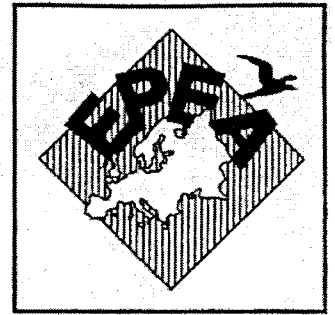


European  
Prison  
Education  
Association



# NEWSLETTER NO 18.



JANUARY 2000  
DENMARK

# **Editors Pen.**

**Dear EPEA Colleagues.**

**Happy New Year to all of you.**

It is a little bit of an honour to edit this first NEWSLETTER in our new Millennium. We are looking forward to meet you somewhere – at conferences or on the Internet. We do believe that EPEA will be a still growing organisation where prison education is in focus. Not only a forum where intellectual discussions are given, but a forum where educational matters in a practical way are discussed to the benefit of teachers and inmates.

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Thanks to all those who have made articles to this Newsletter.

# Education and Training: Creating New Learning Cultures.

*By William Rentzmann, Director-General.  
Prison and Probation Service, Denmark.*

Dear Ladies and Gentlemen, Good morning.

**I** It is an honour and a pleasure for me to be given this opportunity to address this conference, and very exciting for me to visit Australia for the first time. Not being a teacher myself it may be thought quite presumptuous in me to undertake the task of telling you about education and training and creating new learning cultures. For you are the experts in this field, you are the experienced ones, and you have probably given much thought to the question of how to improve the learning environment in the prisons. Another problem I was facing when considering what I was going to say is that I am not at all familiar with Australian mentality and ways of thinking in this area. I was a little concerned about that until yesterday morning when the captain of my flight made two announcements - one very important one, and one, it seemed to me, just for sake of good order.

The first one was that Australia won the Rugby World Cup! The second was the outcome of the referendum on monarchy vs. Republic. The first announcement was followed by shouting and cheerings in the cabin whilst the other one was hardly noticed by my Australian fellow passengers. I then realized that when Australian priorities between sport and constitutional matters were pretty close to that of the Danes, then maybe our way of thinking in areas covered by this conference were not too far from each other either.

I am a lawyer and my background is that I have spent more than 25 years dealing with penological matters, among them 15 years as a deputy director-general of the Danish Prisons and Probation Administration, the last 2 years as Director-General, and about 10 years attached to the Council of Europe ending up as a Chairman of the Council for Penological Affairs. So it is with this experience in my luggage, I venture to approach the subject of this morning, mainly from an administrative and crime policy point of view. But let me begin with some reflections concerning education in prison based upon the philosophy, which we (our prison education department consider important in this respect.

**II A.** The aim of developing new learning cultures in prison is to develop "the whole person bearing in mind his or her social, economic and cultural context"; this appears from the Council of Europe Recommendations on Prison Education from 1989.

The Council of Europe was established right after the end of World War II, during which human rights had been completely disregarded. Out of this situation grew the need for an organisation to protect human rights.

In my opinion, the essential point of these human rights is that the individual has a right to be responsible for him or herself. Obviously, this is not easily compatible

with deprivation of liberty - or with prisons. But in their efforts to minimise this conflict, the member states of the Council of Europe draft/adopt recommendations on various human rights issues related to prisoners, among them on prison education. The recommendations are guidelines but member states are committed to working towards them. In this way the re-commendations are perceived by the member states as a kind of common conscience and member states - like all of us - aim at having a good conscience!

B. It is a fundamental idea in the various European recommendations that inmates must have the same opportunities as other citizens to create their own lives - to be responsible for their own lives.

Therefore, the way in which prison education is planned must respect the inmate's right to choose.

He is not sentenced to education. As a main rule he is not sentenced to treatment either. He has only been deprived of his right to determine the location where he wants to be.

C. Slightly more in detail, the Council of Europe states that the purpose of prison education is "to provide the fullest possible development of each students talents and potential in order that they might participate more effectively in the cultural, social, economic and political life of society as responsible and productive citizens".

You could also say that the object is to develop the inmates' life competence.

Life competence is our knowledge, skills, experiences and opinions.

Life competence makes us able to manage our lives, to make the right decisions, to cooperate and to acquire new skills.

Life competence is acquired through at least **two** processes, which are very different and yet closely interrelated.

One process is learning about life through the personal acquisition of norms, values and experiences.

The other process is obtaining qualifications – the acquisition of knowledge and skills.

**III** I will use a model<sup>1</sup> that shows different components of life competence. The point of departure is the "balanced" human being, and the model includes both learning about life and qualifications, further subdivided into ***personal qualifications*** and ***vocational qualifications***.

**Personal**

**Vocational**

**Personal qualifications cover 4 areas:**

1. Knowledge and skills acquired through the qualification process, that is, basic education skills like mathematics, foreign languages, social relations, environmental and international affairs etc.

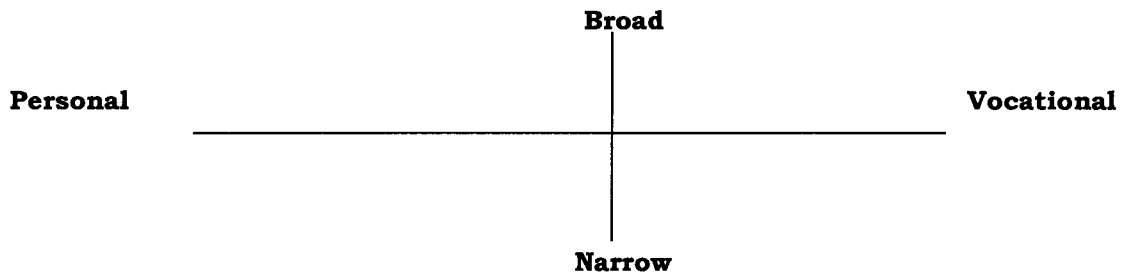
2. Social skills such as teamwork and sociability.

3. Physical skills, e.g. endurance, dexterity.

4. Basic moral qualities such as independence, self-reliance and flexibility.

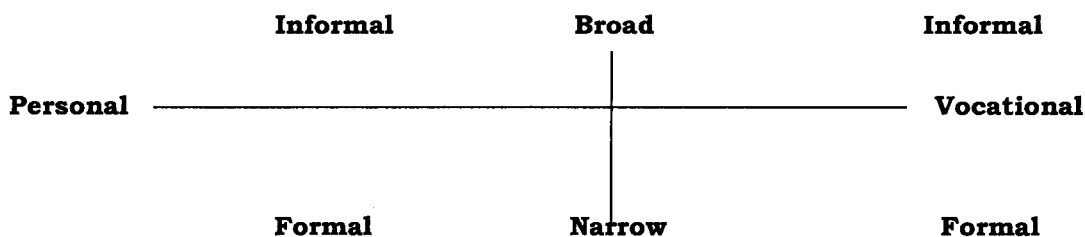
The personal qualifications can be either narrow in that they imply specific knowledge, for example Ohm's Law<sup>2</sup>, or they can be broad, implying general qualities and attitudes.

The vocational qualifications are those which are necessary to do a specific job. Some will be narrow, demanding specific technical skills and knowledge, others will be broad, demanding a wide insight into general labour market relations, the environment, and safety requirements and so forth.



It is important to emphasise that there is no sharp division between personal and vocational qualifications. Overlaps will be found in many situations: A foreign language, for example, could be both, depending on the context. An interpreter has French as a vocational qualification, whereas others learn French to be able to manage on a holiday trip.

Personal and vocational qualifications can be further subdivided into formal and informal qualifications. Formal qualifications are obtained through established educational processes that provide the person in question with the desired vocational knowledge and skills as well as a certificate.



Informal qualifications are the result of everyday learning or experience during which personal development is the main objective.

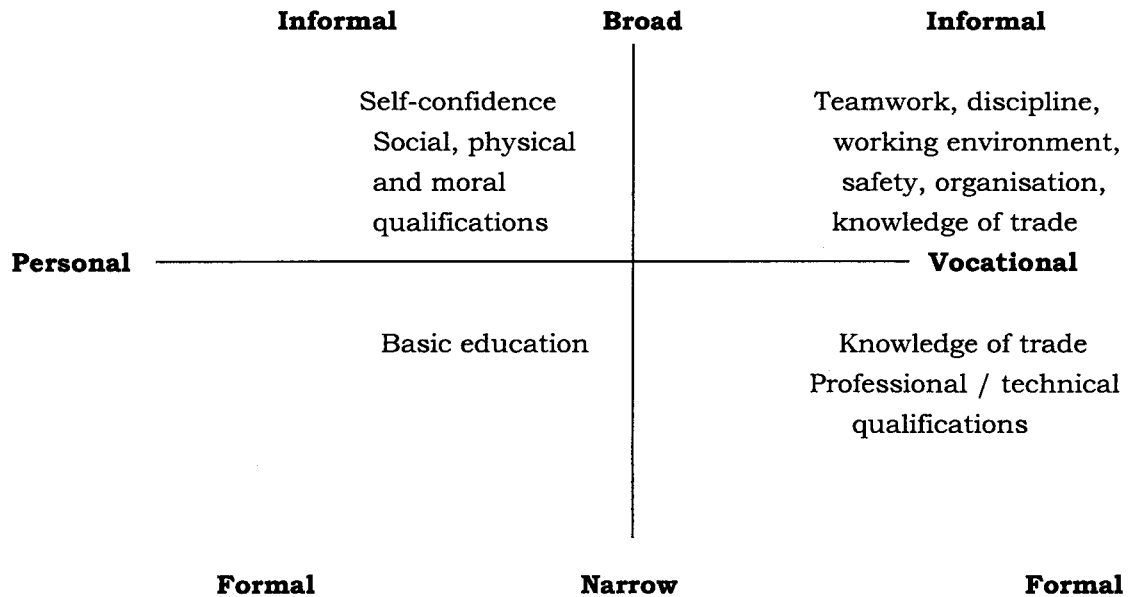
Formal and informal qualifications are both ingredients of what we call life competence. But life in itself, social experience, motivation, culture, sentiments, etc. can-

<sup>1</sup> Developed by The Danish Research and Development Centre for Adult Education

<sup>2</sup> Ohm's law states that the potential difference between two points of an electric conductor is the product of the current and the resistance of the conductor.

not be covered in one process. Limits are inevitable when a specific subject is to be acquired.

The last figure shows the different qualification components of life competence.



What are the needs of the inmates in relation to the overall aim, namely the development of "the whole persons"?

In Denmark – I think – they are in all 4 corners – but not ... the two **ABOVE** the line. And the traditional prison education? Often it is aimed exclusively at the two **BELOW**.

We have examinations in English, mathematics, in carpentry, in technical drawing and so on.

But what about teamwork, social qualifications, and self-confidence?

My conclusion about this model is that it makes it pretty clear that the broad curriculum is the one that most clearly promotes the overall object: development of the whole person.

I will now turn to the 2. part of my intervention, where the question is: what more is decisive/what more is vital to the effect of prison education - than the broad curriculum concerning the education itself? There is no doubt that the context of the education is decisive - or in other words that the culture of the prison as such is decisive.

An example of what the context means. In Greenland, which is part of the Danish Kingdom, there are many non-graduate teachers – part of them with a short (bare-foot) education - and others with a normal degree in teaching. The population is spread across the large country in small remote villages.

The Copenhagen University has made a study of the effect of the different qualifications of the teachers. The effect was measured on how well the pupils did after leaving school.

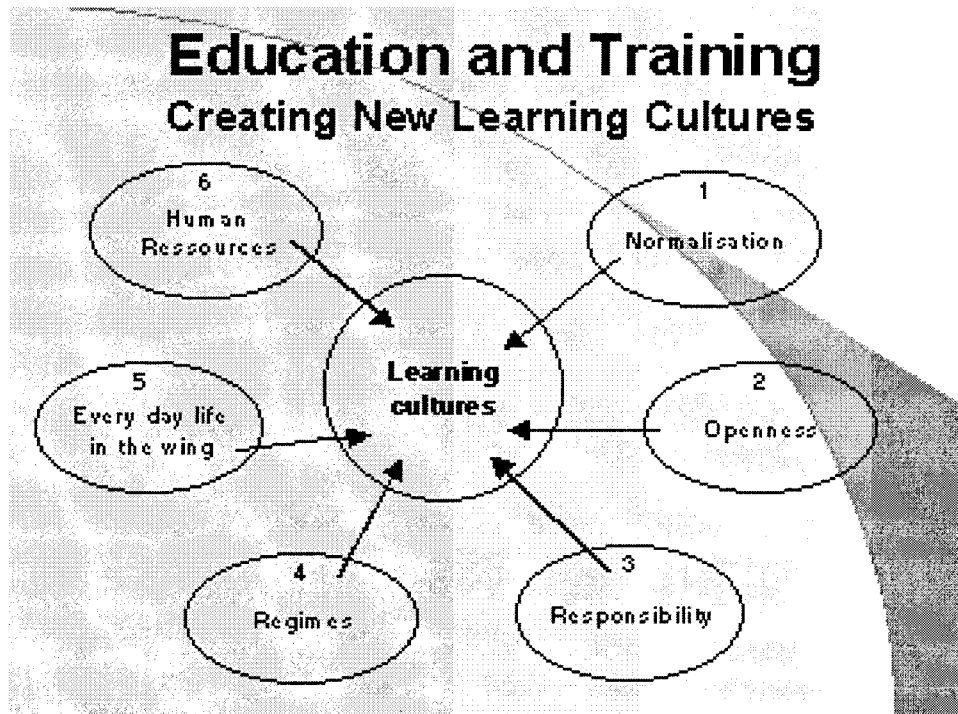
It was a surprise to everybody that there was no correlation between the qualifications of the teacher and how well the pupils did. But there was a significant relation

between the integration of the school into society and the pupils' careers. The consequence of this study is not that we should stop qualifying teachers. We should not stop sophisticating "programmes" in the classroom. The conclusion is that the context in which the education takes place is extremely important and consequently that educators should contribute to a change of the prison set-up.

Changes in the prison can improve learning cultures, and educators can and must take part in everyday life to promote this process.

**IV** Of course, many factors have an influence on how learning cultures are best promoted. I have selected 6 factors. I could have selected many more, but I believe that these six will be sufficient to give you an understanding of my views. These factors are interrelated.

The factors that I will refer to appear from this overhead.



Before I look into these factors I would like to mention that the schools of today in society at large are often criticised for restricting the creativity of their students - a criticism recently raised by leading American and Scandinavian scientists.

The American intelligence scientist, Professor Robert L. Sternberg, thus says that "the school is to teach students to test new lively ideas rather than wear both academic belts and braces. The school system of today filters off creativity to much too high a degree, overemphasises factual knowledge and analytical qualifications and puts the lid on the students' creative urges". You will probably realise the links between this statement and the concept and broad qualifications mentioned earlier. The challenge for the creative learning environments of the future, he goes on, is a challenge to educators to generate creativity in all subjects - in all education.

Creativity presupposes willingness to take risks, and one of the fundamental tasks of the school/teacher is to provide the students with creative flexibility and encourage them to run risks so that they are both ready to - and dare - shape their own jobs and their own future when they enter the working world. We have always needed creativity, but the need is greater now for the very reason that knowledge becomes obsolete so rapidly these days. As we all know many criminals are characterised by both enormous creativity and striking willingness to take risks, but these admirable qualities have just taken an inexpedient direction for the community. The question for us is not how to eliminate them but how to redirect them! Now back to the 6 factors that have an influence of the promoting of learning cultures.

### **V Normalisation in relation to learning cultures.**

Normalisation is a general principle for the prison systems of Western European countries and is implicit in the recommendations of the Council of Europe.

The concept of normalisation in prisons is may-be a paradox: How can a prison ever become normal?

"You cannot train men for freedom in a condition of captivity!" somebody once said.

But you can try using some of the elements included in a normal life. A core element of normal life is the notion of making choices.

The inmates should have choices in the prison. They should own their own lives. You may recall the model concerning life competence. When I showed you the model, my hypothesis was that self-respect, responsibility, etc. were important qualifications for obtaining life competence. In good teaching, life competence is the goal, no matter what the subject is.

How would a person be able to acquire self-confidence, social and moral qualifications, self-discipline etc., if he had no choice?

In the classroom - during lessons - one can normally make a choice regardless of prison conditions in general. But it is just as important that normalisation aims at the entire situation in a prison - not only at the time in the classroom.

"Normalisation" means that as a general rule, inmates retain their civil rights. This implies 1) The right to vote in elections to political bodies on an equal footing with other citizens; 2) The right to both verbal and written self-expression both in the prison and vis-à-vis the general public etc.

Normalisation also means that staff and inmates communicate as human beings normally do outside the prison, and that the physical surroundings inside prisons resembles the normal outside living standards to the extent possible etc., etc.

### **VI Openness in relation to learning cultures.**

The principle of openness is not quite so generally widespread as the principle of normalisation, and in many countries this principle is not widely applied. Also this principle has an inherent paradox: openness versus prison.

As you know, the main purpose of the openness-principle is to reduce the harmful effects inflicted on inmates through isolation from the surrounding world.

The principle of openness in relation to learning cultures emphasises the need for prison education to be in contact with the educational system outside. Inter alia this



can be ensured by importing teachers from outside (from the local educational institutions) or by exporting students (the inmates) to the local educational institutions.

This is indeed what is set down in the Council of Europe Recommendations on Education in Prison:

"Wherever possible, prisoners should be allowed to participate in education outside prison" and

"Where education has to take place within the prison, the outside community should be involved as fully as possible".

The advantage of importing and/or exporting is that the educational environment in the prison is stimulated - an environment otherwise easily isolated from the rest of the world.

### **VII Responsibility in relation to learning cultures.**

It appears from The United Nations' Standard Minimum Rules that "the treatment of inmates shall be such as will encourage their self-respect and develop their sense of responsibility".

Deep down, the reasoning is based on a belief that inmates react to stimuli like all other people. As a general statement, I believe that this has never been disproved. The idea is here that when you give people responsibility - for themselves or for others - they end up feeling responsible. They grow with the job, so to say. Naturally there will be exceptions, some people will abuse the confidence shown. This is merely a sign that inmates are just as diverse as other people. But if we let such exceptions from the main rule determine what course we choose, we will end up being left with a prison system which closes around itself, a rigid and inhumane system which in the last analysis worsens the problem it sets out to solve.

The principle of responsibility is intimately connected with the principle of normalisation, as it is impossible to be responsible without having influence. In other words, one must have a choice / an option.

The inmates must within certain limits have the choice and thus ownership of their own lives and changes to them. The ownership should not fully lie with the prison, the staff or the educators.

Therefore, education must not be a compulsory system influence, but an offer of change.

Normally, prisons have a lot of what could be called hotel services, the food is cooked and served for the inmates, their laundry is done, cleaning is done for them, etc.

You "de-teach" them to be responsible. Let them instead cook their own food in small kitchens, let them do their own laundry in ordinary washing machines, etc. This is the way forward.

This principle is very well reflected in the old Chinese proverb:

"Give a man a fish and you will feed him for one day. Teach him to fish and you will feed him for the rest of his life."

### **VIII Regimes in relation to learning cultures.**

When talking about prison regimes - rules and regulations governing prison life - it is important to keep the principles of normalisation, openness and responsibility in mind. So what I will mention now is partly a summary of what I mentioned under those factors.

The regime must be as normal as possible, not just in connection with the educational situation, but generally in connection with the entire prison situation. Only this will allow the students to test their skills and give them as many choices as possible, for example through self-administration and self-provisioning.

The better the choices, the better chance for the students to test their skills.

The regime must be as open as possible. It must be possible for the inmates to receive visits and to go on leaves and to maintain contact with the outside community to the greatest extent possible. Moreover, the prison system must allow other external authorities to check the actual conditions in the prisons.

Importing teachers or exporting students greatly enhances learning cultures in the prison.

The regime must give the inmates responsibility so that they feel, as mentioned before, that they own their own lives and thus become owners of their own treatment.

This makes demands on prison authorities when making rules and regulations about prison life. Whenever we do that, our first consideration should be: How would this problem be regulated or resolved in the community at large, and then secondly we should consider whether or not there are specific reasons for another solution based on security and order or other specific prison reasons. Otherwise the prison will be governed by tradition and habits and this will have a negative impact on learning cultures.

#### **IX      Everyday unit life in relation to learning cultures**

Traditionally, everyday life in a prison is synonymous with boredom and monotony, which is reinforced by the seclusion from the surrounding world. This often makes the inmates become inactive and eventually (mentally) passive. They lose their motivation for change and thus for education.

To counteract this spiral it is necessary to create as much variation as possible in the everyday prison life. As mentioned before, the punishment is only the deprivation of liberty. Not boredom and passivity.

Introducing self-administration with cooking, etc., makes the inmates use their spare time in a more productive way.

An offer of employment - work and education - leisure activities and cultural arrangements creates variation in everyday life and thus commitment, which is essential in creating learning cultures in the prison among the inmates.

#### **X      Human resources in relation to learning cultures.**

The biggest human resource in a traditional prison is the basic/uniformed staff, the prison officers. Therefore it is utterly important that the basic staff become an active part of everyday life for the inmates.

Often, the attitude of prison officers is very much influenced by their "guardian role".

If the attitudes of prison officers are to be changed for the benefit of learning cultures, their role has to be changed so that they do not only concentrate on work relating to surveillance and security.

The traditional "guardian role" is narrow, and the most important element of the work is to ensure the inmates' presence during their sentences. But a big task and a

very important one for a contemporary prison administration is to qualify the basic staff to take on commonplace functions within spheres of the prison that occur every day. That means security functions as well as jobs having to do with treatment. This will give prison officers a more central role to play in everyday prison life. By giving prison officers tasks as caseworkers, as assisting foremen in employment and as initiators and managers of leisure activities, their role changes and they become more like generalists. They are close to the inmates, they can see their needs and their problems and at the end of the day staff and inmates view each others as human beings and not as stereotypes. Experience shows that the change in role with other tasks than order and security, and a role where they know the inmates, also results in a change in attitude to learning cultures.

The educators it is important to participate in daily prison work and in the process of changing / developing the role of basic staff - in view of learning cultures in the prison.

Educators must not remain in their educational "ivory-tower" and solely think of developing projects in their classrooms. They have to take the context into account to achieve the optimum effect of good projects / programmes.

If you, as educators, are to succeed in responsibility and support the inmates in their development and avoid the emergence of harmful sub-cultures, you have to expend some energy in influencing the "system", alongside with your teaching. Otherwise, education may well become a waste of effort for all parties.

In other words, educators must be in daily dialogue with the system.

## **XI Conclusion**

My conclusion is that when new learning cultures are to be created in a prison, you, as educators, must choose an educational method that promotes normalisation, openness and responsibility as much as possible, and thus contributes to retaining the learning cultures.

A good starting-point for choosing an educational method is to remember the wise words of the Danish philosopher Soren Kierkegaard:

"That when in truth one is to succeed in leading a person to a certain place, one must above all take care to find him where he is and start there".

This is the secret of all aid. But this is actually also the secret of how to succeed in giving inmates responsibility for their own lives.

As educators and administrators of prison education you are central persons in the process required to create new learning cultures in the prisons. I wish you all the best of luck.

*This contribution was given at the 4.th National Conference in Fremantle, Australia, in November 1999.*

# EDUCATION IN THE DANISH PRISON SYSTEM.

*By Elsebeth Conradsen. Educationel Leader.  
State Prison in Vridsloeselille.*

It is a principle that the inmates, to the extent possible, should be offered the same education and training as other citizens in the Country.

In the closed prisons, where the inmates can't get elave from the prison, so that they can attend ordinary educational establishments outside the prison, the education is established within the framework of the prison systems. But still the education offered is very similar to the education offered outside.

In Denmark in 1993 we started up a new educational system for adults called AVU.

## What is AVU?

Formal adult education - AVU - is a single - subject education for adults in general subjects.

Formal means aiming at professional skills as well as personal and social development. The structure and organization of Formal Adult Education is based on the individual's constitutional right to education according to their needs and requirements.

AVU is open to everyone over the age of 18.

This educational system started up in 1993 in the prisons in Denmark as well. All prisons in the country are organized in one Education Center ruled by the Ministry of Education.

## Participation in education.

Approx. one fourth of the prisoners, in the closed prisons, are occupied through education.

As a result of the fact, that the teaching has to "meet the person" where he is, education is offered on several levels.

Education is given in form of day "high" school, 9th and 10th classes and Higher Preparatory Examination.

Approx. 30% of the prisoners in Denmark are foreigners. Therefor Danish and English for foreigners is taught as well.

The teaching in the day "high" school has as it's objective to "meet the person where he is" . We are here talking about teaching in basic skills and general social behavior.

The aim is to enable the student to improve and supplement his knowledge and skills.

Particular attentions are referred at prisoners with difficulties in reading and writing. During the last 15 years a lot of different models and methods have been taken in efforts to considerate the special needs of these students. One exa. is the YAK YAK model, described seperately on page 21. Other prisons cooperate with special training centres and teachers from outside.

In 9th and 10th classes the most popular subjects are Danish, English Mathematics and computerclasses.

The teaching ends up with a final examination called the Formal Adult Examination. The Examination can be taken subject by subject. In the prisons, twice a year, outside the prisons four times a year.

When completing subjects at this level a student is entitled to a certification which entitled him to further education f.ex. on the Higher Preparatory level or improved jobopportunities.

On the level of Higher Preparatory Examination several different other subjects are offered f. ex. biology, religion, history and spanish. Examination takes place in may/june. The certificate gives access to studies on institutions of higher ecucation f.ex. College, University etc.

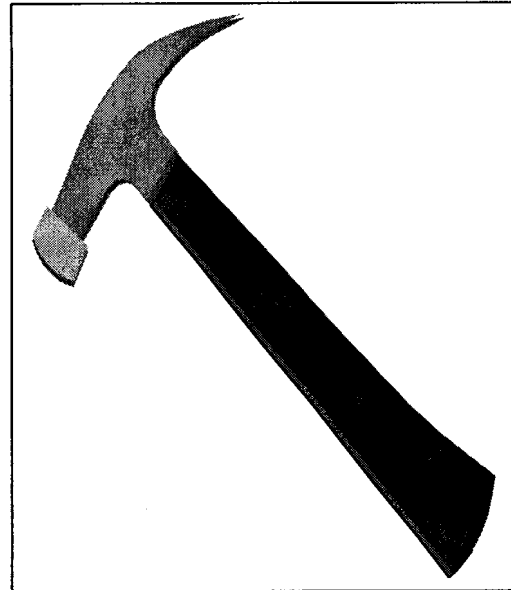
# Production Schools in Danish Prisons.

*By Kaj Raundrup. Educational Manager.  
Prison and Probation Service, Denmark.*

The first Production Schools which were established during the late 70' offered combined education and production projects to young people tired of school and to the young unemployed. Today Production Schools are mainly for young people between 16 and 29.

Unlike most other educational institutions, it is possible to enter and leave a Production School all the year round. This means that a participant can start any time during the year whenever a vacancy occurs. Thus the background and qualifications of the individual are given priority and the stay at the school is organized individually. Participants can stay at the schools for one year (an exemptions has to be obtained), however, the average stay is 3 or 4 months.

Most Production Schools offer several vocational courses which serve as an introduction to a number of different branches of trade: Metal and wood workshops, office, agriculture and horticulture. Some schools also offer special courses such as computer science, bee keeping, nature and the environment. The individual participant enrol for a special course but still has the possibility of following other courses.



The most important task of a Production School is to furnish the participants with a certain amount of vocational experience as well as contributing to building up self-confidence of the participants, in order to encourage them to learn more.

The education takes its point of departure in the practical work of the projects. The products have to be of sufficient quality to be sold on the local market. The idea is to let the participants go through the whole working process, from preparing the raw materials to the delivery of the products to the customer – including purchase and marketing.

Participation in education based on workshops is a *means* of encouraging the participant to take part in other educational activities. Other educational courses can be found at some of the schools, such as general school subjects, cultural activities, or project-oriented courses organized in cooperation with the participants according to their needs, wishes and interests.

The aim is to *prepare* the individual to return to the ordinary educational system or to the labour market.

The flexible structure makes it possible to consider the needs of the individual and help improve his or her weak points, which can be due to social problems, lack of qualifications, or a short basic educational background.

The Production Schools make it possible for the participants to obtain realistic labour experience through workshop education – an experience which is difficult to acquire on the ordinary labour market. Furthermore, participation in other educational or cultural activities builds up young people's self-confidence, which enables them to start on a qualifying general or vocational education.

Whether the participant chooses courses of a vocational or general character and content depends on his or her background and resources.

A stay at a Production School is not formally qualifying but is taken into account when applying for further education.

In more than 10 years we have had Production Schools with great success in 10 prisons. A prison teacher and a prison officer makes a good team / mix together with 6 – 8 inmates in those classes.

You can find more details about the special educational / working model used in our Production Schools in William Rentzmann's article III p. 2 ff.

# MY EXPERIENCE WITH TEACH- ING SPANISH IN A DANISH PRISON

*By Viveca Tallgren. Prison Teacher.  
State Prison in Vridsloeselille.*

It was not without a certain nervousness that I first passed the gate to one of Denmark's most famous prison, Vridsloeselille State Prison, some years ago.

I have been offered a job as a guest teacher of Spanish for twelve male inmates.

The complicated procedure of entering the prison was enough to give me claustrophobia.

"The Beagle Boys", as I secretly called my pupils, neither wore chains nor striped prison uniforms, but peaked caps turned backwards and were either bald-shaven or had long ponytails.

They all received me well, and I began the lesson by asking them, why they had chosen Spanish, because I had been told, that there was a great interest for this language among the inmates. Some of them wanted to go to South America or Spain after serving their terms, they said bit without telling me the purpose of their trip. Others mumbled something about wanting to learn a new language even though they didn't seem at all interested.

Spanish is by far a more "masculine" language than French, which is known to be a women's language par excellence. And man-

liness seems to be extremely important to "The Beagle Boys". Besides the muscular chests (bodybuilding is one of the favorite leisure-time activities in prison) the tattoo is another symbol of masculinity. Some of my pupils willingly took off their T-shirts to show me all the elaborate figures on their bulging chests and backs.

In Vridsloeselille State Prison the inmates are offered a Higher Preparatory Course of Spanish every third year, and whereas this course normally takes two years outside of prison, the inmates have to complete the course in one year with 8 lessons a week. This concentrated course is not at all unproblematic.

To pass the Higher Preparatory Course requires among other things an elementary knowledge of the Spanish grammar. But the problem is that many of the inmates come from underprivileged social groups and are not used to studying at all, and certainly not Spanish grammar.

They are said to have lots of time to study in prison, which is only partly true, because there are so many disturbing elements, both psychological and physical, that most of the pupils come to class unprepared.

“Why the hell do I have to read all this shit. When I was in Colombia I learned much more in the streets just in a few weeks”, one of them shouted and threw all his books on the floor in a burst of anger.

An exception was a guy who preferred to study hard in stead of watching porn and actions films on television at night. He had the appearance of an engineer, but turned out to be an expert in breaking open cash dispensers, and was a regular customer at the prison. He got the highest marks of them all and was known as the “professor” among the inmates.

I have often been asked, if I didn't have a bodyguard, while I was teaching in prison. But I have never felt threatened in spite of aggressive outbursts about the grammar book and the like. Once I did get a fright, when one of the broads shouldered guys all of a sudden furiously lifted up his table, sent it down onto the floor with a crash and left the class room because he didn't understand my grammatical explanations.

Towards spring my Spanish class was reduced to four pupils. Some of the couldn't manage the fast pace, one had been removed to another prison, another wanted to go into voluntary isolation, because he was being pursued for not having paid his debts for drugs, and one had been released.

When we finished the elementary stuff and were to continue with the prepared texts for the final examination, I made the fatal error of choosing the short story “Paco Yunque” about a little Peruvian boy's first traumatic school day. The story is often read at other high schools because of its easy language. The worst thing about the book – said my pupils – was that Paco was always crying and never hit back, when the other kids teased him. There was nothing to do about it, Bjørnebanden hated his book even more than the grammar book and decided to call it “Paco *Maricon* Yunque = “Paco Gay Yunque”,

if anybody has any doubts, “gay” is a term of abuse among most of the inmates.

Therefore I decided, that the next book was to be closer to the inmates' own reality, and I chose the Colombian writer Gabriel Garcia Márquez's film script “Tiempo de morir” (Time to die). But even if most of the members of The Beagle Boys were supporters of “kill of honour”, they couldn't give it a thought, that the author is against honour-code killings, and indirectly expresses his opinion in the text. Both the video and the text were a fiasco from the beginning. They all hated it just as much as “Paco Yunque”!

Much more successful was the popular Spanish film instructor Pedro Almodóvar's script “Tacones Lejanos” (High Heels) – especially the erotic scenes.

But the greatest success was an article from the Spanish newspaper El Pais about eleven inmates who fled from one of the most secure prisons in Florida by digging a tunnel under the prison, leading them right out to freedom.



# Leaving the prison every day in order to achieve an education.

*By Bjoern Petersen. Educational Leader.  
State Prison in Sdr. Omme.*

It is a principle that the inmates to the great possible extent should be offered the same education and training as other citizens in the country; a direct consequence of our principles of normalisation and openness.

The principle has limits:

1. The prisoner has to serve a sentence above 5 months.
2. One third of the sentence has to be served before daily leave can take place.
3. One year is the normal maximum limit for education outside the prison.

The majority of the leaves take place from the open prisons and the prisoners leave by public transports to attend education in nearby towns where education institutions are situated.

All kind of recognised education's are possible, but of course courses for semiskilled workers are the most common, that means courses of minimum 3-4 weeks duration and generally if you attend 10 - 14 weeks you have an education which can be sufficient for attending a job.

It seems to be easy but it has to be planned and the prisoner himself has to have the basic skills ( social skills and study skills ) well prepared in the prison; otherwise there is a big chance of new mistakes which are remarkable bad for an imprisoned person.

It is a disservice to send a prisoner for a course he can not finish properly. It can in some cases bring him to carry out new crimes.

Another problem by leaving the prison every day could be those fellow prisoners demand things from outside brought back to the prison e.g. drugs !

Why can we not search for drugs? Because open prisons have big areas and no walls.

How many are attending schools outside the prisons? At an open prison with 200 inmates about 10 prisoners are leaving every weekday for an education outside the prison.

# SPARE TIME ACTIVITIES –A PEDAGOGICAL TOOL IN DANISH PRISONS.

*By Kim Damgaard, Educational Leader.  
State Prison in Ringe.*

During the last couple of years spare time activities for inmates in the Danish prison system have been in focus. The result is that today it plays an equally important role to work and education in several institutions.

The general purpose with spare time activities is to let the inmates meet a variety of high standard activities. Hopefully many find interest in an activity in which he or she can participate after their release. There is no denying the fact that many inmates have difficulties in finding a job or beginning an education after a prison sentence, but a sensible spare time activity can often contribute to to a new network and an identity without crime. There are several examples of this in Denmark.

As part of their job Danish prison officers are spare time activity instructors. In order to be able to offer high standard within this field all prison officers are trained as instructors as part of their 3 year education. The subject "spare time activities" is now combined with the subject "pedagogics". Theory and practice must go hand in hand.

Talking about security in Danish prisons there is much weight on what is called "dynamic security". This means that a variety of high standard activities within work, education and sparettime give much more satisfaction to the individual inmate and a much better relationship between inmates and staff.

In Denmark the inmates participate in the planning of these activities. All prisons have a board of inmates and staff responsible for this. The board is also responsible for economy.

Today a great variety a daily spare time activities take place in Danish Prisons: traditional sports, boxing, cycling, gardening, motocross, painting, computerclasses, work.shops etc. On top of these activities several prisons have an objective at least once a year to perform one major project. This could be one week`s canooing or skiing in Norway or Sweden. These projects take place in small groups with 2 prison officers and 4-8 inmates. All planning and preparation are shared between inmates an staff. The inmates learn to take responsibility and they also learn to face the consequences if their common planning has failed. These projects can take place both from open and closed prisons.

Only imagination sets a limit within the field of spare time activities. It requires, however, the the prison management support their prison officers. Prison officers must be highly motivated and well-educated in order to be able to perform high quality spare time activities with the inmates.



## TOUR de LILLEBAELT

*By our correspondent at sea, Frank (an inmate).*

For the period 5 th. To 10 th. of July, six inmates were elected to spend 6 days aboard The S/Y LODSEN. Christian, Stefan, Johnny, Kjeld, Freddy and Frank were the lucky ones. Apart from the above 2 employees, were to join us. Hans from Sdr. Omme and Svend Aage from Kaershovedgaard. Svend Aage as skipper. Hans as bestman.

S/Y LODSEN a 40 footer of the type Colin Archer, a type which have found itself usefull as pilotboat in the Norweigen waters. She is a beautiful wooden 2-master built in the period of 1980-86 by inmates of The State Prison of Ringe. The building itself took place on an abandoned shipyard near Thuroedam situated by Svendborg. Nine bunks are installed. S/Y LODSEN is assisted with an engine of Hp 36 capacity.

The practical part of the Certificate for yachtmanship was to be the outcome and end of our trip.

### **Monday, July 5 th.**

Finally the day has come. The trip was scheduled for 6 days. But ohh boy, the weather decided otherwise, rain

came down in buckets. As a matter of fact for a short moment I thought the trip was to begin at our doorstep of The State Prison of Sdr. Omme.

Rain or not, we had to sail. Well stuffed in the Blue Van we headed towards Horsens, where we embarked S/Y LODSEN. A long the way we picked up our skipper.

After embarking with our gear we had a cup of coffee in the cabin. Skipper informed us about the vessel and it's nautical terms, what we were allowed to do, and in particular what we weren't. Skipper had a workplan with our turns ready for us, each of us had 2 days of kitchenshift, 2 days deckservice and finally 2 days with trouble shooting.

After we had bought supplies we had lunch and about 2 o'clock p.m. we cast off, and went through Horsens Fiord with Johnny at the helm. It was rather overcast, windstill but at least the rain had ceased. Skipper set the course, Hans insured we didn't run aground.

Alas no wind so we had to start on engine power. While we sailed we had

training in knots and bends. The outcome of it was a lot of grannys knots. But a master comes out of practice, eventually we mastered two or three. To graduate we had to master five: Square knot, sheet bend, figure-eight knot, bowline and clove hitch including their use.

The old as well as the new Lillebaelt were passed at about 9 o'clock p.m.. During this passage we ran into some guide lights who escorted us safely through Kolding Fiord, with their red, green and white twinkeling, Stefan at the helm.

Rather worn out from the fresh seaair we anchored at the harbour of Kolding, had a cup of coffee and turned in.

### **Tuesday, July 6 th.**

We rose and had breakfast at 8 o'clock a.m.. After having had our shower and bought supplies, we departed approximately at half past ten a.m.. With Freddy at the helm, and heading towards Faaborg, we sailed out the Fiord.

Around 2 o'clock p.m. a man fell overboard. Kjeld had thought to himself it was time for a swim in the cold water. When he was well onboard God have mercy on our sinfull souls, he gave us 40 push ups, while we gave standing ovation.

Still no wind, so we had to sail by engine power. The trip went nice and cosy down through Lillebaelt, and time enough to get some tan. The weather had changed and sun shone through scattered clouds down on us. Coffee were drunk in buckets and muffins consumed. Lunch and dinner were prepared and served during this picturesque moment of harmony.

After 42 miles of sailing we reached the harbour of Faaborg and anchored at 9 o'clock p.m.. Safe and "sound" we took a stroll in town were the climax was an investment in an icecream.

At the dockside we were surrounded by dutch (wood) ships, big ones, 6 in

numbers and filled with noisy youngsters. The disciplin of quietness apparently was due in their next semester.

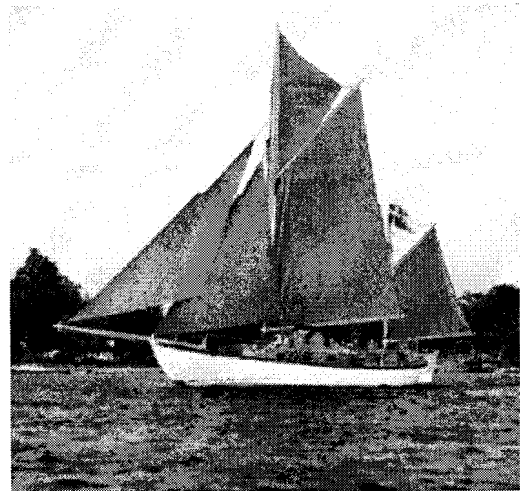
At midnight we turned in, both tired and anxious of what the next day would bring.

### **Wednesday, July 7 th.**

The vacation of the correspondent at sea had ended. After two days of trouble-shooting, which boiled down, is giving a hand here and there, staying out of sight is the essence. To follow were two days of kitchenservice.

Breakfast was at 8 o'clock a.m.. We bought supplies and sailed off, leaving behind us the harbour of Faaborg.

Approximately an hour later under the guidance of skipper and Hans we sat foresail, mainsail and mizzensail and set course towards Haderslev. For the first time we had wind enough to sail without the aid of engine power. The coffee and the silence was enjoyed by the crew.



We sailed up through Lillebaelt at 7 knots and Christian at the helm. After a while we went down in the galley and tied knots and bends under skipper's and Hans' guidance. A little postcard writing was added as time went by.

As the afternoon proceeded we had to shift back to engine power, as wind had drifted of. As usual skipper was surrounded by maps, calculating

position and course. When a new course was set he went to the man at the helm and said: "What course are we on?". The man at the helm replied: "Heading course 220". "Lay your course to 250" the skipper said. The man at the helm replied: "Heading course 250". After this the man shifted the helm and laid her on course 250. This scene and incident was repeated again and again, after all we had to learn to navigate.

Between 4 and 6 o'clock p.m. we had "man overboard" rehearsal. As the use of Kjeld was forbidden, we used a fender bundled up with a water-container as a man-atrap. For other sailingcrew around us it must have been a sight for gods to see this mastodont sail hence and forth to get this damned atrap out of the water. Each man had a go for it twice. As a matter of fact we were rather good at it. Hans had a worrying good grip at throwing the man-atrap overboard. Skipper barked out his orders to change course and the man at the helm worked hectically while almost glaring hypnotically at the compass. The "man" was rescued safely back on deck every time and it all repeated itself with the next in line at the helm.

At about 8 o'clock p.m. we sailed through the narrow idyllic straight of Haderslev Fiord with Christian at the helm. We sailed through an ocean of buoys and one and a half hour later we anchored at the outer docks.

Weary we turned in at midnight.

#### **Thursday, July 8 th.**

After breakfast and shower we sailed at 10 o'clock a.m. the other way out, again with Christian at the helm. Three days of high sun began to show. Skinburns on faces, necks, arms and legs. The sunblock was quickly brought forth.

Back in Lillebaelt Kjeld took over the helm and headed for Middelfart.

After consuming our lunch we had yet another "man overboard" drill. We had one go each. That was sufficient!

Everybody made it and resqued the man safe back on deck.

After the exercise we sat on deck enjoying the good weather, coffee and pastry. The watertemperatur was tested by Kjeld, Christian and Stefan, so shortly after we had three men overboard. Suddenly skipper entered deck from below only wearing bathing shorts, determined he approached the bowspear and jumped in the waters of Lillebaelt. Well aboard again skipper, god help and see in mercy on us, jumped in again!! King Neptun of Kaershovedgaard had struck again!

When this waterseance was well over, Freddy, Christian, Johnny and Kjeld felt it was time for testing the fishing gear. Even Hans unwrapped his new and for the occasion bought fishingrod. Freddy was the only one to succeed, hence he landed a "giant" of the species: Cod.

Once again we spend the night in the mercyfull arms of Kolding. Friday at 10 o'clock a.m. the practical test, for passing the certificate for yachting, was due. The event was to be held just outside the harbour of Kolding with the examiner on board. With your correspondent at sea at the rudder we sailed back to the harbour of Kolding, where we anchored at about 9 o'clock p.m., time enough to buy us an icecream.

All day long we had mugged up our skills for the test the day after. All over the place bends and knots were tied and the theoretical aspects were studied for the test.

We ended our day below with coffee. Stefan was in charge of the intertainment as so often before.

#### **Friday, July 9 th.**

Breakfast and shower was soon ended and then back to studies. One and a half hour remained to the arrival of the examiner. I think skipper and Hans were impressed by the determination of the crew at this hour of day.

Censor arrived at 10 o'clock a.m. sharp, and so did an observer from the Department of Seaaffairs, much to the astonishment of most. Of course he was the only one to wear a lifejacket. Well, we casted off and sailed to the testing area where our skills in "man overboard" and craftsmanship in sailing according to navigation principles were scutinized. All men passed and did well.

Well returned to the quay we were examined individually in the theory attached to the practical part of the test. You had to tie 5 bends and knots, and explain their use plus answer question from the censor. Everyone passed.

We were all relieved and anxious to get out again. After all; it was the last day. After having taken provision on board, we went, at about 2 o'clock p.m., out the fiord again, with the correspondent at sea at the helm. We headed for Juelsminde.

Once again under the old as well as the new Lillebaelt Bridge. The current was so strong, that only by engine power we made 8 knots where as normal only 4-5 knots.

At half past seven p.m. we reached the harbour of Juelsminde where we anchored and started our last dinner on board the honorable maid S/Y LODSEN.

The harbour of Juelsminde was by far the best we had visited. It had more restaurants, kiosks (you could buy some pretty good softice there), fine toilet- and bathingfacilities, minigolf and a lot of people utilising it.

Every minute, yes even every second were squeezed out of this our last night on the tour. We ate icecream, enjoyed the spectacle of the sun setting, had strolls in the area, chatted and observed people.

This night on the ship was ended as usual, coffee, cake and chitchatting.

### **Saturday, July 10 th.**

The final day was here. Breakfast, shower as usual and then we started to pack our gear.

The ship had to be tidied up inside as well as outside. We calculated on doing it in one and a half hour. Our pickup was to be at noon, consequently we had a couple of hours off. These were spent shopping souvenirs and delicatesses of our choice. Kjeld were permitted to go down to the beach for a swim.

When an hour had passed without the sight of him, Christian and Stefan felt they should go look for him. They strolled around on the beach asking every fair maiden if they've seen Kjeld. Most had a laugh, and found it funny that these two polite gents were looking for their mate in this way.

Kjeld, Christian og Stefan returned with a grin on their faces. It was time for the cleaning of the vessel. Our gear was placed on the quay and we started to clean.

At noon we were picked up by the blue wagon. The course was set for Sdr. Omme.

The tour was over!!

### **Conclusion**

All agreed that it had been a nice, exciting and educative tour. Everyone were animated to continue with the theoretical part of obtaining certificate for yachting of the third deegre.

In conclusion we hope that others will get this opportunity to experience a tour as beautiful as ours.

# When Inmates are “Hard of Reading”

*By Merete Reedtz, Prison Teacher.  
State Prison In Horsens and  
Bent Givskov, LOGOS IT.*

The State Prison at Horsens, Denmark, has finished a pilot research project on dyslexia in its effort to help inmates become better users of educational resources. The aim has been to remove the obstacles to improving their poor reading and writing skills, in order to give them greater access to educational opportunities.

The project was supported by the Department of Prison and Probation, the Educational Office, and the Educational Leader at the local prison, Benny Wandborg.

As teachers in special education, we wanted to evaluate if it would be possible to make positive changes in literacy, writing and language disabilities by working with the computer programme Yak-Yak, which operates on the Macintosh platform.

The project is hopefully only the first step towards making education and re-education more attractive to dyslectic inmates, many of which failed in their own schooling, and were excluded - or excluded themselves - from sufficient education. Better reading and writing performance surely is one of the first steps towards stimulating them to get the education they need, and to provoke a general change of attitude which could improve their quality of life.

## **A brief presentation of the computer-programme Yak-Yak.**

“Search and ye shall find” - this is Yak-Yak - the computer programme that uses artificial intelligence to handle word processing with seemingly magical ease.

In the Search Field, you only need to write phonetic word scraps in order for the search engine to present you with a targeted list of

suggestions. If the user is unable to visually recognise the word - which often happens with dyslexics - selecting the synthetic Text-to-Speech mode will cause the words to be read aloud. You then can make your choice from the list, and send the proper word to your document in the Text Field.

If the intelligent search engine does not immediately find the proper word, the student will have to further work with the word fragments - adding and deleting bits - until he or she succeeds. Our experience with Yak-Yak users shows that this process of trial and effort, is the beginning of new word-use development. These Yak-Yak assisted word building sessions, give the user positive interaction with the internal structure of words. This makes the internal process of learning a stimulating activity that the user has control over; perhaps for the first time in his or her life. Working with students this way, can be a very rewarding experience for teachers as well!

Texts can be scanned in and made into personal libraries. These libraries can further be transformed into customised dictionaries, which then are instantly available during search operations and writing sessions.

## **Experiences.**

Our tests of the four students selected for the prison research project, clearly revealed their different personal profiles and strategies for working with language.

It is a characteristic of our participants, that they have been excluded, or have excluded themselves from schooling. But it is important to note that we obtained positive results using

Yak-Yak, even with these hard-to-reach learners.

### **Development.**

It was a fantastic experience to take part in this 3 month project. Except for interruptions caused by illness, and the occasional interruption caused by situations in the prison, sessions met 4 x 2 lessons per week.

Our 4 students were "hard of reading", and had never been able to write anything at all. They were also limited in their computer-literacy. After just a few lessons they began to work seriously with both the computer and the Yak-Yak software.

Gradually they achieved the ability to express themselves in writing. After a month's work, one of the students even considered writing a book of his own! This was an extraordinary result in new-found interest in language use, and in self-confidence.

### **Some results.**

One non-word test showed a progress from 12% to 24% in correctness, another showed a progress from 6% to 24% as the best result. In non-words we saw a general progress of 7,5%. In phonetically regular words, the best progress varied from 12% to 36%, and from 22% to 39%. A qualitative evaluation showed even better results e.g. from 6% to 65% in non-words and from 18% to 52% in ordinary

words. Even more significantly: a detailed analysis of the results showed a major reduction and a positive change in several types of mistakes. This can only be interpreted as a general improvement of the phonetic processes.

### **Discussion.**

What makes Yak-Yak work? It is not possible to point out single elements in the development of the complicated structure of the reading process. But the greatest area of importance, is undoubtedly the good experience, the surprise, the pride, and the happiness which surfaces when the student succeeds at something which was previously impossible. One should also consider that the student is working with his or her own process for learning, and own personal development of new solution finding strategies.

Our study clearly shows that it is possible to reach even completely illiterate inmates using a dedicated strategy which includes the Yak-Yak software.

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### Part of an interview with a Yak-Yak-student.

#### What was it like to work with Yak-Yak?

- Well, it has been really good.  
- I can honestly say that I've learned more in 3 months time here (with Yak-Yak) than in the whole period in the school up there .... and I've got to learn it now.

#### What about reading - do you do more reading now?

- I think so .... books ....  
- Yeah, I have never read books before .... really .... I have never read books.

#### Why now then?

- I can feel the progress ... and then all that with commas and dots, it sounds better now .... I don't know ....

#### Have you started to read newspapers now?

- Yes, every day now (You did so before, didn't you?) - yes, but I more or less just flipped through them .... I'm reading much more now I think .... it's not enough, but I think ...

#### What about writing?

- I write quite a bit of letters .... more now .... yeah, I think so.

#### What if you have to write a message?

- Then I just write it .... I didn't do that before. Earlier I had to ask the guard to do it for me .... now I can do it myself .... anyhow, a lot has happened.

#### Do you feel more like reading?

- I've got a taste for it now.... I must start with some sort of a school on the outside .... definitely .... I didn't feel like that before.

#### Was it hard to learn the programme?

- It's not just something you sit down and do. I mean., it's hard for a dyslectic .... you just can't sit a man down on a chair and say: start writing. You have to get started, to get familiar with the keyboard etc. .... it takes a long time.

#### Did you make rapid progress?

- Yeah, but it's because I like it. Of course you will have periods where you want to push it away .... but then you can come back again. It's hard to explain. Sometimes I get too much inside my head, there is too much to think about. You have to relax, many of us do have problems .... sometimes you just can't sit down and write!

## Announcements.

Newsletter No 19.

Articles to Pam Marston, 52 Main Road, Shirland, Derbyshire, DE55 6BB, England .

Tel/Fax 01773/830/768

E-mail [pamelamarston@hotmail.com](mailto:pamelamarston@hotmail.com)

For the end of february 2000 preferably on disk please in Microsoft Word format.

### **Literacy 2000.**

Literacy 2000 : TOWARDS REINTEGRATION conference, co-sponsored by the Correctional Service of Canada ( CSC ) and the United States Federal Bureau of Prisons ( BOP ), will be held from April 30 to May 3, 2000, at Ottawa Congress Centre, Canada. This event is expected to attract over 600 participants from around the world. In this international forum, correctional educators, administrators, and different interest groups will have the opportunity to exchange views, discuss what works and learn from the challenges and successes of their colleagues. Remember that final registration deadline is February 28, 2000.

Read more about this conference on the following web-sites.

[www.literacy2000.com](http://www.literacy2000.com)

[www.alphabetisation2000.com](http://www.alphabetisation2000.com)

or contact

**Correctional Service of Canada**

**Phone (613) 996-2014**

**Fax (613) 996-0428**

**E-mail [registration@literacy2000.com](mailto:registration@literacy2000.com)**

**More information about the Danish Prison and Probation Service please look at [www.kriminalforsorgen.dk](http://www.kriminalforsorgen.dk)**

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## **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 emphasized 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.**