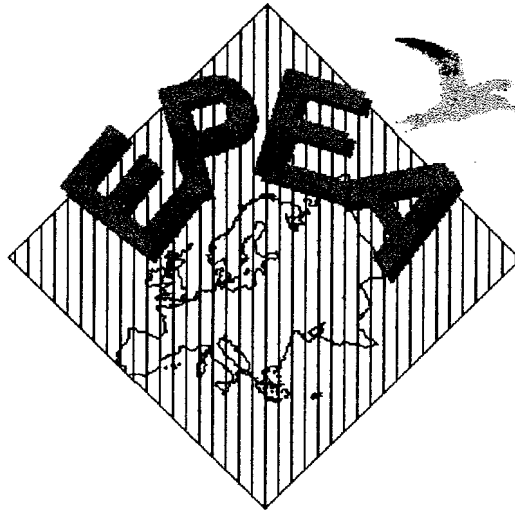


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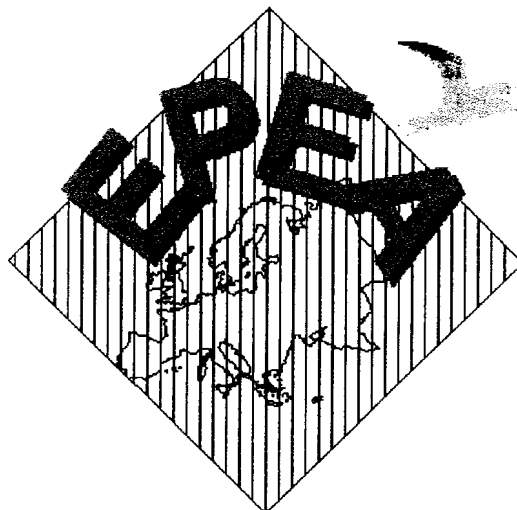
EUROPEAN PRISON EDUCATION
ASSOCIATION

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Newsletter

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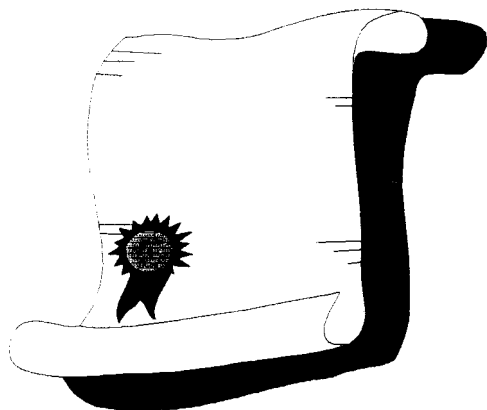


EUROPEAN PRISON EDUCATION ASSOCIATION

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James O'Hare is editing EPEA Newsletter No 15! Write to him: HM Remand Institution Longriggend, Nr Airdrie, Scotland NL6 7TL! Preferably on Windowsbased applications. Dead line 15.8.1998. Tel +44 123 6830 392, Fax +44 123 6830 717

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Editorial

Chairpersons Corner **SvenOlov Svensson - Sweden**

It has really been a great honour to be the Chairperson of the EPEA. Soon leaving the Steering Committee I still think our constitution is wise leaving no chance of staying too long in one position. All work in the EPEA is done without any payment from the organisation itself. The consequence of this is that all work is also done from the heart of every involved person. Though I really want us to be in a different situation in some years, an independent organisation with economy enough to pay full- or part-time officers, with links to the European Union UNESCO and other important bodies, I hope that the heart for the organisation and above all the heart for what we are fighting for will still be

vital and will guide us in every step forward.

Some of us had the pleasure of attending the 6th EPEA Conference in Budapest this last autumn. The conference gathered over 130 persons from 27 nations and was a good mixture of professional keynote-speakers, parallel workshops on interesting topics and a variety of cultural experiences. We all send our greatest thanks to the Hungarian hosts who cared so well about all participants. A Conference Report will be available in the late spring of this year. The planning procedure for the next EPEA conference started in Budapest by creating an EPEA planning-group together with delegates from the Ministry of Jus-

tice in Greece. Be prepared for a great conference in Greece in 1999!

Talking about the future, included in this Newsletter is a paper called "EPEA Vision 2006". A small group within the Steering Committee was hosted by the former EPEA Liaison person of Germany, Martin Drüeke, a weekend in September -97 and wrote a "scenario" about a future EPEA. The purpose of this is to create a tool for our planning procedure both the near future of this year and for the coming years. The vision will, in this way, be the base for the yearly action-plans. The Vision was accepted by the General Council Meeting in Budapest, November 1997

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.

Please everyone, keep up the spirit for Prison Education, share your experiences and your questions with others, use the unique possibility to have colleagues all over Europe waiting to have contact with you. Use your Liaison Persons or Contact Persons as links to others.

And please write about your experiences or questions in the EPEA Newsletter!

Svenolov Svensson
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(new number!)



EPEA Newsletter 14, spring 1998

UNESCO World Conference on Adult Education, Hamburg, July 1997

Adult Learning: A Key for the 21st Century

Report on workshop: "Adult Learning for Prisoners"

Main points of discussion:

1. It was stressed that in many countries of the world, including so called developed countries, human rights abuses in prisons are still prevalent and prisoners are denied the most basic requirements relating to personal hygiene, nutrition and living conditions. It is therefore difficult to focus on education, but this must be seen as a right.
2. Provision for education in prisons in many countries is minimal or non-existent. Where education facilities for prisoners do exist, the regime often imposes constraints such as lack of access to materials and equipment.
3. The development of education is hampered by the fact that there is little public interest in prison education. There is often a negative reaction to the notion of prison education, particularly if access to education for the general public is limited.
4. It was stressed, however, that examples of good practice in prison education do exist, including countries where resources are scarce. UNESCO should promote such case studies. Research demonstrating that education in prisons can help in the rehabilitation process should be promoted.
5. Education practices that stress personal development should be promoted.
6. The education process should begin as soon as the inmate is sentenced in order to maximise the possibility of social re-integration. Remand prisoners should not be excluded from education. Educational opportunities post release are also crucial.
7. Prison populations are usually not stable. Short-term courses should therefore be developed, tailored to prisoners' need.
8. The best method of recruiting new students is to use prisoners themselves to promote education.
9. Training for custodial staff that stresses the value of education in prisons should be a priority.
10. States should introduce laws to match international declarations to which they are signatories, establishing policies for education in prisons.

*Mary Kett
Education Co-ordinator
Wheatfleid Place of Detention
Dublin
Ireland*

FINLAND WELCOMES NEW INMATE PROGRAMS

Finnish Prison Service has a long tradition of providing inmates extensive possibilities to occupy themselves in prison industries and other forms of prison work. About 50 per cent of all the inmates (including the remand prisoners) were daily working in 1997.

Participation in full-time education during the prison term started to increase in 80's. In addition to basic, secondary and upper secondary education new possibilities have been created especially for vocational training, which is nowadays arranged in every prison. An apprenticeship system has been introduced in prison industry. Vocational training has expanded as far as the time spent in training and the number of students are concerned, but in addition to that there is also a wide range of various study branches available in prisons today. In 1997 the average rate of inmates participating in

full-time education or training was 14 per cent per day. Altogether there were about 1830 inmates studying in Finnish prisons in 1997. The average prison population was approximately 3000.

One basic principle when arranging education in prisons is that the teachers come from outside educational institutions and the curriculum correspond to similar education within the general educational system. Most of the training is funded by educational authorities and municipalities.

During the last five years the old important forms of activity - that is, work and education - have turned out to be insufficient for securing the development of the inmates vocational, social and other skills to get along in life. At the same time as the prison population has gone down in the 90s - in this respect the Finnish development has been the opposite to

many other countries - those coming to prison are more often than before heavy abusers of intoxicants. The proportion of long-term prisoners and convicts of violent and drug offences has increased.

The prisons have started programs for substance misusers and founded special drug-free units. In the next years we will direct increasing resources to drug treatment programs.

In 1997 the first courses in Cognitive Skills (based on the Reasoning and Rehabilitation Program from Canada) started in Finnish prisons. At the courses offenders can learn and practice e.g. basic skills of reasoning, problem solving, negotiation, social skills and management of emotions. The experience from the first courses was positive and we are planning to extend the program to all closed prisons during the next years.

Finnish Prison Service also plans to introduce

crime-related programs. At the first stage a program for sex offenders and another program for violent offenders will be started.

By using all above mentioned programs and forms of activities and by introducing methods of assessing the prisoners life and working skills Finnish Prison Service aims to create a variety of programs better serving the needs of the individual prisoner.

Kirsti Kuivajärvi, Ministry of Justice, Department of Prison Administration
fax: +358 9 160 88486



Lifelong learning in the Provincial Prison of Kuopio

The provisions on the education of the prisoners Enforcement of Sentences Decree and the correctional Treatment Decree. The legislation provides as follows: Prisoners are obliged to work during their sentence. If a prisoner pursues studies in prison that can be regarded as useful to him after release, the governor may release him or her entirely or in part from work. That is one the other is: Suitable vocational training and other training considered necessary should be arranged in the penal institution.

Basic education in prisons

The inmates usually study during working hours as an alternative to work. The prison don't have teachers of their own but instead the education is arranged by educational establishments outside the prison. Systematic basic and higher secondary education is arranged in seven prisons by the local secondary schools for adults. The higher secondary

are contained in two degrees; the school provides three years of general education leading to the national matriculation examination.

How to pass the higher secondary school using modern technics?

It has been possible since autumn 1997 to study in higher secondary school via Internet, E-mail, radio and television.

Kallavesi higher secondary school for adults takes part in a three years long experiment in distance learning. There are two areas in the country in the east and the west where this kind of learning is possible.

The teacher makes all the material, send it to the students who make their homework at home. They can consult their teachers via E-mail or phone the teacher at a certain time of the day. There are also lessons in the Internet specially in biology and mathematics. Twice a

month all the students gather together in a classroom to meet the teacher. They can ask for help and the teacher may teach some details or they may have student guidance. All exams are held at school. If the prisoner do have not the possibility to attend the exam is organized in the prison at the same time as in the school. The education officer (the liaison person) in the prison supervises the exam.

This new system is a remarkable improvement compared with the old system, when prisoners were considered as private pupils and had to pass the whole class in one exam!

The distance learning system is free for the students. The school gets its funding from the European Social Funds.

*Tuula Aamuvuori
Educational Officer
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Finland*

Successful Programmes in Nordic Prisons

The Nordic Council financed a report on programmes in the 20 Nordic prisons to discover which were successful in the opinion of prisoners and people working in prisons. One of the underlying questions was, whether the activities in prisons were good for the prisoners or for the organisation.

The countries involved in this report were Iceland, Norway, Sweden, Denmark and Finland. Fifty-six prisoners and fifty-seven prison officers, teachers and advisers were interviewed to provide answers to the following questions:

o what needs to be kept in mind when planning good and successful activities for prisoners; o what is the most important factor of all?

The prisoners in all Nordic countries gave the same answer to that latter question and they did not have to think about it: the most important thing is to be treated like a human being! In an successful program, the participants felt that the prison officers relied on them and that made them act like responsible persons.

The programmes in this investigation were related to alcohol or drugs, violence and sexual crimes, to work and education; art, religious programmes and programmes for prisoners taken into custody and so on. It appears from the results of the report that the most important thing was not what the programme was about, more important was that the programme had been established in order to address the needs of certain prisoners. The reason that a given programme was used in a prison was that it was good for the prisoner, and not that the prison had the right facilities, the right staff and the equipment necessary for the activities.

In this investigation we were seeking to identify the conditions and the attitudes which should exist in a prison in order for a programme to be successful.

Listed below are some key factors which could make different kind of programmes successful in prison environment.

* People who work in a prison should have a positive attitude towards their work and the prisoners, they should have a positive attitude towards their work and believe in the work that they are doing.

* The management of the prison should want progressive activities to take place during the sentences. If the management does not want good things to happen the results will be uncertain.

* There should be a unit policy for the meaning and content of prison sentences.

If all staff are not aware of the mission of rehabilitating prisoners, the programme is unlikely to be successful.

* Those initiating programmes should receive a significant support for their work from the management structures and from the prison administration, not only at the start but all throughout the life of the programme, and especially when there appear to be set-back in the work.

* Those working with new programmes felt isolated in their work and spent much of their energy defending a new programme to their colleagues inside the prison. Staff starting to work with a new programme need a lot of confidence in the work they are doing and in the prisoners with whom they are working, so that they are able to keep their goals in sight.

* The activities should be meaningful and address the needs of prisoners. But the prison staff should also believe that the activities are important both for the prisoner and for the society.

* The prisoners wanted to talk more about the crimes that they have committed, than was currently possible. They wanted the prison officers to start the discussion, and many of the persons interviewed interpreted the prison offi-

cers' silence about the crimes as a sign that they did not care about these issues.

* It is most important to employ people to work with the programmes who have a positive attitude towards prisoners.

* It is also important that the staff have an opportunity to choose the participants to the programme and that those participants are well motivated to attend. You must not forget the importance of all those practical things when you plan a programme; there should be enough staff available for the activities; the programme should be well organised and there should be suitable facilities available.

* Those who attended these programmes were happy that they had been given this opportunity and they thought that they were better prepared for realisation than they would have

been otherwise. They said that all prisoners should have the possibility to take part of a good programme like the ones they had attended.

* Prison officers and advisers who worked with these programmes said that it was hard work, because they are often met with indirect resistance from other staff on the attitude level, but they preferred to work on the programmes to their routine work. They were well motivated and had a very clear vision why they worked with the programmes.

* The prison staff felt that they had achieved good results and received very positive feedback from the prisoners.

* Prison staff identified a significant problem in the lack of clear criminal policy which would stress the importance of content of sentences.

* The problem with good programmes in prisons in the Nordic countries is not in legalisation of different kind of activities, nor in the economy or security of the prisons. It is on the level of attitude and whether prison staff wanted good and positive things to happen to the

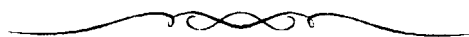
prisoners or just punishment.

The experience of the successful programmes in the Nordic countries is that it does not cost more to offer sentences with good quality than with no quality at all.

It is rather the other way around: that a good quality regime is more economical than a bad.

In the Nordic countries we have got a good start in improving the quality of the sentences, for different kinds of criminals, but there is still much work left to do.

Sonnja Kurten-Vartio
The investigator of the Nordic project



Cesis prison (establishment for juveniles)

Cesis establishment for juveniles is a prison where juvenile delinquents aged 14 to 21 are serving their sentences. Most of them have been convicted for larcenies and robberies, approximately 8% for murders. Currently there are 200 boys in the prison. There is a range of social rehabilitation work and educational opportunities in the prison.

Pupils are able to get professional skills in the

Vocational training centre. There they become proficient in such trades as painting, metal work and rod basket weaving.

General education school provides possibilities to get both secondary and primary education. The teaching staff consists of fourteen teachers and a headmaster. The studies at school are carried out both in Latvian and Russian languages. There are five lessons every day.

Both obligatory and optional courses are included in curriculum. Much attention is given to the mother tongue, official language, mathematics and foreign languages as English and German. The pupils are interested in commuting though there is a shortage of computers. Almost in all the classes health lessons are conducted

There are various additional activities as competitions, meeting famous people, concerts. All of us together celebrate Christmas and Easter. This year we had an interesting project week when the pupils independently drew up different projects.

*Sarmite Sviķe,
Cesu 2nd Evening (shift)*

Our teachers are interested in co-operation with partners in different countries in the field of prison education: carrying out different education programs and exchange of experience - illiterates and mentally retarded boys

*Secondary School
Gaujas str. 23
Cesis, LV - 4100*

training, foreign languages studying, computing, Latvian as a second language studying, visual art. Our teachers willingly would share their experience and adopt new methods.

*Latvia
Tel + 371-41 20 498
Fax + 371-41 23 953*

* * *

Education for the imprisoned young people in Latvia and new trends

Young people in Latvia can be incarcerated for certain kinds of crimes from 14 years of age. The minors are held separately from others. The convicts are Cesu prison for Juveniles (ap. 200 boys) or a special unit for young girls in Ilguciema (women) prison (ap. 5 girls) and they can be until 21 years of age or when 18 can be transferred to prison for adults. Special units for minors on remand are in Daugavpils (ap. 50 inmates), Liepajas (15), Brasas (200), Ilguciema (5), Cesu (20) prisons. In the institutions of deprivation of liberty there are up to 450 - 500 persons in that status (aging 14 - 21).

The alternative, non-criminal mean (punishment for minors is their placement in special institutions. There are two - one for boys and another for girls - of that kind of institutions in Latvia. General education and vocational training for the convicted is provided by prison authorities in Cesu prison and organised by prison authorities but carried out by local educators in Ilguciema prison. The most urgent issues are to make education programs more flexible, according to the special needs of prisoners in terms of background and timing. Just now the preliminary activities for creation of the union of prison educators - a social-orientated organisation - is made. Perhaps in the future there

could be also an EPEA-branch in Latvia.

The core issue to my point of view is the needs of the young on remand. Not yet serving the prison sentence they are a subject of inquiry and court offices not yet interested in educational and social rehabilitation general. Though prison education specialist proposed to take more care and responsibility of prisoners on remand, still they are neglected. Sometimes there are approaches lead to unrest of inmates and almost every time to deterioration of personality in prison milieu.

Griva and Valmiera) to implement and run the intertwining of general education, vocational training and production. There is significant posi-

Using every possibility to defend necessity of prison education access, we generated some interest from the state and public organisations in Latvia.

Until first of June 1998 a financial background for the State Youth Program is to be elaborated. The main impact in the draft is made on general youth activities but one of the items is called

'Restitution of General and Professional Education in Prison. Prison education specialists have a permanent desire and preliminary calculations about the needs of educative experience of physical education.

We have some other projects of co-operation (in the framework of European based 'Leonardo'

tion, i.e. of the young ones in the prisons. The main question is - Whether this program is adopted.

Another proposal come from foreign rooted funding organisations. The 'Soros foundation Latvia' proposed over all assistance for education in the prisons. The British Council started a multi-stage project on basic skills training in several prisons.

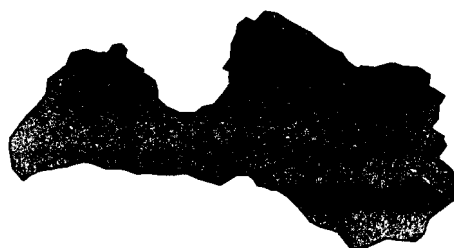
The Norwegian prison Arendal, Tondheim and Ila practically help their twinprisons in Latvia (respectively Jekapils,

vocational training development program, etc.).

Apparently the young prisoners could be beneficiaries from all the above mentioned range of activities.

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Education services; news from England and Wales

There are 8 education advisers working to advice governors and educators in the 130 prisons in England and Wales. Apart from the advisory work in relation to the curriculum, there are a number of developments which have taken place over the last year.

Women prisoners

to be able to see at a glance exactly what is being offered to women prisoners and where there is a need for co-ordinating programmes and accreditation.

Another useful outcome of the conference was the decision to form a group of people to look at devising a common framework for education provision. This group was made up of educators, advisers, Another development which is happening in England and Wales is the development of short term educational and training programmes for young offenders. Eleven young offender institutions have been selected to run a pilot programme of about

We held a conference in February 1997 which provided educators, prison staff and advisers to ascertain what is happening in women's prisons and to share good practise. The conference led to the production of a Directory on Women's education and Training in Women's prisons. This

Directory contains up to date information on each policy makers and governors involved in women's education and training. The group worked together by researching the current education provision and made recommendations in a Report which is to be published soon. Part of the research involved interviewing 15 women prisoners from each prison and seeking their views on education and training; we were also able to find out about 8 weeks which will provide a course similar to what is being offered by training providers outside. The programme is called **Welfare to work** and is a part of a wider government initiative which aims to provide young people (19-24 years) with the

of the 16 women's prisons and is one of the most useful tools for teachers and prison staff because it means that decisions about transferring prisoners can often be made with education in mind. It is also useful for advisers

previous educational experiences and qualifications. This was a very useful exercise and we hope to be able to share our ideas on this work at the EPEA conference in Greece 1999.

Young offenders

skill to either take a job or skills to train for a job. The emphasis is placed on basic skills and being ready for work.

Generally, there has been a major drive to encourage basic skills for young people and adults within England and Wales. Based on research in Canada, it has been deemed the most appropriate way forward and we have introduced a National Curriculum for education within prisons which focuses on Literacy, Numeracy, English for

Speakers of Other Languages and Information Technology

I would be very interested in hearing from EPEA members who have worked in the area of education for foreign nationals in European countries, to see whether their needs are similar to Those of

English and Welsh students.

Please contact Judith Williams at Education Services, Advance House, 15 Wellesley Road, Croydon, Surrey CRO 2AG. Tel/fax 01181 694 1493 or E-mail: jwm.hmp@connect

* * *

Announcements:

A new and interesting book!

Education behind bars

William Forster

ISDN 1 85201 020 X

April 1998, approx 160 pp, £14,95

Contributions from North America, Europe, China and Australasia have been assembled to increase awareness of theory, practise and management. The book will enable an exchange of different cultures and philosophies informing penal education practise and highlight recent development and experimental work.

Readership: policy-makers and providers of prison adult education.



Accommodation

Free accommodation in Finland if needed for some nights!

Sonja Kurtén-Vartio, Vaasa, Tel +358 6 3230 476

Tuula Aamuvuori, Kuopio, Tel +358 17378 111

Riikka Tassi, Helsinki, Tel +358 9 772 321

Claus Andersin, Pelso, Tel +358 400 289 645

Information about EPEA and about membership

The concept of an European prison education association at an international conference in Oxford, England in 1989. The EPEA was formally constituted in Stockholm, Sweden 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
- to support and assist the professional development of persons involved in prison education through European co-operation
- to work with related professional organisations
- to support research in the field of education in prisons

"education in prisons" 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

Organisational 25 ECUs

Associate membership is open to other interested persons.

Within Europe 5 ECUS outside Europe 10 \$ US

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

EPEA offers

- > support for prison educators with liaison persons in each country
- > a regular news Bulletin two times a year
- > a Newsletter two times a year
- > notifications on 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 & culture activities
- Physical education and sport
- library facilities

Vision 2006

**From "Small is beautiful"
to
"Big is difficult -but necessary"**

The vision of the EPEA on the following pages is written as a fiction, but a wanted and hopefully realistic picture of a future EPEA. The "picture" is drawn as if we are describing the organisation the year 2006.

Of course, the exact data in form of named cities, organisations etc is just fiction, but it could be something like that, if we think that the drawn vision is worth working for. *Luxembourg* could be *Leeds* or *Paris* and *Norway* could be *Germany* or *Greece* or ...

We hope that this way of describing our future will encourage many EPEA members to react and act.

The vision gives us a common direction for our important small steps.

Wuppertal September 1997 /
Budapest November 1997

"In order to make the Vision true we need to work hard and take small steps in the right direction."

Vision
2006

Action plan for 1998

Organisational

1. Investigate the routes for being a European organisation. *Deputy Chairperson*
2. Produce promotion materials for the EPEA. *PR-officer(p5,below) - working group*
3. Set up an EPEA library, with all Conference Reports, Newsletters, Bulletins and other materials (Guidelines etc). *Secretary*
4. Establish a Liaison Contact person as a new officer-task in the Steering Committee (SC)
5. Establish a Public Relation person as a new officer-task in the SC
6. To use the time between the Steering Committee meetings to do our "home-work" in good time and spread it to our colleagues. A "Follow-up Person" helps us all to speed up our duties.
7. Establish a Coordinator of Special Interest Papers in the SC. EPEA has a unique possibility through our members to produce papers (on different topics) with a European perspective - let us use that opportunity. 1998 will be the year we start that work. The first edition is planned to be produced during 1999.
8. Each SC-officer should have a clear definition on their tasks. *Chairperson*
9. The work for funds shall be intensified. What organisations, authorities etc would possibly financially support EPEA. *Chairperson - Treasurer*
10. Investigate the possibility to find important persons willing to be Patrons for the EPEA. *Deputy Chairperson - PR-officer*

Meetings and other activities

11. Preparation for the 7th EPEA Conference in 1999 in line with the guidelines for the EPEA International Conferences. *Working-group together with representatives from the host country (Greece)*
12. The 1st EPEA Liaison Person meeting with one liaison person from each branch country. *Secretary - Membership secretary*
13. Encourage Regional or "mini regional" meetings / seminars wherever this is possible due to languages etc. This could be done in the Nordic countries and in different combinations of Ireland -Northern Ireland - Scotland - England - Wales, France - the Netherlands and probably in more areas in Europe. *Coordinators of Prison Education - Liaison Persons*
14. Developing the EPEA Internet Homepage and follow the use of it. *Secretary*
15. Produce a list of Key-note persons to be used in seminars, conferences on different topics concerning Prison Education. (Names, address, phone/fax, possible languages, area within Prison Education. *Membership secretary*
16. Produce two issues (spring / autumn -98) of the Newsletter according to the Newsletter guidelines. *Finland and Scotland?*
17. Produce two EPEA Bulletins (summer /winter -98). *Secretary*
18. Encourage the possibility to establish "twinn - prisons" between different countries in order to make it possible to share practical ideas and experiences.

Objects with numbers in *italic* are on "aspiration level" during 1998

Vision 2006

1 Members and the Map of EPEA

We now have over 800 members from most countries in Europe. In addition we have also associated members in Africa, Australia, Canada, New Zealand South America and United States of America. EPEA is divided into five regions, South, West, North, Central and East (the constitution allows six regions with at least three countries in each). There is no formal region for the associated members from outside Europe.

European EPEA regions

South: Portugal, Spain, Malta, Italy, Greece, Turkey, Yugoslavia, Croatia and Bulgaria

West: Ireland, Northern Ireland, Scotland, England and Wales

North: Island, Norway, Sweden, Denmark, Finland, Estonia, Latvia and Lithuania

Central: France, Germany, The Netherlands, Luxembourg, Belgium, Switzerland, Austria, Czech republic and Slovenia

East: Russia, Belarus, Poland, Hungary, Moldova and Ukraine



2 Organisation

EPEA is since year 2000 a registered European organisation with address and **office location** at the University of Luxembourg. The organisation is still looking for a more formal link and association to the Council of Europe. Because of fundings from Council of Europe and some Ministries of Justice and Education we are now able to have a **full time officer and a part time assistant** working in Luxembourg. We are very grateful to the University for lending us this space at no rent.

The organisation is regulated through the EPEA Constitution and the **Manuals for each officer** in the Steering Committee.

In most of the countries we have now formal EPEA Branches who are actually working and being good forum for local activities. This has been an important step in the direction of making the Council of Europe Recommendation on Prison Education reality, not only on paper but in practice.

3 Meetings and other activities

The **Steering Committee** has meetings twice a year. In between these SC - meetings there are, if necessary, meetings in the **Working Committee** (full time officer, chairperson, secretary, membership secretary and two elected regional representatives).

Every two year there is the **EPEA Internatinal Conference on Prison Education**. The last one, the 10th conference was held in Madrid 2005. During the General Council meeting in Greece 1999 it was decided that three of the regions would try to organise **Regional EPEA Conferences** in the years between the international conferences. This was an emediate success for two of the regions the following year. Two years ago, in 2004, there was a **World Wide Conference on Prison Education** as a cooperation between EPEA, CEA (Corectional Education Association) and two of the IFEPS centres (IFEPS International Forum for Education in Penal Systems).

One recent, new type, of meeting was the **EPEA Liason Person Meeting**. The first meeting took place in Oslo, Norway May 2005. An invitation was send from the Ministry of Justice/Ministry of Education together with the Norwegian EPEA branch, FOKO, to all liaison/contact person all over Europe. The meeting became a good step forward and strengthend the "standards" of the organisation. Next meeting will be held autumn 2007.

The early ambition of networking in **different interest-groups** has slowly began to work, mostly thanks to the **EPEA Internet home page**. This page is now coordinated by our full time officer. The Internet was settled in Northern Ireland

in 1997. The Internet has become a real meeting-place for both information, experiences and discussions in a broad field of Prison Education. Even inmates have in a few countries access to this forum.

The **EPEA Newsletter** is still produced by different editors, but the production is today smoother since the main desktop work is done by our full time officer who also is head editor of every issue. Recently there was a suggestion from the West Region, since the economy is growing, to have four Newsletters each year. The EPEA Bulletin is since a couple of years replaced by the EPEA Internet home page. The first **EPEA Report**, "Prison Education in Europe- a survey of the situation in different countries", was published in 1999 and was a result of several EPEA Liaison persons networking.

From the EPEA Office in Luxembourg it is possible to order the popular **EPEA publications** of valuable things for making the prison education better in every country. The publications today consist of the following:

- * Key-note persons, to be used in local, regional, international/"central" conferences / seminars. Names, addresses, topic areas and languages spoken
- * EPEA resource persons, in different areas
- * Good practice in all areas of prison education (the guidelines for Basic Education, Library and Art education is ready. The missing areas are under production in different countries and will be ready within the next two or three years)
- * List of books / reports from different areas of prison education (the publications on the list are in different languages, but the list itself is written in English)
- * EPEA reports on different subjects in prison education

Together with the IFEPS of Leeds EPEA began to realise an old wish to encourage **educational development in the eastern Europe**. The Soros Foundation provided this project with fundings which made it possible to send two persons to the Baltic States. After a period of investigations and discussions with different Ministries and organisations the two year programme has just recently started. Due to our financial situation we also have the possibility every two years to give **scholarship** to a EPEA member to work/practice in another country for 1-2 months. This option is preferable given to teachers. It is also interesting to notice the **University-supported research programme** in The Netherlands, Italy, Spain and Portugal. This project has no formal connection to EPEA, but since several of the project-members belongs to the EPEA, they kindly provide us with lots of interesting materials. For example, their report in the No 28 EPEA Newsletter, gave us many interesting perspectives.

As a summary of the year 2006, it is a good feeling to know that EPEA can play an important role in making education in prison and probation at a higher standard in more and more countries all over Europe. A work in line with the recommendations from the Council of Europe No R(89) 12.

Luxembourg, September 2006