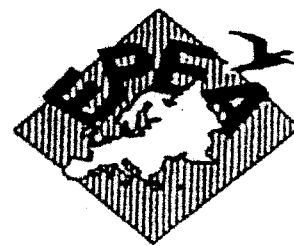


# 17

Summer  
1999

European  
Prison  
Education  
Association



# EPEA

# Newsletter

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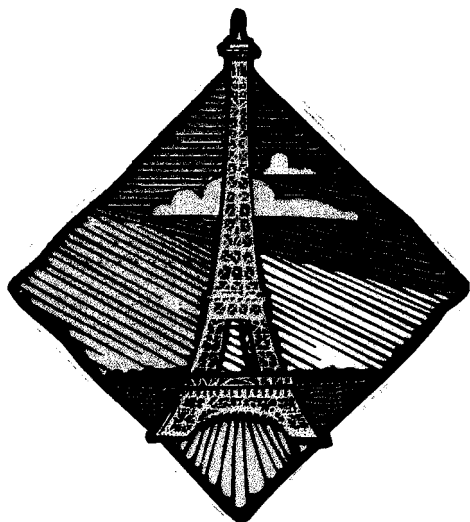
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Dear Toyin

At last here is  
Newsletter n° 17

All the best

Yps le Guennep



### CHAIR PERSON'S CORNER

One of the aims of EPEA is to extend its influence on mediterranean countries of Europe. This year 1999 will give us the opportunity to go in that direction with the international conference which will take place in Athens next october and the edition of this Newsletter which for the first time was committed to a french team's care.

But as you know, the fact of editing does not mean that we achieve it, the Newsletter is what you make of it. It has to remain a mean of exchanges between the members who are

involved in prison education. That's why I would like to remind you the importance of your participation, of your articles about what happens in your country and about the experiments which are going on in your place. I am convinced that each Newsletter may be an opportunity for going further in our own action.

So the life of our association depends on every member's implication. It cannot be reduced to the work of the Steering Committee which meets twice a year or to the work of the planning groups who prepare with the hosting countries the international conferences. Once again I invite you to send a larger number of texts for the next Newsletter which will be edited in autumn 1999.

Thanks to my parisian colleagues who made this edition possible and I hope to meet many of you in Athens to discuss about "breaking the spiral of exclusion"

**Janine DUPREY-KENNEDY**

Newsletter N°17

Articles to Kaj Roundrip, Department of Prisons and Probation, Klareboderne 1, 1115 Köbenhavn k, Denmark. For the 1<sup>st</sup> of october 1999, On disk please and on Microsoft Programm e.g. Word.

## INTRODUCING....

### Your correspondence pages

Since its issue the EPEA newsletter editorship moved from one country to another. In every case the people entrusted with the task rose to the occasion and put in a lot of effort to produce an interesting and informative publication. A major part of the credit goes to the EPEA members who contributed with articles and others pieces to the newsletter. In doing that they provided us with information and shared ideas concerning our work and efforts to improve our practice, to develop curricula and programmes that raise the level of educational provision in prisons.

We would like to take the newsletter one step further. From the October 1999 issue we will be devoting a number of pages for you. These pages will carry your letters, comments, suggestions, questions, reactions appeals etc... It was always been the intention to have a newsletter from the members . These pages carrying your correspondence will make it more so.

We invite your reactions to articles and pieces appearing in the previous issue, starting with the one. You may disagree with something printed in this issue. You may decide that an important point was omitted by one of our contributors or may decide that a point or argument was not developed enough or you may ask for something to be clarified.

We welcome questions or anything to do with the newsletter, the EPEA , its administration, membership, prison educational practice and so on. We promise to make every effort to answer all questions. You may also wish to make suggestions to improve some aspect of

our association's structure or function or the members' line of communication. We also accept appeals from your information and for assistance. The solution to your problem may be just around the corner if you make it known to our members. You may send your correspondence in English, Italian, French, Spanish, or German. However we will translate everything to English for publication. We will be happy to include other languages if we find volunteers willing to translate to english. We are also interested to hear about some initiative that your department, section or prison started recently.

Please address your correspondence to me :

Anthony Vella,  
Department of foundations in education,  
Faculty of education,  
University of Malta,  
Msida,  
Malta.

May I take this opportunity to remind you that our Secretary publishes a bulletin twice a year.

I encourage you to make use of it for announcements, bits of information, forthcoming events etc... These short pieces should be addressed to the secretary :

Paddy Rocks,  
Northern Ireland Prison Service,  
Dundonald house  
Belfast BT4 3SU  
Northern Ireland

The EPEA website (the fruit of Paddy Rocks'labour) carries a discussion section (forum). If you have ideas, opinions arguments concerning prison education put them on the website.

There is nothing more educational than dialogue.

**There ! You have three sites ---Newsletter, Bulletin and Website. They are your sites---use Them.**

## THE BELFAST MEETING 16 - 18 APRIL 1999

Friday 16<sup>th</sup> the members of the Steering Committee met each other in the Benedict hotel for a S.C. meeting. Just after our arrival there followed an evening meeting of the SC.

A start was made with the agenda. After dinner and a short visit to the pub, where they sang Irish songs, we went back to the hotel.

Saturday we were led by our chair Janine Duprey-Kennedy whose aim was to finish the agenda before lunch-time on Sunday.

At the end of the day we went to a house where the Probation Board for Northern Ireland organises programmes for sex-offenders and their families. A considerable part of these programmes are cognitive skills training and to improve their communicative skills.

We were treated to a very nice reception and we met also other EPEA-members. Again there was music and the daughter of one of the probation officers sang folksongs. During her appearance I wondered why Northern Ireland never won the European Prison Song Contest...

After the reception and before going back to the hotel we had a short tour group through Belfast. I have never known the catholic and the protestant areas of Belfast are so close together and that police stations look like highly protected prisons.

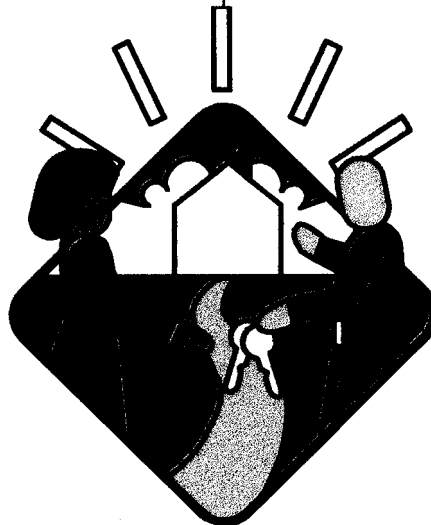
Our guide told us all the ins and out of Belfast and Paddy showed us the house he was born and brought up.

Together with the EPEA-members of Northern Ireland and some probation officers we had dinner in our hotel and afterwards Paddy and Frank played the guitar.

Sunday morning we finished the agenda and made the allocation of tasks. We discussed a lot and did some good work. Most of the subjects stated in « Vision 2006 », action plan for.

### Katinka Reijnders

The Netherlands  
Representative Central Region



**The third European Conference  
for Coordinators/ Director of  
Prison Education  
Cyprus November 1998**

**Workshop Report**

Thursday 10 November 1998

**Prison Education for Special Groups  
( e.g. Women, Youngsters, Foreigners)  
and Appropriate Curriculum and  
Teaching Methods of These Groups.**

Prior to the workshop Mr Antony Harris gave a short presentation. Mr Harris argued that in a prison one could identify particular groups with particular ( special ) needs. As an example, Mr Harris identified three particular groups, and presented the following particular characteristics for each group. Hence the need for particular educational methodologies and content specifically addressed to them.

**Group 1 : Young offenders**

Young offenders tend to be:

*Conclusion.*

- School dropouts
- Hyperactive
- Have short attention spans
- Are egocentric
- Seek immediate gratification
- Have a low self-esteem
- Need education for work: mainly vocational education
- Their main problems re reading, writing and arithmetic.

**Group 2 : Female inmates**

- It was argued that about 90% of females in prison are somehow « damaged »
- Most tend to have been abused either psychologically, physically or sexually .
- Most come from single parent families and are single parent themselves.
- Their children usually end up in care, hence a cycle of deprivation is created
- Most females tend to be predominantly verbal in their communication, and tend to have poor arithmetic skills
- Once they are sentenced ,there is a transformation in female inmate , and

they become « settled », hardworking and achievers.

**Group 3: Foreign Inmates**

- Foreign inmates need a language with to function within a prison
- They also need to learn the language of the hosting country
- They are at a distance from their families
- Liaison with their embassies can be problematic
- They need general education education and training programmes

Within the particular context of the prison these identified groups ( and others) need distinct pedagogical approaches as well as particular equipment and a style of teaching which is adult centred and based on experimental learning. There might also be the need of specific textbooks.

**The discussion**

**Workshop Two**

The discussion mainly centred on the above-mentioned presentation. Group two was made up of representatives from the following countries: Israel, Cyprus, Greece, Norway, Scotland, Malta, Austria and Northern Ireland.

**1) Introduction**

Mr Paddy Rocks from Northern Ireland chaired the session. A self introduction by each member of the group was made. Basically we all told our « stories », sharing our experiences . At the end of this introduction we came to an understanding that:

- Education in prisons depends very much on the culture one comes from: our location in particular parts of the planet influences the way we perceive and implement educational programmes in prisons.
- The geographical position of the country also influences the kind of inmates( and hence educational programmes) within a

prison e.g. illegal immigrants might form a sizeable portion of the prison education in particular countries.

° The ideology of the prison administration influences the kind of educational programme implemented in prisons.

° Economic factors also play a major role in the kind of educational service a country can offer. There is clearly a relation between the economic strength of the country and the quality of educational programmes provided.

### *Conclusion 1*

It seems that one has to consider the macro frame work one is working in; the special circumstances of the prison within particular countries.

Hence any conclusions from our session had to be, by their very nature, general.

We also agreed that there could never be a blue print of how education in prison should be, given the diverse nature members of the workshop work in.

## **2) Problematising the Identified Groups**

Discussing the three « special » groups and their particular characteristics as identified by Mr Anthony Harris, some members of the workshop questioned why those particular groups and not others were chosen, and by what criteria.

The danger of identifying special groups was discussed. It was argued that the list could easily become an endless one. For example, other special groups could be: drug addicts, inmates with problems of substance abuse, those suffering from dyslexia, inmates with short term sentences, inmates with long term sentences, old inmates, middle- aged inmates, grouping by offence, inmates who are parents, etc...

One other identified problem was that of the « self-fulfilling prophecy ». Being identified as a member of that group might automatically imply that one has all ( or most ) of the characteristics associated with that group. And of course this might not be the case. Imagine, if one had to go

by those criteria, what being a young foreign female in a prison would imply. There is also a danger that if the argument for special groups is taken seriously, some might further argue for positive discrimination, in favour of those with most need. This would have serious repercussions on the way funds and general resources are allocated.

### *Conclusion 2*

Our main conclusion was all the inmates should be considered as « special ».

This means that every individual should have an « individual éducation programme » ( IEP ). Hence the focus of the philosophy of education in prison would be « difference » rather than grouping by needs.

The group members also felt that

° Education in prisons should be as much as possible similar to the services provided outside the prison gates, and, preferably, taking place outside, in other educational institutions with other adults

° All certification has to come from outside the prisons institution.

° There should be specific courses that cater for the specific needs of the inmates/inmate like parenting groups, anger management programmes, sex offenders programmes etc...

° Education in prisons should be as reflexive in nature as possible, encouraging the inmate to reflect on his/her situation, articulation and sharing of thoughts etc...

° The pedagogy should be similar to the one used by adult educators outside the prison.

## **3) Who should teach in prisons ?**

The main item discussed under this section was that if there are special groups within prison, then there must be, by implication, special teachers for the identified groups.

Some members of the workshop pointed out that in their country it is not clear who is

responsible for educating of inmate. For example, in some countries teachers tend to be assigned the teaching of traditional subjects, while educational programmes like cognitive skills programmes, anger management programmes etc are taken care of by other prison staff.

### *Conclusion*

° Only qualified teachers should be responsible for the teaching programmes in prisons. Their job is to provide an education within the prison identically to what they do as teachers, outside the prison.

° Teachers should not be employed full-time as teachers within a prison, but should have a shared load, with part of their teaching outside the prison, in normal schools, and part of their load inside the prison.

° Being a qualified teacher is not enough. One needs specific training, not only in teaching adults, but also in teaching adults in prisons. The ideal model for such training is peer teaching where a novice teacher is assigned to an experienced one, and can hence learn on site as they team teach a group of inmates.

° The inmates should be placed in a responsible position of their learning. They should be helped in setting their long term and short education goals

° There should be testing, most of which should be informal.

° All educational programmes within a prison should be under the responsibility of the « education unit » of that prison, possibly including the correctional staff, psychologist, the teacher and other officials. The idea is that the « care » of the inmates within a prison should be that of a team, and not everybody doing his/her part without any co-ordination whatsoever. This could be made possible through the use of case conferences.

### **4) Female Inmates**

Most members of the group showed concern at the kind of education provided to female inmates; The main problem

seems to be that female inmates tend to be few in number, especially in small countries like Malta and Cyprus. For economic reasons administrators at times argue that it is not economically viable to organise a course for one or two females. Examples were given in which, for example, it was shown that computers, educational material and workshop tend to be found more in male sections than in female ones.

### *Conclusion*

° Course for female should be less stereotyped, and should reflect what is available outside the prison to adults, and not for female adults.

° The same provisions and opportunities given to male inmates should be made available to female inmates

### **5) Textbooks**

The discussion here mainly centred on whether we should have specific textbooks for inmates, or whether textbooks used by adult educators should be used.

### *Conclusion*

° It was agreed that if specific textbooks were used, this would reinforce the image that the inmate, with regards to education, is some different kind of species from other adults. Hence the same textbooks as those used by adult educators should be used in prison.

° It was also agreed that it is up to the teachers to create material, where it is not available, to teach adults, irrespective of whether that teaching is taking place inside or outside prison.

° One major problem is the use of Internet and e-mail facilities in prison. Such technology is fast becoming one of the major tools of education in educational institutions. If inmates are not in a position to use such tools, they will for sure be a disadvantage with other adults outside the prison gates. The opinion of the member of the group was that tools should be used, but, because of the nature of the



institution, be supervised as well. With the current technology, this is possible.

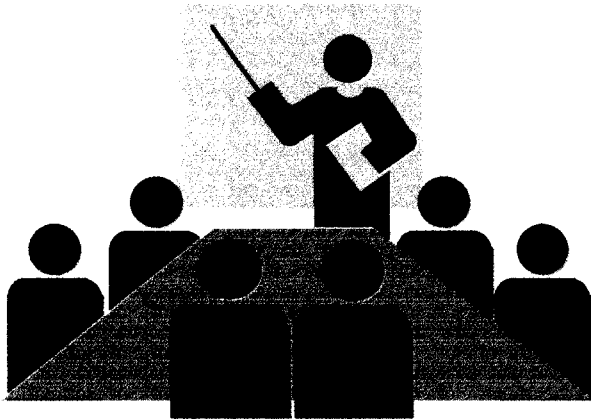
## 6) Research

The importance of knowing what is actually taking place in different prisons around the world, the dissemination of such information as well as evaluation of what we are doing was highlighted. This is not only important for the assessment of the quality of teaching taking place, but also for the justification of such programmes, especially when it comes to funding education, which, as we all know, is a costly business.

*Conclusion.*

- Research in correctional institutions should be encouraged
- Research results should be disseminated as much as possible.
- Research in correctional institutions should be of both qualitative and quantitative type.
- Teachers should be given all the support in researching their own teaching so that they can create their own theory and improve their research. Funds for such activities should be made available.

**Joseph Giordania**  
Malta



## Report of the proceeding of the first workshop on theme I held on Tuesday 10 November 1998.

### Group 1.

<b>Members :</b> Anne Voolma	(Estonia)
Torfinn Langelid	(Norway)
Camelia Paaun	(Rumania)
Barbe Denis	(Canada)
Anthony Harris	(England)
Anthony Vella	(Malta)
Visnjua Blagovic	(Croatia)
Costas Genagritis	(Cyprus)

### Theme 1.

Prison education for special groups (e. g. women, youngsters, foreigners ) and appropriate curriculum and teaching methods for these groups.

The Chair, Torfinn Langelid, welcomed the members present to the group and presented the theme and topics to be tackled. He then invited each member to make a brief introduction of him/herself role in prison education. This highlighted the variety of forms of education provision in eight countries represented in the group. Most problems and issues are generally common to all countries. However, the proportion of these, varies from country to country.

### Young offenders

The group discussed the issue of contracting out prison education to colleges. In many instances this presents a problem because the service they provide is modelled on that given at the college which includes two or three hour sessions. Pedagogically this wrong since generally prisoners have a short attention span. Colleges defend their position with economics arguments because a lot of teachers are part-timers. Teachers are reluctant to spend five hours at the education unit in order to give three one

hour lessons unless they are paid for all five hours. The United Kingdom prison education directors are addressing this problem by devising a new programme based on one hour units. Contracted colleges will have to follow it. A thorough assessment of inmates is carried out in order to take account of not only time on task but also learning disabilities.

In some countries education for juvenile offenders is compulsory. This is defended on the basis that young offenders need to undergo behaviour modification. At their age they may not be mature enough to choose the path that will facilitate their return to active participation in social life. In order to raise the level of motivation privileges are promised and given in return for active participation in the programmes provided.

In England and Wales Juveniles will be subject to a new Detention Training Order which will come into force in July 1999. In preparation for this the Prison Education Service has prepared new standards for education in the context of the contracting out of prison education to colleges of further education. Juvenile prisoners under school age, that is, 16 will have thirty five hours of proposeful activity of which fifteen hours must be education. The remainder can include training. The fifteen hours of education is compulsory. For other prisoners subject to the new Detention Training Order, that is, those under eighteen, they will be required to

attend fifteen hours of education and training again based on thirty five hours of purposeful activity. Prisoners will be encouraged to participate by giving privileges based on rising from the standard through two other stages based on good behaviour.

For all prisoners subject to the new Detention Training Order and individual timetable must be worked out, which is divided into one hour units, which will address their needs based on an in-depth assessment. In order to test attitudes and aptitudes the British have adopted the Morrisby test. This is very reliable and successful but rather expensive. The new juvenile establishments, that is, those taking prisoners up to the age of eighteen subject to the Detention Training Order must also have the prison regime timetabled into one hour units.

The Croatian prison service has adopted an adult education model which is narrower than that in schools. They are, however, adding more activities outside the official core of the programme. Teachers are employed only if they can teach a « subject » and coach inmates in another activity such as chess, guitar playing, some craft and so on.

The group then moved to discuss the question of what to teach. There was consensus on the need to carry on with the academic programme, although there is still the question of the menu of subjects on offer and the teaching methods and texts. The question of whether this is enough was taken up. It was agreed that other activities/subjects should be part of the programme because the academic subjects alone do not necessarily address the personal and social problems that the inmates have. All this is underpinned by a programme of learning skills. The Canadian system has identified fifteen basic learning skills. Estonia has embarked on a programme based on art. This seems to be working for them.

## FEMALE PRISONERS

The group believes that women should get the same education opportunities as men. It was stressed that teachers involved in the education of female prisoners should be persons who are sensitive to women issues. The programme needs to address psychological, emotional and social issues and aspects which are particular to women. The first few months are very difficult. We need to help them to open up, express themselves, their needs, fears and so on. It is not productive to think about and implement education programmes for people who are still locked up in their private life. Such persons are not communicative and therefore a fundamental element in the teaching/learning process is missing. A large number of female prisoners have a history of abuse at the hands of men including their father, husband or boyfriend.

The staff should be mixed (perhaps with the exception of the sleeping quarters) with male officers and teachers offering a positive image of men. This will contrast with the type of men at whose hands they may have suffered previously. They need to know that they are men who are 'gentlemen', ready to help them in a disinterested manner and willing to show them respect.

The programme should take on board the interests that women have, those skills, talents and interests that they bring with them and that may be part of their life plan on leaving prison. By giving recognition and encouragement to these interests prison staff help to 'thaw' the 'ice' characteristic of the first few weeks (particularly) the remand stage.

## FOREIGN PRISONERS

The numbers foreign inmates is steadily increasing in every country. There was general agreement that they should benefit from educational programmes at par with local prisoners. It was suggested that, in order to be able to cope, foreigners should be taught the 'prison language' first. This will facilitate some rudimentary communication between them and the prison staff and fellow prisoners. They can then embark on proper language courses, particularly the one of the country they are in. It was suggested that when there is a number of foreigners hailing from the same country one (or more) prison officer should travel to that country for a short while in order to learn as much as possible

about the people and their culture. This may work on the basis of an exchange programme. This officer will then tackle issues and problems particular to that group. Another source of help for these people is the embassy. This source may be tapped for literature, communication with family, visits and so on. Although some of these issues are not directly related to education they, however, help the inmate to less apprehensive, less subdued and therefore better disposed to education programmes.

**Anthony Vella**  
Group 1 rapporteur.



**A PRISON BORN MAGAZINE  
AMONG OTHERS**

A French writer, Michel Pastoureau, once said that striped material is a « devilish Scientists classify them in different species : » Grevy, Hartmann, Grant ». Future zoologists will have to study a new variety, « the Nimes Zebra » whose first reliable appearance dates back to the early months of 1997, when a group of students gave birth to this new « species ». It was a very puzzling offspring, indeed. Now , we are reaching the 10th. And every other month, another specimen joins the gang, akin to the others, yet different !

The most prominent specialists are flabbergasted ! All the more as the newborn « animal » comes to this world with its own shadow (which is not striped as everybody knows !)

Thus, « The Shadow of the Zebra » was born. And it's designed and printed by the prisoners : 500 copies every other month, 60 subscribers. The animal's "Sires" are about 20 per issue and they come from French, English, Art classes, from both men and women's wings.

This can account for its multicultural richness and diversity.

As soon as "The Zebra" is born, it is reproduced by a process of cloning and spreads all over France (it has been spotted in Strasbourg, Paris, Grenoble, Bordeaux, Rennes, not in Toulouse, oddly enough ; but the largest number may be seen around Nimes.

As we know, the zebra is a protected species and some of its varieties are nearly extinct.

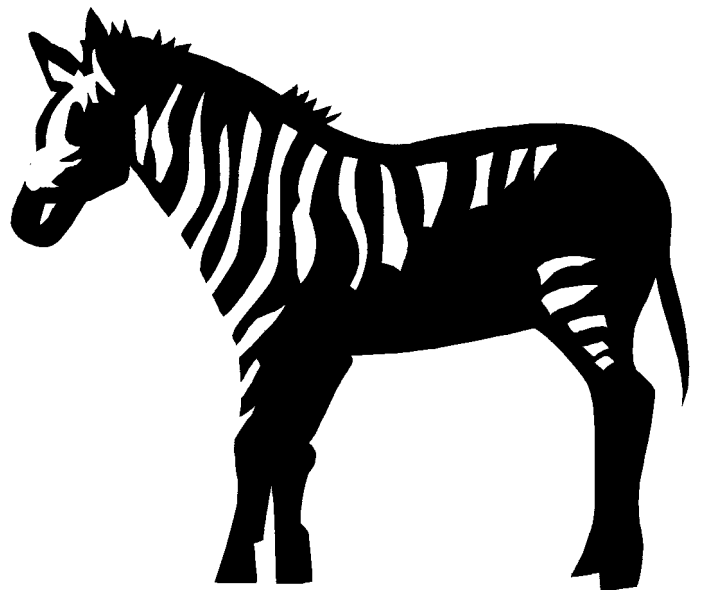
But the Nimes variety is expanding.

pattern ». Prison inmates all over the world will readily agree with this assessment, yet one of our activities, here in the school department has been placed for two years under the sign of the .....zebra !

So, we need your help and support to encourage us.

A yearly subscription would delight us 6 issues : 40 francs.....or more if you wish to support us.

**J.M. BLANC**, Maison d'Arrêt de Nimes,  
B.P. 3010, 30002 NIMES Cedex 06.



## «Identities»

French teachers working in prison have created their own magazine.

Informing, exchanging, shortening distances between teaching centers in prisons, showing what is done, what is said, underlining the teaching practices this is the aim of the magazine created by the teachers of « unité pédagogique de Paris » in 1998.

But if the first aim of «Identities» is actually to think and talk about practices, there isn't any disembodied teaching : there are the teachers themselves, the students, the teams, teaching situations, various and diverse partnerships within the institutional runnings.

It isn't usual and easy to write about our job and its surroundings, i.e. The prison, this is one more reason why we are ambitious and modest in the same time. This is what announced the editorial of «Identities» n°1 in june 1998 : « let's admit inaccuracy not to go with it but to come back to it and go further. Beware of mythologies, locked or dull speeches which temporarily pleased us.

The usual formal writings (reports, research papers, investigations...) which report on the institutionnal life have their uses and limits. So we have to clear up and multiply the point of view. Combine analysis and perceptible. Reconcile the concern for objective information with the interest of testimonies and point.of views »

«Identities» is a magazine run by teachers but includes externals contributions : the spread of ideas goes also by exchanging with the others. Therefore «Identities» will appreciate proposals of articles coming from Europe!

«Identities» is available (in french) on request to the following address :  
Unité Pédagogique Régionale de PARIS,  
Direction des Services Pénitenciaires,  
3, Avenue de la Division Leclerc,  
B.P.103, 94267 FRESNES CEDEX.  
3 issues have been already published, «Identities» will open soon an internet site.

In France, teachers working in prison are employed by the Ministry of National Education and still belong to it when they work for the Ministry of Justice. Within this context they are grouped in regional pedagogical units (UPR).

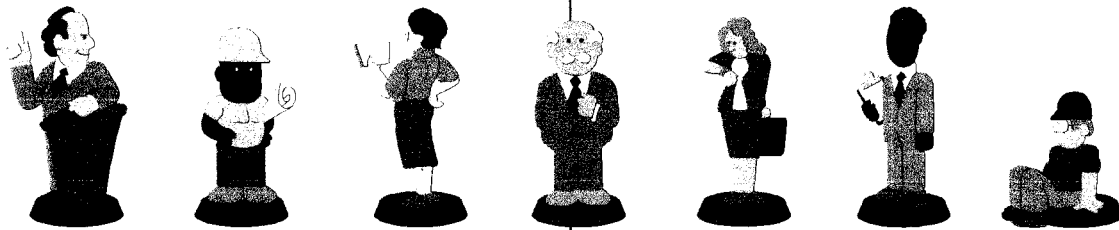
Each regional penitentiary direction has its pedagogical unit. The Paris regional penitentiary direction and its pedagogical unit (where the teachers who started «Identities» come from) runs the 22 teaching centres of the regions « Ile de France » and « Centre », it is the largest direction as it amounts for a third of all French inmates! The prisons of « Fresnes », « Fleury-Merogis » and « La Santé » are notably part of it.

Jacques Valette.

## FRESKO

**Fresco** made by a group of student-inmates in the **Maison Centrale of Ensisheim** with the help of **Daniel Dyminski, painter**, as part of an art workshop.

A 50-meter long corridor with on one side windows on almost the whole length and on the other side a dirty greyish wall with sewage pipes rising at regular intervals up to a 4-meter high ceiling. At each end, an iron gate.....



That corridor is a world apart. One end leads to the prison quarters, the other to the outside world. This highly symbolical part of the prison has been chosen to be a world of dualities. What we see is a parallel reality, a representation of the outside world in trompe l'œil fashion, an illusion of reality, a world free but still.

Behind a little parapet separating those two worlds men and women are painted walking or pushing

trolleys full of food like in a supermarket. A man is sitting. He's gazing at one of the two openings in the wall. It represents a landscape where mountains are reflected in a lovely, peaceful lake. The other opening shows a city with a maze of streets congested with traffic running between huge, extravagant buildings where traffic is dense and where agitation and restlessness are worthy of the largest cities in the world.

Apart from those two openings the false corridor is covered with panels of mock marble which very acutely convey the notion of idealisation of the outside .

Exaggerating and highlighting what is false is a sort of play on truth and falsehood which must make the person who walks along the corridor ponder on the meaning of life, on imprisonment and on dream. When all is said and done the art workshop won't necessarily turn each inmate into a poet or a philosopher but it will act on each man's mind by transforming this previously sinister place into a passage, an opening and a moment of evasion.

### Video ergo sum

In the prison in Epinal, the video has found a place of its own in a class more than in a club. It fits in with the place and with the numerous other cultural activities proposed there.

And yet, far from being an activity or a simple subject, the video is rather a special way, a « media » implemented in the sake of personal development.

The name « video class » was chosen in order to comfort the prisoners with the representation they still have in mind of a classic education, with yet a possible change to come.

Consequently, if the creation of a video film remains its obvious and main purpose, there is certainly more to it since such a class also provides the opportunity to communicate, to get to self-knowledge and ultimately to develop one's own creativity.

The involvement of the prisoners is great, however frightening may be the challenge for them when they come to speak about and to themselves in all sincerity, both through the recollection of past memories and the expression of their deeper and inner feeling in various debates, texts or poems.

A technical contribution is supplied only on request, and when it actually comes to the concrete part of the project, so that no unnecessary notion is taught in class, and expression can remain the objectives to be achieved.

The camcorder may be replaced by a pen or a paintbrush to a certain extent, but definitely not when it works as a powerful mirror in which the prisoners can see beyond a mere reflection.

I have been teaching video three consecutive hours a week for many years now. I am specialized in this subject and I have a real passion for images and the media.

I started with the production of reports in a most standard -and technical-way, but the communicative aspect of the video and the very psychology of the learners made me turn towards creation rather than production.

Several documents have been made so far, and with very little material aid, but some recent purchases are more than welcome for the production to come.

Four short films have been produced by the prisoners, men and women, who attend the class.

« Sombre solitude » is a short film in which the faces of the authors never appear, and the images are always hazy or caught with a contre-jour effect.

The recurring themes are the loss of identity and the isolation of the individual who has lost his freedom without ever enjoying it.

The whole soundtrack is full with the reading of a text written by a prisoner and repeated over and over ...

« Enchaînements libres » shows women who want to remain feminine and therefore take care of their bodies thanks to sport and making up.

The light is garish and it points out at every feature in such a way that they cannot escape its harsh rays. These women look happy, they seem to be playing, but in reality they are wounded mothers crying out their despair and their sorrow from being separated from their children.

« Chants-Contre-Champs » shows an exchange between men and women who could meet only through the magic of technology. A virtual debate in which the usual couple and family matters are being dealt with, has been made possible without yet hearing the slightest personal feeling uttered.

« Brèves d'Amour » has been produced in collaboration with a writing group.



The texts are read, almost performed by their authors while slow and sober images show how difficult the writing process can be at times.

But what will definitely be remembered is the powerful imagination of the authors bursting out with sheer happiness.

After the success of « Droit De Citer » which made it possible for the external public to have an overall view on the works of art writing produced by the prisoners, we are now expecting to make a thirty-minute film that could be played at the cinéma in Epinal for the year 2000.

If teaching in prison ultimately aims at helping rehabilitation, then the video class is definitely an invaluable ally in the process. It is obviously impossible to

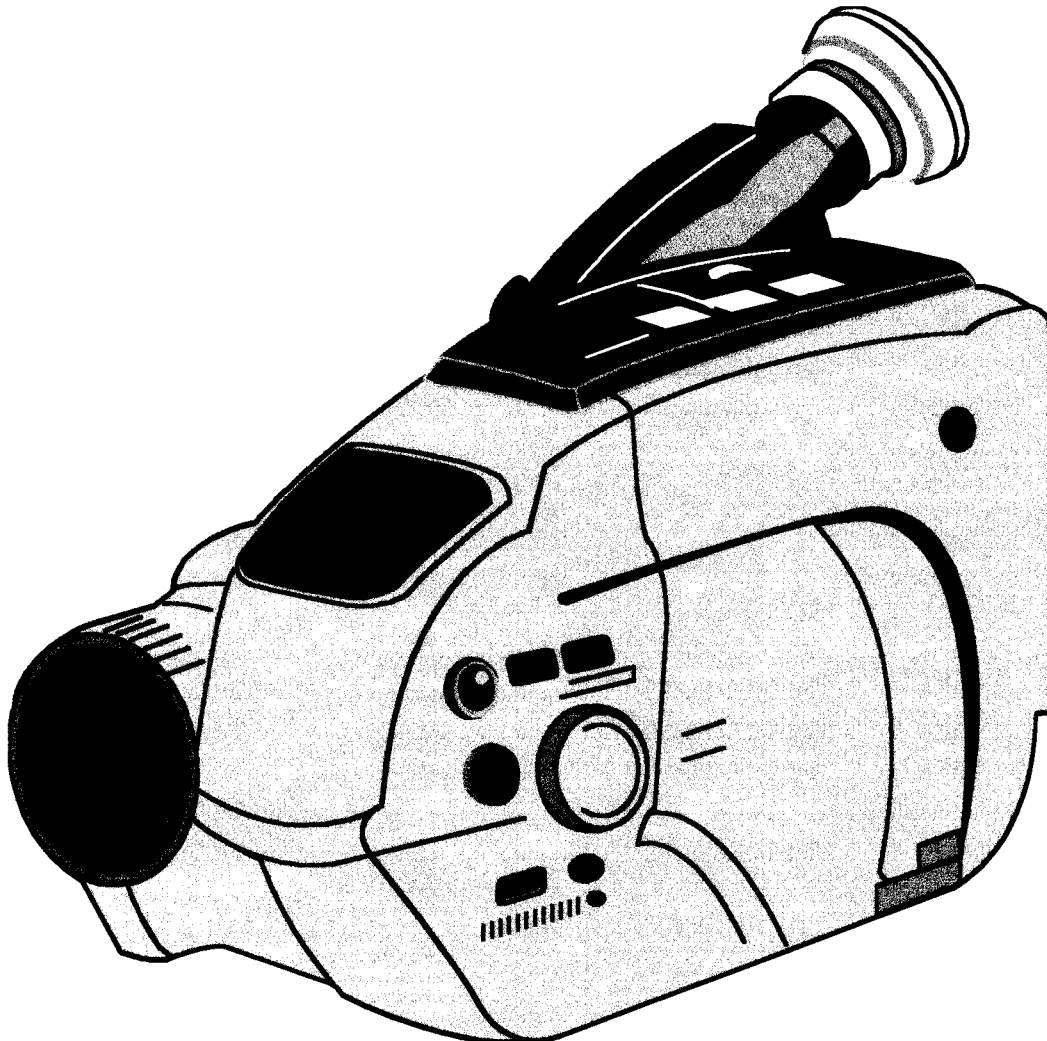
assess its real impact on the prisoners when the only concrete measure we may have in some occasional feedback.

And yet, when a young woman confesses: « I had never done anything in my life but destroy and now I know I can create » or when a man says: « I didn't know that I could be like this » or someone else adds: « I am not afraid to speak in front of an audience any more » when we are allowed to imagine they have come quite far on their way to self-knowledge.

The image they have of their place in society may even somehow have improved, so why not plagiarize Descartes and say « Video ergo sum »

**Arnaud Bondatty**, Teacher in the prison  
in Epinal

*translated by christel Skudlarek*



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## **Information about EPEA and about membership**

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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.

### **EPEA membership**

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

**Individual : 6 euros**

**Organisation : 30 euros**

**Associate membership is open to other interested persons**

**Within Europe 6 euros**

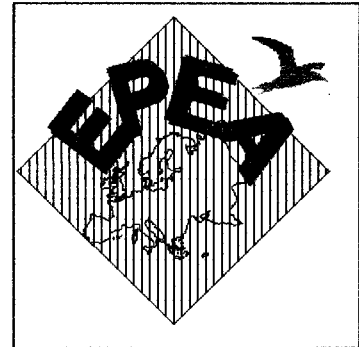
**Outside Europe : 12\$**

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

## EPEA Membership Form

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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**

**Contact address:** .....

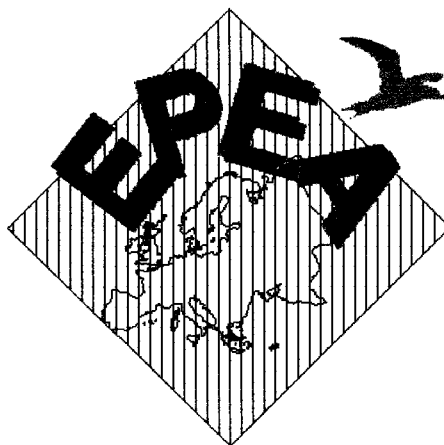
.....  
.....  
.....

**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                      yes                        no

**Signed:** ..... **Date:** .....

Please forward this with your subscription fee to your liaison person.



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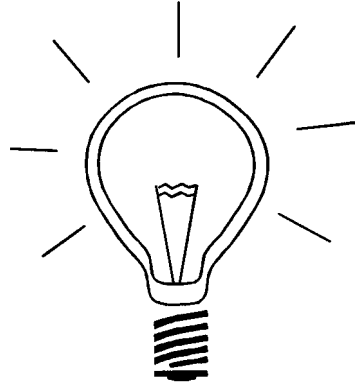
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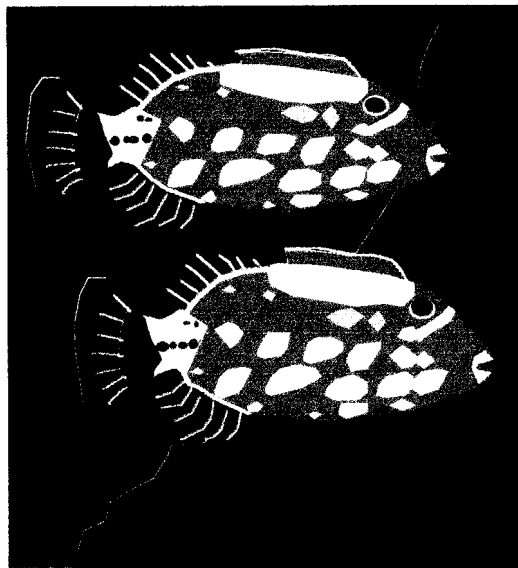
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**7 th International EPEA Conference  
on Prison Education**

*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.



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