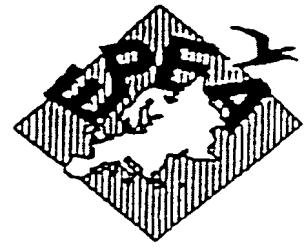


15

Autumn
1998

European
Prison
Education
Association



EPEA

Newsletter

In this issue:

Editorial

- Chairperson's Corner, *Janine Duprey Kennedy* –France1
- Editors pen, *James O'Hare* Scotland 2
- EPEA. The Malta Meetings Oct.1998 *Pam Marston*- England3-4

Conferences and Meetings

- Utah Diary, the 53rd CE/A Conference July '98 *Robert Suvaal* –Holland ... 5-18
- Nordic Conference, Aug. '98 *Torfinn Langelid & Svenolov. Svensson*19-21
- FOKO annual conference, Oct.'98 *Inger C. Bull* Norway22
- Conference of German Prison Teachers May '98 *Carlo Reuland* Luxembourg...23

In focus, Prison Education in Europe

- The International Centre for Prison Studies. *Dr. Andrew Coyle* England24-27
- Prison Education Policy Document. *Lillias Noble*, Scotland 28-31
- Extracts from Ministerial Speech Sept. '98 *Henry Mcleish* Scotland 32-33
- Contracted to Educate *James O'Hare* Scotland34-35
- Enterprise in Young Offenders Institutions. *M. Malone & P. Wylde* Scotland ..36-37
- The Pathways Project *Martin Keane* Ireland38-40
- New Education & Training Initiatives *Judith Williams* England 41
- Conference Questions. A New Perspective. *Anita Wilson* England42-44
- The Demise of Carabanchel *James O'Hare* Scotland45
- The Turkish Prison System *Jusuf Ogmen* Turkey46-47
- A letter from America *Patricia Franklin* Washington USA48
- String in the Life *Dragan Schuman* Malta49
- Research into Distance Learning *Anne Costelloe* Ireland50-56
- Inmates' view of Education *Thomas Galloway & Mark Dickson*-Scotland ...57-58
- A Young Offender's view of Education *Peter Ferguson* Scotland59-60
- Finnish Employment Integra Programs *Claus Andersin* Finland 61-63



Editorial team: James O'Hare, Michèle Malone and Peter MacLeod

EPEA Newsletter 15

EDITORIAL

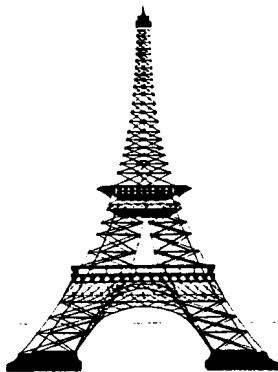
Chairperson's Corner: *Strasbourg - France*

As Svenolov Svensson said in the last newsletter, the constitution of the EPEA specifies the changeover of the Chairperson every two years, consequently allowing for different countries to give the spur, which is necessary to our association.

Many thanks to Svenolov for the work he has done with ability giving much of his time in spite of his various other commitments. The effective and cordial leading of the working sessions of the steering committee, the representation of the association he fulfilled in different countries has made possible a very positive development of EPEA these last two years and has shown the way for forthcoming years.

As head of education in the Eastern region of France, I am directly involved with prison education and it's part in an inmates return to normal life. The European dimension is for me and all people concerned in this matter an opportunity to widen the reflection and references. My position in Strasbourg should encourage links with the Council of Europe.

We must work together to maintain the achievements of EPEA, an association which now has 412 members in different countries, which publishes articles sharing experiences and information about local situations, which organises high standard international conferences.



Janine Duprey Kennedy -

We are nevertheless aware that some points have to be improved: Communication between members, legal European frameworks for better official recognition. These will be the main fields of work, which the new members of the steering committee will have to cope with.

For that we need the help of each member, especially Liaison Persons who will have an opportunity to meet this year outside the General Council. A special meeting for them has been planned in Malta where the Steering Committee will have a working session, to think over the work they can do in their own countries, work which is essential for the life of the EPEA. In spite of limited financial means, extra work for a few of us, I think we can go further, building on what has been achieved by others. I rely for that on the spirit of cooperation among steering committee members and on the personal involvement of members. I wish for EPEA an increasing influence, a lot of new members, especially from Mediterranean countries, it will be the result of everybody's work and I thank you for your contribution.

*Unite Pedagogique Region
Penitenciarie de Strasbourg
19 rue Eugene Delacroix - BP 16
67035 Strasbourg cedex 2
France*



Newsletter 16

Articles to Janine Duprey Kennedy at above address. For 1st March 1999. On Disk Please and on a Microsoft Program e.g. Word

EPEA Newsletter 15

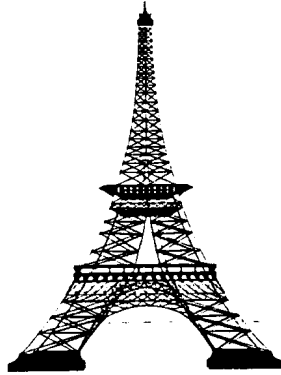
EDITORIAL

Chairperson's Corner: *Strasbourg - France*

As Svenolov Svensson said in the last newsletter, the constitution of the EPEA specifies the changeover of the Chairperson every two years, consequently allowing for different countries to give the spur, which is necessary to our association. Many thanks to Svenolov for the work he has done with ability giving much of his time in spite of his various other commitments. The effective and cordial leading of the working sessions of the steering committee, the representation of the association he fulfilled in different countries has made possible a very positive development of EPEA these last two years and has shown the way for forthcoming years.

As head of education in the Eastern region of France, I am directly involved with prison education and it's part in an inmates return to normal life. The European dimension is for me and all people concerned in this matter an opportunity to widen the reflection and references. My position in Strasbourg should encourage links with the Council of Europe.

We must work together to maintain the achievements of EPEA, an association which now has 412 members in different countries, which publishes articles sharing experiences and information about local situations, which organises high standard international conferences.



Janine Duprey Kennedy -

We are nevertheless aware that some points have to be improved: Communication between members, legal European frameworks for better official recognition. These will be the main fields of work, which the new members of the steering committee will have to cope with.

For that we need the help of each member, especially Liaison Persons who will have an opportunity to meet this year outside the General Council. A special meeting for them has been planned in Malta where the Steering Committee will have a working session, to think over the work they can do in their own countries, work which is essential for the life of the EPEA. In spite of limited financial means, extra work for a few of us, I think we can go further, building on what has been achieved by others. I rely for that on the spirit of cooperation among steering committee members and on the personal involvement of members. I wish for EPEA an increasing influence, a lot of new members, especially from Mediterranean countries, it will be the result of everybody's work and I thank you for your contribution.

*Unite Pedagogique Region
Penitenciarie de Strasbourg
19 rue Eugene Delacroix - BP 16
67035 Strasbourg cedex 2
France*



Newsletter 16

Articles to Janine Duprey Kennedy at above address. For 1st March 1999. On Disk Please and on a Microsoft Program e.g. Word

EPEA Newsletter 15

Editor's Pen: James O'Hare - Scotland

Welcome to this 15th newsletter of the EPEA, which I hope will live up to the high standard in quality of content achieved by previous issues. It is good that editorial control of this newsletter should transfer from one country to another giving each country the opportunity to highlight what developments are taking place there while being receptive to articles from other parts of Europe. This edition will therefore reflect current positive initiatives in Scotland by presenting, in part, a new policy document on prison education and excerpts from a ministerial conference speech which reinforces the policy document while offering a selection of articles from other European countries, which I believe, will be enlightening and informative.



I am particularly happy to be able to include an article from Dr. Andrew Coyle, Director of the International Centre for Prison Studies, Kings College London which I believe will give renewed encouragement and confidence to our readership since the *raison d'être* of the centre mirrors that which inspired our own recommendations from the Council of Europe.

In this issue I have a few articles from inmates which will give them a wider readership and add a balance to the

newsletter.

The newsletter is not thematic and I am therefore relying on the diverse group of topics having a quality and interest that will have made our efforts worthwhile.



**James O'Hare
HM Remand Institution
Longriggend
Near Airdrie
ML6 7TL**

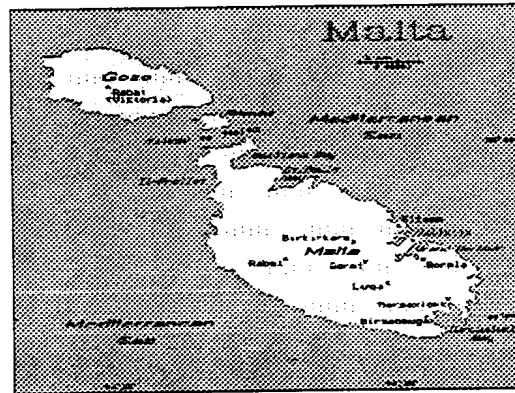
EPEA Newsletter 15

EUROPEAN PRISON EDUCATION ASSOCIATION STEERING COMMITTEE

THE MALTA MEETINGS 7th – 11th October

As a new member of the Steering Committee and representative of the North West Region, I attended the Malta Meetings. There were four meetings, capably organised by Tony Vella and Jo Giordmaina, on behalf of the EPEA. It was an opportunity for the Steering Committee (11 delegates attended), the Liaison and Contact persons (15 delegates attended), and the Conference Planning Group to meet each other.

On our arrival we were treated to a reception and addressed by the Hon George Pullicino, the Parliamentary Secretary for the Ministry of Home Affairs. There followed an evening meeting of the Steering Committee, - a start was made on the agenda, who arrived considerably refreshed to a full day of concentrated Agenda bashing. We were led by our determined Chairperson, Janine Duprey Kennedy, whose aim it was to complete the business by Friday lunchtime. There was helpful input by the Socrates Program Manager Dr. Josef Mifsudd. from the University of Malta, towards our recognition by the Council of Europe. I was amazed how hard we had worked and what we had managed to achieve. A lot of ground was covered that Thursday, not least by our feet - the evening hunt for a little light refreshment took place. On Friday the final stages of the agenda were resumed and completed - just - by lunchtime.



We were all wilting in the heat of the day and needed a pick me up – just the thing, Tony had arranged a prison visit for us. After the ritual rub down, we were introduced to prison dignitaries and staff, before our tour of the Victorian prison. Someone mentioned Holloway, and Dominic discovered Rising Damp, or was it Porridge. We were shown what is now a prison museum - the punishment block – ironically we spent a large proportion of our time there, it took some time for our eyes to adjust to the dark, a gallows for 6 persons, a whipping stake and a portable coffin to carry them off in. We chatted to some of the 356 inmates and discovered that they spent much of their time on the wings, 40% were offered education, others workshop skills. The education block has been purpose built and is still in its infancy, students can currently learn English, Maths, Chess, IT and Physics. Whenever possible inmate teachers are used to enhance the education program. There is a small library of much used books, mostly non-fiction. We were treated to sandwiches (homemade bread), cakes and coke before leaving.

EPEA Newsletter 15

There followed a trip to see the Grand Harbour of Valletta, it was magnificent. Our tour continued around the sights of Valetta. Some valiant people continued on to Mdina but the weaker ones preferred to soak themselves and their weary feet in the hotel pools and to greet Liaison persons as they arrived.

Three committed Workshops were scheduled for Saturday. Opening Addresses were given by Torfinn Langelid and the Hon. Minister for Home Affairs Dr. Tonio Borg. Later that day exhausted spokesmen from each workshop divulged their conclusions and a closing speech was given by the Permanent Secretary, The Ministry of Home Affairs, Mr. Louis Cilia.

It was the first time that Liaison/Contact persons had been convened to meet. Delegates came from Eire, England, Finland, France, Hungary, Italy, Luxembourg, the Netherlands, Northern Ireland, Norway and Turkey. Many had spent the best part of 24 hours travelling to attend this meeting, a day seemed too short to achieve everything on the agenda, but the renewal of old friendships and the making of new friends helped to unite them to go away more committed, enthusiastic and positive about their responsibilities which we had spent so long compiling during the previous days.

At the same time a Maltese National Conference themed "The Value of an Educational Program Within and Beyond the Prison Gates", took place attended by members of the University of Malta, Corradino Correctional Facility, YOURS and the Substance Abuse Therapy Unit.

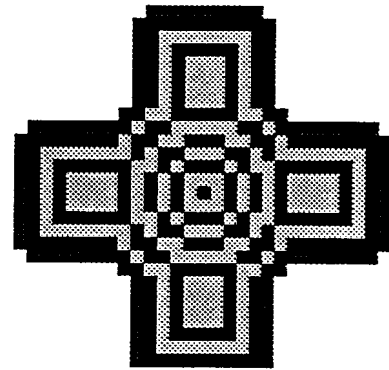
The Athens Conference Planning Group also met and thrashed out their differences, the consequences of this meeting will soon be known.

A joyous evening followed!!

Sunday found some of us on a Bus hopping trip to Mdina, very well worth the visit, before the flight home.

The "whole" for me was a extremely worthwhile, confidence boosting experience.

PAM MARSTON



Among the topics discussed were:-

- **Ways to entice new membership.**
- **Members to be asked to submit special interest papers.**
- **Encouraging the exchange of work practices, ideas and jobs.**
- **More articles for Bulletins and Newsletters.**

EPEA Newsletter 15

THE UTAH DIARY

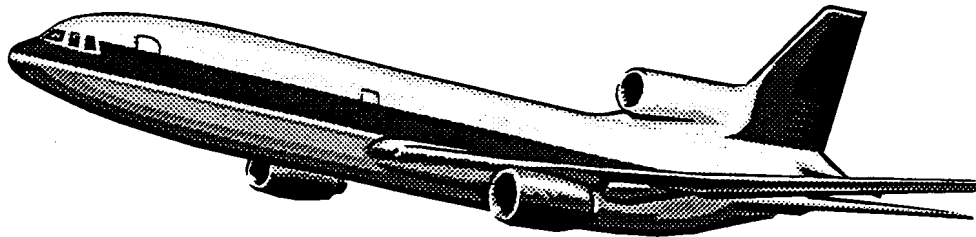
Introduction: Since the beginning of 1996 I am the non-Canadian international representative of the international (but mainly North American) Correctional Education Association (CEA), the older sister (or brother?) of the EPEA (in Holland sometimes pronounced as "jippie-ja-jee").

This summer I have to go to the USA for three CEA meetings planned to take place successively:

* An international symposium (or

Tuesday, July 7:

Delta Airlines brings me from Amsterdam via Atlanta to Salt Lake City (further



preconference) on an invitational basis "Toward a renaissance of prison/correctional education" in Park City, Utah on July 8 - 10, 1998. I am a member of the organising committee of this preconference. This symposium is a CEA activity organised under the auspices of the EPEA.

- * A meeting of the Executive Board of the CEA in Salt Lake City, Utah on July 11 - 12. As one of the international representatives I am a member of the CEA Executive Board.
- The 1998 international conference of the CEA "Toward solutions" in Salt Lake City, Utah on July 12 -15. I am a
- participant in this conference and shall present a workshop there.

SLC). During both parts of the flight we have to look at the movie "Titanic", not exactly the first movie I would select to be shown during a flight..... The flight takes about 13 1/2 hours totally.

At the airport of SLC Steve Steurer, the executive director of the CEA, is already waiting. The CEA has a contract with a shuttle service to bring the preconference participants to Park City (further PC) about 50 minutes from SLC airport. We pick up another early participant and then we go "uphill". SLC is situated at an elevation of about 1200 metres and PC at approximately 2100 metres.

In the Olympia Park Hotel in PC some other participants are already present.

EPEA Newsletter 15

It is good to see Kevin Warner (and his family) and Errol Sull.

Svenolov Svenson, tired from a very long flight with some stops, is already asleep. We drink some beers in the outdoor-café of the hotel. In four years the next Olympic Winter Games will take place in SLC and PC. The tourist brochure says: "Discover Park City for yourself, before the world does in 2002!"

Wednesday, July 8:

In the morning Errol, Svenolov and I walk to the historic center of PC. The weather is beautiful. It is not too hot thanks to the elevation of PC.

At 11.30 a.m. Steve and I have a talk with the hotel management about the organisation of the symposium. Gradually the participants arrive in the hotel.

We have lunch with some of them.

Steve tells me that the flight of Alice Tracy, the assistant director of the CEA, is delayed. She has the final programmes and the badges for the participants. Nevertheless we shall start the registration at 4 p.m. I have the workshop information for them and we shall request them to pick up the other papers later. We have 57 preregistered participants but Steve tells me that some of them have not yet paid the invoice in the weeks before the preconference. Finally we can conclude to have 50 participants: 34 from the US, 7 Canadians, 7 Europeans and 2 Australians. I had expected and I would have liked to have more continents and countries represented here, e.g. Asia, South America, Mexico, Denmark, Norway and some East

European countries. For Europe are present: Paddy Rocks (N. Ireland), Svenolov Svenson (Sweden), Vincent

Theis (Luxemburg), Eeva Virkkunen (Finland), Kevin Warner (Ireland), Anita Wilson (United Kingdom) and me. Unfortunately we miss the three pre-registered East Europeans: Julijana Gruden (Slovenia), Camelia Paun (Romania) and Maris Mednis (Latvia).

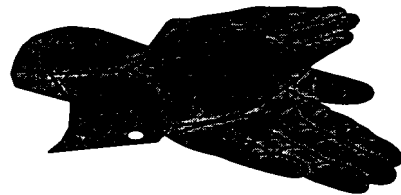
At 5 p.m. Carolyn Eggleston, well known within the CEA (e.g. as the editor of some CEA Yearbooks and of the CEA Journal) and I have a meeting to complete our E-mail discussions of the months before. Carolyn and I shall lead the programme of this preconference. Further the organising committee consists of Diana Kim (New Mexico), who is the chairperson of the committee, Alice Tracy and Steve Steurer. Carolyn and I agree to work together as a flexible quartet..

At 6 p.m. Carolyn and I have a brief meeting with the discussion leaders and the scribes (rapporteurs, we would say in Europe). We explain the organisation of the workshops and the distributed instructions. I know most of them and I realize they will be very good teams. We miss only one or two of them who will arrive later.

The meeting is pleasant and efficient. The start of the co-operation with Carolyn is excellent, as I had expected.

Symposium starts at 7.30 pm

A welcome reception, consisting of drinks, snacks, some brief speeches and



of meeting each other of course. Diana Kim opens and she introduces the organising committee.

EPEA Newsletter 15

Patricia Franklin (vice president of the CEA) welcomes the participants on behalf of the CEA Executive Board.

She uses this opportunity to read for us aloud a passionate call by Dave Werner (USA), one of the participants, to be proactive instead of defensive whilst standing up for the interests of prison/correctional education.

As the international representative of the CEA I welcome especially the non-US/non-Canadian participants. I say that this preconference will have a European format (small scale, interactive character) and I request to take into account during the workshops and the informal discussions of the next two days the cultural differences between the participants. At last I tell the participants that the preconference in this wintersport resort will have a similarity with winter sport: we shall have to work hard but will have a lot of pleasure too. Nearly all participants have arrived already. The atmosphere of the reception is relaxed and warm.

People recognise each other or make the acquaintance.

Thursday, July 9:

There is a breakfast buffet. I enjoy it in the sunshine on a big balcony of the hotel. I feel just like I used to feel (long ago!) briefly before sport competition: very concentrated and a little bit tense.

From 9 - 10 p.m. there is a plenary start session. Diana opens and Jim Keeley, the new president of the CEA, welcomes all participants. Jim says to be very glad about the initiative for this preconference.

I introduce Carolyn & me as kind of a CNN or NBC duo. Firstly we explain the main goals of this preconference:

- * providing an international platform for a fruitful discussion on philosophies and policies of correctional/prison education (process);
- * resulting in a printed report on the international perspectives at the end of this century (product).

Further we explain the format of the programme, mainly existing of workshops, and the organisation of the workshops. At last we give examples of possible topics for the two themes that are on the programme today. After a short coffee break the 5 workshops (consisting of 10 persons each) start. All workshops have a discussion leader and a scribe. The discussion leaders of this first day are: Patricia Franklin (USA), Steve Duguid (Canada), Thom Gehring (USA), Darlene Veltri (USA) and Kevin Warner (Ireland); the scribes are: Robin Quantick (Canada), Maureen Tito (USA), David Werner (USA), Randall Wright (Canada) and Christina Rutland (USA).

The themes are:

- 1 What should be the basic philosophy of prison/correctional education? What visions and points of view should constitute the basic philosophy for prison/correctional education?
2. What should be the position, the role, the range and the yield of prison/correctional education?

The members of the organising committee participate in the discussions just like the other participants. Before lunch the workshops focus mainly at theme 1, after lunch at theme 2. The discussion leaders and the scribes work very hard after the sessions to produce the required workshop reports per group.

EPEA Newsletter 15

They seem to succeed well. Robert Hall (USA) proves to be an expert in laptops. When some duos need help to print out their report he is very helpful. Carolyn and I appreciate this very much.

My impressions of this first day based on what I hear and what I see are good. What I expected comes true: these people love to discuss the essentials of their daily work with professionals from different continents.

After the sessions we have a brief meeting with the discussion leaders and the scribes. They are enthusiastic although the reports require a lot of work. After that there is a meeting between Denis Barbe and Bea Fisher (Canada) on the one hand and Ray Dormer (Australia), Svenolov Svensson and me on the other hand. The Canadians would like to start discussions about international consultation and co-operation with representatives of some other continents in the near future. We are interested. So we agree to talk further in SLC.

For the evening the programme says: dinner on your own, but before that there is an informal meeting with some hors d'oeuvres. Most participants go out in groups to the old center of PC.

The favourite is a Thai restaurant. I am also in a group that visits this restaurant but I do not enjoy the good meal very much

Just like a number of times before I am having an attack of "airconditioningitis". In the first days of my stays in the USA I cannot stand the cold draught. I have a headache, my stomach is upset and so on.



Friday, July 10:

When I wake up I feel a bit better. I try to take some breakfast on the balcony. Errol Sull and I are early risers, so we enjoy the first sunshine together.

Just like yesterday we start in a plenary session. The discussion leaders and/or the scribes of the day before report briefly. Carolyn and I receive the written texts. I conclude that yesterday three different models of prison/correctional education were discussed: 1) the adult education model; 2) the correctional model and 3) the integral model (prison education as part of a holistic programme). Carolyn and I tell the audience that it is the intention of the organising committee to distribute the rough texts of the workshop reports within a few weeks and that the final report of the symposium (edited by Carolyn and Alice Tracy) will be published in November 1998 in the CEA Yearbook 1998.

Carolyn and I explain the themes 3 and 4 and again we provide examples of possible topics. After a short coffee break we start in new groups.

EPEA Newsletter 15

We have new discussion leaders and scribes too. Of course this change has advantages and disadvantages but we have been thinking about this choice very well. The new discussion leaders are: Diana Kim, Jim Keeley, Svenolov Svensson, Ray Dormer and Carolyn Eggleston; the new scribes: Alice Tracy, Robert Hall, Dave Jenkins, Anita Wilson and Paddy Rocks.

The themes of today are:

What choices should be made concerning the didactic design of prison/correctional education?

How should we evaluate the effects of prison/correctional education?

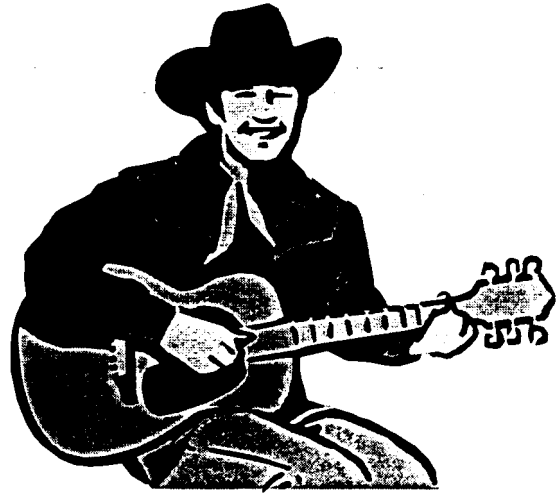
Again the groups work hard and motivated.

At the end of the sessions I distribute the evaluation forms. During a very brief session after the workshops Carolyn and I request the discussion leaders and the scribes to produce as an extra task a summary of the today reports. We need these summaries for our review of today. I collect the evaluation forms and very curiously I read them quickly.

The total picture is very positive!

The preconference is concluded by a banquet. Carolyn and I read aloud the summaries to give the participants an idea of what was discussed in the other workshops. We tell the participants about the high scores in the evaluation forms. The audience is glad to hear that we shall try to continue this symposium in 2000.

At the end of the banquet Errol Sull does the wonderful rapsong some of us have witnessed before in Blagdon and Budapest. I admire his endurance. This performance is followed by "Park City Rock" (or "Park City on the Rocks"), i.e. Paddy Rocks is going to play the guitar and sing his songs.



The Europeans who know Paddy are very glad with this musical performance, the others are delighted, especially when Paddy sings songs about their state (e.g. "California here I come"). I still prefer "Sister Josephine".

Anyway, it is very late (or better said: early) when "Park City Rock" comes to an end. Before falling asleep I think briefly about the venue of next symposium. I would like to it to be held in Europe to involve more Europeans in this international platform.

Saturday, July 11:

After breakfast we have to say goodbye to some of the participants who are not going to attend the CEA conference in Salt Lake City. The preconference is over. I have a very good feeling about it although there had been some problems during the

EPEA Newsletter 15

preparations. Moreover physically I feel a bit better too.

The others are transported by bus from PC to SLC, *a wonderful drive through the mountains*. At 10 a.m. the Executive Board of the CEA convenes in a conference room of the Doubletree hotel. Good to see each other again. After coffee and some words of welcome work starts in the committee meetings. I am in four committees (!), so I have to make a choice. I join the Awards Committee. Jennifer Oliver is the chairperson of this committee. We talk mainly about a new award destined for persons who have performed excellent in correctional education during a very long time ("lifers" in our field). I propose to name the award after Zebulon Brockway (see the article "Elvira Reformatory Programs" by Carolyn Eggleston in CEA Yearbook 1991).

After lunch there is a brief meeting of a representation of the Board and some Canadian representatives. The Canadians want to create a Canadian branch of CEA. In the current situation Canadian members of CEA belong to the Northern regions together with US members.

At 1 p.m. the Board meeting starts. Good news is that a lot of work has been done by the committees, especially by the budget committee. I introduce Kevin as my successor in the board. Now and then the meeting is a bit noisy because of the big number of people around the table: all members of the board and some interested listeners (about 25 totally). Sometimes there are even some informal discussions in small groups.

At 3.30 p.m. there are again some committee meetings but I am free: time to

relax a bit. I go to swim in the pool of the hotel.

In the evening I join a nice group to enjoy South American food in a Peruvian



restaurant. Wine and beer are not on the list!!

Utah has rather strict laws concerning drinking alcohol. But when we ask for beer and wine we get it! Back in the hotel we attend an informal meeting in the presidential suite: drinks and talking. A nice end of the day!

Sunday, July 12:

The day starts early for me by having breakfast during a meeting of the combined membership & public relations committee. We talk about IT as a good means to communicate within the CEA. What can be improved? We produce a list of recommendations. The CEA has an expert, Ralph Kaplan, who informs and advises us.

He tells me that he is familiar with the IT activities of Paddy Rocks, the man behind the EPEA website.

At 9.45 a.m. the board meeting is continued. Jim Keeley, President Elect, takes over from Glen Donaldson, President Past. Today I wear a T-shirt

EPEA Newsletter 15

that says "If you ain't Dutch you ain't much". My excuse is that it is not a Dutch but an American product. I feel much better today (symbolised by the choice of the T-shirt?).

Halfway we have lunch together with the State and Federal Directors of Correctional Education who are meeting in a parallel session simultaneously with the board. A Chinese delegation that will attend the CEA conference is joining us for lunch too. The agenda of the board meeting does not take as much time as the previous times. During the "Regional reports" I deliver my report about the situation of prison/correctional education in the "rest of the world". It is a printed report that I explain briefly. At the end of the meeting I hold a brief speech in which I review my experiences in the board. I say that I liked this period and that I learnt a lot, not only about the CEA and about correctional education but also about the North American culture.

Looking back at the board meeting:

- * The accent on committees to prepare decisions is an improvement: more efficient and more effective.
- * Gradually we succeed in making the financial situation of the CEA more transparent. The perspective for the future is rather positive. There will be more money coming in, e.g. thanks to a lucrative project and a slowly increasing number of members (approaching 3000!).
- The hard working Professional Development Committee produced the 1st edition of the Professional Development Directory, a list of

names, addresses and so on of trainers, presenters, etc. and their specialisms to be used within our field for conferences, courses et cetera.

- The request of the Association of State and Federal Directors of Correctional Education to become an official group in the CEA and to get a vote in the board is granted

* *The CEA conferences 1999 and 2000 will take place respectively in Philadelphia and in Cincinnati (the conference hotel there is called the Omni Netherland Plaza. I think I have to go there to check what I expect: nothing can go wrong there!).*

In the meantime registration for the conference has started. When I am registering I see some people I have met in previous years. After all these years I feel a bit American being here, a European American of course. I get the conference map with a very nice programme booklet and a badge that says on an attached coloured ribbon that I am one of the presenters. The first name (i.e. Robert for me) is in big letters on the badge. It makes me think of the CEA conference in Vancouver (1990). There the first names on the badges were smaller. I had to look for a lady I had never seen before. A Dutch colleague had asked me to hand her some papers. It was beautiful weather that week in Vancouver, so most ladies were dressed in summer clothes characterized by small amounts of textile. Some of you know that my sight is not excellent and that:

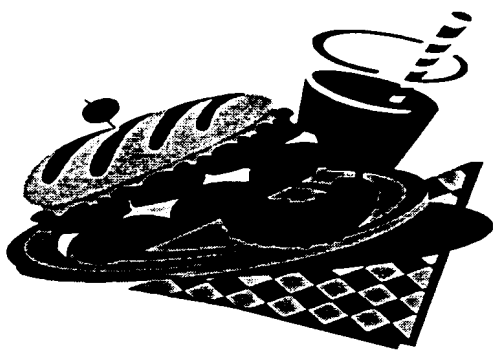
I am too vain to wear spectacles.

EPEA Newsletter 15



So, to discover the right lady I had to approach all ladies who met more or less with the rather general description I had received and to bend a bit in the direction of the neckline of them. I was not arrested for indecent behaviour, I was not slapped in the face and the 68th lady was the one I was looking for!

The start of the 53th CEA conference is the President's Reception. It takes place in the big ballroom. There is food, rather good snacks, but - very much American - you have to buy your own drinks (cash bar, this is called in the USA). There are some welcome speeches by regional and national CEA officials but sometimes it is a bit noisy, partly because of the position of the big crowd far from the microphone. Between the brief speeches there is a band playing dance music but it is much too early to dance, so nobody does. A group of friends mainly from New Mexico invite me to join them to go to a Mexican



restaurant. When I walk to my room to pick up some things I discover a glass of wine in my hand, very unusual behaviour in a hotel in Utah *Dinner is nice.*

Monday, July 13:

Traditional is the continental breakfast offered to all participants by the vendors, i.e. coffee, juice, muffins et cetera that you eat whilst walking between the stands with learning materials. These materials are of course very much American, so only partly interesting for me.

At 9 a.m. the opening session starts. Approximately 425 participants are sitting theater style. Only a few of them are not from USA or Canada. Firstly there is the Chinese delegation (7 persons). Further from the non- North American Park City participants we still have Eeva, Anita and Ray in the crowd, and Kevin and me of course. Today I wear a T-shirt of Marc O'Polo. I like playing with words (I always like that) and it seems to be an appropriate shirt for the (ex-)international representative who travels a lot.

Patrick O'Donnell (Utah), the chairperson of the organising committee, welcomes the participants

He is in the board as the representative of region 9. After his brief speech an Indian spiritual advisor does the invocation, an Indian prayer. This is followed by a flag ceremony. I have seen this before e.g. in Vancouver. Then Diana Kim, oversight chair of this conference, requests attention for the succesful Park City preconference we just concluded. More speakers (Jim Keeley, Glen Donaldson and Steve Steurer) deliver brief speeches. The keynote speech is special. It is delivered by Mrs. La Verna J. Fountain, a black lady who proves to be a very lively and energetic person. She tries and succeeds in making this an interactive session.

EPEA Newsletter 15

She uses methods for this crowd that I have experienced only in workshops with much smaller groups, e.g. we have to make choices for statements by walking to one of the walls of the ballroom, whilst she is walking around talking in a mobile microphone.

The title of her speech is: "The revolution will not be televised":

The content (summarized very briefly) is: what we could do to improve our society where the quality of living is not exactly increasing (less social, more insecurity, more violence, more businesslike, more consuming etc.). The speaker would very much like us to concentrate our attitudes and measures especially at youth: "Shift your perspective!" That is the focus of her daily work in Harrisburg, Pennsylvania. I like her performance but I consider the message that she is providing as too general (e.g. "to create a pathway of healingetc.... and to build a fire of hope" etc.), i.e. I miss a really substantial message that everyone could use. Decide



for yourself: the speech will be published in the CEA Journal.

Next issue on the programme is a round of vendor's presentations. This is not very relevant for non-US participants, so Eeva and I go shopping in SLC, a friendly looking city.

The plenary lunch session is dedicated mainly to the Teachers of the Year (TOY) ceremony. Each region selects a TOY.

***They are here to be honoured.
One of them is a 80+ lady.
Impressing!***

The following keynote speech is delivered by Mrs. Judy Heuman, Assistant Secretary of the US Department of Education, section special education. Sitting in a wheel chair (!) she promotes and advises to achieve better opportunities for correctional education, e.g. let us try to increase the maximum age for special education. I like this keynote speech much more than the first one because this one is more substantial and practical. *The contents can be used by the audience.*

At 2 p.m. the 1st round of the workshop sessions start. I go to "The young adult offenders in federal prisons: research findings and implications for programs", presented by Christopher A. Innes, Darlene Veltri and William R. Muth (Washington DC). The session informs the participants (approximately 25, theater style) about the results of an inmate survey recently held in federal correctional institutions and about the possible consequences for the programs. The start of the workshop is done by Christopher Innes and consists of information about the survey and the results of it, e.g. more younger prisoners (called inmates in the USA), more

EPEA Newsletter 15

drug related crimes, longer sentences and more disturbances in behaviour. Darlene explains how they try to adapt the programmes in the federal prisons, e.g. to do a wider intake, to fulfil the demand for more GED (briefly: kind of a second chance secondary education course that yields an official certificate), to start by means of a mandatory program, good introduction of the program and to focus mainly on young prisoners. We get information on the questionnaire that was used. The questions are very much client centered (e.g. what programmes would you like to follow?) I notice also questions about attitudes. The presenters tell us that cooperation with other staff is promoted (e.g. prison officers, psychologists) and that some courses are offered to the family of prisoners (!).

At the end of the available time we get the opportunity for questions but there are only a few minutes left.

One of the questions is about incentives. The answer makes clear that good results are communicated with the family of the young prisoner.

An informative workshop but not sufficiently interactive.

In the next round of workshops I select "Learning styles: filters that affect learning" although (because?) I know already something about learning styles. The presenters are Sandra Grant, Nikki Lovelle and Judy Harrison (Utah). The participants (about 20) are requested to sit in half a circle. The presenters provide information on individual learning styles. We start by doing an individual test. The score gives you a decisive answer about the two dominant learning styles you have. The theory behind this workshop is about four learning styles in terms of

colours (called the true colours): gold = the guardians; green = the rationals; blue = the idealists; orange = the artisans. I am mainly green and orange, my scores say. I notice that the descriptions of the colours are more than "only" learning styles. I would prefer to say life styles. The presenters inform us about the relationship between the two individual styles and your surrounding (work or private situation) and about the relation between your two dominant styles and the culture you grew up in. Of course the nature-or-nurture question is asked. The difference between the dominant colours of men and women is mentioned. And they tell us that midlife crisis is characterized (caused?) by a revolution of your dominant colours. What I like in this workshop is that the presenters permanently explain the contents of the four colours by examples from practice, e.g. from things we see happening in the workshop. The presenters relate things to the four colours, among others their own different behaviour. E.g. a question is: what colours do you think belong to the presenter who is caring for the distribution of the handouts during this workshop? Interesting is the remark that this theory can be used in sales training too (what is the colour of the client?). I judge this workshop as a good eye-opener and I conclude that I shall read more about it.

Anyway the relation between this theory and the learning styles of David Kolb is clear to me.

At the end of the afternoon programme there are meetings of the special interest groups (Literacy, Women in corrections, Juvenile education, English as a second language, and so on).

EPEA Newsletter 15

But I cannot go there. Kevin, Ray and I have our second talk with Denis and Bea from Canada. We are enthusiastic about their proposal for co-operation. We are invited to meet some times in Canada to realise this. Very concrete is the Canadian plan to have a big international conference in (or near) Ottawa in May 2000. They would like to have a number of European participants there.

In the evening we go to a good Mexican restaurant in a "Europeans only group"



Ray is the only exception but we feel that thanks to his visits to the EPEA conferences in Sigtuna and Budapest he is half European. Kevin's wife is also a member of the group.

Afterwards we visit one of the not too many pubs in SLC. Very nice conversations.

Tuesday, July 14:

In the 3rd round of workshops I go to "Social skills for correctional education: an essential component of a holistic rehabilitation program for prison inmates". Presenter is Greg Uche (Ohio). The number of participants is 25 - 30. This proves to be a very interesting workshop.

The presenter provides a comprehensive scheme of all categories of social skills. He distinguishes: living skills, communication skills (verbal and non-verbal), personal and interpersonal relationship skills, parenting skills, job-related skills and coping skills. He defines social skills as the ability to interact effectively with other persons. And he provides clear definitions of all these categories. Further he links cognitive and social skills. From this scheme he gives and explains an instructional plan for social skills in correctional education (modules consisting of goals, objectives, strategies and evaluation). I like his structured approach but I regret a bit that he needs too much of the available time for his information. When he requests us to work at a task (make a working plan for a special group of inmates) there is not enough time left. Anyway, a very interesting presentation.

For the next round of workshops I am requested to be the facilitator of a workshop called "Researching and writing federal grants" by Richard Smith (Director of the Federal Bureau of Correctional Education) and his assistant Jennifer Arnold. The workshop is meant to inform and advise the participants how to apply appropriately for federal grants.

EPEA Newsletter 15

The information is very specific for the situation of correctional education in the USA, so not very interesting for me. I introduce the presenters to the approximately 35 participants. Funny to do this being someone from Europe. Richard provides the information and Jennifer handles the sheets. It looks very much role reinforcing to me but maybe it is the most functional way. At the end of the workshop I take care of the evaluation forms.

The lunch session is devoted to the Al Maresh Memorial Award ceremony.

This award is destined for educators who have performed excellently in developing a software programme that can be used successfully in correctional education. I miss the keynote speech by Mrs. Nancy Garbett (Utah) because I want to do the final preparations for my workshop. I ask Anita Wilson who is sitting at my table to make some notes for me. And she did: "Nancy Garbett - adapted her work with businesses to apply to correctional educators. She said that it was always necessary to be open to change and that if something was not working

TRY ANYTHING. She said environment and behaviour were not the most effective things to change as they brought only short term gain. People needed to keep three values: a sense of self, a sense of contribution and a sense of connectiveness. Further she said that there was often a mis-match between the learning styles of students and teachers and that everyone has a large proportion of unused potential."

Regularly the rooms for the workshops are theater style *but that is not what I want*. So I arrange the chairs in two half circles. I estimate there will be about 30 participants. I write my texts on the flip

chart. I called my workshop "The only way", of course a very unmodest title but it is the only way (!) to get a substantial number of participants to a workshop here. This is the USA and I learnt a lot about the culture here. Part of it is their special way of advertising things and I know that shopping is a characteristic of this big conference. My estimation proves to be correct. Approximately 35 persons walk into my room. The conference book says about my workshop:

"The workshop demonstrates the most effective design for prison education and the most favorable context for that design. A European approach that works."

They are my own words of course but in European terms it means that I am going to tell the audience about the concept of multidisciplinary and individual trajectory plans (prison education as part of an integral approach) and tailor made prison education



(individual education plans).

See my Budapest paper for details.

The workshop goes well. I talk for about 25 minutes showing some sheets. Then I request the participants to do some "buzzing", i.e. discuss in duos successively three questions: 1) was my presentation clear to you?; 2) do you agree (or not)?; 3) how can you apply these concepts in your working situation?

EPEA Newsletter 15

The questions 1 and 2 do not produce much material for discussion. The answers to question 3 do and there are a number of questions. *I am glad to hear that in principle similar concepts are used in Oregon and Bermuda.* Anyway, I am content. The participants are very interested and the workshop is lively. A number of participants come to thank me for the workshop and to tell me they liked it very much but I always want to see the evaluation results first. I have to wait till tomorrow, the workshop facilitator tells me.

After my workshop I attend a special workshop presented by the Chinese delegation. This proves to be a rather monotonous session. One of the Chinese delegates starts to read aloud a paper of seven pages that we had received when entering the workshop room. After five pages he stops to conclude that it takes too much time and asks if we have any questions. There are some questions. The best part of the workshop is a video about the Chinese prison service.

Then I have some drinks in the hotel bar with Nadine Lapsley-Dyer, the charming co-ordinator of prison education in Bermuda

She was in my workshop and she wants more information from Europe. It is very nice to combine - as we say in Holland - the useful and the pleasant. That is what takes place here. I am very glad to have the opportunity to compare the situation of prison education in West Europe with that in Bermuda, a former British colony. The small scale of the prison service in Bermuda provides good opportunities for rehabilitation trajectories. Nadine studied in the USA and she is a member of the CEA. When we are talking about the

detention of juveniles in Bermuda one of the things she tells me is that the only juveniles institution in



Bermuda is situated along the ocean, allowing the boys to swim in the ocean!

I promise to send her more information from Holland.

Again we have the evening off for dinner on our own which is very usual during CEA conferences. We go out in a very multicultural group. Very nice people, delicious Indian food, relaxed discussions. Combined with the happy feeling about my workshop I feel about 25 years younger, so I sleep like three bears.

Wednesday, July 15:

This is the last day of the conference.



EPEA Newsletter 15

Maybe my last CEA conference, so I feel a bit sentimental, like I did in Budapest last year. The vendors have cleared up their stands already. It looks empty. There is only a brunch session on the programme today. The new members of the CEA board (Jim Keeley and Kevin Warner) are sworn in. The keynote speech is a real one. Mr. Gene Cosby, superintendent of a schooldistrict in Colorado Springs (Colorado), holds a warm and humorous speech. He enlivens his speech by using a number of examples from his work experience and his family life. **His most important statements are:**

- * if you want to care for other persons, then a mandatory condition is to care for yourself too;
- * don't be afraid to make mistakes;
- * try to make a difference;
- * kids want to be seen as accepted, capable and able to make a contribution;
- * kids ask themselves about teachers: 1) can I trust you?; 2) are you really committed to what you do?; 3) do you really care for me? I believe this is also applicable within prison education.

Then the conference is over. I receive the tabulation of the evaluation forms of my workshop. The scores are high and of course that makes me happy, even after all these years. I say bye-bye to a number of good friends and hope to see them again

I have registered for a prison visit that will take place right after the conference. I join a group of about 20 persons that is going to visit the Draper Correctional Complex, approximately 25 kilometers south of SLC. This complex consists of

four different facilities. The one we visit is the Timpanogos facility, a medium security penitentiary for about 600 male prisoners of 18 years and older. The facility is subdivided in units of 36 prisoners. They tell us that they have the double bunking system (i.e. two per cell). *The atmosphere in the facility is a bit tense because since two days a knife is missing.* That is why all prisoners are locked in; they have to stay all day in their living quarters. There are no activities now. Staff members tell us that they expect that the knife will be found within a few days.

They show us a number of classrooms, most of them equipped well, e.g. lots of personal computers.

The education department co-operates with the state funded Salt Lake City Community College in the field of vocational education, e.g. there is a building contractors training. The Timpanogos education department provides for the lessons in ABE (adult basic education), GED et cetera.

Back in SLC I have lunch with one of the group and again we talk about prison/correctional education but also about other issues, e.g. cultural differences in different countries and continents. Then I go to the airport to pick up my wife. This is the start of a 3 weeks vacation in which we visit Utah, Arizona, New Mexico and Colorado, a beautiful trip. We fall in love with Bryce Canyon National Park!

The Hague; August 1998

Robert Suvaal

**Nordic Conference for Prison teachers / educators / administrators.
Sørmarka, Norway,
August 21-24 1998**

Adult Education in a Nordic perspective

This was the 8th Nordic seminar on Prison Education arranged by the Nordic Folk Academy in co-operation with the central administrations of prison education in Denmark, Finland, Norway and Sweden.

**“Language
is power”**

The seminar is held every two or three year and is hosted by the different countries one at the time. This year it was held in the south of Norway, at Sørmarka conference centre, with beautiful surroundings not very far from Oslo. About 80 participants from the four Nordic countries (unfortunately no participation from Island) met for a prolonged weekend and had the possibility to meet excellent keynote speakers and also the possibility to exchange ideas and experiences with colleagues.

The seminar was opened by the Director of the National Educational Office in Hordaland, Kjellbjørg Lunde who underlined the importance of education in prison and the importance of following up the recommendations on education in prison given by the Council of Europe, R (89) 12. She also encouraged the participants to be more brave and daring in finding new ways to meet educational needs of the prisoners

**“The day
in
between”.**

Prof. Nils Christie from the University of Oslo then gave us interesting perspectives on *the Conditions of humanity in prison and probation services*. He started by drawing a picture of the criminological conditions in different parts of the world, putting the Nordic countries in the present calm corner”. He further talked about the role of the teacher as an interpreter for the prisoners possibilities based on his/hers experiences and language. Language is power and loosing your language is loosing self confidence and thereby reducing the ability to adopt even more. He also stressed the importance of not making education as a tool for rehabilitation - but emphasizing education as a tool for personal development, maturation and growth (and probably a life without crime).

Then Prof. Tom Tiller from Tromsø University in Norway talked about *Evaluation, the different roles of the student and the teachers and what is quality in education*. He focused on the the importance and possibilities of learning from “the day in between”. The expression relates from his own school-background where, living on the coastline far away from “civilisation”, only went to school every other day. “The day in between” refers to the days he spent with his father, his mother, grandparents or just being out

EPEA Newsletter 15

in the wild nature that surrounded his home. The future way of learning is a path with lots of "reflection-parks" where you put new information/knowledge into old and then develop new structures.

Under the theme "*What is adult education*", Prof. Siv Their from the University of Helsinki, Finland, made some very interesting notes about the definition of competence, knowledge and skills - formal competence, the competence we normally measure and the more informal competence - the attitude, that we normally have difficulties finding good ways to measure. She also pointed out demands in the future work-area: the ability to plan your work, the ability to communicate /to inform, the importance of having coping skills, the ability to solve abstract problems, to accept changes, to think/act creatively, to accept life-long learning and the ability to listen and also to act (not only react). And these are in many ways crucial parts of informal competence.

The seminar also offered a "*smorgasbord*" with good examples of adult education in prisons from each Nordic country as well as a presentation of the EPEA from the new membership secretary Torfinn Langelid (Norway) and myself. We also had the former membership secr. Sonja Kurtén Vartio on the seminar and quite a few other EPEA members on the seminar. The Norwegian EPEA branch FOKO had an important role in the presentation of the EPEA. The FOKO model was pointed out

as a good model of a national branch adding a national, closer dimension to the membership of the EPEA.

Ava Numminen from Finland showed us as a professional singer how to use your voice for better self confidence and communication.

On the creative side we also had the pleasure of Ms Maria Hegarty from Cork Prison. Maria (see page 21) is an Art educator and showed us with great enthusiasm the *power of using art education in prisons*. Using different media such as slides, tapes and video and herself she took the whole seminar to Ireland and made us feel present in the classroom as well as on exhibitions made by present and former inmates. It was really interesting and inspiring.

We are happy and proud to have such resources as EPEA members.

Before splitting up into different study-visits the last day we had some *prison population comparisons between the different Nordic countries*. The Swedish central co-ordinator Lis Somander gave us all the figures, made interesting comments about the differences, and also some thoughtful remarks about the possible future prison population. The study visits covered female / male prisons, adult education centres with following-up classes and the rehabilitation program at Tyrili Foundation.



EPEA Newsletter 15

Small part of a poster on Prison Art Education, presented by Maria Hegarty, Cork Prison, Ireland



EPEA Newsletter 15

REPORT ON THE NATIONAL CONFERENCE OF THE NORWEGIAN BRANCH OF EPEA 23-25 OCTOBER 1998

The third annual national conference of the Norwegian branch of the EPEA was held in Oslo this October.

There were 65 participants; teachers, principal officers, prison officers and people from the Probation Service.

The programme consisted of a wide range of themes dealing with different aspects of prison education. The main theme this time focused on social networks; how to map the client's social relationships including family and friends, bearing in mind the importance of these relationships even though they may seem to have been broken long ago. The lecturer stressed the importance of our fundamental relationships with family and friends. Our pupils/inmates have quite often lost contact with family and old friends and they tend to stick together with new friends with a criminal background. In this situation it might be of great help to reunite them with their parents, relatives and /or friends. Although it means hard work for everyone involved we have reason to believe that it is worth the effort.

Inger Charlotte Bull, Prison Teacher and School Advisor, Teie Upper Secondary school.



prison Another interesting lecture was given by the leader of the Crime Prevention Council who reminded the audience of the importance of being awake to what goes on inside the prisons and never forget to fight and make a noise when necessary. There is a tendency to keep quiet and accept what is being

“There is a tendency to keep quiet and accept what is being decided “

decided - either by the politicians or by the Central Prison Administration - and we, as prison teachers, have a responsibility to on our guard against what is going on.

Finally I would like to mention the theatre performance with the Swedish actor Anders Pedu. With his one-man performance he showed different dilemmas within care and confinement of criminals.

The national conference had its annual meeting on Saturday 24th October. The following were elected to the executive for the next two years:

Mrs Ingunn E. Kleivan, Chairperson
Mrs Inger Charlotte Bull, Vice Chairperson
Mrs Synnove Formo, Treasurer
Mr Torfinn Langelid, Secretary
Mr Lief Lyngstad, Head of Information
Mrs Randi Binz, Deputy
Mr Kay Sudland, Deputy

EPEA Newsletter 15

Article published in German Newspaper concerning the yearly conference of German Prison Teachers

HAFTJAHRE KEINE LEERJAHRE (PRISON YEARS NO<EMPTY>YEARS)

The minister of Justice, Caesar, spoke to prison teachers

The teachers working in prisons can be sure that they are supported by Ministry of Justice policies. The minister of Justice from the <Land >Rheinland-Pfalz stressed this as he addressed the German prison teachers for the opening of their annual federal conference (B.A.G.). This conference took place in Ludwigshafen from 18th to 20th May 1998. Formation and Education in prisons have proved that good concepts should be further developed during the coming years. Detention should be no 'empty years' (Leerjahre) but years of apprenticeship (Lehrjahre), according to Caesar. This idea is not new, but requires to be adapted again and again to the actuality.

Besides education for youngsters and adults and vocational training, the leisure time organisation in prisons and their libraries make a large part in the diversity of tasks for teachers. In highlighting the role of education, Caesar pointed out that in Mainz and Schifferstadt teachers are assistant governors. Overcrowding and foreigners are bringing 'changes of climate' to institutions. Therefore it is not easy for

teachers to motivate the inmates to reflect about their future and make up for lack of education.

The necessity for Education in the prison system was underlined by Peter Bierschwale, the chairman of B.A.G. Criminality and educational standard are related. About three quarters of inmates were unemployed. 14% were unskilled workers and only 13% were doing a qualified job. This trend is reflected in their earning capacity. Thus, one third would have been on the dole, 29% got welfare help and 6% were helped by friends. Only the rest had an income of their own.

According to Bierschwalle, the situation is quite the same for young offenders- 62% had no complete school attendance, 9% were in special classes and 27% had a graduation. Up to 98% had no job training.

Teaching in the Criminal Justice system is makes an important contribution because the risk of recidivism is mostly lower for those inmates who went through an educational programme.



The International Centre for Prison Studies

King's College – University of London



The International Centre for Prison Studies (ICPS) was established in the School of Law, King's College, University of London, United Kingdom in April 1997. It was launched formally by the Right Honourable Jack Straw, Home Secretary, in October 1997.

ICPS carries out all its work within a human rights context. It takes the view that imprisonment should be used only when there is no alternative. The direct aims of imprisonment are to punish those who have been convicted of very serious crimes by depriving them of their liberty and, when necessary, to protect the public by keeping in custody those who pose a real threat to society.

There were a number of factors, which led to the establishment of the International Centre for Prison Studies.

- ◆ The last 20 years have seen an explosion in the use of imprisonment in a great number of countries. This rise has taken place in democratic countries and totalitarian states. It has occurred in rich countries and in poor. It has happened in countries in the north and in the south, east and west. The consequences have been dramatic. In some countries there has been an increase in prison places, with massive expenditure on prison buildings and upkeep. Other countries have not been able to afford to build more prisons. They have simply crammed more prisoners into the space available. Overcrowding means two, four, ten times, as many prisoners in a room as there should be. In these environments it is no surprise that disease raises its head and violence erupts.
- In these environments it is no surprise that disease raises its head and violence erupts.**
- ◆ The vast majority of people who are in prison are young men. They are a group who should be the key

contributors to the well-being of their society in many respects: in terms of their earning potential and their contribution to the economy; in terms of their place in family and social life. Not only do they make no contribution to society while they are in prison; there is a real danger that they will continue to be a drain on society after they are released.

there is a real danger that they will continue to be a drain on society after they are released

- ◆ There is a great deal of research, which indicates the limited contribution which prison has to offer in terms of crime prevention. Much crime goes undetected. Only a very small proportion of offenders in any society ends up in prison. Of those who do, many will commit further crime within a short while of being released. The victims of crime gain little satisfaction from this state of affairs. The adversarial nature of much of the criminal justice process leaves them feeling marginalized and frustrated that their needs are not taken into account.
- ◆ *In some societies imprisonment has become big business.* There are vested interests, commercial and other, which see increased profit in more and larger prisons. Increased public expenditure on locking people up can result in less expenditure on other public services such as hospitals, schools and care of the elderly.

Prison staff are expected to carry out very demanding and stressful tasks on behalf of society. Yet in many countries they are badly trained, poorly paid and enjoy little public respect.

Those who were involved in setting up

the Centre realised that there was a need for a focus for new thinking about imprisonment and its use. What is the place of punishment in modern society? To what extent does an institution, which is of fairly recent invention, meet the needs of society as we move towards the next millennium? In what circumstances should prison be used and when should it not be used? What can it legitimately be expected to achieve? When imprisonment is not appropriate what alternatives can be used?

There was also the clear need to make available models of best practice in prison management and the treatment of prisoners. Prisons are extremely complex organisations. How does one manage a prison system which is safe and secure, decent and humane, just and law-abiding and which gives value for public money/ And prison staff. How can they be encouraged to have pride in the public service which they undertake? How can they become more professional in what they do? These are issues which are at the core of the Centre's activities.

Statement of Purpose:

The Centre assists government and other relevant agencies to develop appropriate policies on prisons and the use of imprisonment. It carries out its work on a project or consultancy basis for international agencies, governmental and non-governmental organisations. It aims to make the work of its academic research and projects widely available to groups and individuals, both nationally and internationally, who might not normally use such work. These include policy makers, practitioners and the

general public. Such dissemination will help to increase an understanding of the purpose of prison and what can be expected of it.

The Relevance of ICPS for Education in Prison

- ◆ To develop a body of knowledge, based on international covenants and instruments, about the principles on which the use of imprisonment should be based, which can be used as a sound basis for policies on prison issues.
- ◆ To build up a resource network for the spread of best practice in prison management worldwide to which prison administrators can turn for practical advice on how to manage prison systems which are just, decent, humane and cost effective.

Activities of the Centre

International consultations have indicated a clear consensus that the operation of decent and humane prison systems, managed within a framework of justice and respect for human rights, is fundamental to the good governance of all countries. The Centre works within this context. Its activities are concentrated within five main areas:

Policy Issues:

Key Policy Issues relating to Prisons and Imprisonment

Best Practice:

Developing and Spreading Examples of Best Practice in Prison Management and the treatment of Prisoners

Alternatives to Prison:

Evaluating and Disseminating Models for Alternatives to Prison

World Briefing:

A world wide prison information resource

International Journal:

Managing a new academic journal on penology

The Centre takes the position that the direct aim of imprisonment is to deprive people of their liberty, either as a means of punishment or for the protection of the public. The importance of this statement is twofold. In the first place, it serves to remind those who sentence people to prison of its main purpose. In a democratic society men and women

But that is by no means the end of the story.

should not be sent to prison in order to be educated, or trained or to have their behaviour changed. They should be sent to prison only when there is no reasonable alternative. Secondly, those who are in prison know that they are there primarily for punishment. Any attempt to convince them otherwise is doomed to failure.

But that is by no means the end of the story. Once a man or a woman has been committed to prison, those responsible for the administration of prisons have a responsibility to offer them the possibility of dealing with the behaviour which brought them to prison, of learning new skills, of educating themselves and of preparing for life after release. That is a complex agenda. Many of the men and women who are in prison in any country will have very complicated personal lives. They may well have been unemployed or homeless before coming to prison. They may well have done badly at school. They may have poor life skills.

Their activities may threaten the safety of other people. The coercive world of prison is not an ideal environment in which to deal with these matters. Those who

have chosen to work in the prison setting, in whatever capacity, have taken on one of the most demanding challenges of any profession.

Education in its broadest sense is a likely key element in the activities which go on in many prisons.

Yet teachers and others involved in this sort of work often have to face mistrust and sometimes criticism from other groups of staff who give

a higher priority to issues affecting security and good order. One of the strengths of ICPS is that many of those associated with it have direct experience of work in prison settings.

One of the aims of the Centre is to help prison staff to carry out their duties on behalf of society in a professional manner. It seeks to spread examples of good practice and to provide a forum in which prison staff throughout the world can learn from each other. It seeks to encourage different groups of staff to see that the work, which they all do, is complementary and that creative activities such as education do not threaten the requirements of security and good order. This principle of mutual support and complementarity influences much of the work done by the Centre in both the developed and developing countries.

Those who have chosen to work in the prison setting, in whatever capacity, have taken on one of the most demanding challenges of any profession.

One of the strengths of ICPS is that many of those associated with it have direct experience of work in prison settings.

The Future

Imprisonment is an issue which remains high on the public agenda in many countries. In a large number of the new democratic states the imprisonment of large numbers of citizens is a matter which goes to the heart of good governance. In all countries, what goes on in prisons is a key consideration for human rights. The balance between public safety, the rights of victims and the treatment of those who have broken the law, or are accused of having done so, is a sensitive one.

Within a remarkably short period, the International Centre for Prison Studies has begun to make a significant contribution in all of these areas in a number of countries. The recently published annual report, which is available from the Centre, describes how it has already embarked on a number of major academic and practical projects. The challenge of the immediate future is to develop these in a strategic manner, which will meet the demands of the public, politicians, victims, prisoners and practitioners.

Dr. Andrew Coyle
Director
October 1998

Contact:
Telephone: +44 171 401 2559
Fax: +44 171 401 2577
E-mail: icps@kcl.ac.uk
Website: www.kcl.ac.uk/icps

"Education which matters - Learning which works"

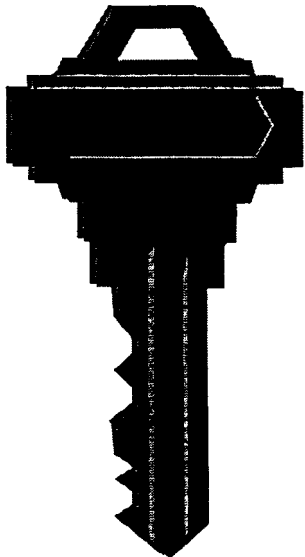
Key Aims for education and learning

To impact on prisoner re-offending by:

- enhancing self-esteem and motivation
- increasing ability to cope with everyday life
- showing positive ways forward both in prison and beyond ; and
- opening up alternative future opportunities

Key elements of the proposed prisoner education policy

- Have strong links with other aspects of prisoner regimes;
 - Encompass all elements of structured prisoner learning;
 - Maximise access to learning opportunities for prisoners;
 - Identify, record and address the educational needs of individual prisoners;
 - Tackle aggregated prisoner educational needs in a prioritised, systematic fashion;
 - Facilitate progression, recognise and value individual achievements;
 - Articulate closely, that is link with and take account of, current and developing SPS policy.
-
- Link where appropriate with current national initiatives in adult education policy and with other relevant Scottish Office policies;
 - Make a demonstrable, measurable impact.
 - Be delivered through contracts with external, education providers, fully congruent with the Scottish education system.



Implications of adopting the Prisoner Education Policy

Have strong links with other aspects of prisoner regimes

It is a key feature of developing arrangements for prisoner regimes that the prisoner be individually assessed in a Risk and Needs Assessment [RNA] context at the start of his or her sentence. It is important at this crucial early stage that education is accorded parity of esteem with other regime opportunities with prisoners being introduced to the learning opportunities available in each particular prison.

Those prisoners subject to the new arrangements for sentence management (adult males 4 years +) via RNA procedures should be referred automatically to Education unit staff for individual educational guidance and assessment. This should include Basic Skills Agency (BSA) initial assessment testing in reading. Other areas covered by the tests, writing and numeracy, are less crucial at this initial stage if time and resources are at a premium. The test may be administered by induction officers where this is more convenient, but should be scored and assessed by education staff. Records, including test scores, should be retained, as should be any Plans of Action for Learning in which the prisoner has agreed to participate.

Emphasis should be on prisoners having to opt out of learning opportunities rather than as at present opting in. At present, in the main, prisoners are invited to engage with education at the point of induction to the prison, in other words to "opt in" to education. It is a key element of the proposed education policy that this

should be reversed and that a strong expectation of involvement with education should be placed on the prisoner who has basic literacy difficulties. He or she should be required to "opt out" of education if determined not to participate.

Encompass all elements of prisoner learning, however delivered

Prisoner learning encompasses vocational training, physical education, access to libraries and other activities of an occasional cultural and recreational nature.

This should be recognised and standardised formats for individual sentence management and Plans of action for Learning should cover these aspects as well as those which occur in the education unit. Teachers, Induction, Personal and Programme Officers will require to work together in a multi-disciplinary context, designed for the purpose in each establishment, to ensure the integration of all regime elements in the individual prisoner's plan.

Maximise access to learning opportunities for prisoners

It is proposed that an annual, brief Education Development Plan be drawn up for each prison. Such plans will help to ensure that the broad policy proposals contained in the Board papers are translated appropriately into specific local plans which take account of factors such as type of population. It is recommended that the plans be drawn up by the contractors in conjunction with the Education Adviser and Governor. The plans could usefully include an education marketing strategy encouraging the wide dissemination of information

EPEA Newsletter 15

about educational opportunities throughout the prison. Prison staff as well as prisoners should be included in this dissemination of information sharing across SPS education units, regardless of prisoner population or contractor should be facilitated in order to encourage continuity and sharing of good practice.

The place of education in the prison regime should be reconsidered in the interests of extending access to as many prisoners as possible. An expansion of supported distance learning may prove helpful in this context. In any case, it is important to establish a benchmark percentage of prisoners engaging in education in each prison (currently 25 – 70% approximately). Thereafter, on an annual basis, improvements should be sought as a feature of individual annual prison Educational Development Plans. The majority of young offenders should be engaged with education, whereas a lower proportion would be acceptable for adult prisons.

Tackle aggregated prisoner educational needs in a prioritised, systematic fashion.

It is vital that prisoners receive access to the broadest possible curriculum and that the provision on offer within prisons mirrors the outside world of educational provision as closely as possible. Courses should be Scottish Qualifications Authority (SQA) certificated options unless there is a sound educational reasons to offer alternative provision. Individual counselling, as opposed to educational guidance, should no longer be allocated resources within education.

Courses should be Scottish Qualifications Authority (SQA) certificated options unless there is a sound educational reasons to offer alternative provision.

The place of Art Therapy, as opposed to Art, as a part of the educational curriculum must be questioned.

Attention and resources should be given to the imaginative delivery of the 5 core skills, identified nationally as forming the key components of a balanced curriculum.

These are:

- Communications
- Numeracy
- Information technology
- Working with others
- Problem solving

The balance of time allocated to core skills should be analysed on a regular basis to ensure that all aspects receive due attention. The relative priorities accorded to different aspects may differ to match the specific needs of the population in each prison. This will be addressed by way of the individual Learning Action Plans and the annual prison education Development Plans.

In addition consideration might be given to the inclusion of enterprise and self-employment skills. Structured pre release courses, with an educational component, would be best delivered on

a modular basis to permit adjustment to the needs of differing prisoner populations.

Facilitate progression, recognise and value

individual achievements

It is anticipated that ProFile will by the year 2000 form an excellent, widely recognised vehicle for recording prisoner achievement and facilitating prisoner progression both to other institutions and to mainstream learning opportunities.

EPEA Newsletter 15

Articulate closely with all other aspects of SPS policy current and developing.

Areas of educational development proposed include embedding education as a core element of sentence management, and ensuring priority access to education for women and **Make a demonstrable, measurable impact.**

In conjunction with educational contractors, a standardised national system for reporting on key performance indicators should be established for the next round of contracts. At present there is no standardised approach to collecting such information, and this is not facilitated by the present contracts. Central monitoring of existing contracts is therefore hampered. Qualitative factors such as:

- Levels of prisoner participation in learning;
- Measurement of qualification levels achieved;
- Progress in overall reading scores;

WHAT PRISONERS SAY ABOUT EDUCATION

“ My Ma said to me : ‘Well you may have got put away but at least you’re not wasting your time now.’ She’s got all my certificates up on the wall at home.”

**Anyone wishing the full document:
“Education which matters-
Learning which works”
Please contact the Editor:**

young offenders who have poor basic skills. It is also clear that as the full impact of the New Deal government welfare. Upon pre-release work with prisoners is established, Education Development Plans will require to take account of the possibilities that may be opened up by the injection of new resources.

- Number of hours of prisoner learning (not just teaching hours) provided;and
- The balance of the different curricular areas, will be monitored over future contracts.

In addition to these quantitative factors, the development of a national quality framework linking with the key elements of the SOID “Improving through self-evaluation” guidelines should be explored. This would consider

- (A) Student/Prisoner experience
- (B) Educational management and quality assurance.

**EXTRACT FROM POLICY DOCUMENT:
“EDUCATION WHICH MATTERS, - LEARNING WHICH WORKS”**

**Lillias Noble:
SPS’s First Education Advisor**

EPEA Newsletter 15

Henry McLeish

The task of tackling offending behaviour ranks alongside the maintenance of security and good order as one of the principal goals of a modern prison service. One of SPS's aims is to provide prisoner with a range of opportunities to exercise personal responsibility. It seems to me that is - in part at least - where our best hope of reducing re-offending lies. It also lies of course in helping prisoners into the job market after their release and I shall return to this point in a moment. again this is about

SPS working with other organisations rather than working alone."

"Prisons cannot reduce offending on release. What prisons can do is offer the opportunities to the Prisoner to learn how to change his/her behaviour, to acquire the skills and motivation to want to change and to link these to the world outside the prison by working with that world so that the prisoner is measurably better equipped at the end of the sentence to live a law abiding , pro-social

life that she/he was at the start"

"It 's the Service's task to ensure that programmes to address offending behaviour are widely available.

Prisoners *must* be aided to make constructive use of the time they spend in custody. In particular,

They need to be involved in activities that can be expected to impact on their re-offending."

"There is growing reason to reject the previously widely held belief that nothing can be done in this regard. A substantial

body of research now exists which shows that it is possible to use the time a prisoner has in prison to break the cycle of re-offending - but only if the prisoner remains connected with the world outside prison."

"The most effective programmes for addressing offending behaviour are designed to be skills-based, to improve problem solving and to draw on behavioural techniques to reinforce improved conduct. Providing programmes that

seek to address prisoners' specific problems such as violent behaviour, and alcohol and drug misuse."

"Programme activity, however, is only a part of what is needed in the rehabilitative process. The importance of learning opportunities more generally cannot be overstated. If education is appropriately structured, it can impact on re-offending in several ways. It will enhance prisoners' self-esteem and motivation. It will increase their ability to cope with everyday life. It will show them positive ways forward, both in prison and beyond. And it will open up alternative future opportunities. In short, it can

change the scope of prisoners' lives."

"Why not 'prison as a learning community'- all opportunities - be they offending programmes, prison industry, support and counselling or pre-release activity and the day to day contact prisoners have with staff-offer opportunities to learn - new skills, new behaviours, a renewed sense of self-worth and consideration and respect for others. This approach will require new and more

"Prisons cannot reduce offending on release".

"Why not 'prison as a learning community'"

EPEA Newsletter 15

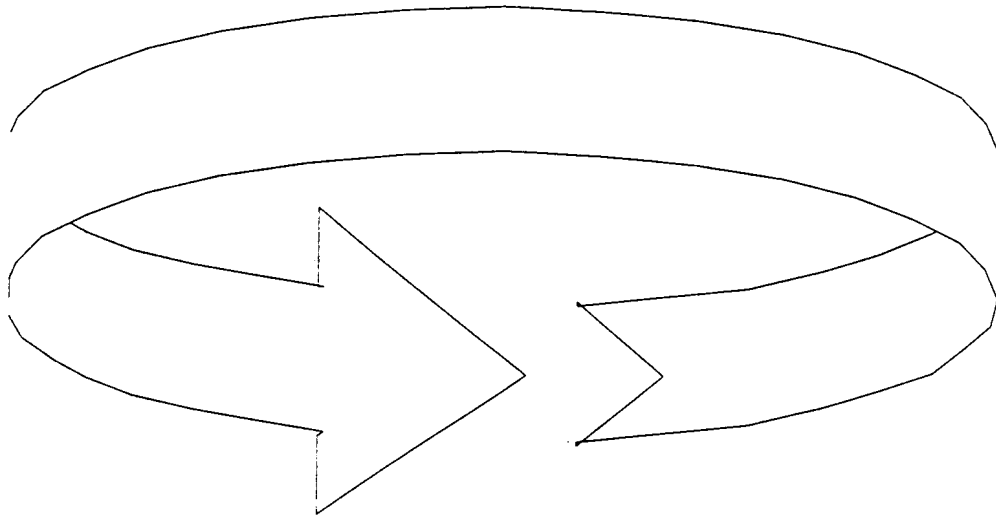
extensive links with both the education and voluntary sector."

" I believe the widest possible access to, and participation in, education and learning are to be encouraged."

Educating the prisoner in its care may therefore be one of the most significant things the prison service can do to prevent re-offending."

"Turning to another group- young offenders. The Government is committed to tackle youth crime. "Perhaps our young offenders may actually be the group which best repays your close attention? They may represent our best chance of slowing down the revolving door."

**Excerpt from speech by
Henry McLeish:
Scottish Office Minister
Responsible for Prisons
at SPS Annual Conference,
24-September-1998**



EPEA Newsletter 15

Contracted To Educate

In April of '95 a new contractual framework within which Scottish Prison Education was to operate was set in place, having been established in England the previous year. Prison Education was 'put out to contract' and colleges, alongside private sector training agencies, had to 'bid' for the work. Throughout the previous decade we, in Britain, had grown accustomed to the government contracting out operations and services, which had hitherto been considered as an integral part of public sector activity. Now market forces were being brought to bear on Prison Education.

Being contracted to educate almost seems a contradiction in terms. How do you apply the strict disciplines of contractual agreements to the delivery of a programme of education? Within the setting of a contract everything is measured, quantified and service delivery demands that everything be justified according to the terms of the contract. Value for money becomes an inhibiting factor as an hourly monetary rate is the unit measure for the contract. The whole exercise seems to demean the work of education in prisons and damage the spirit of giving which is of the essence of penal education. It is hard to give when the giving is being measured against a monetary value.

The process of preparing for contracts was a long, painful and expensive one, which, in the opinion of some, *has left us with an inferior and more expensive system.* It may have rationalised the delivery of

education by reducing the number of suppliers but in doing so some good, mutually beneficial college - prison relationships were lost. Such relationships were built on a long-standing understanding between the two bodies, which redounded to the benefit of prisoners. In the new setting the relationship becomes more formal and governed by a legal contract.

It was change driven by political dogma and not a case of change for the betterment of the education service in prison although many involved in the process must have considered it to be a positive way forward. What was never understood was the detrimental effect the change would have on the penal education staff nationally. It somehow undermined the good community feeling that existed among penal educators throughout the country and injured the feeling of self-worth in individuals. The positive team spirit that gelled the body of penal educators was lost.

What was also lost at the time, although it cannot be attributed to the introduction of contracts but rather to a cost cutting exercise, was our national two day conference which was a well prepared event that gave people a strong fillip in their everyday work. It encouraged good practice ; study groups in different subject areas; the sharing of views throughout the year and it allowed practitioners to see their work in context and to aspire to greater achievements. The conference had a healthy social side which EPEA

Prison Education was 'put out to contract'

Being contracted to educate almost seems a contradiction in terms.

EPEA Newsletter 15

members appreciate is a sine qua non for the continued well being of the group. What was forfeited through the loss of conference was further compounded by the introduction of working to contract and the subsequent element of rivalry among education providers that inhibited the free sharing of ideas. It was almost as if individuals were afraid of being involved in educational espionage. Perhaps this is a slight exaggeration.

After three and a half years of working to contract, and being an optimist at heart, I can see some light at the end of the tunnel as we strive to regain some of that erstwhile spirit of giving and selflessness that was the hallmark of Scottish prison educators.

In 1996 we attempted to set up a national association but perhaps the timing was wrong and people were still too apathetic in the wake of the contracts to make a success of it and consequently it has died a death.

Further hope and optimism comes from the recent appointment of a National Adviser for penal education in the person of Lillias Noble.

I now pin my hopes on the Norwegian FOKO model being our salvation. Such a model would allow for all the disciplines involved in penal education to come together in a constructive way for the greater good of Scottish prisoners. It would also allow for greater integration and participation in the EPEA giving members an increased sense of shared professionalism.

Further hope and optimism comes from the recent appointment of a National Adviser for penal education in the person of Lillias Noble. Lillias has become a focal point giving us hope for the future and dispelling the isolationism that that has resulted from contracts.

Putting Education out to contract was certainly not the most positive initiative undertaken by the Scottish Prison Service but the situation is I believe, retrievable.



**James O'Hare
Scotland**

EPEA Newsletter 15

Enterprise in Young Offender Institutions-Scotland.

Longriggend is a Remand Institution for young offenders awaiting trial.

In Scotland the remand period can last from 3 weeks to 110 days depending on the severity of the crime. Many students are disenchanted with traditional education and have frequently missed much schooling. Added to this is the psychological limbo in which they find themselves whilst awaiting trial and the lack of self-esteem caused by their marginalized status in society.

“Many students are disenchanted with traditional education”

“the course is very up beat”

With this in mind, courses are packaged in such a way that students feel motivated to achieve and encouraged to take risks in a supportive environment. One such method of achieving this is the National Foundation for Teaching Entrepreneurship course designed in U.S.A. by Steve Mariotti.

The NFTE course, being designed for young people at risk, rather than high fliers, seeks to convert street wisdom, resilience and uncertainty into a positive motivational force. Longriggend adopted the NFTE course which is sponsored by Scottish Enterprise, as a means of empowering disadvantaged young men to take control of their lives. During the course students learn to write business letters and memos, prepare a basic contract, open a bank account, identify and master business concepts, prepare a business plan and understand tax issues.

The success of the course is largely due to the lively course materials, changing pace of delivery and the practical aspect of the course which provides a firm grounding for all the theoretical work. At the start of the course, which lasts ten weeks, each of the ten participating students is given a £50.00 loan in order to make or buy a product, market it and sell it to staff, visitors, lawyers and social workers. Naturally all products must be acceptable to the high security status of the remand setting. At completion of the course loans are repaid and all profits go directly to the student.

In order to appeal to educationally alienated students, the course is very up beat and varied. In addition to the selling, three classroom sessions per week attempt to demystify economic systems. Competitions and quizzes keep students focussed and negotiated ground rules ensure the maintainance of an appropriate business environment. Drama is used to create real life situations in a non-threatening way and desktop publishing is taught through the design of market research questionnaires, posters and business cards.

Monetary gain, although important to the individual, is only one aspect of NFTE. Of greater significance is the acquisition of business skills to enhance career prospects. The participation in economic systems also teaches the importance of self-sufficiency and interdependence, competition and camaraderie, careful planning and calculated risk, a balance of which will expand future opportunities, creating a better quality of life.

EPEA Newsletter 15

Students are awarded a NFTE certificate at a formal presentation where a prize is also offered to the most outstanding student. The course received National acclaim when her Royal Highness, Princess Anne, presented course tutors, James O'Hare and Michèle Malone with Butler Trust Awards.

"Her Royal Highness, Princess Anne, presented course tutors, James O'Hare and Michèle Malone with Butler Trust Awards".

skills, the inevitable production problems test problem-solving skills and the whole business experience gives them an insight into the complexities and hard work involved in running a company.

For many, the YES project is their first experience of a business meeting and over a period of weeks formal agendas and minutes take

Dumfries Young Offenders Institution is a maximum-security prison with a Y.O. population of approximately 95. Inmates are serving sentences from 5 years to life and are aged between 16-21 years.

shape.

Finally, Achievers sit the Strathclyde Business Examination which tests the business knowledge they have gained throughout the year.

For the past 7 years Young Offenders here have been involved in the Young Enterprise Scotland (YES) project. This scheme is aimed at secondary school students in their 5th and 6th year and the Dumfries YES group is the only company to operate from within a prison.

All profits raised by the Dumfries Y.O group are donated to a local charity at a presentation evening held in the institution.

All profits raised by the Dumfries Y.O group are donated to a local charity at a presentation evening held in the institution. Family and local dignitaries are invited and each year the

YES is designed to give young people (who are known as achievers) the opportunity to run their own business for a one year period. The Achievers elect their own board; raise capital by selling shares; undertake market research; design, produce and market their product, maintain financial records and if all goes well, complete the year showing a healthy profit.

Achievers endure the most difficult part of the business experience... standing up in public and delivering their personal account of what the year has meant to them.

Along the way, board meetings test communication and decision-making

Benefits to the offender extend much further than the acquisition of business skills. Their own inter-personal and team-working skills are developed and self-confidence soars as the year advances. Business success is easily measured by the company profit; individual successes are not so easily quantified but they are, nevertheless, immense.

Michèle Malone (Longriggend)

Pauline Wylde (Dumfries)

The Pathways Project

The Pathways post-release centre is an exciting and innovative new project, which was launched in the latter part of 1996. It is now funded by the European Social Fund and promoted by the City of Dublin Vocational Educational Committee (CDVEC), and the centre seeks to provide a service for ex-prisoners which may hopefully ease their transition back into mainstream society. The overall aim of the centre, is the “social and educational reintegration of prisoners and ex-prisoners”, and this aim is pursued through the objectives which underpin the running of the post-release centre. Ex-prisoners are referred to the centre from prison education pre-release courses, the probation and welfare service, and drug rehabilitative centres in the community, and also through the informal networks of other ex-prisoners. Also prisoners will come to the centre from prison on daily temporary release, this may be part of a pre-release programme which they are partaking in and is designed to assist them to develop their educational or vocational interests.

Central to the objectives pursued through the post-release centre is to provide an environment where the philosophy of adult education can be constructively realised, the main components of this philosophy is to direct the education towards the needs of the student/ participant. There is a vast range of subjects from which participants can choose from, such as Computers,

Creative Writing, Social Studies, Art, Cookery, Photography/Digital Imaging, Drama, Music, and History.

There is also basic English and literacy classes which seek to cater for the needs of those who lack those basic skills, and also participants can choose to partake in a range of personal development courses, work preparation classes and the exciting outdoor pursuits which take place on a regular basis. After interview and introductory discussion with the project manager, each participant is given an individual action plan and a programme to suit their particular needs. The post-release centre also provides the services of a personal counsellor, so that ex-prisoners can discuss any personal problems of which may arise in an atmosphere of trust and acceptance. For those who wish to pursue their career opportunities in vocational or further education courses, there is a career guidance counsellor available for the ex-prisoner to discuss those matters with.

The post-release centre is primarily staffed by people with experience of teaching in prisons, therefore, they would be already familiar with most of the participants from meeting them in prison. This provides the ex-prisoner with the opportunity of working with someone who knows where they are coming from, and often the teachers can continue some of the work which they may have undertaken in prison with the participant. Some of the participants may have spent something like eight to ten years in prison and will be experiencing a lot of difficulties in fitting back into mainstream society, and often the informal support which they receive from the teachers can be vital in helping them to get over the initial culture shock.

EPEA Newsletter 15

There is also extensive information available on accommodation, health services, social welfare allowances, and other social services which they participants may wish to contact, and all of this information is available without charge to the participants. There are certain rules and regulations which all participants at the post-release centre are obliged to abide by, and by and large everyone respects these obligations and is willing to contribute to the smooth running of the centre.

Since the post-release centre opened its doors in 1996, it has catered for over 260 ex-prisoners, and a lot those have moved on to employment, training and further education. Central to the aims of the centre is to assist in preparing the participants for full integration into mainstream society, and the figures available from those who have attended would point to a certain degree of success in this area. For example, 17,% of participants have secured employment, 22% have gone onto further training and upskilling and 7% have moved to further education with a mainstream body. It should be mentioned that 10% of participants have re-offended and this figure compares with a national recidivism rate of 80%.

There is also a number of ex-prisoners employed in the post-release centre as Community Support Workers, who support and advise ex-prisoners as to some of the difficulties they may experience in the initial period after their release. They also visit schools and YouthReach centres in the community, and give talks about their own experiences in prison and crime. This particular part of the project gives ex-

prisoners the opportunity to contribute something to the community, and benefits the audiences by bringing to them a sense of realism regarding matters on crime, drug taking and prison.

Very often life in prison for the majority of the inmates can develop into a sub-culture, where certain values and modes of behaviour become prevalent. To a large extent this sub-culture is a response by the inmates to the nature of the prison environment, and very often an inmate must embrace at least some aspects of this sub-culture to survive their imprisonment. From the inside of prison inmates can feel a great degree of alienation from the mainstream society, and if an inmate spends a long time in prison this feeling can become acceptable for them. Therefore, when an inmate is released they are confronted with an uncertain and hostile world, in contrast to the sub-cultural certainties which they have left behind in prison. Very often there can be a magnetic pull to the " old ways of life ", and this can be seen in some respects as a relatively rational response as most human beings crave some form of familiarity.

Therefore, it is vital for the reintegration of inmates that they have access to an environment, where they can gradually reformulate the values and behaviour which may have sustained them in prison. It can be said with confidence that the post-release centre of Pathways offers this environment, and the location in the community allows the inmate to begin to feel part of mainstream society again and fosters an erosion of the feeling of alienation which prison had inflicted. The educational, retraining and resocialisation

EPEA Newsletter 15

programmes which are integral to Pathways offers the ex-prisoner a tangible means of re-connecting with the economic and social framework of mainstream society, and thereby, provides the opportunity for ex-prisoners to pursue the goals of mainstream society through legitimate and socially acceptable means.

It is felt that the post-release centre owes much of its success to the service it provides, in giving ex-prisoners access to education, training and employment opportunities and so helps break the cycle of criminal behaviour. It is hoped that the

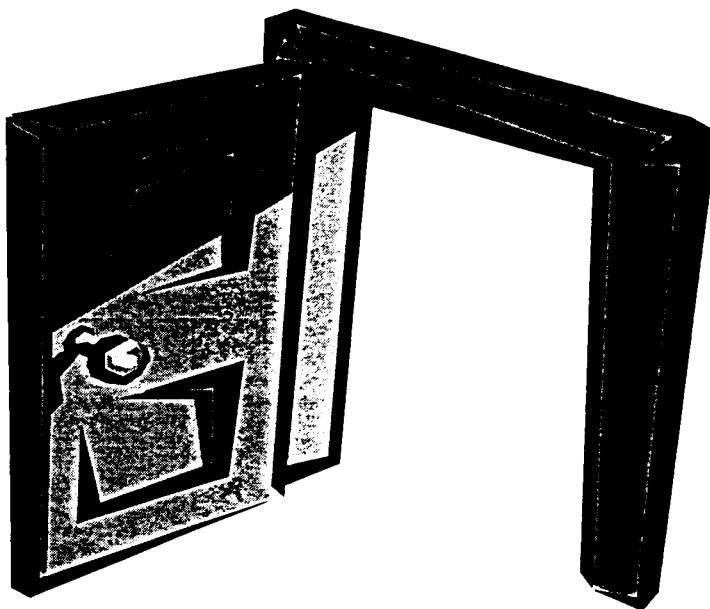
Pathways Project will receive the material and social support which it needs and deserves for its future development, as the "social and educational reintegration" of ex-prisoners is a goal which any civilised society should be pleased to partake in. Let us all, that is ex-prisoners and the wider community open our minds to the challenge which alternative ways of thinking through education will produce, and hopefully we can continue to build Pathways to a safer and better future for all our citizens.

Author of this report
Martin Keane
Ex-Prisoner and Pathways Participant

Tel: 353-1-8726499
Fax: 353-1-8726194
Email: pproject@iol.ie

For further information, Contact
Martin Walters, Project Manager

Pathways Centre
1A, Parnell Court, Granby Row,
Dublin 1



EPEA Newsletter 15

New Education and Training Initiatives for Young Offenders

Since 1st April 1998, the Prison Service for England and Wales has been piloting "Welfare to Work" programmes for young offenders in eleven different establishments - nine of them specifically for young offenders.

These short programmes are proving to be successful in that the participants are very highly motivated to achieve and specific outcomes are attained which are recognised by employers.

Students are motivated after undergoing a series of psychometric tests which focus on their vocational strengths and preferred ways of learning. At the end of these test, which form a major part of the initial assessment, students receive their own in-depth report which helps them to plan their future in terms of education, training and employment. Other components of the programme include Key Skills in

Communications and Application of Number at levels 1 and 2. Students are therefore achieving national accreditation in basic skills in a relatively short space of time.

As well as basic skills, students participate in Social Skills provision which focuses on preparation for work which leads to a certificate on completion of about 30hours of teaching/learning. Students also develop their knowledge and skills in Health & Safety, Kinetic Lifting, First Aid and Health & Hygiene. Each of these areas are nationally accredited.

On completion of the programme an interview is arranged for each student with a local Employment Adviser before release. This interview provides the bridge between custody and the world of work and enables students to progress on to government funded training programmes or to gain employment.



Overall, the pilot programmes are proving successful with encouraging results in terms of achievement and motivation. If you would like to know more about this initiative, please contact Judith Williams on 0181 694 1493.

Conferences and Questions

The Inside / Outside Perspective of a Non-Educator

As a prison researcher I spend a lot of time watching and listening to what other people do in prisons rather than do anything myself!! Unlike hard working prison educators, I just sit around asking a few questions, drinking cups of tea, chatting to prisoners and staff and then go home and think about what I have seen and heard and try to make some sense of it all. My main focus is everyday reading and writing- in the widest sense - and I am just as interested in finding out how people use the skills and talents they have as with how they acquired them.

My purpose is to come up with observations and interpretations which are of some use to the people I have been observing and talking to. Sometimes this can be very difficult as there is often conflict of interest between different groups in the jail, sometimes there can be misunderstanding between one group and another, but at other times all the hard work is very worthwhile when a new perspective may make someone feel appreciated, valued or respected.

I have been doing this kind of research for so long now I feel I live in a space somewhere between inside and outside prison. I am not a prisoner although I know a great deal about prisons from talking to many men in many jails. But I am no longer an outsider as I have been accepted within the prison community as someone who knows and cares about what goes on.

“but a lot more about prisoners' graffiti,”

tattoos,

As a non-educator going to symposia, seminars and conferences on prison education can be a similar experience. I sit around talking and observing, I try to make sense of what is going on and there is always the contrast between the frustration of miscommunication and the joy of shared understanding. But I continue to live in my 'middle' space. I am not a prison educator, but I know about prison reading and writing- I know a little about educational qualifications and assessments but a lot more about prisoners' graffiti, tattoos, poetry and the letters they write home to their families.

This gives me an interesting- although personal- perspectives on prisons, educators and conferences, allowing me to draw together some observations which I share below. I also want to pose a question to all prison educators.

I have come to the conclusion that there is no doubt that everyone who attends conferences- and who work in prisons- has an **enthusiasm** for what they do.

“this enthusiasm spills over”

Regardless of the host country or the nationality of the participants, people talk about prison education at breakfast, lunch, dinner, in the bar, at coffee times- probably even in their sleep! This enthusiasm spills over into formal debate, and EPEA and CEA conferences together with the more recent symposium at Park City, USA benefit immensely from providing

EPEA Newsletter 15

people with an opportunity to share their enthusiasm for their work.

I have noted that this enthusiasm means that prison educators and conference participants are **very generous**. Not only do they allow other people to hear about what goes on in their particular systems but they want to hear about and possibly adopt successful programmes from other cultures in other parts of the world. Coming home from conferences abroad I am more likely to be pay excess baggage charges on documents and presentation papers that I have been generously given than by an impulsive purchase at Duty-Free!

This enthusiastic exchange of ideas highlights the fact that problems, frustrations, concerns and successes are shared across all countries by all prison educators. Having listened to many conversations and presentations it would seem that, regardless of whether a prison is situated in the north of Scandinavia, in Eastern or Western Europe or the southern states of America, the day to day frustrations of getting prisoners to classes, the tension between the system and the individual, or the satisfaction of giving someone a feeling of self-respect through self empowerment are common to all prison educators no matter what establishment they work in or what category of prisoner they work with.

However from my attendance at various conferences, from reading and listening to the work of others, and from my observation in the various prisons I have visited, I worry that one fundamental aim

sometimes gets lost in the enthusiasm and dedication directed towards the task of educating prisoners. It relates to the prison educator's task and I frame my concern in a question, which I believe, should be applied at both conference and day to day levels.

The question is this

'As prison educators whose needs are you meeting?'

It is, of course, not a simple question and neither can it be given a simple answer.

But it stems from my concern that, in a climate of assessment and evaluation, the need for quantification, the need for certification and the need for systematised and standardised education- in other words, the needs of the system-are being prioritised over the needs of

those you seek to educate.

While it is important to help a man read Health and Safety instructions in preparation for future outside employment, his prison record will have more influence over whether he gets a job than his educational profile. While it is important that he knows how to produce a C.V. or fill out a job application, it is equally important that he knows how to claim for unemployment benefit. While he may be a failure in an education assessment test, he may be an unqualified success in writing affectionate poetry to his wife.

I ask this question- **'As prison educators whose needs are you meeting?'**- because it worries me that I hear of education programmes which see prisoners as groups rather than individuals. It worries me that I see less and less opportunity for prison

"his prison record will have more influence over whether he gets a job than his educational profile"

"I ask this question"

EPEA Newsletter 15

educators and prisoners to create materials appropriate to the establishment and the needs of prisoners within it. It worries me that I see very little encouragement for prisoners to become peer tutors.

On hearing that I was to attend the Park City symposium, prisoners in the UK asked me to take their views with me and voice their concerns about the priorities of prison education in English prisons. They were concerned that study topics were becoming more limited that courses were focused only on vocational training, and educational budgets were cut in order to fund extra security and institutional needs.

What concerns me most is that the voice of prisoners from other countries was not heard throughout those three days of the symposium nor at the CEA conference which followed. Neither is it heard at the majority of conferences, symposia, seminars and prison education departments.

Listen to your prisoners!

I note the constraints within which prison educators work and it seems criminal to me (if you'll pardon the pun!) to see the enthusiasm and generosity of educators directed toward the system and away from those who appreciate and deserve it. If prison education is to work, don't just listen to me! Listen to your prisoners.

Anita Wilson

If you have any comments on this topic- or anything else- please e-mail me at A.Wilson2@lancaster.ac.uk

For Whom the Bell Tolls

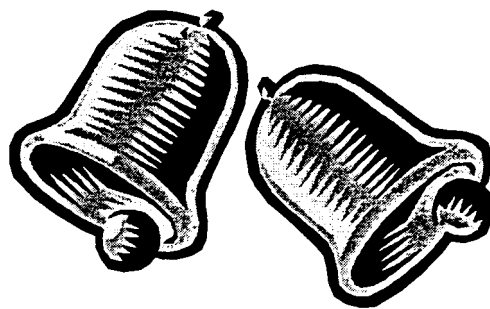
The Demise of Carabanchel

When Carabanchel closes and is demolished at the end of this year, it will have served the Spanish government for 56 years. Until the early 90's it was the only prison in Madrid and built to house around a 1,000 it peaked at around 2,600 in the 50's and 60's with eight in a cell designed for two.

My own links with Carabanchel are, to say the least, tenuous. As a Scottish student in Spain in the 60's I was intent on visiting a fellow Scot who had been sent down for 20 years for bringing 'subversive' anarchist literature into Spain. However I was strongly advised that such a visit would have a detrimental effect on my quality of life for my remaining years in Spain. In the end I did not see Mr. Christie nor did I visit Carabanchel. Regrets! I have a few.

It was only some weeks ago while lying on the beach in a very different Spain from that which brought infamy to Carabanchel that I read of the impending closure and demolition to clear the site for 1000 + new homes. This will be no *Alcatraz de Henares* remaining as a monument to post civil war Spain but a new housing estate representing the post 1975 democratic Spain. Carabanchel will be removed from the Castilian landscape but not from the national psyche of Spain.

It tolls for thee Carabanchel.,



James O'Hare

Prison Education in Turkey

Activities organised by the Training Unit of the General Directorate of Prisons and Detention Houses.

In today's society the rehabilitation of prisoners and their reintegration into society is of great importance. With this in mind a training Unit of experts has been established within the structure of our General Directorate to enhance the provision of training and education for sentenced prisoners.

The activities of this unit can be summarised as follows

- Courses for completing elementary education
- High school education
- Higher education
- Professional education
- Social and cultural education
- Sports
- Library facilities
- Psycho-social services

The aim of the Turkish Republic is to encourage self-respect and responsibility in prisoners to integrate them back into society. Turkey aims to adhere to the prison education guidelines set out by the Council of Europe.

Statistics for 1997

Basic reading and writing courses:
Participants 2902 Graduates 1762

Elementary school courses: Participants
1298 Graduates 1052

Junior High School Examinations:
Participants 1243 Graduates 887

High School examinations: Participants 32
Graduates 15

Professional courses.

Participants 10393 Graduates 2705
Certificates of Good Service 17550

Activities of the Ankara Juvenile Correction Houses

The Covenant on the rights of juveniles was ratified by the Grand National Assembly on 9th of December 1994 and became law. The covenant establishes clearly the civil, economic, social and cultural rights of juveniles.

Treatment Programs for Remanded Juveniles

Although it has been envisaged that remanded juveniles should not be in contact with adults in penalty enforcement institutions, the juveniles can establish contact in workshops, gardens, visiting rooms etc. The juveniles cannot take part in treatment programs since their numbers are small, the institution crowded and their stay uncertain.

To combat this the first juvenile detention centre was opened in Istanbul, where juvenile crime is high, in January 1997. Moreover since the juvenile section of Ankara closed prison was not suitable for its purpose, Elmadag Prison was vacated and converted for juveniles and so Elmadag Juvenile Detention House was opened in May 1998.

EPEA Newsletter 15

Both Istanbul and Ankara therefore have institutions being prepared to run suitable juvenile treatment programs.

Treatment Programs for Sentenced Juveniles

Those under 19 serving sentences do so in Ankara, Elazig and Izmir Juvenile Correction Houses. Among this group, those considered suitable can attend primary, secondary and higher education. Those who are suitable for academic courses are given the opportunity of vocational training and apprenticeships in accordance with Law 3308. These juveniles are also taken to the theatre, go on excursions and to sporting events. Psychologists and Social Workers play their professional parts in determining the most appropriate programs for the juveniles. These professionals help the

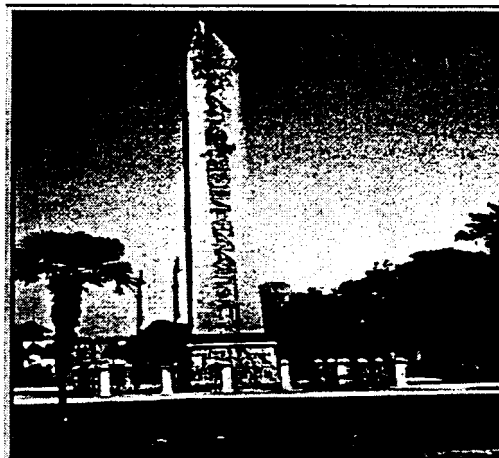
juveniles confront their problems, maintain family contacts and prepare for life outside the Institution.

After the age of 19 they are transferred to semi-open conditions. However, they can opt to finish any education program that they might be doing.

Post – Release Care and Protection

Within the framework of post – release protection and aid programs. in place since 1986, some juveniles are placed in normal and boarding schools with the help of public, private and voluntary organisations. Within this framework help is provided to help them cope with problems, with families, with school, with jobs and with the courts.

*Jusuf Ogmen, Judge, Deputy
General Director of Prisons and
Detention Houses*



EPEA Newsletter 15

Patricia Franklin, Correctional Educator in Washington State writing to EPEA Newsletter.

I was fortunate to attend the 1998 ICEA international symposium in Park City Utah this last July. As Vice- President of ICEA and Chair of the Public Relations/ Membership Committee for the International Correctional Association, I would like to thank al the participants from all the countries and various parts of the United States who participated.

In 1992 Carlos Fuentes, author of "The Burning Mirror" stated that "People and their cultures perish in isolation, but they are born or reborn in contact with other men and women of another culture, another creed and another race." I think that is a profound statement. I believe that reduction in crime will be realised if we break down the artificial barriers established country to country, state to state and even within states. It is interesting to note that five years ago Los Angeles was the second largest Spanioh speaking city in the world. After Mexico and before Barcelona and Madrid.

My hope is that all Correctional Educators will start helping Robert Suuval plan a continuation to the Park City Symposium for the year 2000 and that Correctional Educators worldwide will join both EPEA and CEA to unify in 1998.

Thank you,

Patricia Franklin



String In The Life

The Dark... floating through, diving into itself. The deeper it reaches; more shine reveals its face. In the nucleus was Its end, as light pervaded Womb, and lonely is not alone. So Womb has been A cage of light, a cage made of Water Pearls, which blazed, with a dark glow. Its weakness was Its greatness, beautiful transcendental Light; Light - encrusted New-born, marked with the Symbol of the Universe, which took the cross posture, dreaming on the Throne of Living Stone.

The Throne ornamented with the Seven Symbols of Creation, drowned in the water of Teras, which Reflected transparent Fire. The Newborn dreams, the Gate of the Universe opens, so the Dream Resurrects as Golden Breath and leaves His Dreamer. Imploded, floating through, diving into the Dark and as more depth is reached, wider is the Light-trace which He leaves behind, dividing Himself, but still keeping His countenance of Self, now taking gigantic measures. And the Dream is auto-begotten Creation, whose Dreamer animates, so everything becomes. And the cage is Broken and empty, in its Loneliness, 'cause the Dreamer has been left, breaking living reflection
On the Mirror of the Living Water.

**Dragan Schumann
Tutor – Inmate
Malta Prison**

EPEA Newsletter 15

AN EXAMINATION OF THE ROLE OF DISTANCE LEARNING IN PROVIDING THIRD LEVEL EDUCATION TO PRISONERS

"Distance learning has been successful in delivering education and training across all age and social groups and has been a significant spur to the development of a learning society". How can we, as prison educators, learn from this success? Is distance learning in prison education unique to that context? Who benefits from distance learning in prison education? In 1996 I carried out educational research at the Education Unit, Mountjoy Prison into these and similar questions. This article is an attempt to briefly outline some of my findings.

Background

By distance learning I am referring to the older, more traditional forms of correspondence education rather than the more recent information technology-based open learning. My observations on the role of distance learning (DL) in prison education are primarily based on my experiences as a General Subjects and Open University support teacher in Mountjoy Prison, Dublin. For the purpose of this article, I have decided to narrow the focus to just

one area of DL provision within the prison service, namely the Open University (OU). I feel this emphasis on the OU is justifiable in that it is well funded, respected and the best established of all DL courses available to Irish prisoners. It is also the one with which I am most familiar.

Profile of Mountjoy Education Unit and The Open University

Mountjoy is Ireland's largest penal institution, housing up to 650 male prisoners at any one time. Prisoners are all aged over 21 years and length of sentences vary from a few months to life imprisonment. There are approximately 160 students enrolled in the prison school at present. In the academic year 1997/98, nine students in Mountjoy began or continued with their OU studies either following a Social Science or Arts programme. While the proportion taking an OU course would thus appear rather low, it is one of the highest to date and participation in DL courses in general appears to be increasing annually. The OU students in Mountjoy would have had little formal

EPEA Newsletter 15

learning and few academic qualifications pre-conviction but have progressed through various state examinations in prison classes. They are all serving long sentences.

Since 1984, OU degree level courses have been followed in 11 Irish penal institutions and the range of courses has widened so that by 1996, 23 different courses were being followed by up to 70 prisoners. The Department of Justice's 1990 *Report on the Open University Degree Programmes in Prisons in the Republic of Ireland*, explains the attractions of the OU to the prison service, listing those elements of the programme which prove to be highly suitable for prisoners as:

- a wide-range of courses;
- a strong emphasis on counselling;
- lack of formal entry requirements;
- courses can be continued after the student has been released or transferred.

Here we can see how the concepts of flexibility, widening access, increasing educational participation and accumulating credit transfers have come

to shape the policy behind the provision of education through DL in Irish prisons.

The Research

Methodologically, the research was two-fold in that it was both qualitative and quantitative. It involved an initial review of literature concerning DL and prison education in particular, as well as DL in general. In attempting to relate my understandings of the review to the actual experiences and opinions of the OU prison students, I presented my findings to them for their comments. As a result students completed questionnaires, participated in group discussions as well as one to one discussions with me, each of which allowed them voice their opinions on the issues raised as well as raising some issues of their own. Thus by consulting published material, examining policy and surveying the reactive views of the students, I hoped to achieve three broad aims:

- to compare and contrast the prison experience with the broader mainstream experience;

EPEA Newsletter 15

- to determine if the role of DL in prison education is somehow unique to that context;
- to identify those who benefit from DL in prison education.

Findings

With reference to the first aim listed above, it is useful to examine what Kirkup and Jones have contributed to the subject of Distance Learning in general. (Kirkup and Jones. 1996)

They have outlined what they see as the strengths of DL as follows, each of which I would contend equally apply to the prison student:

- flexibility in place and time of study;
- flexibility in pace of study, although if the course is assessed there may be assignment deadlines;
- in open-access systems, no prior study or qualifications are required;
- modularity and flexibility of materials.

In that many of these key points resemble those outlined by the Department of Justice as mentioned earlier, we can see how the considered strengths of mainstream DL and DL in prison education overlap. But the contrasts are more evident if we

examine what Kirkup and Jones identify as the weaknesses of DL:

- its inability to offer dialogue in the way that a face-to-face, more Socratic educational ideal might;
- the inflexibility of content and study materials;
- the isolation and individualisation of the student;
- the reality of its 'openness'.

This raises many anomalies in terms of the experiences in Mountjoy, as some of these "weakness" are seen as "strengths" by the students. Undoubtedly the first weakness holds true for the prison student. The one major drawback lies in the dearth of one on one tutor support provided. It has been our experience that students new to the OU need teacher support, not only in terms of course content, but more specifically in terms of study and writing skills. Without this constantly available and easily accessed support they will drop out at an early stage.

Interestingly the second weakness as outlined earlier is seen as an advantage by the students. The "inflexibility of content and study method" is seen as being "more

consistent” and having “greater continuity” by the prison student. They felt that this was advantageous because

“you know exactly what to do and what not to do”. As prison educators we must ask ourselves; Why is this? Is there anything inherently ‘wrong’ with this view? Does this mean that high-achieving prison students still want to be ‘spoon-fed’ and told what to do? Does this type of regimented attitude to study methods and course content apply equally to other areas of prison education? How does this reflect on prison teaching methods? Perhaps these and similar questions can be discussed following this presentation.

Similarly what is seen as “the isolation and individualisation of the student” by Kirkup and Jones, is seen by the prison learner as “filling up cell time and demanding greater levels of commitment and self-discipline”. Perhaps it is good to be isolated and individualised when you have to spend a large part of your life locked away with 650 other people? Or is this too simplistic a view? As some students felt that the OU marked them out from the rest of the prison community and other prison school students, should teachers

thus be wary of creating ‘an intellectual elite’ within the school? Or is this positive in that such students may act as ‘ambassadors for the school’ within the wider prison community?

Returning to the final weakness listed, I would be forced to concur with the questioning of the reality of the ‘openness’ of DL. In reality it is the successful student, the literate student who has impressed the teachers and passed state examinations, that are considered for OU courses. The student struggling with literacy or numeracy difficulties are, by their very nature, excluded. One must ask is this because it is believed that such students need one to one, special tuition, or is it because the ‘openness’ of DL is just not quite open enough for them? In other words, no matter how flexible or open any programme can be, will weaker or less committed students always be excluded? While many may suggest that the answer to this question is undoubtedly obvious, our experiences of OU students in Mountjoy may suggest otherwise. Very few of the students would have initially impressed teachers as being eminently suitable for third level study. Most drifted into the OU because they were serving long sentences and had

passed 'beyond' the prison school, rather than because they were outstanding 'academic giants'. I would thus suggest that most prisoners of an average literacy level are capable of third level DL if the provision is truly open and flexible and if they have the time and/or commitment to do so. Again, I would feel that this equally applies to any adult learner.

By now we can see that DL in prison education is unique to that context in many aspects but not in all. I would suggest that the comparisons are more evident than the contrasts. The contrasts most readily appear within one particular aspect of DL in particular and adult education in general, namely motivation. Research into the motivations of adult learners in general, has distinguished between three types of motivations: job advancement; social/affiliate and self-improvement. (McGivney 1996) Prison students on the other hand appear to add a dimension of their own - boredom. Of the other three, self-improvement is the only other factor of relevance. Those barriers to participation so often cited by the non-prisoner - lack of finance,

information and time - simply do not apply to the prison student. The Mountjoy OU students have cited their motivations for participation in the following order;

- nothing else to do, boredom, to fill up cell-time, break the monotony of prison regime;
- to further their education, next step on the educational ladder;
- as a personal challenge;
- so that time spent in prison would not be a complete waste;
- because it was available;
- because other prisoners with long sentences were doing OU courses;
- to make their families proud;

Here we can see, that given the prison context, it is really only the boredom factor which greatly differs from the broader motivation issues of the mainstream adult learner. Again, this raises questions for the prison teacher. Is it only natural that boredom would be the over-riding factor in prisoner motivation, as they have so much 'free time' combined with 'free education'? If so, the similarities with the mainstream is again evident if we

consider that for many adult learners, leisure activities frequently provide a bridge into active learning. Is the prison student merely blurring the distinction between leisure and learning activity simply because he can? If the Mountjoy student is taking a DL course to simply alleviate the monotony of being 'locked-up' at 7.30 every evening, why then are more prisoners not following similar courses?

It is the contention of Rinne and Kivinen, that those who participate most in adult education are those who need it least, the higher the level of education, the higher the participation rate. (Rinne and Kivinen 1996) As we have seen this also holds true for the prison distance learner. How then can more students come to benefit from third level DL? If we agree with the Council of Europe's 1990 report on prison education statement, that "education in prison should be like the education provided for similar age-groups in the outside world", then the answer holds the same for any adult returning to learning. This report also suggests that prison educators, "take their primary aims,

their underlying orientation from within their own professional field". If this is so, then the answer to increased participation may come from the mainstream experience.

Conclusions

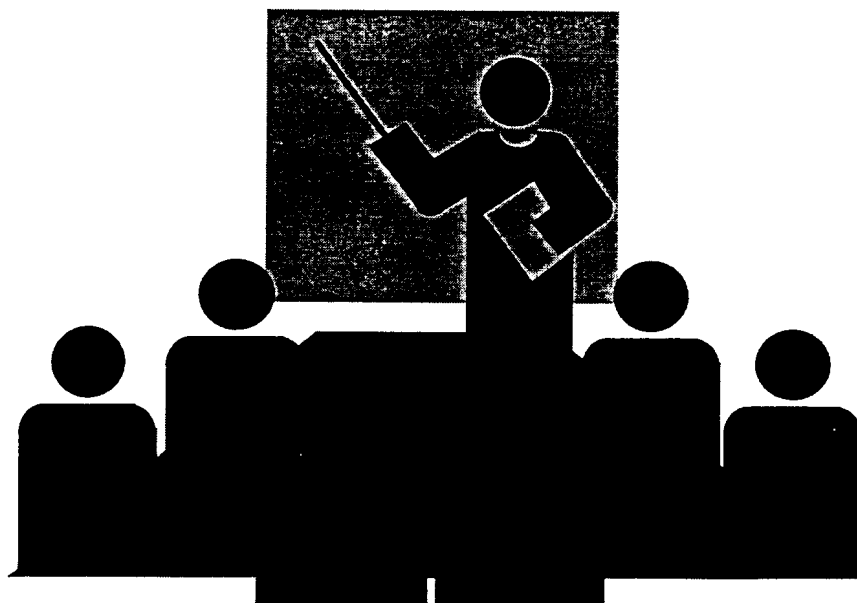
The Further Education Unit for England and Wales have marshalled a checklist for the adequate provision of learning opportunities for adults. (FEU 1994) As this list is very detailed and all aspects of it cannot be outlined here, I have simply listed those most relevant to my argument. The FEU structures its checklist under four headings; volume, accessibility, quality and equity. Within those headings, I believe that the following areas are those most relevant to prison education;

- needs identification;
- curriculum range and breadth;
- accreditation;
- participation;
- progression;
- staff competence;
- learner support.

It is on such areas that prison educators must focus their attention and the FEU framework can provide a starting point. If the DL provision can be relevant, open and flexible in fulfilling the appropriate requirements under each of these headings, then undoubtedly more prisoners will avail of it. It is unquestionable that DL on the outside has been successful in delivering education and training across all age and social groups and has been a significant

spur to the development of a learning society. If we, as prison educators, take on board the lessons learned in the mainstream, then DL in prison education can increase student participation, can widen access, can guarantee quality and can ensure equity across the student population. If this should happen then DL can complement and widen existing provision and we can meet the policy commitment of “providing a wide range of educational courses and activities to those who are imprisoned.” (Warner 1990)

**Anne Costelloe, (General Subjects Teacher), Mountjoy
Prison, Dublin.**



INMATE'S VIEW ON EDUCATION

I came in to prison when I was still a teenager I had no real plans to become involved with anything the prison had to offer (which was very little back in the 1980's) then one year into my sentence and due to my own negative experiences, I had to find a diversion from what I had begun to see and experienced as the norm, so I got involved with the education unit. I started with Basic English, History, Arithmetic, and Art. I never excelled at any of my chosen subjects but I did find myself more at ease with myself during and immediately after the art sessions. I tried most mediums such as pastels, water-colour, drawing etc., but I mostly worked with clay to make pottery or sculpture. Art became a tool, which helped me express my experiences and frustrations. It allowed me to deal with my incarceration in what I feel was much more productive manner and gave me the first opportunity to explore my emotions. I continued with art and then I was given the opportunity to take part in a drama group. I found an increasing move towards exploring myself much more honestly and subjectively.

Drama gave me a much more varied and direct avenue of exploration into my role as a man, and allowed me to express my inner emotions in ways not previously recognised. Through taking on parts such as Hector Mackenzie (The Slab Boys) and Lance Bombardier Evans guarding Bonfess gun. I was able to experience other non-stereotypical male roles, which gave me a safe environment to feel what it's like to be weak and a victim. This gave me an insight into how others may have felt as a direct or

indirect result of my aggressive west of Scotland male upbringing.

I know with hindsight just how important the arts have been for me. They have put in place a want within me, to be able to fit into society. I found when taking part in drama workshops that there was a great need to trust my fellow thespians, for if I couldn't trust them in the workshops how would I be able to trust them on stage should I forget a line. By being able to trust others I was also able to trust myself with the new feelings I was opened up to.

We all had to rely on each other to make our performances good and with this comes individual responsibility. I think that with the realisation that I had to accept responsibility on stage that I also had to accept responsibility off stage in my own life. This realisation was not a comfortable one, as I saw that sometimes I had not behaved with responsibility in the past and due to this I had much in my 'cupboard' that I didn't like. It was a very sad place to be, when I realised that I didn't like myself. Questions needed to be asked, but more importantly, answered.

I found it really hard to question myself; after all this person was all I knew, even though I didn't understand him. Once again with drama as my tool I was able to explore the person I was and this enabled me to attempt to change the things I didn't like. I found at that time that the SPS (Scottish Prison Service) offered various offending behaviour programmes. I have not always been comfortable with the behavioural problems I had, but in saying that I have begun to understand that I alone am not responsible for all

of them. I have, as a result of art therapy, Anger Management, Cognitive skills and various other programmes, been able to look at my past in a much more honest way both subjectively and objectively. This has enabled me to cope with the challenges that society presents and also helped me believe that I can offer society somethings of value as a result of my life experience. Over the last two years I have drawn up and run a practical programme, which is facilitated by myself and attended by up to 15 other men. The

aim is to help each other adapt to change and acknowledge the need for change. I have been able to find courses through education to support my desire to change and grow as a person. Personal development is now a part of who I am. I hope eventually to be involved in community work and perhaps contribute to the education of young people in society in the hope that they too can realise that there is so much more in life which does not lead to antisocial behaviour or prison. I wish that I had been exposed to the alternatives when I was young.

Thomas Galloway

Having Taken on Education

Having been involved in Education for the last 10 years or so I finally see the reason why I took up Higher Education.

After completing my degree I felt in some ways relieved that some of my studies were complete, but these past months I have felt empty without study as part of my life. So I have decided to sign up for a while longer and enjoy all the worries and satisfaction that Education has given me, and enlarges the window of opportunity.

Education, in prison particularly, is a two way process. It is not simply about contracts or the political influences on Education generally, it is about the people with whom you have the chance to work, and discovering that you are capable of study. Higher Education is only one step to finding out whether to go the whole way or part of the way to self-achievement. There is no shame if you

decide to stop or if you fail, because it's all a discovery, a learning experience.

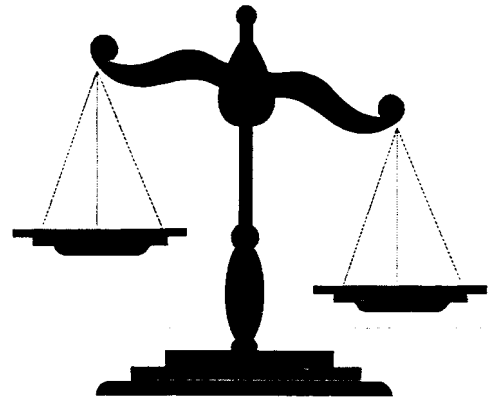
My own journey started with a dream of my own, alongside the desire to restore some faith and pride for my family. As I progressed I realised that I was gaining something very special- a new insight into myself and part of the world around me. I was becoming part of an institution of learning.

At times I really did need support from tutors and the Education staff on site. They were of immense importance and some of them earned my respect and gratitude for their encouragement and humanity. Their support and persistence gave me the gift of believing them when they said 'You can do this'.

Considering the importance of Education generally I believe learning must never be bullied or pressurised.

People, will embark on learning willingly with the right support and guidance. Learning opportunities must be as widely varied as possible so that each individual can choose his own path. By this means the learning experience is a personal one which becomes part of a person and how he goes on with his life and not just a test of performance.

Mark M. Dickson



A young offender's view of remand education.

It all began six years ago, the first time I went to prison was on remand. I was fully committed with the Due Course of Law remand and I was sent to Longriggend Remand Institution Nr. Airdrie. It was the first of five full remands. I was only there about two days when my door was opened and I was asked if I wanted to go to education. I thought, school in jail must be fun, so I said "yes" for two reasons, firstly just to get out of the cell I was in, and secondly I thought it would be a good laugh, but as soon as I got to school I found out for myself that I did not want to carry on or be mischievous, because I liked the way I was treated. I felt I was in a safe, stable and consistent environment in which positive values are reinforced. The staff there will try to ensure that all those attending will benefit. There are two full-time staff based in the education unit at Longriggend, one female and one male, their aims are to encourage the young offenders to face up to some of the realities of life and to make us aware of what opportunities are available through education. A

variety of subjects are available, such as Job Seeking Skills, English, Numeracy, Personal & Social Development, Information Technology, Music and Art..

My personal view of staff and education itself.

At first, I did not think much of the two full-time staff who work in the education unit, but as time went on they were the only two people I could trust and really open up to. Believe me, when I say that they have a lot of patience I mean it because if they did not I guess I would have been six feet under during my last remand given my state of mind and attitude to authority. As I can remember it, things turned out well in the end since I got a 'Not Guilty' and walked away free from the court. I was the school trustee after being in about three weeks, while I was on the school job I formed a good friendship between myself and the teaching staff. They really tried to get through to me and make me look at what I could really do in life, that was

the whole thing I did not know what I wanted to do in life, that was until I went along to education and met those two people eager to help me.

I myself think it is of great benefit for people like myself getting the opportunity to attend school and educational facilities. The two full-time staff at Longriggend don't see you as a young offender but as a young person who needs a fresh start in life.

Remand with its psychological traumas.

In prison people tend to get very depressed and when people get into these situations the best thing for this trauma is to keep the mind busy and not think about what is happening in your mind. In this situation the things that keep your mind in balance is for example, being a trustee, and if you are lucky some cell association with someone you like. But the one thing that really helps you to take your mind of such traumas is education, the reason why I say that is because you are not always going to get the opportunity to get the things I have written about above, but with school

you get the opportunity to attend everyday. If at times the numbers are high and you do not get to go to school that day you can get the opportunity to ask one of the teaching staff to send some work over to the hall you are in so that you can do it in your cell to keep your mind busy.

At school there is a lot to choose from so you can go to education five days a week and still not get bored the one thing, If your finished a course and want to move on all you do is ask either

Of the two staff and they will only be too glad to help you find something that interests you as they are very caring and understanding teachers who only want the best for you.

To round off this article, after you have finished what you have been doing and have got a certificate you feel a lot better cause you have done something with your time while being on remand, and if you can do it on remand you can do it outside when you are released or you can carry it on when you get a sentence and moved to another jail.

Peter Ferguson

A Project for offenders by the ESF Claus Andersin 26.8.1998

No Sooner said than done

The need to create new working methods with offenders grew up in the middle of the 90's in many different ways. Within prisons grew new ideas of improving the quality of programmes, and the need to create certificated education courses which would have externally recognised value. The most conclusive point was the need to improve inter-agency co-operation, both internally and externally in order to concentrate efforts for the benefit of the prisoner.

During the planning process the project was christened NEP2000. Network referring to the value of co-operation with 2000 being the cut-off date. Funding came from the European Social Fund through the Employment Intergra program. NEP2000 aims to improve employment of immigrants, substance abusers, offenders and ex-offenders. At the moment twelve NEP 2000 programmes are running in Finland.

NEP200 is improving the accessibility and quality in the provision of the full range of public services for vulnerable groups and disadvantaged people and for grassroot capacities and community-based approaches to promote the empowerment and full inclusion of these target groups.

The project deals with prisoner employment. One of the main aims is that the prison should help the inmate build a network of support developing family and community relations. It is hoped that ex-offenders can become involved in a supportive role thereby taking the prison over the wall!

Presently, the project is running at five Finnish prisons. The northern prisons

of Pelso, Oulu and Kestila with Riihimaki in the south and Sulkava in the east middle part of the country. Each prison tries to tailor the project to its individual requirements. The goals, however, cover core issues such as substance abuse and cognitive skills training.

The participants of the program at Pelso are getting an orientation for employment, some of whom are substance abusers. These short courses run 2-3 times a year. Initially, an outside agency was brought in to fulfil this need but future courses will be delivered by internal staff. The prisoners in Kestila, an open prison, have an individualised programme and those in Oulu are learning theory and practice of recycling. A certificated course is planned to accredit the practical work. Sulkava, another open institution, has created an individual approach to planning for employment on release. Riihimaki, although still only in the developmental stage of the programme, uses local industry and vocational training centres.

Four international and national working groups are supporting the projects. They help with:

- ◆ Assessment and preparation for employment
- ◆ Self-employment and female offenders
- ◆ Multi-agency network
- ◆ Links with employers

The groups are working at national and international level and the group members are often the same.

Mainpart of the ca.6,5 milj. Fim is used for the national and international group activity plus administrative expenses. 1,2 milj Fim is used for training and education of prisoners.

DESMOS NEP200

The assessment and preparing for employment group

The Finnish Employment Integra Programs 1998

Most of the European Social Fund projects in the country last for three years. There are 12 programmes in the Employment Integra Programme of which NEP2000 is one. All the programmes are to improve access to the labour market and employability of those who find themselves excluded from it. The target in the projects are the vulnerable groups in society who are at severe disadvantage due to lack of education, training, or sufficient work experience and who require substantial support. In our case the target group consists of offenders, prisoners, substance abusers, etc.

The particular emphasis in the projects is to be given to actions that focus on the special needs of immigrants and other groups, that are likely to be faced with greater discrimination on the labour market. There are five projects working on different levels offering integrated package of training and accompanying measures including development of models, in particular on a transnational basis, for improving the accessibility and quality in the provision of the full range of public services for vulnerable groups and disadvantaged people and for developing grassroots capacities and community-based approaches to promote the empowerment and full inclusion of these target groups.

a. The projects which focus on that above are *Huhtasuo-2000* working mainly with excluded and long term unemployed people at Huhtasuo, a suburb close to

Jyvaskyla in the middle part of the country. The project is trying to activate the unemployed part of the community with the local available resources. The unemployed population consists of immigrants and minor ethnic groups.

Huumenurten paluu tulevaisuuteen (The return of substance abusers to the future) is working with employment of young ceasing their substance in Helsinki capital region. *MONET (many)* is working in the Tampere region improving new social methods and activity supporting employability in a suburb. Merikoski vocational training centre in the city of Oulu has the project called *New paths to Employment* concerning development of guidance and advisory actions and searching for individual paths to employability for immigrants. *NEP200* is a smaller consortium of five prisons mainly from the northern part of the country. The project is developing activities (work, vocational training, network, rehabilitation) in prisons to help offenders to reintegrate in to self employment or part time employment after release.

b. The second group of the program includes the delivery, in particular through co-operation, of training. There is only one project in the country working in this group. It is called *Integra Southern Finland*. It is creating supporting nets to young immigrants and testing new education and training and working out apprenticeship models for them.

c. Job creation and support, particularly on a transnational basis, for the start-up of enterprises, co-operatives and public-private partnership are the main points in the third group in which five projects are working.

The 3+3 community is working with young drug abusers at Kankaanpää, *The Kisalli program (journeyman)* project is managed by the Probation service in Tampere employing young ex-offenders in rebuilding work improving the model of working together and indenture education.

Project 2000-NetStep is improving the intergration of immigrants through group activity and improved information. *Sisu-Integra* is carried out by the city of Helsinki utilising the know-how of the ethnic minorities when planning and producing services. They are also improving the services of receiving centres of

immigrants with help of their own organisations. *Back to Work* is a project creating a model to rent labour connecting an educational aspect on that.

d. Information dissemination and awareness actions is fulfilled by the project *Ethnic differences to empower the working life*. The idea of the project is to improve employment possibilities of employment staff, labour market organisations, employees and persons responsible for the staff. The project is on the other hand educating discrimination attorneys with immigration background.

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 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: 6 ECUs

Organisational: 30 ECUs

Associate membership is open to other interested persons:

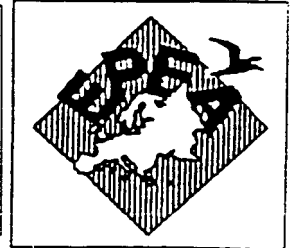
Within Europe: 6 ECUs

Outside Europe: 12 \$ US

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

EPEA Membership Form

European
Prison
Education
Association



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

EPEA offers:

- Support for prison educators with liaison persons in each country.
- A regular news Bulletin twice a year.
- A Newsletter twice a year.
- Notifications of conferences.
- A network of special interest groups.
- An opportunity for contacting prison educators outside your country through correspondence, e-mail, visits etc.
- An opportunity to explore issues in prison education.

Prison education includes:

- Basic and academic education.
- Vocational education and training.
- Social education.
- Creative and 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

Three vertically stacked empty checkboxes.

I am interested in EPEA networks (please mark one or two)

- Adult basic education
Alternative measures (e.g. training 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

Eight vertically stacked empty checkboxes.

Other.....

Language spoken:

- I am willing to share ideas by letter
I am willing to share ideas by e-mail
I am willing to arrange a short (1-2 days) study visit to my place of work.

Contact address:

Telephone: Fax: e-mail:

I agree to my contact address; telephone, fax numbers and e-mail address being included in the directory for general circulation

Signed: Date:

Please forward this with 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.

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

- 1 All prisoners should have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;
- 2 Education for prisoners should be like education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;
- 3 Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;
- 4 All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;
- 5 Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by 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 a 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 taken 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.

Liasons Persons EPEA

DENMARK

Mr. Aksel Christensen
Statsfaengslet i Jyderup
Sobaeksparken 136
4450 Jyderup
DENMARK

Mr. Bjørn Petersen
Statsfaengslet ved Sdr. Omme
7260 Sdr. Omme
DENMARK

ENGLAND & WALES

Mrs. Judith Williams
HM Prison Service
Aduanci House
15 Wellesley RD
Croydon
Cro 2Ag
ENGLAND

Mrs. Pam Marston
52 Main Road
Shirland
Alfreton
De 556bb
Derbyshire
ENGLAND

FINLAND

Mrs. Tuula Aamuvuori
Kuopio Provincial Prison
PO Box 7
70101 Kuopio
FINLAND

Mr. Claus Andersin
Pelso Central Prison
92810 Pelsonsuo
FINLAND

FRANCE

Mr. Yves le Guenne
12 Rue Isabeau
94240 L'Hay les Roses
FRANCE

Mrs. Janine Duprey Kennedy
Unite Pedagogique Region
Penitentiaire 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

LUXEMBOURG

Mr. Carlo Reuland
Centre Penitentiaire
Boite Postale 35
L 5201 Sandweiler
LUXEMBOURG

Mrs. Martine Fuchs
Centre Penitentiaire Agricole
L-6666
Givenich
LUXEMBOURG

NETHERLAND

Mrs. Joke Holdtgrefe
DJI
PO Box 30132
2500 GC Den Haag
NETHERLANDS
Mrs. Katinka Reijnders
P.I BREDA
ITB unit 1-3
Postbus 90105
4800 RA Breda

NETHERLANDS

NORTHERN IRELAND

Mrs. Carmen O'Hagan
Education Dept.
HM YOC
Hydebank Wood
Belfast BT8 8NA
NORTHERN IRELAND
Mr. George Russell
Education Dept.
HMP Maze
Lisburn
BT27 5 RF
NORTHERN IRELAND

NORWAY

Mr. Torfinn Langelid
National Education Office
Hordaland County
Box 614
5001 Bergen
NORWAY

Mrs. Ingunn E. Kleivan
Rud vgs, avd. Ila landsfengsel
Box 1, Røa
0701 Oslo
NORWAY

SCOTLAND

Mr. James O'Hare
HM Remand Institution
Longriggend
Nr. Aridrie
SCOTLAND NL6 7TL

Mrs. Joan McKenzie
HMP Barlinnie
Glasgow G33 2QX
SCOTLAND

SWEDEN

Mr. Rolf Blomberg
Kriminalvårdsanstalten Tidaholm
S-522 85
Tidaholm
SWEDEN
Mr. Hans Sjøberg
Prison of Tidaholm
S-52285
SVEDEN

GERMANY

Mr. Peter Bierschwale
Trift 14
D-29221 Celle
GERMANY

Mr. Klaus Dieter Vogel
Nassauische Str. 19
D-10717 Berlin
GERMANY

Contact Persons EPEA

BELGIUM

Mrs. Nadine Janssens
Department de Criminologie et de
Droit Penal
College de Thomas More
Place Montesquieu
B 1348 Louvain La Neuve
BELGIA

ESTONIA

Mr. Mart Korre
State Board of Education
EEO 100, Sakala 23
Tallinn
REPUBLIC OF ESTONIA

Mrs. Made Kirtsi
Ministry of Culture and Education
EEO 100, Suur – Karja 23
Tallinn
Republic of Estonia

GREECE

Mr. Alexandros Athanassopoulos
Ministry of Justice
96 Messogion St.
Athens 115 27
GREECE

Mrs. Helen Koukopolou
Ministry of Justice
96 Messogion St.
Athens 115 27
GREECE

HUNGARY

Mr. Laszlo Csetneky
Rendörtiszeti Fõiskola
Dept. of Prison
1525 Budapest 114, Pf. 27
HUNGARY

Mr. Attila Hevenyi
Fiatalkoruak Bõrtõne es Foghaza
Tõkõl, 2316 Rackevei ut.6
HUNGARY

ITALY

Mr. Angelo Ruggieri
Via EZ 10
80 - 04100
Latina
ITALY

LATVIA

Mr. Maris Mednis
Latvian Prison Administration
Ministry of Interior Affairs
Stabu iela 89
Riga LV-1009
LATVIA

Zanate Batna

Program Coordinator
Merkela Str. 11
Riga, LV 1050
LATVIA

LITHUANIA

Mr. Igoris Zareckis
Pravienskia Prison
Kaisidorys istaaiga OC 12/2
oc 12/8
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 45 Dcho. I 15
Madrid - 28015

Mr. Pedro Perez Hortiguel
Ministerio de la Justicia
C/San Bernardo 45 Dcho. I 15
Madrid – 28015
SPAIN

SWITZERLAND

Mr. Claude Neuhaus
Etablissement de Bellechasse
Case Postale 1
CH-1786 Sugiez
SWITZERLAND

TURKEY

Mr. Yusuf Ogmen
Ministry of Justice
Adalet Bakanligi
06659
TURKEY

Mr. Buient Dogan
Ministry of Justice
Adalet Bakanligi
06659

EPEA Steering Committee members

Janine Duprey Kennedy
 Proviseur
 19 Rue Eugene Delacroix
 BP16
 67035 Strasbourg
 Cedex 2
 FRANCE
 Tel +33-3 8856 8143
 Fax +33-3 8828 3065

Home:
 18 Rue des Veaux
 67000 Strasbourg
 FRANCE
 Tel +33-3 8836 5715

Torfinn Langelid
 National Education Office
 Hordaland County
 Box 614
 5001 Bergen
 NORWAY
 Tel +47 55 23 75 00
 Fax +47 55 23 75 10
 E-mail:

Torfinn.langelid@su-ho.telemax.no Alfreton

Home:
 Nystuvn. 10
 5019 Bergen
 NORWAY
 Tel +47 55 32 86 20

Katinka Feijnders
 P.I.Breda
 ITB unit 1&3
 Postbus 90105
 4800 RA Breda
 NETHERLANDS
 Tel +31-76 524 8985
 Fax +31-76 524 8928
 E-mail: mannaert@bart.nl

Home:
 De Schouw 35
 5061 PV Oisterwijk
 NETHERLANDS
 Tel +31-13 521 9192 (also fax)

Rosalba Falsanisi
 Scuola Media D.Alighieri
 Via Di Vereto 62
 LECCE 73100
 ITALY
 Tel +39-832 306 916
 Fax +39-832 306 916

Home:
 Via E. Simini, 10
 Lecce 731000
 ITALY
 Tel +39-832 634 306

Pam Marston
 Education Dept.
 HMP Ranby
 Retford Road
 ENGLAND

Home:
 52 Main Road
 Shirland
 Derbyshire DE55 6BB
 ENGLAND
 Tel +44-1773 830 768 (also fax)
 Home is best for contact

Carlo Reuland
 Centre Penitentiaire
 de Luxembourg
 PO Box nr 35
 L-5201 Sandweiler
 LUXEMBOURG
 Tel +352 359 621 (302)
 Fax +352-350 217

Home:
 7 Rue des Coquelicots
 L-5396 Schuttrange
 LUXEMBOURG
 Tel +352-356 623

Dominic Henry
 Education Officer
 HMP Magilligan
 Point Road
 Limavady
 NORTHERN IRELAND
 Tel +44-1504 763311
 Fax +44-1504 750581
 E-mail: magilled@campus.bt.com

Home:
 14 Newbridge Drive
 Lodge Road
 Coleraine
 NORTHERN IRELAND
 Tel +44-1265 42301

James O'Hare
 HM Remand Institution Longriggend
 Nr. Airdrie
 ML6 7TL
 SCOTLAND
 Tel +44-1236 830 392
 Fax +44-1236 830 717

Home:
 "Kirklea"
 42 Greenock Road
 Paisley
 PA3 2LE
 SCOTLAND
 Tel +44-141 8301667

Paddy Rocks
 N Ireland Prison Service
 Dundonald House
 Belfast
 BT4 3SU
 NORTHERN IRELAND
 Tel +44-1232 525 145
 Fax +44-1232 525 141
 E-mail: p.rocks@tibus.com

Home:
 7 Hampton Lane
 Bangor
 Co Down
 BT19 7GB
 NORTHERN IRELAND
 Tel +44-1247 456 063

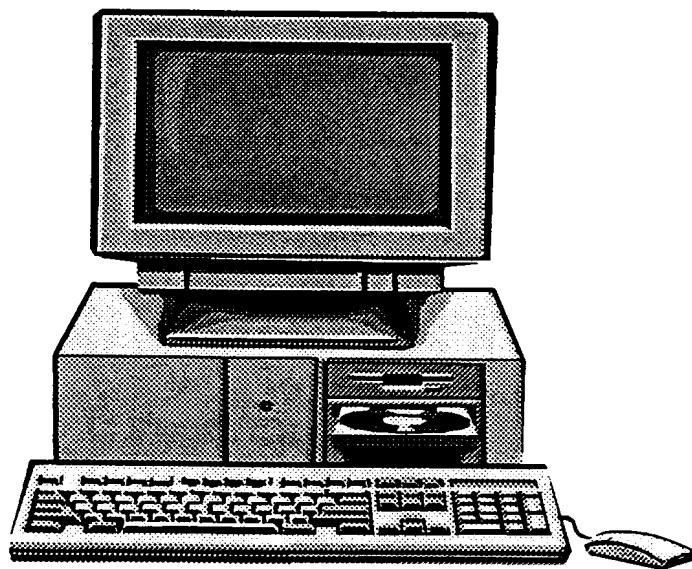
Anthony Vella
Dept of Foundations in Education
Faculty of Education
Faculty of Education
Msida MSD 06
MALTA
Tel + 356-3290 2943
Fax +356-317 938
E-mail: avell@educ.um.edu.mt

Home:
100 Flat 6, Isouard St
Sliema
SLM 04
MALTA
Tel +356-338 926

Ingunn E. Kleivan
Rud vgs, avd. Ila landsfengsel
Postboks 1, Røa
0701 Oslo
NORWAY

Tel + 67 16 11 83
Fax +67 14 05 85

a\c\arkiv\privat\tllias



<http://users.tibus.com/epea>

<http://users.tibus.com/epea/index.htm>



7th International EPEA Conference on Prison Education

Athens October 1999



Breaking the Spiral of Exclusion

- 1. Towards Normalising Prison Life**
- 2. Exclusion/Imprisonment/Exclusion:
A vicious Circle?**
- 3. Minorities.
Who are they and what can education do?**
- 4. Illiteracy. A prison of its own.**