. It is kind of collectors fever. Inside a prison I try to estimate accurately the regime, the atmosphere, the way they cope with the prisoners etcetera. This afternoon we are going to visit the Pam Lynchner State Jail just outside Houston.

Lunch is dedicated to the Teachers of the Year ceremony. Each region has elected a teacher of the year. They are here, most of them with their wife or husband. They say something but I do not like that their speeches are not live but on tape. So they stand on the stage to listen to their own voice. An invocation is part of the lunch programme. The position of the participants is the traditional one. The big ballroom is full of round tables for 8 - 10 persons, the VIP's are sitting behind a long table placed on the stage.

After the ceremony there is another keynote speech but I am sorry to say that it does not make quite an impression on me. My notes are nearly non-existing.

At the end of the morning there is an opportunity (about 45 minutes) to visit the vendors stands again. The stands are in the hotel lobby and in an adjacent room. This very big lobby proves to be a magnificent place to meet other participants. We had the same experience but on a smaller scale when we organized the 3rd European Conference 1991 in Bergen (Netherlands). It is so important for the informal contacts to have a big and central situated room during a conference.

"Lunch is dedicated to the Teachers of the Year ceremony. Each region has elected a teacher of the year. They are here, most of them with their wife or husband. They say something but I do not like that their speeches are not live but on tape. So they stand on the stage to listen to their own voice. An invocation is part of the lunch programme. The position of the participants is the traditional one. The big ballroom is full of round tables for 8 - 10 persons, the VIP's are sitting behind a long table placed on the stage."

"My notes are nearly non-existing"

We are lead about the facility in two groups. Two senior prison officers are our guides. We see that the facility consists of several buildings. The institution looks like a barracks camp. All buildings are standing at some distance from each other. It is a very hot afternoon. So we walk slowly from one building to an other one. Seen from the main building situated at the

The 4th round of breakout sessions starts. I cannot go there because of a meeting of the organising group of the International Seminar in Park City (Utah), 1998. This seminar will be the preconference of the 53rd (International CEA Conference in Salt Lake City. We talk about the participation that we

The lunch programme starts with the performance of the Ramsey III Choir, a wonderful group of black singers. Later I hear they are Texan prisoners. Some participants say to be irritated by the presence of armed guards in the hotel lobby. Anyway, the singing is very good. Again there is an invocation and a keynote speech. Maybe it has something to do with me but again I do not like the keynote speech. It is not very substantial. I want to learn something or to hear new things.

The shooting delivers not only an interesting broadcasting programme but also a valuable videotape.

The shooting delivers not only an interesting broadcasting programme but also a valuable videotape.

I like the composition of the panel with experts and politicians.

I can see that this is the TV country pre-eminently, e.g. from the way some federal colleagues act in front of the camera. Melissa Burton (Federal Office of Correctional Education) could have been a very experienced TV presenter!

It is my first presence at a TV shooting. So, it is an interesting experience for me.

My impressions: place in the discussion.

ask questions. Life skills have a central place in the discussion.

between a number of experts. The discussion will be lead by the wellknown ex-TV presenter Jim Duffy (ABC). Shows from penal practice are mixed with the shooting here in Houston. During the panel the people in the conference room (transformed into a TV studio) have the opportunity to react or ask questions. Life skills have a central place in the discussion.

The second part of the morning will be occupied by the shooting of a Live National Teleconference on "The Role of Correctional Education". Central in the shooting is a panel discussion be-

2) most of the overhead sheets are cartoons (e.g. Garfield), too much of the same for me.

1) the many suggestive questions (the answers are in the question or on one of the sheets) and

My review is that this workshop is very informative. I do not like two things:

I am amazed when Glenna tells that recently denial floss is forbidden in her institution because of the

Allow students to save face. Discuss misbehaviour later.

Avoid escalating the situation. Take charge of negative emotions.

Focus on the behaviour, not on the students. for teachers:

Glenna indicates that the aims of discipline can be: attention, power, revenge or avoidance-failure. She concludes by giving the following directions contributing.

Everybody needs (to be/ to have): love, power, a place to belong (members of gangs!), capable, connected and contributing.

People whose lives are affected by a decision need to be part of the decision process (Nasbit).

Every student has the potential for choosing appropriate behaviour and for becoming a more responsible citizen of the social community regardless of background, past performances or current level of functioning.

Her most essential starting points are:

"One of the members of the board is jogging in the hotel lobby because it is too hot and too humid outside"

board is jogging in the very hot. One of the members of the board is jogging in the morning it is already Tuesday, July 15:

and nice talking!

We are back in the hotel early in the evening. There is no evening programme. With a small group we go to a seafood restaurant. The movement to the restaurant (about 1 kilometer) is done by car. It is too hot to walk. Good food and nice talking!

over and we are back in the main building. Then we realise that we have seen rooms for SATP (substance abuse treatment programmes) but no classrooms. A Texan teacher in our group assures us that there are classrooms in this facility. We have not seen a library or sport accommodations either, I consider.

Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The goals in her work are not only directed at the control of the prisoners behaviour in the classroom but also at trying to change their behaviour on a longer term.

Glenna makes a distinction in three kinds of approaches: corrective, supervisory and preventive. She explains that she uses "contracts" with the prisoners.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

The 3rd round of the breakout sessions starts. I choose "Creating responsible behaviour in prisons and jails" by Dr. Glenna Kyker (Florida). There are 16 participants. She starts to tell us that she has been the victim of a violent crime (rape). Later she explains that this was done by her ex-husband. During the workshop she succeeds to deliver a lot of information and insight directed at her subject. She has been working with prisoners in a maximum security prison in Florida and she has been training prison officers. She has even been working with sex offenders! Her instruction is interactive thanks to enough opportunity for questions.

Wednesday, July 16:

At 8 o'clock (i) the 6th round of breakout sessions starts. I choose "Rehabilitation in Juvenile Corrections" by Diane Budyak and Robert Bughman (Ethian Allen School for Boys in Wales, Wisconsin). There are 12 participants. In this workshop the assessment is the central issue. Diane and Robert provide a clear picture of their working situation. Their explanation is clarified by hand outs, e.g. intake and assessment forms as used in their school.

international as possible the report we want to edit. This report will be sent to participants and will be for sale for the seminar. And of course we talk about the special aspects of the seminar. We intend to invite the non-US candidates through their embassies in the US. I am very curious how many European participants there will be.

We are ready just in time to participate in the 5th round of workshops. I go to "Learning disabilities and adult attention deficit disorders" by Christina Ruitand and Mary-Dale Bolson (both from Santa Fe, New Mexico). There are 14 participants. This is a very informative and well organised workshop. There are hand outs and overhead sheets. And there is enough opportunity for asking question and making remarks.

The session starts with clear definitions of learning disabilities and adult attention deficits. The core of the workshop consists of recommendations: what to do with students who have these problems. Sometimes rather simple and not very expensive measures can help already. The workshop leaders give recommendations in the following fields: pacing, environment, presentation, materials, self management and social interaction supports. One of their statements: "By the time you find out a child is dyslectic he/she could be starting his/her first sentence." Of course this is a bit overdoing but sometimes it helps to do so. The percentages of these disabilities and disorders among prisoners they mention are rather high compared to my Dutch experience.

Anyway, an interesting subject that in my experience does not get enough attention in European conferences. In the evening I find myself back again in a seafood restaurant, this time in a big group. Dinner is preceded by bowls of crawfish. Yum-yum! Further it is very cosy. The representative of a big company of educational materials takes care of the bill.

"In the evening I find myself back again in a seafood restaurant, this time in a big group. Dinner is preceded by bowls of crawfish. Yum-yum!"

The 7th and last round. I go to "A Yank's experience in an Aussie Juvenile Prison". There are 8 participants. This workshop proves to be a wrong choice. The description in the conference programme does not entirely fit the reality. The leader of the session tells us about her experience 25 years (!) ago in an Australian prison. I get the impression that her drive to do this workshop is mainly based on nostalgia.

"Further there is an invocation, a wonderful lady singer and another keynote speech."

there is an invocation, a wonderful lady singer and another keynote speech. I hate to say this but I do not like this speech either. It is very general, rather simplistic. The speaker could say about the same in many other companies. I have lunch sitting next to the participant from New Zealand. She tells me that she has Italian roots and was born in New York. Interesting information about her work in Auckland.

Looking back:

The days after the conference I look back. I liked the board meeting. Good work in the committees proved to be a valuable investment.

I judge the conference with good. I participated in 4 of the 5 workshops I participated in very much. The prison visit was interesting. Again the informal contacts were good. And I appreciated the prisoners choir and the lady singer. I was not enthusiastic about the contents of the plenary speeches. The organisation was sufficient although some small things went wrong, e.g. a rather long wait for transport to the prison. There were good evaluation forms (one for each workshop and one for the whole conference). The programme book looked excellent.

In our much smaller European conference crowds it is not done to do so.

Robert Suvaal

PS:

Further information can be obtained by contacting me: Robert Suvaal, DJI, PO Box 30132, 2500 GC The Hague, Netherlands.

Phone: 31 - 70 370 25 76;
Fax: 31 - 70 370 29 10;

E-mail:

robert.suvaal@surver.wind.surfnet.nl

We do not have vendors in European conferences. In the CEA conference I miss the papers of all the other workshops (a big loss of information!) and they do not produce a comprehensive report of the conference as we usually do in Europe. As I said already I do not like the theater position of the participants in the workshops. For some participants it is not unusual to "play hockey" during the CEA conferences.

"In Europe we combine only the Euro Prison Song festival with a meal. Here the lunches are part of the programme."

Life skills are very much in the focus of attention for our colleagues in the US. In discussions it is useful for a European to know what the exact definition here is. This conference is very different from EPA conferences. Not only because of the extend (500/600 versus 100 participants) but there are more differences. In Europe we combine only the Euro Prison Song festival with a meal. Here the lunches are part of the programme.

Seminar on Prison Education in Latvia

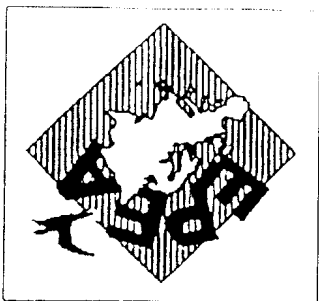
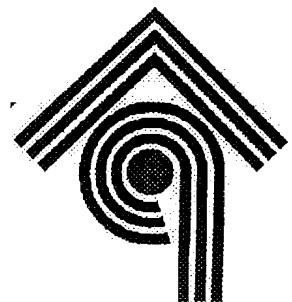
Maris Mednis, Latvia

Now Latvian Adult Education Association (LPIA) in co-operation with Latvian Prison Administration is working on education project in two prisons. The closest activity is going to be the seminar on education in Jekabpils at 9 - 11 October with local evening school director Mrs. Dace Berzina as a hostess. Activities in Jekabpils can be geared with co-operation of prison and education services in Jekabpils, Latvia and Arendal, Norway.



Members of the Board of FOKO, the Norwegian Branch of EPA.

Laila Sand
Inger Charlotte Bull
Tortinn Langelid
Ingunn E. Kleivan
Leif Lynngstad



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

Preliminary programme:

1 November, Saturday
 Welcome cocktail/reception
 Dr. Ferenc Tari,
 Director General of the Hungarian
 Prison System.

2 November, Sunday
 Opening addresses.
 Dr. Pal Vastagh, Minister of Justice
 Svenolov Svensson, chair of EPEA
 Janos Boros, chair of Organizing
 Committee.

**1st topic: Prison System and
 Humanization.**
 Workshop
 Sightsseeing, dinner and wine
 tasting in a Winecellar.

3 November, Monday
**2nd topic: New Challenges in
 Prison Life and Prison Education**
 Keynote lecture by Robert Suvaal,
 Education Adviser, Ministry of
 Justice, the Netherlands
 Workshop

**3rd topic I: Nothing works? -
 Something works!**
 Keynote lecture by Prof. Friedrich
 Lösel, University of Nuremberg,
 Germany.
 Workshop
 Hungarian folk music concert.

4 November, Tuesday
**3rd topic II: Nothing works? -
 Something works!**

Keynote lecture by Andras Csöti,
 Deputy Director General of
 Hungarian Prison System
 Workshop
 Prison visits, closing banquet
 hosted by the Minister of Justice.

5 November, Wednesday
4th topic: Beyond 2000
 Keynote lecture by William
 Rentzmann, Director General,
 Department of Private Law,
 Denmark.
 Workshop.
 Closing addresses by Dr. Csaba
 Konkoly, Hungarian Deputy
 Minister of Justice and Svenolov
 Svensson, Chairperson of EPEA.

In Focus, Prison Education in Eastern and Central Europe

Slovene Prison Administration and Prison Education

Julijana Gruden, Slovenia

Slovene Prison Administration is a body within the Ministry of Justice. The enforcement of penal sanctions is carried out by sections of administration as follows:

1. The section for general, legal and economic affairs
2. The section for treatment

3. Dob prison and its open department Hotomez and semi closed department Slovenska vas

4. Ig prison
5. Celje prison for juveniles and young adults

6. Koper prison and its department in Nova Gorica

7. Ljubljana prison and its departments in Radovljica, Novo Mesto and open department Ig

8. Maribor prison and its department Murska Sobota and open department Rogoza
9. Radece correctional home

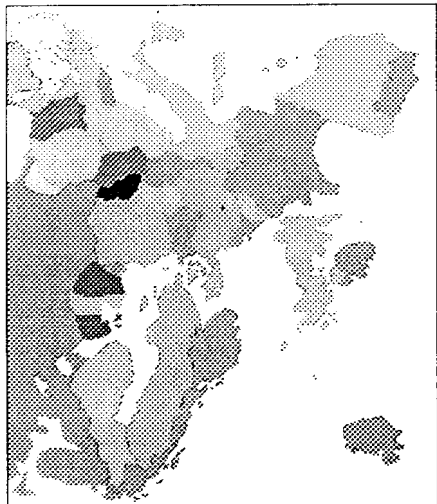
On 1st of January 1996 there were 425 prisoners, 25 of them women. On 31st of December 1996 there were 394 prisoners, 24 of them women. In 1996, 507 prisoners began serving sentences, of which 22 were women. The classification of prisoners in Slovenia's penal institutions in 1996 was carried out according

to the following professional, not formal criteria; in most of the institutions prisoners were divided into closed, semi closed and open departments or regimes. Individual classifying groups differed with regard to the level of security and extend of privileges, especially external.

In all prisons educational work is done in small socioterapeutic groups run by pedagogs, sometimes aided by a therapist, and in one to one work with prisoners. Socioterapeutic methods of work are used in all prisons.

The participation in group work is not compulsory and prisons professional teams were given the option of excluding a prisoner who was too disruptive for group work or to bring some of the prisoners with intense psychological disturbances into group work at a later date, after preparing them for group work, and to treat them for a while on an individual level only.

It can be said with certainty that the group method of work with prisoners has increased the quantity and quality of communications at all levels. The advantage of direct over indirect communication needs to be stressed there, even when it only serves to provide prisoners with information and not to pursue therapeutic objectives.



Prison education

A large portion of prison education programmes comprise training for professions within the metal industry. With the poor economic situation in Slovenia the demand for such professions has fallen, which has resulted in less interest among prisoners for learning such professions.

The specific nature of the programmes of guided education means they are of less interest to the prisoners than old-fashioned vocational education, which has also resulted in a high dropout rate. All prisoners who have finished training receive certificates.

Julijana Gruden

is Counsellor to the Director General, Ministry of Justice, Slovenia

Education and Professional Training in the Institution for Juvenile Offenders in Celje

Ivan Kos, Slovenia

In the juvenile institution in Celje prisoners from 17 - 22 years of age their imprisonment. The great majority of them haven't finished any school and are professionally unskilled. Therefore education and professional training is considered to be of vital importance for the inmates' future life and their rehabilitation. Until 1996 we usually organize education and professional training in the institution, but we enabled the prisoners to attend classes outside as well. In 1996 we had no education and professional training in the institution because the number of prisoners was extremely low and it was impossible to form classes or groups. We had only about 30 prisoners per day.

It would be too expensive to set up for each candidate the vocational programme he desired. So we sent all the prisoners interested in education and professional training to outside educational institutions. Four of them attended primary school, three took part in a course for wait-cooks, two in a course for wait-ers, five attended courses for drivers, and seven of them went to various secondary schools.

According to our experiences there are several advantages of the education and professional training outside in comparison with the education and professional training in the institutions:

1. The prisoners have a wider choice of educational programmes than inside the institution.
2. The quality of the education and professional training out-

side is on a higher level than it is in the institution.

3. The prisoners study in a "normal situation", among ordinary pupils.
4. The expenses are lower.
5. As prisoners are allowed to go outside of the institution daily, their motivation for taking part in the education is stronger.

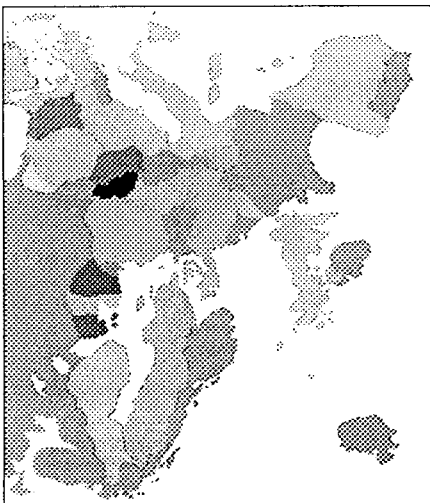
Some disadvantages of the prisoners' going to outside educational institutions:

1. Surveillance is difficult.
2. Each prisoner can not be allowed to go out of the institution.
3. There always exists a possibility of different kinds of abuse, e.g.: alcohol, drugs, not going to lessons, running away, committing another criminal action etc.

Until 1996 we practically hadn't had any troubles with the prisoners studying outside. But last year a lot of unexpected difficulties turned up - mainly connected with drugs. While testing the prisoners we found out that five of them had been taking drugs regularly.

We stopped their going to external educational institutions immediately, but we didn't stop their education. As they hadn't broken school discipline and as they had been successful pupils, we enabled to study individually and then pass exams.

Later on they were given another chance to study outside under the condition that they wouldn't take drugs anymore.



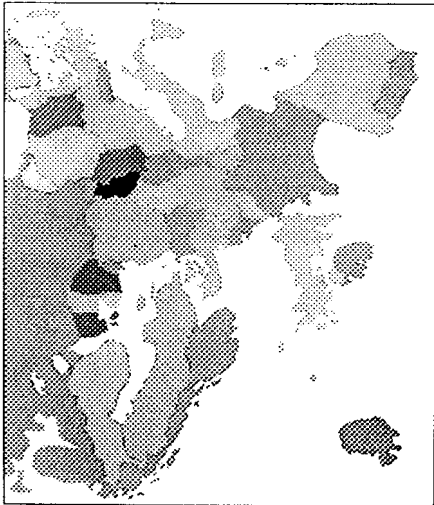
They promised everything but didn't keep their word. So their going out was broken off definitely. Nevertheless, three of them finished their education successfully.

What concerns the costs of the education and professional training, the prisoners in Celje are not obliged to pay anything. The institution pays school fees for them and buys all the necessary books and requisites.

The prisoners taking part in education have the right to work fewer hours than other prisoners, and, if necessary, they can get study furloughs. If the inmates are successful at school they can be awarded special leaves of absence.

Ivan Kos is Organizer of education and professional training for juvenile offenders, Slovenia

Voluntary Counselling in Postpenal Treatment Irena Kriznik, Slovenia



attend to the social welfare of citizens; cooperation in the post-penal treatment of prisoners is part of their work. The social work centres then appoint a counsellor to the prisoner, finance the counselling, and carry out professional counselling and supervision in the counselling process.

The National Prison Administration as the professional body monitors the implementation of this method of work throughout Slovenia and carries out interviews.

Counsellors are generally

volunteers, most often students from the social sciences faculties. The conditions for someone to become a consultant are: suitable age, settled personal life, an open attitude towards perpetrators of crime, a personal willingness and at the same time a realistic possibility to devote part of their free time to counselling and, in this regard, a moral undertaking that they will not abandon the group, and a willingness and an assurance that they will regularly cooperate with the supervisory group and respect the agreements and rules that are essential for the counselling to be carried out.

ving from, and based solely upon, genuine personal contact. The primary goals are not to change individuals according to our criteria and expectations but to accept each individual, taking into account his specific character and uniqueness, without value judgements. The implementation of this form of counselling meant that we needed to obtain volunteers for this method of work.

The path from the concept and the legislative starting points to the implementation of the project was neither easy nor short. It was necessary to overcome considerable resistance from the inflexible thinking of institutions on the one hand and to tackle the formulation of the method itself on the other. And so the evaluation of the method, which was conducted simultaneously in four different groups under the supervision of the then Republic Secretariat for Justice, was concluded at the beginning of 1987, and since then it has been carried out as an element of social rehabilitation within post-penal treatment throughout Slovenia.

Any prisoner may be allocated a counsellor if they wish. The length of sentence, the type of crime and the level of behavioural disturbance are not an obstacle to the appointment of a counsellor but they are criteria in the selection of a counsellor. The prisoner's wish is reported by the institution where the sentence is being served to the competent social work centre (in the town where the prisoner has permanent residence when free).

The social work centres are professional institutions which

"You probably know that I respect you, that you mean more to me than you perhaps think. I love you as a sister. You are probably even my surrogate sister, mother, girlfriend, although I don't want to admit it. Why I am actually telling you all this? You should know that you're one of the few people I think I can trust. Not one of the few, the only one!"

The quotation above is an extract from a letter written by a prisoner to his counsellor, which we believe is a good reflection of the relationship, the method of work and the method of helping prisoners that we, in our legislation, have called voluntary counselling in postpenal treatment.

As a method of work, voluntary counselling in postpenal treatment first appears in a 1978 Amendment to the Law on the Implementation of Penal Sanctions; in other words, at the time of the emergence of an integral concept of postpenal treatment to give prisoners a greater opportunity to reintegrate into society after serving their sentence.

In addition to the search for new possibilities and new forms to enable prisoners to integrate more easily into society, the idea was increasingly put forward that besides specific forms of help such as employment, suitable accommodation and economic welfare, there was also a need to offer human support and communication based above all on genuine human relations.

We devised the voluntary counselling as an entirely new form and method of work which allows the prisoner to have a different value communication derived

The counsellor gives this consent by signing a supervision agreement.

A counsellor may be appointed to a prisoner at the beginning of the sentence or at any time while the sentence is being served. In our experience, in order for the counselling relationship to take root it must last at least three to six months. The counselling is terminated when the prisoner no longer wants or needs it, or at the latest one year after completing the sentence. Of course, the relationship can be continued after this period in an informal manner.

The counsellor only receives the most necessary information about the prisoner and then works together with the employees of the institution in which the prisoner is serving his sentence on the organisation of meetings; and on the content of the meetings only when and to the extent that the prisoner so desires and sees such communication as a help.

Communication between the prisoner and the counsellor is their private matter, because trust, the security of this dialogue and the feeling of being able without fear and without negative consequence to express one's anger, disappointment, impotence, sadness or joy is the most important element in this relationship. The counsellor and the prisoner give as much to the counselling relationship as they are able. "I'm here, I am listening to you, I understand you, I understand your feelings. I accept you as you are. Perhaps I myself am different, I accept you." Or, as one of the counsellors described their relationship to the prisoner:

"I don't walk ahead of you, I don't walk behind you. I walk beside you!"

Our experience shows that prisoners learn a different form of communication through the counselling. They learn to recognise their feelings, they become more tolerant, they begin to value themselves more highly, their self-confidence, self-reliance and self-esteem grow.

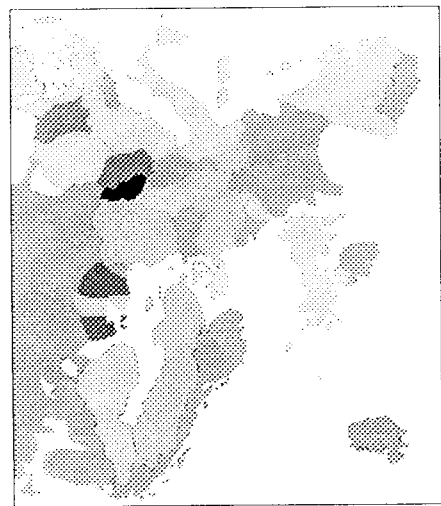
They find it easier to set themselves goals for the future, and these goals are more realistic. They sort out problems and conflict situations in a more appropriate manner, and we could mention many more benefits because the counselling is an inexhaustible source for passing on new and unknown experiences, which then opens up the possibility of a different type of life, a new choice of paths.

Counselling is professionally guided and managed. Therefore the counselling and supervisory meetings are a compulsory element in the implementation of this method of work. The supervisory group meetings for counsellors are held every 14 days and are headed by specially-trained experts at the social work centres.

The centres also coordinate the work in this area. Two group meetings, intended primarily for monitoring the working method itself and the training of counsellors, are run at the National Prison Administration.

The basic tasks of the counselling and supervisory groups are the following:

- regular deliberation and analysis of what happens and



the emotional and material effects on the prisoner as well as on the counsellor.

- help and support to counsellors in the various difficult circumstances and dilemmas, burdens and responsibilities they face in the counselling, and help in balancing proximity and distance,

- jointly seeking new methods of and approaches to problem solving,

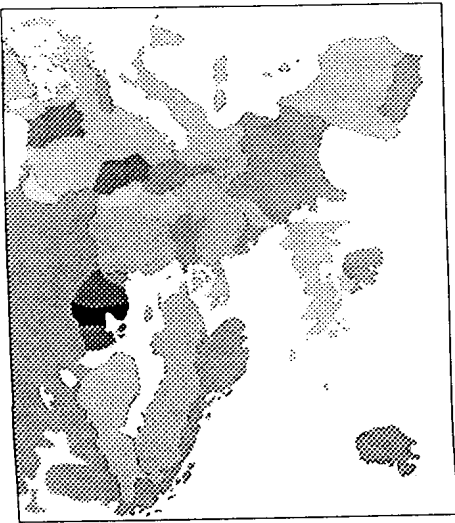
- offering the possibility of acquiring and expanding theoretical knowledge through practical experience.

Each year around 150 prisoners are allocated counsellors. There is a demand for more but it cannot be met at the moment. We really do believe that with this method of work we are offering new experience and new understanding to those prisoners who have no one who they care about, who they like or even love.

Irena Krznik

is Director General in the Ministry of Justice, Slovenia

Prison reform through Education *Angelita Kamenska, Latvia*



Today, as little as 5 percent of all prisoners in Latvia are involved in educational programs. Moreover, censorship of incoming and outgoing correspondence hampers distance learning.

While the life chances of all prisoners have suffered as a result, an October 1996 decision by the Council of Ministers hit Russian-speaking prisoners particularly hard. Most prisoners rely on unemployment benefits after their release to tide them over until finding work.

According to the October 1996 decision, one has to submit a certificate of Latvian language proficiency to qualify for unemployment benefits. While questionable from a human rights standpoint, the decision is also bad public policy, as it leaves many ex-prisoners with few real options for integrating into society other than (re)turning to crime.

According to officials of the prison administration, the current prison system facilitates the integration of prisoners into the criminal world rather than back into society. The government did issue an order that all prisoners be provided Latvian-language training and testing. However, as is still common practice in the realm of language policy, funding was allocated for this purpose. According to data from the prison administration, of 6,100 convicted prisoners, over 2,700 require Latvian-language training and testing.

The introduction of Latvian into the prisons has been slow as prison staff are predominantly Russian and often need language training as well.

Winston Churchill once noted that "one can judge the level of civilization in a country by looking at its prisons." By this measure, Latvia, like many countries in this region of the world, has quite some work to do before qualifying as truly "civilized".

Stringent budgets and pressures to "get tough on crime" conspire to muffle the few voices calling for ensuring that prison conditions meet minimal international standards.

Segregated from the watchful eye of society and subjected to a special regime, prisoners everywhere face special obstacles in implementing their human rights. Thus, although they have broken the law and possibly harmed others, once incarcerated, prisoners are a vulnerable group.

Latvia, like many other countries, is bound by a number of international human rights treaty obligations regarding prison conditions. Prison conditions in Latvia are not only an important human rights concern, they should be an urgent public policy priority as well. From a public policy perspective, prisons can play an important role in bolstering public security not only by punishing criminals but by rehabilitating them and preparing them for reintegration into society. It is this rehabilitative function that demands urgent attention in Latvia.

Latvia had a well-developed system of prison education which collapsed along with the Soviet Union in 1991. During the Soviet era, all prisoners under the age of 40 who had not completed elementary or secondary schools were required to enroll in this system.

Several non-governmental organizations have stepped in to provide a helping hand. In 1996, the Soros Foundation-Latvia organized Latvian-language training and testing for over 100 women prisoners and prison staff. Since April 1997, the Soros Foundation has expanded its language program to six prisons with additional funding provided by the Swedish Institute. Together, both initiatives will allow around 300 prisoners to take Latvian-language classes.

There is a growing interest in prison education in general. At a seminar organized by the Latvian Adult Education Association, the British Council, the Latvian Prison Administration and the Soros Foundation earlier in March, some of the difficulties of introducing education programs in Latvia's prisons were discussed.

Among the major problems cited were financial constraints, a lack of interest among relevant state institutions and a lack of policy coordination - all of which have divorced the prison system from the broader state education system.

This October a second seminar attended by members of the

European Association of Prison Educators will be hosted by a regional prison willing to receive a pilot adult education program. The seminar will investigate and plan ways of staffing and administering such a program.

The criminal justice system and public opinion are still in favour of putting more people behind bars rather than exploring alternative measures for preventing and reducing crime.

The average length of a prison sentence in Latvia, four and a half years, is one of the longest in Europe. Around 40 percent of the prison population is composed of prisoners on remand, who spend an average of one and a half years awaiting trial. However, existing legislation

does not permit those in pretrial detention to participate in educational programs. Thus, changes in legislation ensuring access to education for remand prisoners, especially those under the age of 18, are an urgent priority.

Despite the problems, the prison administration has demonstrated increased willingness to open prison doors to greater public involvement in providing education. As a result of the language program, three prisons have arranged special classrooms that can now be used for teaching purposes. As indicated by some teachers, these classrooms have become havens for the prisoners due to the markedly different atmosphere prevailing there from the depressing

Studies.

Seminar "The Role of Adult Education in Prison Life" (6 - 8 March 1997, Jūrmala, Latvia) was organized by Latvian Adult Education Association with a financial support from the "Soros foundation Latvia", the British Council and in co-operation with Latvian Prison Administration of the Ministry of Interior, the EPA experts I. Benson, W. Forster (the United Kingdom), K. Warner (Ireland), the state, public organizations going to share their experience.

The participants were prison staff and adult educators, as well as the Ministry of Education and Science, Human Rights and Ethnic Study Centre and State Human Rights Bureau representatives. Programme of the seminar included discussions, lectures, visits to prisons in Latvia. All the days were interesting enough. It was the first time all the

interested bodies in Latvia met. It was the first seminar devoted exclusively to prison education in Latvia. It was the possibility to hear prominent and experienced experts from the Western Europe. And the most significant were the conclusions and project to be undertaken in nearest future were the prisoners now suffering from idleness are supposed to be direct beneficiaries.

Participants from Latvia shared the local prison education experience, problems. The main obstacles concerned shortage of finances, also legislation, management deficiency, lack of co-operation between prison, education, well-

The Role of Adult Education in Prison Life

Maris Mednis, Latvia

Though there has been some progress, there is still a woeful lack of education, employment and recreational opportunities in prisons. This in turn causes apathy among prisoners and often results in security problems.

As recently emphasized by a visiting international penal expert, "If we don't keep prisoners busy, they will keep us busy."

This article was first published in the Baltic News in June 1997.

Angelita Kamenska is a senior researcher at the Latvian Center for Human Rights and Ethnic Studies.

Though there has been some progress, there is still a woeful lack of education, employment and recreational opportunities in prisons. This in turn causes apathy among prisoners and often results in security problems.

It seemed to appear that prison authorities were the only to contact prisoners and general society felt prisons (including both prisoners and prison staff) as alien. To persuade public opinion that prisoners were matter of concern and people are the same (except that prisoner had strictly limited access to all the activities) appeared to be important. And the situation had to be improved.

The main feedback from the seminar activities were decisions on two main priorities. The first was the sphere of legislation. The Prison Administration proposals were to be examined and decisions made. The second - particular education activities in prisons. For example, the problem of a day in Latvia however was Latvian language. The "Soros foundation

The main feedback from the seminar activities were decisions on two main priorities. The first was the sphere of legislation. The Prison Administration proposals were to be examined and decisions made. The second - particular education activities in prisons. For example, the problem of a day in Latvia however was Latvian language. The "Soros foundation

The main feedback from the seminar activities were decisions on two main priorities. The first was the sphere of legislation. The Prison Administration proposals were to be examined and decisions made. The second - particular education activities in prisons. For example, the problem of a day in Latvia however was Latvian language. The "Soros foundation

The main feedback from the seminar activities were decisions on two main priorities. The first was the sphere of legislation. The Prison Administration proposals were to be examined and decisions made. The second - particular education activities in prisons. For example, the problem of a day in Latvia however was Latvian language. The "Soros foundation

Statistics about inmates in prisons (data of 21 February -97)

No	Prison	Total number of inmates	Minors (included in total number)	Prisoners, yet not serving sentence (included in total number)	Distinguishing features of education in the prison
1	Brasas	663	-	59	General secondary education - school branch, 49 pupils, 4 educators
2	Central	2467	156	1780	Latvian lang. courses for about 25 inmates.
3	Cēsu	210	210	23	Wide range, general secondary education school, 190 pupils, 12 teachers vocational - Training center, 81 pupils, 12 educators, prof. librarian
4	Daugavpils	976	49	553	Professional librarian, Latvian lang. courses for about 25 inmates.
5	Grivas	1108	-	-	Professional physical educators - due to the Norway assist. (methods, materials)
6	Ilgciema (female)	440	11	189	Wide range, general sec. education - school branch, 23 pupils, vocational - school branch, 26 pupils, 1 full-time and 4 part-time educators, Latvian language courses for about 25 inmates
7	Jēkabpils	374	-	-	Vocational training - school, 45 pupils, 4 educators
8	Jelgavas	846	-	-	-
9	Liepājas	300	15	300	-
10	Matīsa	386	-	125	-
11	Olaines (open)	74	-	-	-
12	Pārlīdzes	420	-	-	Vocat. training - school, 112 pupils, 6 educators Latv. lang. courses for 25 inm.
13	Skrotavas	964	-	-	-
14	Vecumnieku (open)	24	-	-	-
15	Valmieras	944	-	181	Professional physical educators - due to the Norway assistance (methods, materials). Latv. lang. courses for about 25 inm.
	Total	10,196	441	3210	Gen.ed.: 3 prisons, 262 pupils, 18 teach.; Voc. train: 4 prisons, 264 pupils, 27 educ.

About 392 prisoners per 100,000 inhabitants. In 1996 number of population in Latvia was about 2.6 million. And 10,288 prisoners in average.

Dace Berzina as a hostess. Activities in Jekabpils can be geared with co-operation of prison and education services in Jekabpils, Latvia and Arendal local prison, Norway.

M.Mednis.

The proposals about the financing for prison education were submitted to Ministry of Interior, LPIA is trying to make international foundations become interested.

Now Latvian Adult Education Association (LPIA) in co-operation with Latvian Prison Administration is working on education project in two prisons.

The closest activity is going to be the seminar on education in Jekabpils at 9-11 October with local evening school director Mrs.

Latvia" proposed Latvian language classes for prisoners.

In the middle of April we have three-month classes for about 120 prisoners in five prisons.

Now Latvian Adult Education Association (LPIA) in co-operation with Latvian Prison Administration is working on project proposals about education in two prisons. The provided education activities should be general, education, vocational training, social skills.

Changes in The Hungarian Prison Service Laszlo Csetneky, Hungary

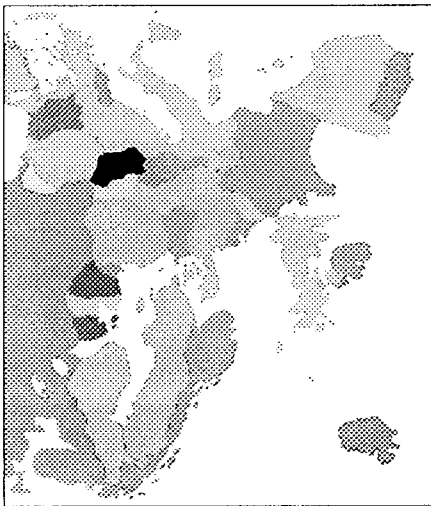
Political and economical changes of 1990 produced in the field of prison service first of all a new paradigm: from the strongly paternalist and caretaker system had been dealt with prisoners as children, slowly has been getting under way an offer-type supply system.

The Hungarian Prison Service is working under the control of the Minister of Justice, the different institutions are headed by the Director General and the Central Administration. Greater part of institutions are old, in comparison with modern architectural requirements they are out of date with their lack of space, there is no possibility to provide single allocation, moreover wide single supply and board qualitatively should be improve etc.

It is an unfavourable change, that despite the slowly development of Hungarian economy, we have only insufficient conditions to provide work for every prisoner. Thus on the one hand "on paper" we have succeeded to reach the rank which we had in the first decades of this country, but on the other hand unfortunately in the field of daily practice we cannot speak about considerable development.

Guarantees providing inmates' human rights have become stronger, the claim for social control over prisons has increased/actually it is not working sufficiently in the practice/, and total law-harmonisation with the rules of Council of Europe has been realised.

With the exception of armed body character maybe, that is conceivable as a national tradition, our prison service stands on the average level of European countries concerning legal rules, organisational solutions, principles as well. Thus on the one



soner in the institution or outside. Products of prisoners have not a good market, financial support of the state is low/for example a prisoner full cost per day is now only 2600 Forints, some 13 US Dollars/.

In the classification determining the profile of institutions there are in the focus basically external view-points/sex, age,

Because of the fear of growing crime, public opinion cries for aggravation nowadays, just then the well-known connection between strict conditions of a total institution and the strong hostility of inmates motives to humanize their present circumstances.

That is why we can say: it is possible that the bars could give a special protection. Bars could defend our results giving some satisfaction for the public opinion while behind the bars we can realize an unavoidable educational process.

Therefore it is very important to grow the professional level of recruiting and training of new staff-members. Unfortunately due to the unpopularity and low financial support of jobs in prison we have only a limited assortment of candidates.

In spite of this approximately one fifth of our staff has higher educational certification/university or college, a lot of them were educated by the Department of Prison, Police Academy, Budapest. Our prison service has more and more links to the local communities, the religious and caritative organizations and other services.

Actually financial conditions form the basic hindrances of a slightly advance. We have for nothing our European level prison rules, our practical experiences and all the new conceptions - if we don't have money for the realisation we shall not take up that distinguishing position we had in the beginning of the century.

Laszlo Csetneky is Associate Professor of the Police Academy in Hungary

ce the "Forensic Observation and Mental Care Institute" and the "Staff Training Centre" in Budapest or the "Central Prison Hospital" in Tököl. In the prison population we have a gipsy ethnical overrepresentation / above 50% /.

Basic principle of our prison service is the resocialization enforcing in the practice differently. The focus of our most intensive efforts is on juveniles and young adults / at the age of 18-25/ committed a crime first time. Regular school education, vocational training, library, sports and cultural activities, therapies, extensive aftercare you can find here.

At the same time for the older recidivists we have to emphasize the importance of human living conditions and special treatment / medical-care, social-therapies/. In consequence of the new offer-type supply service paradigm the former idea, that is to reeducate on an automatic way the prisoners, came to an end. Treating prisoners as adults who can make own decisions has emphasized the value of human rights, spontaneity and self-responsibility.

These important changes have not been accepted by all the members of staff due to the new requirements: to pay more attention to inmates, more empathy and support for them, to revise certain negative attitudes. Moreover the possibility of choice has caused a new situation in which some of the prisoners don't take advantage of opportunities of leisure time activities or educational forms but all the day watch TV programs - this fact angered the old-fashioned prison officers.

type of crime, health-illness dimension, period of sentence, degree of security regime. The feature of personality/meaning of intelligence, emotions, moral character, self-respect, behavioral habits and so on/ using by internal classification doesn't stand out in our system, we have not central examining and distributing institute for this purpose, but in each prison exists a special team planning differentiation and adequate treatment of inmates locally.

- in penitentiary; maximum security institution
- in prison; the most common, medium security institution
- or in house of detention; minimum security institution.

Among the total some 13 000 people under custody there are some 3000 remanders, who are mostly living in the Budapest Remand House / 800 people / or county prisons /17/ in different towns of Hungary / these are rather small institutions with 150-300 places /. Sentenced prisoners are allocated in bigger national institutions /13/ with the above mentioned security degrees, these are closed type or agricultural type institutions /500-1500 places/.
In separated institution the juveniles are allocated / in the age of 14-18, number of them some 600/ and the women / number of them some 500/. Above these institutions there are other institutions working with special task , too, for instance,

Prison Administration and Prison Education in Moldova

Jevgenij Sokolov, Moldova

The republic of Moldova lies in south-east Europe, between the rivers Prut and Dnestr. From 1944 till 1991 it was one of the republics of the former Soviet Union. On August 27, 1991 the National Assembly of Moldova passed a declaration of independence for the republic.

Prison administration in the republic of Moldova consists of a complex of constitutional, social, economic and other institutions which have been established to execute penalties for offences and give the sentenced legal protection.

The republic of Moldova borders to the west on Romania and to the northeast on the republic of Ukraine. The area of the republic is 33700 square kilometres, from north to south it stretches for 350 km, from west to east 150 km. In Moldova there are more than 4,366,000 inhabitants, so the population density is 130 persons per square kilometre, one of the highest in Europe. There are more than 60 nationalities in Moldova.

By a special parliament act Moldova approved the Declaration of Human Rights of 1948 and ratified the international pacts on "Civil and Political Rights" and "Economic, Social and Cultural Rights", which were approved by the United Nations' General Assembly in December 1966.

In 1995 Moldova, as the first of the former Soviet Republics, joined the Council of Europe. In its aspiration towards the ideals of freedom, democracy and independence the republic of Moldova contributes to the formation of a new world order, recognises and complies with all peoples' invariable right to freedom and self-determination well as fundamental human rights, proclaims and secures on its territory the rights and liberties of all peoples and citizens as stated in the Declaration of Human Rights and in international agreements.

- to organise the execution of penal and administrative punishment
- to organise the legal system at the penal institutions
- to administer tuition for the convicts
- to ensure their rights and legal interests etc.

According to penal law in Moldova penal institutions include: penal colonies, reformatory institutions and prisons. Penal colonies is the most common type of institution for detention of major persons. Penal colonies fall into two categories: common security and maximum security. At need can special colonies be established with strict solitary confinement for specially dangerous habitual criminals.

Reformatory institutions are educational and tuition centres for minors.

In all types of colonies there can be established sections for solitary confinement of convicts of various categories.

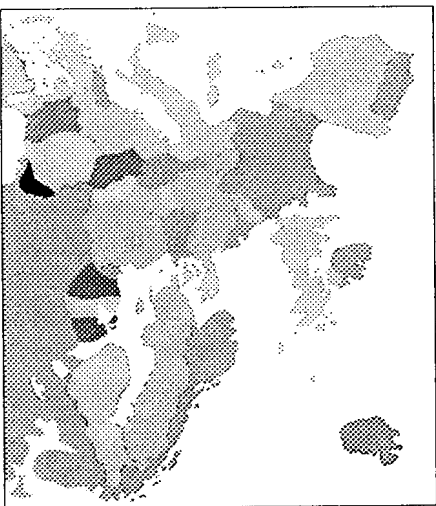
In the prisons there are two security categories: common and maximum. The convicts share cells. At need the prison governor can decide that prisoners at common and maximum security must be held in solitary confinement.

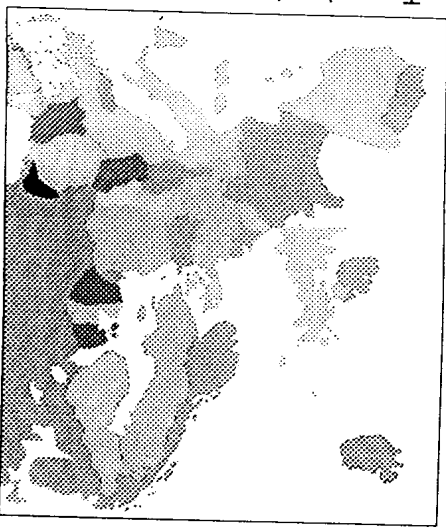
Remand prisons are institutions of the same kind as prisons. They impose procedural custody on persons that have been detained for preventive reasons.

In penal institutions in the Republic of Moldova there are 8,000 convicts who serve jail sentences. The distribution is:

21 years	19.6 %
21 - 30 years	34.94 %
31 - 40 years	30.94 %
41 - 50 years	10.57 %
51 - 55 years	2.43 %
56 - 60 years	1.15 %
over 60 years	0.81 %

In 1996 the number of prisoners serving their sentence in prison increased by 7.22 %. According to specialists' estimates the special contingent will





To make the institutions partly self-sufficient in farming products there are 9 support farms in connection with the colonies. They keep cattle, sheep and pigs. The prisoners have also been allotted 480 hectares of arable land and orchards.

The development programme for these support farms presupposes a yield from the fields, an increasing livestock and the establishment of new jobs for the prisoners.

For the time being an extensive programme is under construction. It covers the education of specialists within agriculture (farming, cattle breeding etc.) at the vocational schools. of the prison administration.

The training of their own specialists on agriculture will contribute to the prisoners' becoming more committed to useful work, to the fact that the economic situation of the institutions will become easier and lastly that the prisoners more quickly will be able to adapt to life after their release.

This article is translated from Russian to English by Finn Sparre, Bergen Upper Secondary School, Norway.

Jevgenij Sokolov is deputy-secretary the Ministry of Justice, Moldova

cal fitters, wood carvers and one thousand persons take part in the training programme. The vocational education gives the prisoners the possibility to participate in production at the institutions and also to prepare for a new career after their release. This also directly improves the qualifications at the places of work in the vocational training system.

The teaching staffs at the vocational schools are complete, the plans for the education of qualified workers are approved by the Ministry of Education in Moldova. All vocational schools under the prison administration are equipped with production material, classrooms and subject rooms for the various vocations with special equipment, showcases, models and posters.

The prisoners get experience when they carry out tasks directly at their place of work in the production plants. Experience with the completion of products disciplines the pupils and gives them a serious attitude to work. Works managers and foremen are of invaluable help in the organising of the production training programmes.

In 1996, at 6 vocational schools, the institutions educated 1061 qualified workers and 12 men improved their qualifications. The number of professions workers are educated for is growing nearly every year, at the same rate as the release of new products.

The republic of Moldova is an agrarian state with a developing processing industry, with fertile soil and a climate that gives rich crops.

increase due to sanctions against serious crimes with up to 25 years, the use of life sentences as well as the social, economic and criminal tension in society.

The convicts in the penal institutions are submitted to vocational training according to § 47.2 and § 90 in the current penal law of Moldova.

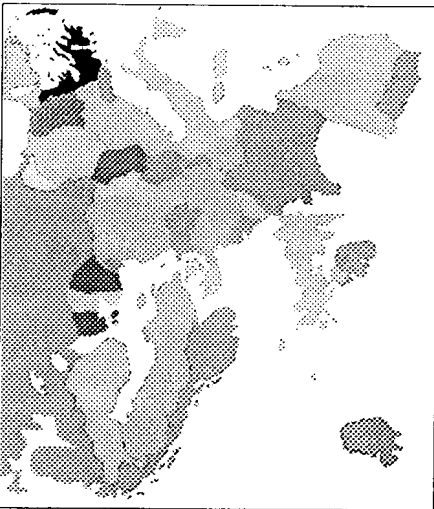
Vocational and technical schools at the penal institutions form part of the vocational training system in Moldova (Ministry of Science and Education). English and instructors of vocational and technical schools regard it as their main responsibility to educate highly qualified workers, competent in both manual and theoretical work in various fields in the economic life of the republic.

A successful composition of groups of trainees among the convicts depends on the instructors and foremen at the production units. Together with the workers at the penal colonies they must be conscientious and persistent in their effort to improve the vocational orientation of the prisoners.

The teaching staffs at the technical and vocational schools consist on an average of 8 to 10 persons, more than 50% have a higher technical education, the rest have been trained at an ordinary technical school. The length of service of the teaching staffs is more than 15 years.

At the penal institutions in Moldova there are 6 vocational technical schools, where a broad range of specialists are educated on a voluntary basis: operators for stonecutter machines and boiler systems, turners, instrument makers, plumbers, joiners, carpenters, tile-setters, stucco carvers, painters, electricians,

Prison System and Prison Education in Greece Ioannis Stalikas, Greece



vocational training of the prisoners. The prisoners can also study through correspondence or they can apply for an educational permission in order to have access to higher degree of education.

Ministry of Justice doesn't have a satisfactory number of specialized personnel such as educators, social workers, psychologists, etc. That's why the co-operation for the realization of the above programmes of vocational training, is produced together with different Universities and other Educational Public or private organizations (non profit).

It's mentioned that the basic education is obligatory by the law and everybody finishes and acquires a diploma, it's equivalent to similar diplomas of Ministry of Education. I also note that the prisoners who participate in educational or vocational training programs have by the law the benefit to reduce their punishment.

Ioannis Stalikas is Chief in the Section of Prisoners/ex-prisoners' Correctional treatment, Prison Administration, Ministry of Justice - Greece

and the competence for the proper treatment and the social integration of the convicted persons as also the solution of different problems of the prisoners. Ministry of Justice takes care with it's services for good: living conditions in the prisons, the health, the nutrition, the educational, the vocational training and prepares the social integration of the prisoners.

For this intention, it has been legislated a basic law (No 1851/89), in which are described in details all the responsibilities of the services, which are responsible for the prisoners. This law informs us about the appropriate services and persons who decide for every case.

Generally this law and other additional laws which are adapted to the human rights and to the Recommendations of Council of Europe and other European Organisations, provide a very good treatment for the prisoners and they are ruled by contemporary conceptions.

Education in Prison

Ministry of Justice gives a great importance to the education and the vocational training of the prisoners. According to the law, the education of the prisoners aims to the acquisition or the completion of basic or vocational education. For this purpose in different penitentiaries, mainly in the Penitentiaries of juveniles, there are schools for the detainees from the Ministry of Education.

Also Ministry of Justice, in co-operation with different governmental and non-governmental organisations (NGOS), is planning various programmes for the

The Prison system
First, I would like to give you a general view of the Greek reality concerning our prison system. In Greece with a total population of about 10 million inhabitants, we have 28 prisons:

□ Three of them are the Agricultural Prisons for Adults.

□ One is Agricultural Prison for juveniles.

□ Two are Penitentiaries of juveniles.

□ One prison functions as General hospital for prisoners.

□ One prison functions as General mental hospital for prisoners.

□ One of them functions as open productive prison.

□ One of them is a prison for the women.

□ Eighteen function as "closed" prisons for prisoners who are sentenced with penalties over 5 years.

□ We have also prisons for unsentenced prisoners and sentenced with penalties under 5 years.

On the 1st of April 1997 we had 5393 sentenced and unsentenced with penalties under 5 years. From this total prison population, about 1 000 persons have the Albanian citizenship and 1 000 persons have other foreign nationalities. The Greek prison system functions in the following way:

a) After the Courts of the country impose a sentence, it is ordered the internee of the person to a prison.

b) From this moment, Ministry of Justice has the responsibility

1. Latvia

□ Twin prisons

The work in Latvia started with a study-visit in April. The governor from the three Norwegian prisons Ila, Trondheim and Arendal travelled to see their Latvian twin-prisons: Valmieras, Grivas and Jekabpils. Since then the prisons have been supplied with paint, machines, clothes, blankets, sports equipment, kitchen and sanitary-equipment etc. Large areas in all three prisons have been cleaned and painted, and an inspection trip taken by a representative from the Ministry of Foreign Affairs and myself in November, showed remarkable results. Among all the things that have been done, I would especially like to emphasise the new sports-hall in Grivas prison. With assistance from Trondheim prison, the sports-activities in Crivas is now growing.

□ Study-visits

The first delegation invited, was the governor and deputy governor from the three twin-prisons and two representatives from the prison Administration. With this delegation, we were fortunate enough to have two politicians from the Parliament, according to article 5 in the list of priority activities. The politicians had their own program, including visits to the Parliament.

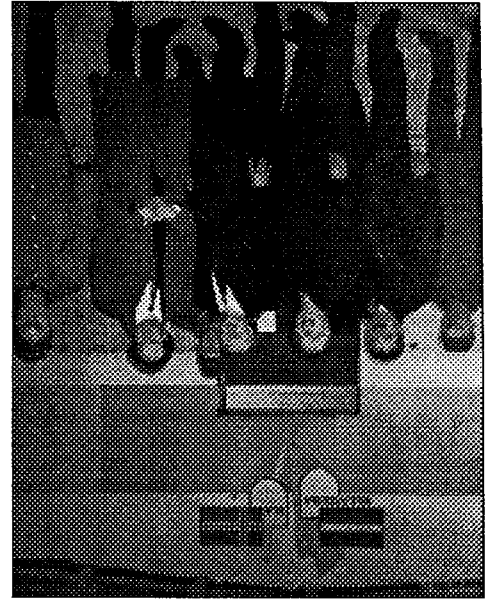
In November we arranged a study-visit for a doctor and a nurse from each of the twin prisons, and a representative from the Ministry. They stayed in Norway for a week, and were given information both on the prison system in general and the prison health care.

The Baltic States, Estonia, Latvia and Lithuania are now members of the Council of Europe. The Council of Europe has taken a strong interest towards the Baltic States and has worked out reports about the prison situation in the three countries.

Based on these reports and Director General meetings between the North and the Baltic States, as well as meetings between European Director Generals at the Council of Europe, one has obtained information and thorough documentation about the situation. One had therefore a solid foundation in order to build up a relief work.

Work carried out in 1996

Most of the assistance towards the Baltic states, is given in Latvia. But we have also had some co-operation with Lithuania and Estonia. The work is funded by the Ministry of Foreign Affairs. All has been done according to the list of priority activities set up at the last meeting in the Nord-Balt Prison Project in February 1996.



New Sportshall in Valmieras

□ Transport of goods

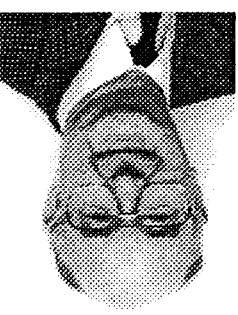
All in all we have sent 8 lorry loads to Latvia during 1996. The transports have been carried out by Arendal prison. Just to mention some of the things we have sent:

- 1900 blankets 3000 caps,
- 1500 sweaters 2500 shirts
- 2500 gym-sweaters 170 chairs
- 800 undershirts 145 gym. suits
- 2500 long underwear
- 20 000 litres of paint
- 150 wardrobes
- 16 fully equipped offices etc. etc.

□ Prison Medicine

As stated in article 12 in the priority list, improvement of the prison medicine field is of vital importance. To provide this, we have established contact with the Norwegian Health authorities. Since 1988, the responsibility for the prison health care in Norway has been under The Ministry of Health and Social Affairs. It is therefore essential to involve them in this work.

Three representatives from the health authorities participated in a conference in Jurmala in October. During that time, they travelled to our three twin prisons to visit the prison health care sections. This resulted in a report with the aim to assist the prisons in improving their health care. Three areas were prioritised: 1. To improve the general and personnel hygiene among both staff and inmates, with focus on



Council of Europe for building up a prison co-operation in the Baltic States is to work against passive attitude, illness and damage effects caused by the serving. This goal can be obtained by moving the inmates out of the cells and putting them in activity. By firstly going in for sports and activities, one has succeeded in carrying out a process which, with comparatively simple resources, increases the activity level of numerous prisoners.

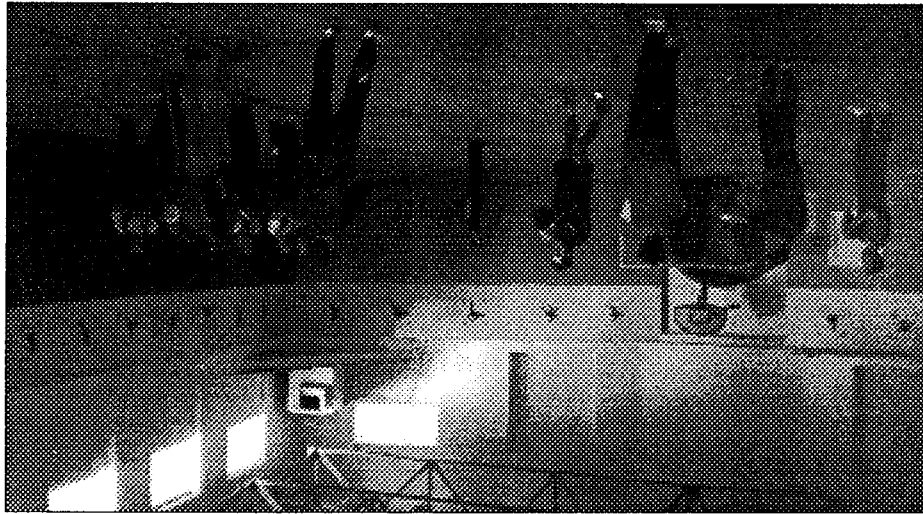
The co-operation between Norway and the Baltic States has established many bonds of friendship, and given the work with the prison a new dimension in both countries. The Council of Europe is very content with Norway's effort, and would like to see that more twin prisons were established.

I have myself been in the Baltic states several times during 1996/97. And after what I have seen this year, I am confident that the work that has been done and the process which have been started will succeed.

Asbjørn Langås

Deputy General Director

Ministry of Justice, Norway.



New Sportshall in Grivas

bathroom, toilet, kitchen and laundry facilities.

2. To improve the conditions for the inmates suffering from tuberculosis.

3. To improve the dental treatment.

□ Solidarity work - Christmas gift tours

From 12 to 16 December, every prisoner in the three prisons, Grivas, Jekabpils, and Valmieras were given a gift each, containing clothes, food etc. The gifts were handed over personally by members of the prison staff from Norway.

2. Lithuania

Since July 1996, two Norwegian psychologists have been working in Vilnius, located in The Lithuanian Prisoners Aid Association, LPAA. LPAA is an association with basic activities to protect human rights. The two Norwegians have worked with the aim of helping LPAA in restoring a probation service in Lithuania, in co-operation with Oslo Probation Service.

3. Estonia

The Prison Officer Training College in Oslo have arranged a study visit for three participants from Estonia, as agreed in the Copenhagen meeting, 20-21 April 1995. A representative for the prison College then travelled to Estonia to follow up the work. We hope that the experiences will help us in developing similar projects in Latvia.

Plans for 1997

- Twin prisons. The work within the three twin-prisons will continue.

we also in 1997. An especially important area is to develop further activities for the inmates.

- Prison Medicine. The work within this field will be an important part of the work in 1997.

- Dental treatment. Better equipment for diagnose and treatment is necessary.

- Hospital for the inmates with tuberculosis. According to the Norwegian Health Authorities, the conditions for the inmates suffering for tuberculosis are very poor, especially in Grivas prison. They strongly advice that the inmates are moved to better conditions. On a long term basis, we hope to establish a prison hospital for all the tuberculosis prisoners. The plans have been discussed with and are approved by the Latvian prison administration.

- Further developing of education, work and sports among prisoners. A sports-hall in Valmieras is finished and we have evaluated the sportprojects in Grivas. We are now co-operating about a production work in Grivas prison as well as vocational training in Jekabpils.

One of the main goals of the

What's on in Europe (and elsewhere)

CEA Yearbook 1995 - 97 *Robert Suvaal, the Netherlands*

In July 1997 the Correctional Education Association Yearbook 1995 - 97 was published. It can be obtained from

Dr. Carolyn Eggleston
 California State University
 Center for the Study of Correctional Education
 5500 University Parkway
 San Bernardino CA 92407
 USA

Fax number 1 909 880 7010. The price is US\$ 17, plus \$3 for postage.

Back issues of the CEA Yearbook (1989, 1990, 1991 and 1992) are available for US \$6 each. Address all inquiries to:

The Yearbook of Correctional Education
 Institute for the Humanities
 Simon Fraser University
 Barnaby BC, V5A 1S 6
 Canada

The 1993 issue can be ordered from *Dr. Carolyn Eggleston*.

The "Soros foundation Latvia" *Maris Mednis, Latvia*

The "Soros foundation Latvia" proposed and provided Latvian language classes for prisoners. From March till end of July 122 prisoners from six prisons have completed three-month classes, most of them got certificates after exams. The knowledge and certificate will be their advantages in local labour market. This kind of activities is going to be continued in September and also the government coordinated State language program (especially interested in younger and soon-to-be-released inmates) authorities promises to assist.

In memory of Manual Pendon

We have lost our colleague and friend Manuel Pendon. He was teacher in the prison of Zuerbrucken and one of the first liaison persons of European Prison Education Association. We will never forget his creativity, qualifications and optimism. Only 44 years old he died from an accident. We offer our condolences to his family.

Martin Drüeke, Germany

New Swedish report on Cognitive Skills Training

Svenolov Svensson, Sweden

Statistical significant changes in inmate-attitudes is observed in a newly published report on Cognitive Skills Training in Sweden. The Swedish Prison and Probation Services has since the autumn of 1994 access to the Canadian programme Reasoning and Rehabilitation Training Program.

Twelve people from the Prison and Probation staff were educated by Elizabeth Fabiano and Frank Porporino from Canada. After translation of all programme materials into Swedish and other preparations (preparing the whole staff of what the programme is all about) at every place where the programme was planned to be runned, inmate/probation groups were involved in the programme.

Each programme was run during a period of about 12 weeks with 2-3 meetings every week. Though the material was based on Canadian ground it was easily adopted into Swedish situations.

From the beginning we tried to be careful with the evaluation of the programme. Based on experience from Canada we decided to choose different sociological, sociopsychological tests used in Canada (Eysencks Impulsive-ness Questionnaire and Criminal Sentiment Scale) combined with a test from A. Antonovsky ("KASAM"/"the feeling of coherence").

A total of 125 questions were put to each of the 73 clients going through the programme during 1995. In addition to this we chose to have several free/open interviews with the participants. The results of the

tests and the interviews are published in the report "Cognitive Skills projektet! Sverige 1994-1996" (unfortunately only in Swedish, a short summary in English may be produced during the autumn -97).

Out of 12 different variables there were statistical significant changes between the pre-test and after-test in 9 of them. The different interviews put colour to the hard test results and so did also reports from "not-involved" staff and from relatives. Well, does this mean that we have changes for life? That is of course too early to say, but the results seems to strongly indicate a better ground to start a new

Swedish Prison and Probation Administration,
Regional Office Göteborg,
Box 5423, S-402 29 Göteborg,
Sweden.
Fax +46 31 83 39 22

The report in Swedish is possible to get if you write to:
Svenolov Svensson,
Swedish Prison and Probation Administration,
Regional Office Göteborg,
Box 5423, S-402 29 Göteborg,
Sweden.
Fax +46 31 83 39 22

Doing Time

Asbjørn (an inmate/student), Norway

January 97: I am 41 years old now. A male prisoner in one of Norway's prisons. What I am going to tell is my own story about my meetings with the Administration of Justice, about how it went and how it perhaps could have gone.

I was 16 when I stood pale and shaking in front of the judge for the first time. My friend and I had crawled through a window which the owner's son had opened for us. The wallet we found contained 25000 kroner, and to us this was a fortune. What on earth should we do with this great amount of money?

Well, we were not happy for so long, because the police soon came to pay a visit to us all and I was convicted to three months in prison.

This particular prison was divided at that time. Two buildings were functioning separate, one of the buildings was holding juveniles, the other grown up prisoners. In the juvenile building there was a school.

When I arrived for doing my time, the juvenile prison was full so I was to be put in the other, together with men who were a lot older than me. Down in the headen foundry there was a German working. His age was twice as mine and I felt a little bit more adult when he suggested that we should become friends.

He had smuggled hasjisj from Germany in his trailer, and he seemed tough and cool. One thing I got out of this time in prison was the address and telephone number to my first nar-cotic connection.

I now decided to make things straight again before they turned out to be too bad. The Nor-

wegian Mail had to be a good employ-er, I thought, and I applied for a job as trainee. I had good degrees from school, I was in fact one of the very best students that left secondary school in 1971. The cellor took it for granted that I was to continue my education in grammar school, but it did not go that way.

At home we were rather poor and my mother decided that I should have to work in order to help my family financially. Straight and simple.

But I applied for this trainee job in the Norwegian Mail company, and it came as a big surprise when the answer finally arrived. I did not get it because I was convicted. Suddenly it became clear to me that I could never get a job where there was a demand for a clear criminal record. Time showed later on that I could not even sell tickets on the local tram,

Unfortunately I got friends that thought it was a brave and cool thing I had done, climbing through the window, stealing. I chose to hang out with new friends instead of my old, and among them it was a common thing to smoke hasjisj. This was quite a new thing for me, but it all ended up with me tasting cannabis for the first time.



After a while I started with powder drugs, first amphetamine and when the heroin came to Norway I got myself a companion which has followed me to this time.

Heroin is made for only one purpose, namely to make people become alive money machines who every day have to go out stealing, cheating and prostituting themselves. It is obvious that such a little leads to frequently confrontations with the police, Department of Justice and prisons and I have spent about 7 years behind bars.

There have been sentences for all from illegal imports of heroin to froads and thefts. All the money I did on this went into my veins as heroin. I have often been ashamed over my way of life, but is there a thing that God knows; it is the fact that I was never proud of what I have done and that a wish for being a criminal was never there.

It just went that way.

After some weeks I started going to classes at school. There I read and finished my degree on history while I applied for a chef's school situated in another prison in the southern part of Norway. This took a lot longer time than I thought in the first time because the prison had totally misunderstood what it took to be transferred to the other prison.

After a while they transferred me and I started my cooking learning in that new prison. The year later I continued my education in a school outside the prison although I was still living inside the walls.

My year as a trainee I have spent in the prison I am now living in I and my three years of training to become a cook ends today, January 19th 1997. I have also passed exams in English both written and oral in this prison along with theory classes in the arts of cooking.

My final test was passed December 5th, so now I am looking for work, something which is easier said than done. My address is the prison, my references are here, and not to forget: I am here.

I dare say that my exams have been very good, and I have received good papers. But as I am a convicted person people are not too eager to employ me. Well really, I do not think that there is something wrong with the employers. The problem is rather how to get myself presented in a proper way.

So what am I exactly trying to tell here? There are for sure plenty of upcoming students in Norwegian prisons? I am fully aware that the wardens and the

I was put in prisons here and there after the years went on, but this way of punishment doesn't seem to have had any effect on me. And this has a simple explanation. When a person is put in prison, the brain will adjust to it and the whole thing seems to become in a vacuum. When they let you out after you have done your time, you will not remember so much of it, simply because nothing has happened.

Every day is alike and the enforced "friendship" you meet inside is soon forgotten. Most of us go back to what we were before we were imprisoned. Inside the walls you are not allowed to show what you can. No, there all things are made to make you feel small and useless. And how do you think the understanding of what is right and what is wrong is?

You may be ranked after how much muscles you have, how tough and hard you are, or simply after how clever you are in dishonest play. After years go by, these standards will become a part of yourself and one cannot seriously mean that this scale of values is something to carry with us out in the free life?

Therefore it is important to lead us prisoners into more positive thoughts. And here educational facilities are important.

I decided, in 1993, that I would try to take an education as a cook during my sentence. At that time I was staying in a prison which did not have a chef's school. I was not even allowed to work in the kitchen and I guess this was because I was in such a bad shape that they did not dare to have me there because of the machines and hot stoves.

Asbjørn, ex-inmate.

In Prison again

Asbjørn (an inmate/student), Norway

I realized that methadone is my only hope of being able to live a decent and proper life like most others.

The newspaper flashed my face and name out, and as the Norwegian Government November 96 has decided to let more people take methadone throughout the country, the police and the newspaper will try to make me be the first addict outside Oslo to get such help.

And it looks like we will succeed, but it will only start in the beginning of 1998. As I'm leaving prison again in only two weeks, writing September 8th, I do not know what will happen to me. I sincerely hope that a GP can help me in the meantime. I would do anything to get such help, if they would only give it to me. But the question is: *Will they?*

job as a cook at the town's local hospital, but after 5 weeks they decided not to hire me after all. In the meantime I applied for several jobs, but was not able to get any of them.

I had very little money, and my "friends" in prison were paid to be so of course. In the wardens' sparetime they went home to their families and personal lives. It was a professional friendship I developed with some of them. I was alone.

After some time I went to see my old "friend", the heroin again, and it took only a short time until I was on the needle again. Then the crime followed and soon I was back where I started, concerning drug abuse. The police caught me, and when I got my head cleared again.

September 97: I'm a man at 42 now and have not managed to break out of my drug abuse, still staying in prison. *Why was I not able to stop living the lifestyle of a long time heroin addict and criminal when I got so much support and help in the prison which I left in January 28th this year?*

I graduated as a cook there and I do think that a better place to be an apprentice can never be found. But there, in that particular prison I had a job, received respect for what I did, I had friends and most of what I needed.

Outside the prison, there was another world. I moved to a town which I had never been before as I didn't want to be recognized as a former addict. I had been promised, at 75 % for certain, a



Sept. 97: Members of FOKO, the Norwegian branch of EPEA, at seminar on Prison Education at Sørmarka outside Oslo.

The profile

Interview with Erik Sàheim and Ingunn E. Kleivan

Inger Charlotte Bull and Torfinn Langelid, Norway

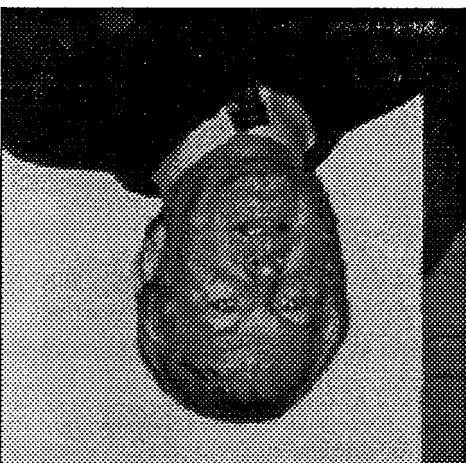
Erik Sàheim Introduction

Erik Sàheim is prison governor of the only open state prison in Norway. The prison has 105 inmates. He has a varied background in order to fill this role. He has worked with up-grading courses at the Prison and Probation Staff Education College (the school which is responsible for the education of prison officers in Norway). He has worked in the Ministry of Justice and has also been deputy governor of Oslo Local Prison, which is the largest prison in Norway with 363 inmates. His position as leader of Forum for Prison Governors in Norway also deserves to be mentioned.

Erik Sàheim was asked questions dealing with the main differences between open and closed prisons. He was further asked to comment on the following topics:

What is important in developing offers for the inmates? How can prison education contribute to improve prison life and the life of the released prisoner, and finally, how his career as a local politician has influenced his attitude towards people who have fallen behind?

the penitentiaries in the first half of the last century, prisons in which religious fanaticism, mechanical discipline, order and cleanliness were important elements. The origin of the open prison is a bit more complex but there is hardly any doubt that the totalitarian prison regimes have been important sources of inspiration.



We try to make use of our natural gifts in order to stimulate the interest for the scenery and for outdoor life. We also wish to stimulate ecological consciousness. The inmates have an excellent opportunity of farming and working in the forest. Our fishing-boat provides us with fish. Our aim is not a vocational education but rather make them interested in life.

I find it hard to believe that the GULAG-system and the nazi-camps have been humanitarian models. The open prisons' fundamental characteristics are poverty, arbitrariness and temporary solutions. In this sense an open prison is not yet finally developed. What is not finally developed may lead to resignation, hopelessness and have a look of poverty, but may also represent possibilities of development, common efforts and freedom to bring about new structures.

New ways of thinking in the 80's actually took place in small, open prison departments. These departments were run by stubborn and far-sighted persons with a human foundation. What these leaders had in common was the fact that they were more occupied with the freedom which the open prison implied than lack of resources. My personal ambition is to continue this tradition.

Personally I do not believe in a constant repetition of the classical middle-class religious dogmas. I do believe in, what Sokrates said, an open dialogue about the way to a better life. This we must convey to those we have taken the responsibility for. We must emphasize the respect of nature and living.



Ingunn E. Kleivan

Introduction

Ingunn E. Kleivan has been a teacher, an advisor and is now the leader of the school department at Ila State Prison and institution for further detention. (security institution) 20 km outside Oslo (the capital of Norway) for ten years. She has also been the headmaster of a mental institution.

Initially she started out at the comprehensive school level where she held the position as school advisor. For some time she worked at an office giving pedagogical and psychological assistance to teachers at ordinary local state schools.

When she does not work with FOKO - the Norwegian branch of EPEA - she devotes all her energy to singing in a choir and walking in the mountains.

ces from outside. In the school system few teachers have the courage or the competence to deal with the main problems of the prisoners.

Two principles ought to be considered in our ward of criminals. We must take into consideration that the ward must have rules which are valid for all of us. We must in other words develop a judicial system and a care and confinement system which seem just the day members of our own acquaintances are charged with a crime. Freedom is regarded as valuable today and the loss of liberty is therefore a severe punishment.

Imprisonment must be the last resort. If the criminal system does not take into consideration family relations and social life it is illegitimate. What I want is more binding co-operation among professions inside the prison system. I consider it a tragedy that there is so little connection between the criminal ward in practice and relevant research outside.

Our former Prime Minister, Gro Harlem Brundtland, has more than anyone else been associated with the expression "sustainable development." I think it is time to realize that the conditions for sustainable development is more than a reduced emission of climatic gasses. Sustainable development also has a social dimension; expansion and growth must be ballanced with care and respect for nature and fellow-citizens.

I have criticized the education system in our prisons. My main objection has been that there has been payed too much attention to specialized subjects. In addition I find the know-how too specialized. I have tried to raise the question: Is lack of specialized subjects the prisoners' main problem? Among other things the school has failed to focus on problems connected with drugs and their way of living.

I have wondered why teachers have not been interested in Cognitive Skills training programmes. Fortunately I have realized that a number of teachers now look upon education as something more than just ordinary subjects.

There is much to be said for the the "import model". In my opinion we should modify the model. We need a model which is more oriented towards the problems and also a model in which the needs of the users are better taken care of. Unfortunately, the prisoners are to some extent victims in the school system.

The problems which are not part of the ordinary school activities are forgotten. I think that the traditional school model must be kept, but in addition there must be an opportunity to buy servi-

More than half of the pupils are between 26 and 40 years old, whereas only 7-8 per cent of the pupils are below 20 years of age. Having this fact in mind what will the consequences be as to teaching methods, teaching material and the qualifications of teachers?

This must necessarily have an impact on all the things you mentioned. This autumn we spent one whole day educating the teachers in pedagogical studies for grown-ups. New books are ordered and on the comprehensive level the teaching material is all for grown-ups.

With all your experience from prison education what are your thoughts about the co-operation with the prison authorities. Has progress been made over the last years and if so what is new in this respect compared with ten years back?

The first thing I asked when arriving at Ila was how often meetings took place in which all the different professions took part and in what way these meetings were organized. No such meetings took place and the question was met with suspicion and antagonism.

Today we meet in different forums as a natural thing. It does not mean that we have no problems. Different cultures meet and we have to co-operate. Today it is obvious to everybody that without co-operation - no benefit for the prisoners. The premises for the co-operation are under constant discussion but when it comes to security, pedagogical arguments most often lose. I think, however, that we are constantly making progress but slowly.

Intellectually they represent people who are unable to read and write and others who pass examinations on university level.

To what extent do you think the school is able to carry out their needs?

Given shortage of means it is impossible to fulfill the different wishes of this complex group of people. The waitinglists of those who want to go to school are long. It is always hard to say no to prisoners who are motivated.

I wish it had been easier to transfer prisoners to other prisons in order to meet their needs for appropriate education. Transfer of prisoners seldom takes place owing to educational needs alone.

A question which keeps coming back is how the prisoners are brought back to society. In what way are prisoners who have begun their education ide the prison being given an opportunity to continue their learning after release.

Our prisoners are in the early period of their sentence and therefore very few of them need contact with schools outside. They seldom or hardly ever are released from Ila. Our experience is, however, that what they learn inside is of little importance if they are not taken care of outside. They have to be taken care of with a proper place to live, economic support, meaningful leisure and education. Our pupils find it hard to start up in an ordinary class with lots of other pupils instead of being taught in small groups with teachers they have met inside.

Pupils in prison education are much older today than they were ten-fifteen years ago.

You have been a teacher and the leader of the school department in this prison for ten years. Why did you become a teacher for prisoners? The reason why I was asked by the school administration to apply for the job as a school advisor was that I had been working with young people in a psychiatric institution and that I was educated as a teacher with specialized training in social relations.

Looking back I realize that I have always been working with people who for various reasons have dropped out of the ordinary school system. I have always been wondering if the school system and the organization of it might have been the cause of the dropping out of the pupils. Lots of pupils have lost confidence in their learning abilities and their experiences of falling behind are numerous.

The fact that our pupils also once met school with curiosity and expectation very often occurs to me. Our challenge is to give them back their confidence in being able to learn. Here small steps are important.

How would you describe the prisoners at Ila State Prison? What are their needs for education?

Ila is a State Prison which implies that the prisoners serve long sentences. It is also a security institution (a concept known outside Norway) which means that the prisoners are different from prisoners in ordinary prisons. Quite a few of our pupils have a psychiatric diagnosis or they are deviants. Most of those who serve sentences for incest, sexual offences and rape are at Ila.

and that there is a need for a common forum.

What are your visions for FOKO?

I hope FOKO will embrace all the professional categories within the system and that we all have a wish to come together in order to discuss educational questions. I would like education to be broadly defined and that everyone in the system is willing to take part in educational discussions. This will be the greatest challenge.

Finally, if you were to give some advice to others who wish to establish branches of EPEA, what would it be?

Make enquiries and find out if there are people who are interested in these questions. If so, the work can start. In doing so take into consideration practical obstacles such as time and place to meet. It may be useful to contact EPEA and make use of their rules and statutes. In Norway we would certainly like to help if there is a need for it. But I do think that each country must find out for themselves what is best for them taking into account local differences.

I wish all the best of luck for those who want to try.

Inger Charlotte Bull, Teacher at Tele Upper Secondary School, Dept. Berg Local Prison.
Torfinn Langelid, National Education Office, Hordaland.

be used by the schools so that we can get a clear picture of prison education. Do you regard this as something positive or is this just another example of the ever increasing pile of papers for the schools to handle?

Basically I do not dissociate myself from these kinds of forms. It may at best lead to a higher awareness of what we are doing and how we make our priorities. The challenge is to develop forms which give a clear-cut picture of reality.

Prison education must cover a wide range of aspects and it is indeed difficult to make a correct description of the whole range of activities in one single form. One also has to bear in mind that our work is not a matter of quantity. Our activities and their costs must not be measured by a certain amount of examinations. We must improve in describing the quality of what we are doing.

You are the first elected leader of FOKO, the Norwegian branch of EPEA. Why did you undertake this job and what are your experiences during the first year as leader?

I took part in the first group which laid the foundation for the Norwegian branch. The executive committee works as a team with different fields of responsibility. My experience so far is that I have met other people who are working in similar kinds of jobs and I have gained a better view of the whole range of activities. We know that the initiative has been greeted with pleasure

Is your opinion that the school system and do you find that the school/teachers manage to keep their professional integrity as teachers in the prison system?

As to the first question I think that in too many cases we are run over by the prison authorities. But, on the other hand, we do manage to maintain our professional integrity and I also get support from the prison authority from time to time. It is important for everyone involved to understand why things happen. We also have to bear the fact that we disagree on certain matters.

Are you satisfied with the "Norwegian" model which means that you/the teachers are employed by the Ministry of Education and not by the Ministry of Justice. Is it your view that this model is clearly preferable to what is the case in many other European countries in which the teachers are employed by the Ministry of Justice?

I strongly support our model. We have to maintain our peculiarity and integrity. In the closed prison system it is of vital importance to act independently, ask questions and state disagreements.

The demand for control, giving reports and documentation of results is also a fact in prison education. You have yourself been a member of a group appointed by the Ministry of Education in order to work out a form which is to

Information about EPEA and about membership

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 on 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 discipline.

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 discipline in Europe

individual 5 ECUs
organisations 25 ECUs

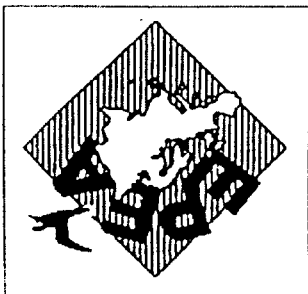
Associate membership is open to other interested persons

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.

EPEA Membership Form

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



**European
Prison
Education
Association**

EPEA offers

- support for prison educators with liaison persons in each country
- a regular news Bulletin two 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 Membership Form

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)

- adult basic education
- alternative measures
- (e.g. trains instead of detention)
- art education
- computer assisted learning
- crafts (woodwork, metalwork)
- drama
- further/higher education
- literacy training
- music
- physical training and sports
- pre-release training
- prison libraries
- second language
- sentence planning
- vocational training
- 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 address:

.....
.....
.....

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 forth and your subscription fee to your liaison person:

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.

EPEA Steering Committee members

Martin Drüeke, Germany
Tel. + 49-172 8233060 (mob)

Home
Cordulastr.9
42777 Wuppertal
Tel +49-202 773 549

Janine Duprey Kennedy, France

Proviseur
19 Rue Eugene Delacroix
BPI6
67035 Strasbourg Cedex 2
Tel +33-3 8828 3065
Fax +33-3 8828 3065

Home:

16 Rue Thiergarten
67000 Strasbourg
Tel. +33-3 8875 5875

Sonja Kurten-Vartiö, Finland

Assistant Governor
Vaasa Provincial Prison
Postbox 30
SF 65351, Vaasa
Tel +358-6 3230476
+358-400 866 358
Fax +358-6 323 0477

Fax Preferred, otherwise all phone numbers

Home:

Puutarhantie 10
65610 Mustasaari
Tel +358-6 322 1676

Pam Lorenz, Ireland

Teacher
Education Unit
Fort Mitchell Prison
Spike Island
Cobh
Co. Cork
Tel +353-21 378 225
+353-21 378 666
Fax +353-21 378 223

Home:

Radharic na gcnoc
Johnstown
Douglas
Cork
Tel +353-21 362 795

Dominic Henry, N Ireland

Education Officer
HMP Magilligan
Point Road
Limavady
Tel +44-1504 763311
Fax +44-1504 750581
E-mail magillied@campus.bt.com
Work is best for contact

Home:

14 Lodge Manor
Lodge Road
Coleraine

James O'Hare, Scotland

Senior Lecturer
HM Remand Institution
Longriggend
Mr. Airdrie ML6 7TL
Tel +44-1236 830 392
Fax +44-1236 830 717
Work is best for contact

Home:

'Kirklea'
42 Greenock Road
Paisley
PA3 2LE
Tel +44-141 8301667

Katinka Reijnders, The Netherlands

Librarian
J.C.Willem II, Library
Postbus 1000
5000 AZ Tilburg
Tel +31-13 532 6874
+31-13 532 6888
Fax +31-13 532 6800
E-mail mannaerts@localaccess.nl
Home address preferred for mail.

Home

De Schohn 35
5061 PV Oisterwijk
Tel +31-13 521 9192 (also fax)

Home:

Södra Vägen 73
S-412 54 GÖTEBORG
Tel +46-31 182 866

numbers

Fax preferred, otherwise all phone

Box 5423
S-40229 GÖTEBORG
Tel +46-31 771 8418
Mobile +46-708 261211
Fax +46-31 833 922

Regional Office of Göteborg

Svenolov Svensson, Sweden
Regional Co-ordinator of Inmate
Occupation
Swedish Prison and Probation
Administration

Home:

7 Hampton Lane
Bangor
Co Down
BT19 7GB
Tel +44-1247 456 063

E-mail prisoned@campus.bt.com

Tel +44-1232 525 145
Fax +44-1232 525 141

Paddy Rocks, N Ireland
Acting Chief Education Officer
Prison Educational Services
Dundonald House
Belfast
BT4 3SU
Tel +44-1232 525 145
Fax +44-1232 525 141
E-mail prisoned@campus.bt.com

DENMARK

Mr. Aksel Christensen

Statsaengslet i Jyderup

Sobaeksparken 136

4450 Jyderup

Denmark

Mr. Bjom Petersen

Statsaengslet ved Sdr. Omme

7260 Sdr. Omme

Denmark

Mr. Dave Marston

41 Brookside

Belper

Derbyshire DE56 1 UR

England

Mr. David Poole

Rm 1601 ETAS HM Prison Service

Calthorpe House, Hagley Road

Birmingham B 16 8QR

England

Mr. Tuula Aamuvuori

Kuopio Provincial Prison

PO Box 7

70101 Kuopio

Finland

Claus Andersin

Pelso Central Prison

92810 Pelsonsuo

Finland

Mr. Yves le Guennec

12 Rue Isabeau

94240 L'Hay les Roses

France

Mrs. Janine Duprey Kennedy

Unité Pédagogique Région

Penitente de Strasbourg

19, rue Eugene Delacroix - BP 16

67035 Strasbourg cedex 2

France

IRELAND

Mrs. Pam Lorenz

Fort Mitchell Prison

Education Unit

Spike Island

Cobh

Co. Cork

Ireland

Mr. Sean Wynne

Portlaoise Prison

Portlaoise

Co. Laoise

Ireland

Mr. Carlo Reuland

Centre Penitenteaire

Boite Postale 35

L 5201 Sandweiler

Luxembourg

Mrs. Martine Fuchs

Centre Penitenteaire Agricole

L - 6666

Givenich

Luxembourg

Mrs. Joke Holdtgreffe

DJI

PO Box 30132

2500 GC Den Haag

Netherlands

Mrs. Katinka Reijnders

PI Haarlem

PO Box 5301

2000 GH Haarlem

Netherlands

NORTHERN IRELAND

Mr. Dominic Henry

HMP Magilligan

Magilligan

Co. Londonderry

Northern Ireland

Mr. Paddy Rocks

Northern Ireland Office

Annexe A

Dundonald House

Upper Newtonards Road

Belfast BT4 3SU

Northern Ireland

38

NORWAY

Mr. Torfinn Langelid

National Education office,

Hordaland County

PO Box 614

5001 Bergen

Norway

Mrs. Ingunn E. Kleivan

Rud vgs, avd. Ila landstengsel

PO Box 1, Roa

0701 Oslo

Norway

Mr. James O'Hare

HM Remand Institution

Longriggend

Nr. Ardre

Scotland NL6 7TL

Sweden

Mr. Rolf Blomberg

Kriminalvårdsanstalten Tidaholm

S-522 85

Tidaholm

Sweden

Mr. Hans Sjöberg

Prison of Tidaholm

S-52285

Sweden

BELGIUM

Mrs. Nadine Janssens

Department de Criminologie et de

Droit Penal

College de Thomas More

Place Montesquieu

B 1348 Louvain La Neuve

Belgium

ESTONIA

Mrs. Made Kirts

Ministry of Culture and Education

EEO I 00, Suur - Karja 23

Tallinn

Republic of Estonia

Mr. Mart Korre

State Board of Education

EEO I 00, Sakala 23

Tallinn

Republic of Estonia

GREECE

Mr. Alexandros Athanassopoulos

Ministry of Justice

96 Messogion St.

Athens 115 27

Greece

Mrs. Helen Koukoupoulou

Ministry of Justice

96 Messogion St.

Athens 115 27

Greece

HUNGARY

Mr. Laszlo Csetneky

Hungarian Prison Service

Budapest Pf 27, 1525

Hungary

Mr. Attila Hevenyi

Police Academy

Prison Service

Rendortszrti Foiskola

Farkasolgyi, ut 12

Budapest Pf 27, 1525

Hungary

GERMANY

Mr. Maximilian Weidenhiller

Fischerstrasse 14a

834 16 Surtheim/Saaldorf

Germany

Mr. Martin Drüeke

Cordulastrasse 9

421 11 Wuppertal

Germany

ITALY

Mr. Angelo Ruggieri

ViaE210

80 - 04100

Latina

Italy

LATVIA

Mrs. Lidija Smimova

Latvian Prison Administration

Ministry of Interior Affairs

Stabu iela 89

Riga LV-1009

LATVIA

Mr. Maris Mednis

Latvian Prison Administration

Ministry of Interior Affairs

Stabu iela 89

Riga LV-1 009

LATVIA

LITHUANIA

Mr. Igoris Zareckis

Pravienkia Prison

Kaisiadorys istaiga OC 12/2

oc12/8

Vilnius

Lithuania

Mr. Valdemaras Vadoklis

Volano 2/7

2691 Vilnius

Lithuania

MALTA

Mr. Mark F.Vella

Corradino Correctional Facility

Valletta Road

Paola

Malta

SPAIN

Mrs. Pilar de las Heras

Prison Education Services

C/San Bernardo 62

Madrid - 28015

Spain

Mr. Pedro Perez Hortiguera

Ministerio de la Justicia

Case Postale I

Etablissement de Bellechasse

CH - 1786 Sugiez

Switzerland

SWITZERLAND

Mr. Claude Neuhaus

Ministry of Justice

Adalet Bakanligi

06659

Ankara

TURKEY

Mr. Yusuf Ogmen

Ministry of Justice

Adalet Bakanligi

06659

Ankara

Turkey

Mr. Buient Dogan

Ministry of Justice

Adalet Bakanligi

06659

Ankara

Turkey

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 prisoners 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.