

# 19

Summer  
2000

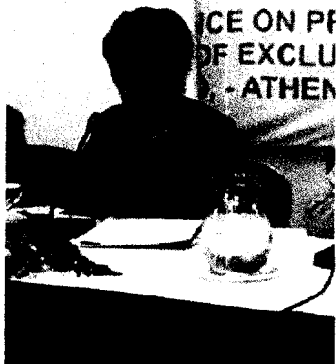
European  
Prison  
Education  
Association



## EPEA Newsletter

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## LETTER FROM YOUR CHAIRPERSON

This will be my last address as a Chairperson, since Paddy Rocks, our deputy chair, will resume the work in July 2000 with the joyful temperament and the qualities he has already shown. I have a special thought for Pam Marston from England, Rosalba Falsanisi from Italy and Katinka Reijnders from Holland who are leaving the Steering Committee and for James O'Hare from Scotland, Dominic Henry from Northern Ireland who may be replaced since elections will be held for new deputy secretary and treasurer - I would like to thank all of them for their important contribution to the work we made together.

The association keeps going forward : the number of members is increasing, the 7<sup>th</sup> International conference on prison education "Breaking the spiral of exclusion" was held last October in Athens. The contact with the Council of Europe has been successful since we have been accepted as a non-governmental organization enjoying consultative status. It means that EPEA becomes an expert for this European institution for all questions concerning prison

education. It is also a recognition of the work that some of the founders of EPEA achieved in the Council and which inspired the R(89)IL Recommendation we try to promote.

We are pursuing many other aims, improving communication by a larger use of the website. In spite of the difficulties, we are thinking of a ways of organizing meetings for the Liaison persons who are the essential persons for the successful activity of EPEA.

I will go on working in the Steering Committee as a regional representative, some new persons will join to go further - Sean Wynne from Ireland and Nico Wilhems from Holland. Each of you is concerned by this activity and we will be glad to welcome everyone willing to give some of their time to help EPEA to grow and fulfil its missions.

*Janine Duprey-Kennedy*  
*Chairperson, EPEA*

### **NEWSLETTER No 20**

**IF YOU HAVE ANYTHING THAT YOU WOULD LIKE INCLUDED IN THE NEXT EDITION OF THE EPEA NEWSLETTER, PLEASE SEND THIS TO:**

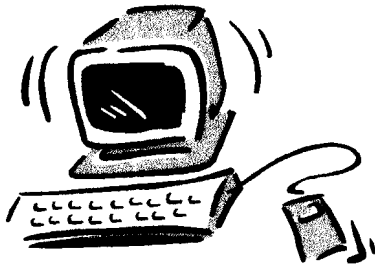
**ROSALBA FALSINISI  
VIA E SIMINI 10  
LECCE 731000  
ITALY**

**ALL ARTICLES TO BE SENT BY THE END OF OCTOBER 2000**

# COMMUNICATIONS

## WEBSITE

The EPEA is always trying to improve communications with its members. In addition to the newsletter, you can now visit the EPEA website. This carries a discussion section (forum). If you have ideas and opinions concerning prison education or simply want to share your experience with others, why not log on to the website?



### EPEA WEBSITE

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

## READERS' LETTERS

In last summer's EPEA newsletter no 17, the idea of devoting pages of each edition of the newsletter to readers' letters was introduced. This is to give readers the opportunity to contribute their comments, suggestions, reactions, questions, etc. to articles in previous editions. We welcome questions relating to the newsletter or the EPEA itself including structure, administration, membership, etc.

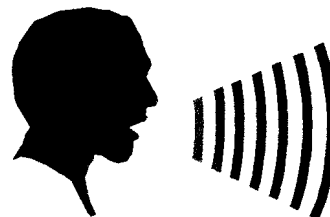
Please send your correspondence in English, Italian, French, Spanish or German to:

Anthony Vella  
Department of Foundations  
in Education  
Faculty of Education  
University of Malta  
MSIDA  
Malta

## BULLETIN

In addition to the above, there is a twice yearly bulletin for announcements, information, forthcoming events, etc. If you want to announce anything send your short pieces to:

Paddy Rocks  
Northern Ireland Prison Service  
Dundonald House  
Belfast BT4 3SU  
Northern Ireland



This edition of the EPEA Newsletter has been edited and compiled by

Linda Taylor  
Liaison Person  
England and Wales

# "Breaking the Spiral of Exclusion"

## 7th EPEA International Conference on Prison Education

Athens - 10/13 October 1999

The 7th EPEA Conference held in October of last year was a great success. Over 140 delegates from many countries, making it a truly international event. The countries represented are listed below:

Albania  
Australia  
Belgium  
Canada  
Cyprus  
Denmark  
England and Wales  
Finland  
France  
Germany  
Greece  
Hungary  
Iceland  
Ireland  
Italy  
Luxembourg  
Malta  
The Netherlands  
Northern Ireland  
Norway  
Portugal  
Scotland  
Sweden  
USA

The conference was opened by Evangelos Yiannopoulos, the Greek Minister of Justice who, having welcomed the delegates focussed his presentation on the following three areas:

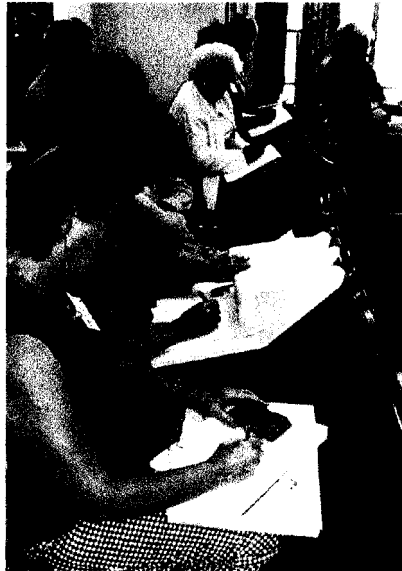
- ◆ education of prisoners
- ◆ overcrowding in prisons
- ◆ location of prisons

There was also the possibility to take part in a range of workshops covering the following topics:

- ◆ Dyslexia
- ◆ Creative Writing

- ◆ Art in Prison
- ◆ Reintegration and Employment
- ◆ Security
- ◆ Minorities

- ◆ Interactive Distance Learning
- ◆ Education for the 21st century
- ◆ Normalisation
- ◆ Assessment



Delegates hard at work



Professor Sean McConville

The conference was fortunate enough to have as its second keynote speaker, Professor Sean McConville who gave a fascinating account of his philosophy on approaches towards normalising prison life. He stressed the value and role of education in any normalisation process.

However, it was not all work and during the afternoon of the second day we were able to take advantage of the wonderful setting of Athens with a group visit to the Acropolis.

A further visit was arranged to the two main prisons in Athens. This provided a very realistic insight into the prison system in Greece and the problems that they face as a major border area with countries outside the European Union.

All in all the conference enabled colleagues from different countries to meet, network and share ideas. It managed to achieve the right balance between academic and social matters.

Many thanks to the Steering Committee for their hard work in the planning of the conference and to the workshop leaders for sharing their first hand experience with others. Fi-

nally, special thanks to the Greek Ministry of Justice and the members of the organising committee for ensuring that everything ran smoothly.

THE 8TH EPEA CONFERENCE IS CURRENTLY BEING PLANNED AND WILL TAKE PLACE IN THE NETHERLANDS DURING 2001. YOU WILL BE ABLE TO GET MORE DETAILED INFORMATION ON THIS EVENT IN FUTURE EDITIONS OF THE EPEA NEWSLETTER.



The debate continues

Photographs by Gunnar Moen

## The Year 2000 Butler Trust Awards

The Butler Trust was set up as a registered charity in 1985 by the Butler family in memory of Lord Butler who had previously been Home Secretary. The Trust promotes and encourages positive regimes in UK prisons. An independent Annual Award Scheme was established to recognise exceptionally dedicated and often creative work undertaken by anybody working in the Prison Service.

The Trust helps to develop effective care for prisoners by identifying and promoting excellence and innovation and by developing and disseminating best practice.

Each year the Trust invites nominations from all prison staff. These are then short-listed by the Trust's Panel for interview. The award winners are then chosen by the interviewing panel.

It was very encouraging to see that there was an emphasis on education, training and development of skills to aid reintegration. Of the 25 awards, four were awarded to education staff as listed below:

HMP Pentonville - Jane Broadfoot for her development of a pioneering dyslexia project.

HMP Highpoint - Pamela Durrant who has played an important role in the prison's race relations management team by devel-

oping multi-racial events, and education and library materials.

European Co-ordinated Resettlement Unit - Linda Pizani Williams and Linda Taylor. This project includes both education and probation throughcare specifically for non-resident EU prisoners (see page 5 for more details).

HMP Downview - Esther Baker, a drama teacher, who has been instrumental in the staging of high quality drama productions and thereby developing self-esteem and awareness amongst her students.

In addition to these, the remaining awards to other prison service personnel reflected a recognition of the role of training in prisons with awards on topics including- cognitive training such as anger management and reasoning and rehabilitation, health education and preparation for work.

The award winners, together with a guest, were invited to Buckingham Palace on 20 March 2000 for the award ceremony. The awards were presented by HRH Princess Royal. The ceremony, which was also attended by both government and opposition ministers, was followed by lunch at the Palace with the opportunity to discuss projects further.

ALL IN ALL - A VERY INTERESTING DAY

# WORKING WITH FOREIGN PRISONERS

Over recent years, an increasing proportion of prisoners held in prisons in Kent come from mainland Europe. As a border region within the European Union with easy access by ferry or tunnel, Kent attracts drug couriers and those facilitating the illegal entry of immigrants. After their arrest, they may spend several months on remand at HM Prison Elmley and HM Prison Canterbury before their trial. All too often these prisoners have not been able to access the range of facilities available to UK resident prisoners due to language problems, distance from home area and a lack of co-ordination in Europe of services for prisoners and ex-prisoners.

Kent Probation Service, HMP Canterbury and HMP Elmley shared a concern that the non-UK resident European prisoners are disadvantaged by the lack of specific services and, therefore, experience an inequality in the application of criminal justice.

This led to Kent Probation Service making a successful application to the European Social Fund under the Integra Employment programme to undertake a pilot project to offer specific services to non-UK prisoners from Member States. This project entitled ECRU (European Co-ordinated Resettlement Unit) works primarily with Canterbury and Elmley prisons which accommodate approximately 40% of all non-UK resident European nationals held in the ten Kent prisons. However, there was also some concern about the small number of female European prisoners and it was agreed that Cookham Wood's women's prison should also be included. ECRU started in January 1998 and continued until the end of March 2000.

Two Probation Officers are seconded full time to address the specific needs of Euro-

pean prisoners who are seen shortly after arrival at the prison. ECRU ensures that, if necessary, translators are provided and that a thorough assessment is made before court reports are prepared. ECRU provision also enables that sentence planning and throughcare appropriate to the needs of the prisoner and relevant to the country of origin are provided. The probation staff work closely with the education department in each prison to provide relevant education and training opportunities.



It became clear during the early stages of the project that the level of English language training required to accommodate the needs of a growing European population would impinge on the prison's education budget.

Training courses in Information Technology, a transferable key skill, were also heavily subscribed and often had language requirements beyond the level of non-UK students. With these two points in mind, Kent Probation Service negotiated education contracts to enable the provision of additional ESOL (English for Speakers of Other Languages) and IT classes specifically for European prisoners.

This additional education provision has provided both the students and the management of the three prisons with a reliable and worthwhile service. Early language intervention has contributed to non-UK prisoners progressing on to other education and training courses in the prison and to gaining access to higher skilled work duties and positions of responsibility, thus ensuring equality of opportunity.

Student evaluation has shown a very favourable reaction with 100% stating that they were either satisfied or very satisfied with the additional classes provided. General comments include:

- It gives us the opportunity to express ourself better and in the computer class we can learn something useful to find a job when we are release.
- It is important for me because I am foreign here and I don't know very well the custom and language
- Education is the best thing in prison
- It helps me understand the officers
- It will help me for my business after prison. I am very happy because I learn English
- It is important for me because I stay here a long time I think. I learn English so that I can understand everything

ESF funding has also enabled support to be given to UK prisoners serving in European Union prisons by providing distance learning courses. Topics include fitness, nutrition and computer studies. This aspect of education provision has been possible through close collaboration with the NGO, Prisoners Abroad. Within Kent, ECRU has provided own language distance learning packs for students with courses including accounts, health & hygiene, basic communication skills, business studies and kinesiology.

The ECRU project, which is currently being evaluated, is considered by all partners to be a success and a model for future development.

Educational achievements include:

- High level of accreditation/examination successes – 115 individual achievements during the past 12 months
- Development and production of an English language assessment pack targeted at this group of students
- Possibility for progression to other education classes once language skills developed
- Good working relationship with the prisons – the language support provided for the students has enabled them to adapt to prison life more easily
- Winner of 1999 ESF *Making a Difference* category of Adult Learners Awards
- Recognition of the educational input in



the project by the Butler Trust (see page 4)

- Successful partnership working with transnational partners and outside agencies including Dutch Probation Service and Prisoners Abroad. This has enabled us to visit prisons and share good practice with partners in many European countries.

## Future Plans

Kent Probation Service has also been successful in bidding for

European money under the Leonardo da Vinci programme to develop interactive distance learning for European prisoners.

Kent will work with partners in Bremen and Barcelona to develop a pilot to provide own language training for students who are serving sentences in other countries. It is hoped that this will be possible using secure intranet access. The project is currently working with HM Prison Service to investigate security access and will produce its final report in June 2001.

Applications are currently being prepared for funding under the EQUAL programme to enable the ECRU project to be rolled out to cover all prisons in England and Wales that hold non-UK European prisoners. The results of this application will not be known until early in 2001.

European funded work has led to contact with partners in many other countries and has shown that the number of foreign prisoners held in Europe's prisons is increasing steadily. It is a feature which affects prison education departments and the service they provide.

If you would like to know more about the work of Kent Probation Service in this field or you would like to share your own experiences regarding this area of work, please contact:

**Linda Taylor**

**email [lin.taylor@btinternet.com](mailto:lin.taylor@btinternet.com)**

# Evaluation of Prison Education in Norway

## by National Adviser Torfinn Langelid

### National Education Office, Hordaland County, Norway

#### Introduction

The National Education Office, Hordaland County in Norway is responsible for nationwide coordination and development tasks on prison education in Norway. The tasks are to allocate resources to the individual counties, to supervise and inspect, to gain an overall survey of the situation, to initiate and nurture pedagogical development, and to maintain international contact.

In our presentation we would like to give a brief summary of the contents of the research-based evaluation initiated by the Norwegian Parliament and thereafter present the main points in the various research plans. The research-based evaluation will take place from 2000 to 2003.

#### Background

The state school system has been responsible for education in Norwegian prisons since 1969. During this thirty-year period educational courses have become an integral part of prison life. The trend has been towards more pupils and more teachers being involved. However, the courses that have been offered have surprisingly enough remained largely unchanged since they were established in the nineteen seventies— with the exception of computer courses and those in art, wordwork and so on.

The co-operation between vocational training and workshop activities has led to little progress in terms of developing more labour-market oriented training programmes. Day release is at the same level today as it was twenty years ago. Transferrals and disciplinary measures still lead to an unfavourable pedagogical situation for teachers and inmates. The result is

often that it is difficult to make an education plan that the pupil is able to follow.

The period has also witnessed various committees and projects that have contributed towards an enhanced awareness of this type of schooling. Even though much remains to be done, the last thirty years have brought about a closer co-operation between prison education/follow-up classes and the penal system and other involved agencies. Prison education has also been in focus internationally, and Norwegian teachers have gained new perspectives on their work through visits abroad and participation in international conferences.

During the last thirty years there has also been a political consensus to strengthen prisoners' after-care. A long line of reports have demonstrated the same flaws again and again. Even so, little has been done, and progress is slow. We have a lot of information about the problem, but we do not make use of it.

The biggest future challenge will be to ensure that education programmes are in line with inmates' needs, and that the learning environment is able to make positive use of adult learners' experience. Last but not least emphasis must be placed on improving the way prisoners are supported after release.

Politicians, Parliament and the Government have all shown great interest in this field. It was both interesting and gratifying that a unanimous Parliament passed the following resolution in connection with the budget for 1998:

*"Parliament asks the Government to initiate a scientific evaluation of prison education."*



The Parliamentary Education Committee specified that the evaluation should also focus on the **role** played by prison education, and the **measures** that can be taken to **improve** this aspect of prison life.

Parliament has asked for a scientific evaluation. This means that it should be based on research expertise, methodology and a theoretical foundation. The National Education Office in Hordaland, which has been delegated responsibility for this field, is anxious that an evaluation of prison education should lead to a positive development. The aim must be to provide better and, we hope, new competence for the Ministry, our office and for users such as schools, county authorities, education offices, the prison system and employment and social services.

With regard to the background of the evaluation we refer to the Conditions of Tender (see enclosure).

The areas which the Ministry and the National Education Office wish to focus on are:

- a) The System Level
- b) The Pedagogical Approach
- c) The Individual Level

- **System level.** We want to look into the following areas: The aim for prison education and the prison system; the prison system as a framework for prison education; cooperation between different agencies internal and external; emphasis on prison education compared to workshops, various educational programmes etc.

- **Pedagogical arrangements.** We want to emphasize the following areas: The contents of prison education compared to the inmates/students age, sex and needs; educational programmes, curriculum and goals compared to the inmates background and motivation; Upper secondary education compared to alternative programmes in workshops;

cooperation with workshops; methods and settings of learning; prison education for men

and women; following up after release and cooperation with different agencies etc.

- **Individual level.** We want to look upon the pedagogical history of the inmates/students, level of education etc; degree of selfconfidence, selfinsight, etc; expectations and motivation; needs and interest of education; following up after release etc.

**A brief outline of the research institutes that have been funded, and a summary of the project plans.**

The work is due to start this year (2000), and will be concluded in 2003.

Survey of Research Institutes to Receive Funds and Summary of their Project Plans

## **1. The Department of Education -The University of Trondheim**

The project title is "The Evaluation of Prison Education. Teaching and training short-term inmates."

### **Scope and issues**

The majority of prisoners in Norwegian prisons serve relatively short sentences in county prisons. In this project we shall focus on inmates serving sentences of less than one year. The short sentences, combined with the fact that sentences can start at different time of the year, involve special problems for prison schooling compared to more traditional schools. The project will deal with all three levels mentioned in the Conditions of Tender.

## **2. The Department of Criminology – The University of Oslo**

- a) Project titles are:  
Evaluation of prison education for female inmates  
Evaluation of prison education for

foreign nationals

### **Scope and issues** in the project

"Evaluation of prison education for female inmates":

By way of introduction we must point out that the Equal Opportunities Commissioner and the Equal Opportunities Council have both criticised prison education for being poorly adapted to meet the needs of female prisoners. The project plan underlines that the aim of education can be multi-faceted; it may be to provide vocational training which will make it easier to find employment after release, it may be that the inmate is going to learn for the sake of learning. The project will also study the laws and regulations governing prison education.

### **Scope and issues** of the project

"Evaluation of prison education for foreign nationals"

The number of foreigners in Norwegian prisons is on the increase. During the last six years the percentage of foreigners in the prison population has been between 11% and 16%.

The evaluation will among other things look at the concept of immigrants, their conditions in prison, their participation in prison courses Norwegian language teaching in prisons etc.

### **3. The Centre for Social Research (Sefos) – the University of Bergen**

Project title: "Teaching and training in modern prisons: Culture or discipline?"

#### **Scope and issues**

This project sets out to study educational activities in two different Norwegian prisons, probably a modern national prison and the largest county jail in the country. The aim is to discover how education and training function within the prison framework, in other words in an institutional context which emphasises punishment on the one hand and help/rehabilitation on the other. This context is a major challenge for prison education, because teaching also

has a bilateral quality. On the one hand it is one of society's steering mechanisms, while on the other hand it recognises the individual's capacity for development.

Against this background the project aims to investigate to what extent prison education increases inmates' life skills.

The project plan discusses these questions inter alia in relation to Goffman (The Total Institution), Foucault (A History of the Modern Prison), Taylor (strong and weak evaluations). Taking Taylor as a starting point we believe that prison education can be seen as an attempt to influence inmates' ability to take control of their lives through increased awareness of their own actions. However, incarceration is also an expression of the fact that the trust between society and the prisoner has been breached. A central aim must therefore be to understand how this trust can be rebuilt. There must be a strong focus on how prison as an institution, in co-operation with other public services, can strengthen or weaken trust, and thereby either develop or destroy an inmate's ability to steer his own life.

### **4. The Department of Applied Education – the University of Bergen**

Project title: "The Evaluation of Prison Education with Emphasis on the System Level"

#### **Scope and issues**

There are several "systems" that are responsible for prison education. Some of these have defined their objectives, and those of central prison authorities and of education authorities are of the utmost interest. It is therefore important to discuss:

- How representatives from various systems (Ministry of Justice, Ministry of Education, regional and local prison and school authorities) react to signals given by Parliament regarding prison education.
- How those responsible for carrying out the plans, primarily teachers, but also local school and prison administrators, react to the same signals.

**5. Economy.** The Total Budget for the Evaluation Project is NOK 7 millions

### **Summary**

This is a comprehensive research project involving four Norwegian research institutes. There are two university departments of education, a department of criminology and an institute with a social science perspective. We believe that these different approaches and angles will produce interesting results which again will lead to development and creative thinking in this field. During the project period (2000 – 2003) we shall organise meetings between the research teams and discuss progress reports. In this way the teams will be able to give their reports and also receive feedback from other teams, from the supervision group and from others.

Finally I should like to point out how important it is that politicians take an interest in

this field. It would be wrong to allow the mass media to set the agenda. We therefore need strategies to involve politicians. I can mention some of the reasons why this has been successful in Norway.

- a) Various levels of the bureaucracy have demonstrated in reports that the prison population and prison education are in great need of attention.
- b) This has led to the involvement of Members of Parliament and of Government Ministers.
- c) For the last five years we have had a national branch of the European Prison Education Association, which in Norway is called "Forum for opplæring i kriminalomsorgen". This has had meetings with MPs and has in other ways given information about the need for research and resources in this field.

### **Tampere summit tackles crime, access to justice and asylum**

At the meeting last October in Finland, EU leaders agreed the next steps for developing the Union as an area of freedom, security and justice, based on transparency and democratic control. The summit agreed plans for drafting a charter of fundamental rights and looked forward to the strengthening of the common foreign and security policy.

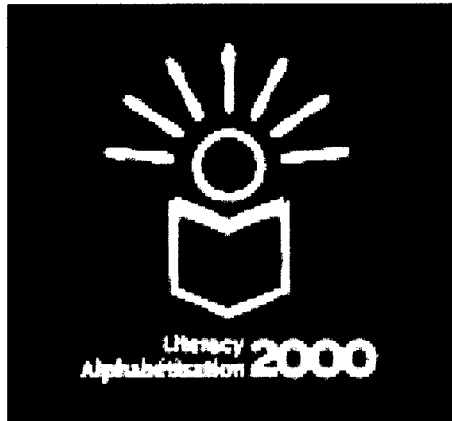
The main areas discussed include:

- Fight against organised and transnational crime – EU leaders called for the setting up of joint investigative teams, concentrating on the trafficking of drugs, people and terrorism
- Access to justice – the summit agreed that the incompatibility or complexity of legal and other systems should not prevent people from exercising their rights. By December 2000 systems should be in place within the EU to implement the principle of mutual recognition of judicial decisions.
- Asylum and migration – EU leaders agreed to work towards a common European asylum system based on full and inclusive application of the Geneva Convention

In view of the increasing transnational aspect of crime in Europe, the Tampere proposals will have an impact on European prisons and subsequently on prison education departments. The EPEA as an NGO can make every good use of its 'consultative status' to ensure that the voice of prison education is considered in forthcoming proposals.

# Literacy 2000: Towards Reintegration

April 30th - May 3rd 2000 Ottawa



**Missed it** - *you don't have to miss out.*

**You can access information** and material from the conference website ;

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

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

One of the outcomes of the conference was the determination to maintain the website in order to continue the exchange of ideas and good practice and further develop a network to meet the needs of those working within a criminal justice system on whom this areas of work impacts.

*Keep logging on !*

The formal programme focused on 4 key areas ;

- ◆ Education and Employment
- ◆ Technology and Career Development
- ◆ Special Needs and Learning
- ◆ Teaching for Independent Living

The 4 areas were developed through key note speakers presentations, poster sessions and display areas.

Outstanding parts of the programme for

me were the presentation by Judith Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services United States Department of Education , which held the 700 delegates attention with a riveting speech on issues surrounding Special Education. Drawing on her own experience which included suing the Board of Education New York because they refused to employ her as a teacher because she uses a wheel chair .( They lost ! ) while clearly identifying the way forward for those working in the field. The commitment to research within the Canadian penal system([reslib@magi.com](mailto:reslib@magi.com) ) Funding for research, consideration of the results, dissemination of findings and the interpretation and implementation within classroom practice was impressive.

The 700 delegates from 20 countries ( 5 Continents ) made the informal sessions as valuable as always.

The conference was sponsored by the Correctional Service of Canada and the United States Department of Justice Federal Bureau of Prisons . It marked the 10<sup>th</sup> anniversary of the Freedom to Read 1990 International Conference. The hosts were ever in evidence and the support for such a conference by Senior staff was impressive and appreciated by all delegates.

**Article by Bridgid Everitt**

# Examples of prison writing inspired by the Literacy 2000 poster

Cupa l'angoscia d'ombra  
In valle di lacrime  
Tra spogli alberi il corvo  
Battitura di sbarre  
chiavi e serrature  
Liberta di non pensare

Bleak the anguish of the shadow  
In the valley of tears  
Above bare trees the Raven  
Beating on Bars  
Keys and Locks  
Freedom not to think

by students from  
Scuola Media  
Lecce High Security  
Prison, Italy  
Italy

Oltre: Vicende di conoscenza  
Comunicazione di saperi

Further on: Moments of Learning  
Communication of Experiences

Attese

Waiting

Oltre: Riscatto  
Rivalso  
Progetto

Further on: Renewal  
Revenge  
Plans



## FROM THE WINDING PATH TO THE LIGHT

I have a poster in my hand which mirrors part of my life. Maybe the situation illustrated on it is pure imagination, but it is so close to my reality... on one side

there is a winding path, full of obscurity, dreariness, in here life is absent... I can see bare trees which torment my conscience like ghosts. I am in front of a big main gate which, in spite of the prison life enclosed in it, contains learning inside.

The value of books is inestimable. I sometimes wondered about the importance of education... Going to school was so boring. I preferred playing truant most of the time and abandoned myself to the pleasures of laziness, fascinated by the most forbidden and dangerous attractions in the world. I was impatient to become an adult quickly... Here I am... But, in spite of all the problems prison life presents and the sense of uneasiness and discomfort I feel most of the time- I'm only 24 years old- the positive side of myself is trying very hard not to waste the time I must spend in jail. And I must admit that the institutions I have always attacked so fiercely are offering me a variety of opportunities to help me to reintegrate myself into social life again.

Broadening my mind towards wider horizons and discover the mysteries of this world. I am learning to communicate through the walls, beyond the bars.

Maybe, one day, I shall be like the man coming out of prison in the poster: a new person... a winner, hopefully with more positive and fruitful prospects in mind. In front of me I can see that path, which is clear and bright in the sunny spring. I can walk more easily now and feel serene and at ease with myself as ever in my life. I can see leafy trees and the soft-coloured sky where some birds fly together. They seem to have overcome their loneliness and the hard times in the cold weather... When I was outside I was not able to think. I could not express my inner feelings. Instinct used to overcome reason. Now I have started my way towards personal development and renewal. It is not easy... I hope to succeed.

**Claudia P, Student at 'Scuola Media', Lecce High Security Prison, Italy**

## TO BE BORN AGAIN

I was born free,  
I can remember the infinite green,  
My running at breakneck speed.  
The grass was tall,  
The ears of tender wheat.  
I grew up like this.  
Then the dark, the forbidding dark.  
While running I ended up in a tunnel.

Here we dream of flying.

**Students of "scuola media"  
Lecce High Security Prison, Italy  
Maurizio m.  
Alessandro s.  
Ettore e.  
Oronzo c.**

## IRENE TAYLOR TRUST- MUSIC PROJECT AT HM PRISON FRANKLAND

The Trust was set up in memory of Lady Taylor of Gosforth, wife of the late Lord Chief Justice and a trustee of the Butler Trust, HM Prison Service annual award scheme. Lady Taylor was very involved in the arts and had a particular interest in music. The Trust aims to see music become an integral part of the education programme throughout the prison system by setting up, in conjunction with education departments, music projects of varying lengths which are designed to meet the needs of the establishment.

The Trust visited HM Prison Frankland, a high security male prison, for a week in February 1998 and worked with two groups of prisoners. The enthusiasm generated resulted in the idea of a longer project. This was held over 6 weeks in September to December 1999 and involved 14 prisoners as well as three musicians and a writer employed by the Trust. The project culminated in two performances of a concert entitled 'All In My Century'

## READ, READ, READ

Sweet little idiot child.  
They want to steal my soul:  
Big petty harsh treatment.  
Pain and anger.  
Now I'm thirsty for knowledge  
I want to read, understand,  
Reflect, think, investigate compare connect.  
Carry on, with commitment and obstination  
Read read read.  
To be born again, I am still in time.  
They will have nothing,  
Not my mind at least!  
Nobody will decide for me.  
My thoughts stretch towards the sun, the light.  
The birds, their nests...

Never mind if the sea is very rough for now!  
**Antonio f.**  
2nd year of business high school  
Lecce High security prison, Italy

Organising a project of this size involves detailed arrangements and close attention to security matters. However, the benefit to the prisoners and the prison made the extra work worthwhile. Over the period of the project different departments became involved. The band members gelled together as a group and continued to work on their compositions outside the project time and their enthusiasm spread round the prison population. I have no doubts that the skills of the participants will continue to develop and that the benefits will be long lasting.

The two concert performances were amazing and were well attended by 120 prisoners, staff from all areas as well as outside visitors. The response from everyone was excellent and staff were very impressed at the discipline and control shown by the band and its leaders. The Governor has recorded his thanks for 'such a magnificent performance' and is now encouraging a higher profile of music within the prison.

# CROSSROADS PROJECT AT HMYOI DEERBOLT, CO DURHAM, ENGLAND

In conjunction with NACRO (National Association for the Care and Rehabilitation of Offenders), as the lead partner, HMYOI Deerbolt has since 1997, worked in partnership with PSC Hoogstraten in Belgium and PTK The Corridor in Holland, to determine the most efficient, cost effective and successful method of linking prisoners to employers.

The prisoners in Belgium and Holland both hold older prisoners, many of whom work in the local communities during the day and are confined at night. As Deerbolt did not have this advantage, the programme developed had to take place within the prison, but with as much involvement from outside agencies and employers as possible in an attempt to reflect the real world of employment.

Deerbolt received help from outside organisations and employers in setting up a course within the prison, that met the requirements of employers in the local community. It could not however, compete with the more progressive, positive and innovative approaches of the European partners, who had the opportunity to do some of the education and training modules outside the prison, as well as to provide genuine employment for prisoners during sentence that automatically continued from the day of release.

Research at the start of the Crossroads project assisted in identifying the profile of the young men in Deerbolt. It suggested that the inmates are predominately without skills or qualifications. Many had left school before the compulsory leaving age, some as young as 7. Many had been unemployed at the time of their sentence, had little work experience and came from families where unemployment is the norm. They were without motivation and generally without hope.

Labour market research completed for the project showed that, although there is some improvement in the levels of employment in the UK at a national level, there is a continu-

ing decline in the number of unskilled jobs and a higher than average level of unemployment in the North East of England. This is particularly the case in Hartlepool and Middlesborough where most of the young men were returning to.

## Planning the programme

The project research had also included an employer survey that asked employers about the skills that they sought in employees. The results of the survey suggested;

- That employers want a flexible and adaptable workforce
- That enthusiasm, commitment and loyalty were highly valued
- That an understanding of the concept of customer care was seen as a particularly valuable attribute.

The Deerbolt pilot therefore aimed to influence attitudes, to increase motivation, enthusiasm and commitment and to develop a sense of an acceptable work ethic. It also aimed to develop customer care training to develop the skills that employers held in such high regard. This design also allowed for the development of the communication and social skills that many of the young men lacked.

## Preparation

The first step was to secure the involvement of employers in two key areas.

- The preparation of training modules.
- Direct delivery of the programme.

In the first case we approached large national and international companies that had a good reputation for staff training and asked them for any material that we could adapt in order to provide the customer care

training.

### **Persuading employers**

There are genuine difficulties in persuading employers to accept young offenders. Convictions are frequently seen as a barrier to employment. Some employers are, however, interested and willing to be involved and some were more concerned about the benefits of a flexible and committed employee than about the prison background.

### **Organisation of the programme.**

The programme was based on an existing Preparation for Work course, already well established as a two week programme and delivered by an experienced and popular teacher. Additional sessions were introduced to address needs of employers as indicated by the research from the first phase of the project. Employers contributed two half day sessions, training providers two sessions and a further two sessions covered customer care.

### **Selecting the participants**

The other partners in Holland and Belgium in the Crossroads Project had opted for rigorous selection procedures involving the assessment of ability, commitment and motivation. This was because they wished to ensure participants had a realistic chance of success and would recommend to employers. This would then help in overcoming procedures about employing former prisoners.

The project at HMYOI Deerbolt approached the question of selection differently. Previous reconviction rates from young men leaving the establishment suggested that inmates were of an age when they were still entrenched in offending behaviour and drug use. It seemed likely that relatively few would be "job ready" and that to select from those that were would be to exclude substantial numbers from the project. It was decided to select only the basis of release date and geography; the pilot project was open to inmates returning to the North East of England.

### **The shape of the programme in Deerbolt**

The programme consisted of:

Pre-release group activities

A two week programme of preparation for work including;

Job opportunities

Personal choices

Understanding employers

Job applications

Finding out about jobs

Interviews

Training opportunities

Action planning for work

Employer perspectives.

This course became part of the broader Welfare to Work programme which also provided basic skills training, First Aid, kinetic lifting, careers advice and psychometric testing.

Individual action planning for release was available for a period of up to 12 weeks prior to release and it provided an opportunity for inmates to consider what they might do after release. The temporary release arrangements did not allow inmates to obtain workexperience or training in the community prior to their release date.

Post release support included a period of monitoring and support through direct contact, contact with probation staff and participant feedback forms.

### **The approach to delivery**

The approach was open and inter-active. The amount of written work was kept to a minimum and the programme was often discussion based with opportunities for group exercises and role play.

Many of the participants had difficulty concentrating and had a low level of literacy. The programme sought to address this by;

- using verbal rather than written communication
- using individual goal setting and actions



- using short sessions that recognised difficulties and limited attention spans
- using incentives such as television and video
- providing opportunities through welfare to work to address basic skills deficits
- giving opportunities to discuss difficulties on an individual basis

### The lessons

- participants found it hard to cope with too intensive a programme
- sessions need to be short and messages regularly reinforced
- employer involvement is a valuable way to engage participants and increase their level of interest.
- the programme should feed into and build on other prison based activities
- participants enjoy being part of a special group
- building up confidence and self esteem is essential
- opportunities to obtain work experience prior to release would be welcome to both participants and employers.

### The results

It was soon clear that a definition of success must recognise the nature of the participants and their community.

- The programme was open to volunteers whatever their level of ability. Participants therefore often had little previous education or work experience. They lacked skills and qualifications. They came from deprived urban areas and often lacked effective family support. They had poor levels of literacy and they lacked any real hope of overcoming the barriers to employment and the exclusion from the labour market that followed from their low skills, levels and their criminal records.
- The labour market in the North East of England offered few opportunities even for young men who did not have the cumulative disadvantages experienced by the participants.

The definition of success included;

- Improved employability; improved attitudes and skills that will increase the chances of finding work.
- Confirmation of entry to employment or training after release.
- Increased motivation, confidence and self esteem.

We aimed to keep in touch with participants for six months after release. |

### Outcomes

Employment	2
Training	3
College	3
Referred for specialist careers advice	2
Planning self-employment	3
Return to custody	3
Hostel, drugs counselling	1
Registered disabled	1
Did not keep appointments	2
No plans for work but stable	1

### Summary

The Deerbolt pilot programme achieved positive outcomes in terms of education, training and employment for 38% of participants. A further 23% had positive plans for self employment or for career paths that required specialist careers advice. 24% had problems in terms of drugs, offending behaviour or physical disability. The remaining 15% did not keep appointments or were simply not yet ready to take on training or employment.

In terms of the goals of the project it may be said that there is a measurable improvement in employability for the majority of the participants.

The good practice and the lessons learned from the experience have been incorporated in a guide for education providers.

**Further information on this project can be obtained from:**

**Jackie Worrall, NACRO**  
**169 Clapham Road, LONDON SW9 0PU**  
**email [jackie@mworrall.freemove.co.uk](mailto:jackie@mworrall.freemove.co.uk)**

## THE IMPORTANCE OF POETRY IN PRISON EDUCATION

What is poetry? Wordsworth once described the poet as 'a man speaking to men'. As a teacher working in a prison environment, I have been reminded of the genteel sensitive side of human nature. Having introduced poetry into my lesson, most men have responded by becoming attentive listeners, whilst a few have been induced into writing their own poetry. This interest has resulted in the discovery of a few lines of verse, some expressive, some revealing, some emotive and some merely detailed observation. All, however, are worth sharing in print and is a constant reminder and insight into the complexities of human life.

Teacher  
HMP Ranby

The following poems have been written by male prisoners at HMP Ranby and young male offenders at HMYOI Lancaster

### FRIENDS

Friends are there to count on,  
Like the fingers on your hand  
To go on holiday together  
Drinking Stella on the sand.

You all go out together  
To eat, dance and sing.  
Some friends you get close to.  
You may even have a fling.

Friends will always be there for you  
Through the good times and the bad,  
Even when you get sent down  
And you're feeling very sad.

They always come to see you,  
Send you letters in the post,  
And when you are in prison  
It's them you miss the most.

### LIFE

Life holds great prospects  
For those who wish to take.  
But life however is a choice  
Which individually you make.

All emotions people feel,  
Seeing, loving, hating, crying.  
Just make the most of precious life  
As the day we're born we're dying.

Different people come with life,  
Be they good or bad.  
Only you alone will shape your life  
From the choices that you've had.



### MY NAMES IS WILLIAM BUT NOT WILLIAM GATES

If he can do its then so can I!  
I want my money to reach the sky  
Like an ant with a crumb the size of a  
thumb

I'll find the biscuit and run run run  
I'm good at many things but great at none  
This will not do! I'll be second to none  
At what? Right now I don't know  
But when I get there, by God, it will show!  
I'll pay my 2 thousand and breach the  
ozone

Set my sights on the moon and make it  
my own  
For twenty years I'll carve it away

Till a giant glowing **W** in the sky it will  
say!  
Did I reach my goal? Did I reach the sky?  
Your answer's up there and your eyes  
cannot lie.



**EPEA Membership Form**      **European  
Prison  
Education  
Association**



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

**EPEA offers**

- ◆ support for prison educations with liaison persons in each country
- ◆ a regular news bulletin (2-3 times a year)
- ◆ a newsletter twice a year
- ◆ notification of conferences
- ◆ a network of special interest groups
- ◆ an opportunity for contacting prison educators outside your country through correspondence, visits, etc
- ◆ an opportunity to explore issues in prison education

**Prison education includes:**

- ⇒ basic and academic education
- ⇒ vocational education and training
- ⇒ social education
- ⇒ creative and cultural activities
- ⇒ physical education and sport
- ⇒ library facilities

# EPEA

The concept of the 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

**'Prison education'** 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 disciplines.

*The EPEA working language is English*

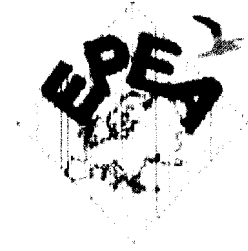
## EPEA membership

- Full membership is open to individuals and organisations involved in the field of prison education and in related disciplines in Europe. Individual full members have one vote and organisational members have two votes.
- Individual membership within Europe is £6
- Organisational Membership within Europe is £30 per annum
- Associate Membership is open to other interested persons from outside Europe but having no voting rights. The fee is £12 per annum.

*Membership application form attached*

*Cheques should be made payable to EPEA and sent to your liaison person as detailed on the form*

# EPEA MEMBERSHIP FORM



Name .....

Job Function .....  
(teacher/librarian/administrator,etc)

Organisation .....

Place of Work .....

Type of membership (please tick one)

- ⇒ Full
- ⇒ Associate
- ⇒ Organisation

Contact address .....

.....

.....

.....

Telephone ..... Fax .....

e-mail .....

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

Yes/No

Signed .....

Date .....

Please forward this form with your subscription to your Liaison Person .

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

- 1 All prisoners shall have access to education, which is envisaged as consisting of class-room 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 taking in education.
- 6 Every effort should be made to encourage the prisoner to participate actively in all aspects of education.
- 7 Development of programmes should be provided to ensure that prison educators adopt appropriate adult education methods.
- 8 Special attention should be given to those prisoners with particular difficulties and especially those with reading and writing problems.
- 9 Vocational education should aim at the wider development of the individual as well as being sensitive to trends in the labour market.
- 10 Prisoners should have direct access to a well-stocked library at least once per week.
- 11 Physical education and sports for prisoners should be emphasised and encouraged.
- 12 Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves.
- 13 Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society.
- 14 Wherever possible, prisoners should be allowed to participate in education outside the prison.
- 15 Where education has to take place within the prison, the outside community should be involved as fully as possible.
- 16 Measures should be taken to enable prisoners to continue their education after release.
- 17 The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.

## **EPEA LIAISON PERSONS**

### **Denmark**

Mr Kay Raundrup  
Direktoratet for Kriminalforsorgen  
Klareboderne 1  
1115 Copenhagen K  
Denmark

Mr Ove Bjerg Hornum,  
Statsfaengslet Moegelkaer  
8700 Horsens  
Denmark

### **England and Wales**

Mrs Linda Taylor  
Kent Probation Service  
277 London Road  
Rainham  
GILLINGHAM  
Kent ME8 6YS

Ms Jane Broadfoot  
Education Manager  
HMP Pentonville  
Caledonian Road  
LONDON N7 8TT

### **Finland**

Mrs Tuula Aamuvuori  
Kuopio Provincial Prison  
PO Box 7  
70101 Kuopio  
Finland

Mr Claus Andersin  
Pelso Central Prison  
92810 Pelsonsuo  
Finland

### **France**

Mr Thierry Lichtle  
8 Rue du College  
68600 Vogelsheim  
France

Mr Thierry Hanssens  
44 Avenue Blanche e Castille  
78300 Poissy  
France

### **Ireland**

Mrs Pam Lorenz  
Fort Mitchell Prison  
Education Unit  
Spike Island  
Cobh  
Co Cork  
Ireland

Mr Sean Wynne  
Education Unit  
The Prison Portlaoise  
Co Laoise  
Ireland

Mr Peter Doyle  
Education Unit  
The Prison Curragh  
Co Kildare  
Ireland

### **Italy**

Mr Angelo Ruggieri  
Via Ezio No 80  
4100 Latina  
Italy

Ms Rosalba Falsanisi  
Via E Simini 10  
Lecce 73100  
Italy

### **Germany**

Mr Peter Bierschwale  
Texas 4  
D-29221 Celle  
Germany

Mr Klaus Dieter Vogel  
Nassausche Str 19  
D-10717 Berlin  
Germany

### **Malta**

Mr Joseph Giordmaina  
Department of Foundations in Education  
Faculty of Education  
University of Malta  
Msida MST 06  
Malta

**Netherlands**

Mrs Joke Holdtgrefe  
Policy Department  
Cipreslaan 10  
3053 Rotterdam  
Netherlands

Mrs Katinka Reijnders  
PI Breda  
ITB Unit 1 & 3  
Postbus 90105  
4800 RA Breda  
Netherlands

**Northern Ireland**

Mrs Carmen O'Hagan  
Education Dept  
HMYOC Hydebank Wood  
Belfast BT8 8NA  
Northern Ireland

Mr George Russell  
Education Dept  
HMP Maze  
Lisburn  
BT 27 5RF  
Northern Ireland

**Norway**

Mr Torfinn Langelid  
National Education  
Hordaland County  
PO Box 614  
5806 Bergen Sentrum  
Norway

Mrs Ingunn E Kleivan  
Rud vgs, avd. Ila Landsfensel  
PO Box 1 Roa  
0701 Oslo  
Norway

**Scotland**

Dr Joan McKenzie  
Education Co-ordinator  
HMP Barlinnie  
Glasgow  
G33 2QX  
Scotland

Mrs Lorna Fulton  
Education Co-ordinator  
HMP Castle Huntley  
Longforgan  
Nr Dundee  
DD2 5HL  
Scotland

**Sweden**

Mr Olle Anebratt  
Haktet Malmoe  
Box 6143  
20011 Malmoe  
Sweden

Mr Markku Roitto  
KVA Malmoe  
Box 3097  
20022 Malmoe  
Sweden

## **EPEA CONTACT PERSONS**

**Albania**

Mrs Silvana Mjeda  
National Prison Administration  
Drejtoria Pergjithshme Burgjieve  
Rruga 'Seremedin Seid Toptani'  
Tirana  
Albania

**Estonia**

Mrs Made Kirtsu  
Ministry of Culture and Education  
EEO 100, Suur-Karja 23  
Tallinn  
Republic of Estonia

**Hungary**

Dr Laszlo Csetneky  
Deputy Head of Prison Department  
Police Academy  
Budapest 1121 Farkarsvolgyi ut 12  
Hungary

Mr Attila Hevenyi  
Budapest 1082  
Baross u 74 II/16  
Hungary

**Iceland**



Mr Ingis Ingason  
C/o Fjoelbrautaskoli Sudurlands  
Tryggvata 25  
IS-800 Selfoss  
Iceland

**Latvia**  
Mr Maris Mednis  
Latvian Prison Administration  
Stabu iela 89  
Riga LV-1009  
Latvia

**Lithuania**  
Mr Skirmantas Agurkis  
Pravieniskes General Regime Prison  
4251 Pravieniskes 2  
Kaisiadorys  
Lithuania

**Romania**  
Mrs Carmen Mariana Portase  
Ministry of Justice  
Maria Ghiculeasa nr 47  
72228 Bucuresti sector 2  
Romania

**Slovakia**

Mrs Maria Gajdosikova  
Banicova 4  
010 15 Zilina  
Slovakia

**Turkey**  
Mr Yusuf Ogmen  
Ministry of Justice  
Adalet Bakanligi  
06659  
Ankara  
Turkey

Mr Buint Dogan  
Ministry of Justice  
Adalet Bakanligi  
06659  
Ankara  
Turkey



## ONE LAST THOUGHT.....

I look out in anger  
At what I see  
Seeing the birds flying over my  
anger  
To where I want to be  
One day I'll be out there .....



**FREE!**



## INTERACTIVE DISTANCE LEARNING FOR EUROPEAN PRISONERS

*A joint project managed by Kent Probation Service in collaboration with  
Barcelona University, Bremen University and HM Prison Service*

12 June 2000

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

Dear Torfinn

### **EPEA Summer Newsletter – Issue 19**

Enclosed is a copy of the latest newsletter from England and Wales. I hope it's alright. Unfortunately, the majority of the contributions originate from England. However, I have tried to maintain a European flavour throughout.

As I understand it, you copy to the Liaison Persons in each country who then, in turn, copy it to their members. Obviously, you will not have to copy to anyone in England as I will start the copying process for us as soon as possible.

There seems to be some confusion when this newsletter should be going out. I was told to get it to you as near to the end of May as possible which I am doing – albeit a couple of weeks late. However, in the bulletin received today, I notice that it says that issue 19 will go out in October!! I have phoned Paddy Rocks today as some of the articles will be a little out of date in October and he says there was obviously a mistake in the bulletin and to go ahead with sending this issue out as soon as possible.

I hope this all makes sense to you but do contact me if anything is unclear.

Best wishes!

Yours sincerely

A handwritten signature in black ink that reads "Linda S Taylor". The signature is written in a cursive style.

Linda S Taylor  
e-mail [lin.taylor@btinternet.com](mailto:lin.taylor@btinternet.com)