

5. 'PRIMEDIA' WING [ICT & Multimedia]

*To whoever is not listening to the sea
to whoever is cooped up in harsh prison cell:
to him I come, and, without speaking or looking,
I arrive and open the door of his prison ...*

Pablo Neruda



The PriMedia Network (2012-15)

Promoting ICT and multimedia in prison education across Europe

[Funded through the EU's Life Long Learning Programme: Grundtvig]

Coordinator:	Dr Alan Clarke, The College of Teachers
Partners involved:	15 partners from Bulgaria, Denmark, Greece, Italy, Latvia, Lithuania, Netherlands, Norway, Spain (Catalonia), Turkey, UK (England & Northern Ireland)
Conferences:	2013 Bologna, Italy; 2014 Sonder Omme, Denmark; 2015 Rotterdam, Netherlands
Partner meetings:	2012 London; 2013 Barcelona, Catalonia; 2015 Halden, Norway
GP Workshops:	2013 Vilnius, Lithuania; 2014 Sofia, Bulgaria; 2015 Izmir, Turkey
Publications:	Network publication, PM Journal (4 editions)
Outcomes:	Website; database; research; accredited training programme

The PriMedia project, focused on promoting ICT & multimedia in prisons, demonstrating how far the use of new technologies had come. Not only did it highlight their importance in delivering key competences in prison education, especially in countries with little ICT experience, but encouraged links between prison educators and multimedia practitioners, through international conferences, practical workshops & transnational meetings promoting good practice in new technologies. The training programme developed by the CredAbility programme aimed at those delivering arts in prison was adapted to cover ICT & multimedia trainers & practitioners.

PM CELL 1

ICT & multimedia competition for prisoners

Halden Prison, Norway, January 2015

[published in PriMedia Journal 4]



In order to involve the prisoners in our partner centres creatively in our activities, *PriMedia* organised a competition for ICT & multimedia products to be shown at the Norway meeting. The 13 entries from nine countries were judged by a panel of 5 young inmates from Halden Prison with prizes sponsored by sympathetic partner organisations.

1. An informative and well-made video from Denmark, showed the usage and benefits of outdoor Workout Stations at Sonder Omme Prison
2. Two short films made by prisoners in Italy were shown. Using rap music and the motif of covered faces, one of these looked at the plight of immigrants and how the lack of valid documentation and ID can lead to many other problems.
3. A collaborative animation from Northern Ireland, 'Let's Face It', was specially created by prisoners linked to the Prison Arts Foundation and media students at South West College. Perhaps less 'dark' than the Italian entry, it nevertheless also attempted to address the question of identity, and was well received.
4. The partner from Greece, told the audience about the history of shadow puppets in his country and showed a video of the performance and preparation for Avlona Prison School's Christmas gala. For this production, the young inmates' faces did not have to be shielded, and it was interesting to see them engaging directly with a large assembled audience.

EUROPEAN PRISON ARTS

5. The partners from the Netherlands presented a project where inmates created sculptures, metal stoves and other objects and held a public auction to raise money for the 'Hands Off Our Girls' campaign. The project was called 'Serious Request' and the Dutch prisoners were pleasantly surprised by public reaction and feedback.
6. Next the jury were shown a beautiful self-published book, 'After the Wall', written and illustrated by a Chinese inmate in jail in the Netherlands. It was a simple and honest work which has a great deal of appeal
7. The video produced by the hosts from Norway utilised rap music and made good use of Halden Prison's excellent studio and recording facilities. It also has its own record label, 'Criminal Records' and they also submitted a new publication 'Inside News'.
8. Entries from Quatre Camins Prison in Catalonia consisted of three videos, one song and a magazine, (a print-out version of the prison's digital publication 'The Fifth Way'). The video 'She Cries' was quite astounding in that its producers had scripted, choreographed and performed a moving piece with a clear message; that violence - of any kind - against women is absolutely unacceptable. Like several of the other entries, the song 'Hip my Hop' (sung by a Norwegian prisoner incarcerated there) also used rap to tell a story.

Results of ICT & Multimedia Competition for Prisoners

1st prize, donated by the European Prison Education Association

Video created by Agnese Mattanò with students from the Juvenile Penitentiary P. Siciliani, Bologna, Italy

Runner-up prize, donated by the London Shakespeare Workout, UK

Video created by LACA (Audiovisual Creation Laboratory) from CP Joves (Youth Prison Centre), Catalonia

Runner-up prize, donated by the Associació social Andròmines, Catalonia:

Presentation by Serious Request, Netherlands

Runner-up prize, donated by South West College, Northern Ireland

Video created by 2nd Gymnasium & Lyceum, Avlona, Greece

Special print publication donated by Not Shut Up Magazine, UK

Book of illustrations by T.S. Chueng, Netherlands

PM CELL 2

PriMedia visit to Sonder Omme Prison, Denmark, September 2014

by Gavin Weston, PAF

[published in PriMedia Journal 3]



Our hosts, Marianne Klarholt and Niels Bak, had briefed partners re. their planned tour of Sonder Omme State Prison on the evening before, nevertheless it was still something of a surprise when our coach stopped the following morning and we realised that we had already entered the grounds of Sonder Omme. The old cliché about prisons being more like holiday camps sprang to mind; the site is airy, pleasant, expansive, flat agricultural and forested land with not a spotlight, fence, grill, iron bar or coil of razor wire in sight. An array of single story buildings, an impressive church and a cluster of picnic tables mark the entrance but none of these give any real indication or feeling of incarceration. Chickens peck their way across impeccably coiffured lawns, and well maintained roads and paths stretch as far as the eye can see, cutting through heavily wooded areas and fields hosting some 150 head of beef cattle.

Sonder Omme is temporary home to approximately 200 all male prisoners, all of whom are given a great deal of choice and responsibility. Most are serving sentences relating to drugs and non-extreme violence. Inmates are locked down from 9pm until 7am but at all other times they may move around the site in relative 'freedom' and participate in a variety of educational, vocational and recreational pastimes including acupuncture and group therapy sessions. Prisoners purchase and cook their own food, as and when they like. As in many prisons, drugs remain an issue and some prisoners prioritise their dependency on illegal substances over food. The prison operates a rehabilitation scheme and often will move inmates with ongoing problems to other parts of the site, such as the agricultural project, where drug abuse is less prevalent.

EUROPEAN PRISON ARTS

We were shown around the education centre, the walls of which are decorated with reproductions of Picasso's 'Guernica', Van Gogh's 'Sunflowers' and inmates' own artworks. Marianne and Niels presented two multimedia projects, 'Live and Let Die' and 'Hoping for a Dream', which had been created by inmates. Participants are very proud to see their work on such sites as *YouTube*, and the system allows inmates to access the internet relatively freely, although social media sites and the like are restricted. Some even have access to the web in their cells. Usually these will be prisoners studying at degree level and they will pay for these services themselves. Other prisoners can access the internet via the education centre where there is excellent provision of IT equipment. The system is fairly relaxed and the men can check email and browse the internet during classes, although with staff will supervision.

Prisoners get paid for working at Sonder Omme (around 2 euros per hour) and that they get a weekly allowance of 30 euros for food. He said that some inmates even save money to help pay for their education and that the recidivism rate in Denmark is fairly low, around 28%. Several delegates asked about occurrences of prisoners escaping, i.e. simply walking out. Marianne informed us that, on average, this happens only between 3 and 5 times per year.

The system allows inmates to spend weekends at home, once they have established themselves at Sonder Omme and attained certain basic levels of trust. As in NI prisons, literacy is a problem for many inmates but education is free for all dyslexics, both within the prison system and in schools and colleges. In closed prisons in Denmark, guards are issued with ipads, which they use to communicate with a great diversity of non-national prisoners.

We were introduced to Jacob and some of his students. I spoke with Jarek, a Moroccan inmate, and Mahmood from the Lebanon. Both were studying German. They joked with each other about whose country was best, about their food, football teams and women. I quizzed Jarek and Mahmood about how they dealt with the responsibility of completing their sentences in such an open system. They laughed and shrugged and Mahmood said, 'It is always a question of should I stay or should I go!' When I suggested that it was almost as if there are bars and fences but they are invisible, Jarek said, 'Yes! That is it exactly, my friend! We know what will happen if we leave. We will be taken back to the closed prison, and this we do not want!'

EUROPEAN PRISON ARTS

Lunch had been prepared for us in the prison church, an old barn which a former pastor - with the aid of a team of willing and able prisoners - had converted to an uplifting venue for all kinds of spiritual, social and musical occasions. Sculptures and paintings adorn the walls, the window frames are fitted with handmade stained glass panels and the exposed interior beams are painted in bright pastel colours. There is a dedicated music room and one prisoner told me that this is what he lives for. So pleasant is this environment, in fact, that Marianne (who is Head of Education at Sonder Omme) recently had her wedding in the church!

We learned that officers in Denmark spend three and a half years training (theory and practical) to attain a degree in their chosen field and that every prisoner is allocated a contact officer within three days of arriving at Sonder Omme. Within a three week induction period, inmates will be offered training, alcohol/drug treatment and other relevant assistance. Guards see themselves as 'Social Curators' and do not carry truncheons, pepper sprays or weapons of any kind.

The guard said that he had been working at Sonder Omme for six years and that in this time he had only had to press his mobile panic button on one occasion; this because two inmates were fighting. One pepper spray is kept on site but this has to be 'sent for' in emergencies. It was evident that the guards see themselves more as uniformed social workers than gaolers, although our guide admitted that some prisoners simply have a problem with any kind of uniform.

Despite all these positive attributes, Niels stressed that government targets (Maths, Danish and English) have become the main emphasis, that their centre is performance driven and that creative pursuits have suffered accordingly. They were promised more teachers but this hasn't happened. There are many bureaucratic hurdles, with growing waiting lists and requests for training. Staff are increasingly engaged in administrative duties rather than teaching. Collectively, we agreed that the UK (and the US) was probably largely to blame for this problem. 'Change is good,' Niels said, 'but nobody asked us teachers what was needed!'



PM CELL 3

1st Good Practice Workshop

Custodial Association of Lithuanian Prisoners, Vilnius, 19th - 20th April 2013

[published in PriMedia Journal 4 + PM Final Report]



The workshop, organised by Vilma Butkute from IMOTEC, took place at a hostel for ex-prisoners and homeless people run by the *Custodial Association of Lithuanian Prisoners* in Vilnius. The initial proposal to be led by the Danish partners had to be abandoned as they were unable to attend due to industrial action in Denmark. So it was decided to use another idea, based on the idea of creating a local TV news programme. The *PriMedia* team - Ioannis Papadimitriou (Avlona Prison School, Greece), Torbjørn Rodal (Halden Prison, Norway) and Alan Clarke (TCOT, UK) with Vilma as translator filmed a series of informative and personal interviews with ex-prisoners and staff at the hostel. This proved very effective and enjoyable both for the participants and the workshop leaders.

Following filming a detailed group evaluation of the event took place and a number of key social and communication skills were identified as a direct result of the workshop (SEE EVALUATION BELOW). Although there was at first understandable reluctance from most of the ex-prisoners to join in, the film team were gradually able to involve all the residents by employing different strategies, such as filming the group sitting around a table rather than individually. The filmed material was later presented at the 1st *PriMedia* Conference in Bologna.

Workshop Evaluation

How effective do you feel the workshop was overall as a live teaching situation?

Very effective given the circumstances both for the workshop leaders and we gather from the participants

What multimedial issues did you cover?

Producing a production plan/ videoing interviews/ for the participants, experience of appearing in front of a camera

How appropriate was the material for the specific context/ participants?

Very appropriate - participants became engaged and motivated by the material

How appropriate was the methodology for the specific context/ participants?

Very appropriate in the context; instructions were clear & well communicated (in translation)

How relevant was the workshop in covering Key Competences*?

- Participants exposed to English - tried to understand another language
- Participants engaged well with leaders and each other - strong ownership of the project developed
- One participant took the lead from the start and helped others to develop their involvement and participation
- Participants revealed their views openly and were clearly interested in the experiences of others

What problems arose in covering the technical requirements?

The battery of one camera ran out but we had a spare one. Tripod could have been used for one camera. With more time participants could have had the opportunity to use the cameras themselves.

How were you able to use your experience/expertise in delivering the workshop?

The leaders were able to react flexibly and employ different strategies for encouraging the participants' involvement, eg filming the group sitting around a table rather than formally in a chair. Process similar to previously taught media classes.

How did the level of experience of the participants in participating in practical workshops affect its impact?

One participant already had experience in a drama group and was used to working in front of the camera - this helped to encourage the others, who were reluctant to join in at first but later participated fully.

PM CELL 4

2nd Good Practice Workshop

Sofia and Lovech Prisons, Bulgaria - April 2014

by Nancy Law of the Prison Arts Foundation, Northern Ireland

[published in PriMedia Journal 3]



Organised by the Bulgarian partner *Integra* with support from Valentina Petrova from Lovech Prison, 4 Primedia partners from Northern Ireland, England and Lithuania visited 2 Bulgarian Prisons in Sofia and Lovech to discuss the effective use of ICT in offender learning there with staff and inmates. In both prisons the PriMedia coordinator presented a powerpoint overview of the Network followed by inputs from the Northern Irish representatives on their specific experiences and ideas. These were followed by discussions with staff and students about the possibilities of using ICT in offender learning and specific proposals for improving the provision in Bulgarian prisons.

The aims of the visit were:

- To identify the situation regarding ICT in offender learning in Bulgarian prisons
- To present the Network aims to Bulgarian prison staff and inmates
- To share current practice by Network partners with Bulgarian staff and inmates
- To discuss ways of improving the use of ICT in Bulgarian prisons

EUROPEAN PRISON ARTS

However it soon became clear, especially in Sofia Prison, that the staff and inmates were facing real problems in accessing even the basic equipment and resources. A number of issues were raised:

- Difficulties of ICT access for inmates
- Lack of experienced ICT teachers (esp. Sofia)
- Lack of basic software, computers and printers
- Limited time for inmates to use ICT
- Limited programmes available
- Lack of research opportunities

Despite these major concerns, the delegates were able to have useful discussions in both prisons. In Sofia Prison there is presently no teacher in ICT and a prisoner is currently teaching the subject. The prisoner-students appeared to be more aware and vocal about the poor provision being offered than the prison staff. The prisoners present during the presentations appeared to be knowledgeable about ICT and articulate, although they themselves stated that they were a small minority.

In Lovech, the computer room that PriMedia delegates were shown appeared to be clean and modern. The only software available to prisoner-students however was Microsoft Office and there appeared to be no printers in the room. Initially staff in Lovech appeared to be threatened by the concept of an intranet. One teacher expressed concern for his job however once it was explained that the intranet would enhance teaching and learning by enabling prisoner-students to complete their own research, play educational games, access videos demonstrating techniques and upload their work, the teachers seemed to be more receptive to having a centralised intranet and also to the Pri/Media partner's visit.

The visit provided an accurate insight into the conditions of and issues facing Bulgarian prison staff and prisoners. Although the prisons were poor and education insufficient it was very positive to see that, in Lovech at least, there was an attempt to integrate ICT into lessons. It also encouraging to see that the simple solution of creating a centralised prison intranet, much needed in Bulgarian prisons, could be a possibility. The PriMedia partners also discussed the possibility of creating a training programme for teachers of ICT in prisons, similar to the CredAbility teacher's training programme currently being piloted.

3rd Good Practice Workshop

Izmir Prison, Turkey, 16th - 18th March, 2015

[published in PriMedia Journal 4 + PM Final Report]

For the final workshop in Turkey, organised by Fatma Olgun from the Izmay Governorship, the Network were able to offer workshops in three areas: video, music and ICT. The video workshop on the first day, led by Torbjørn Rodal and Andreas Kjølberg (Halden Prison, Norway), with support from Niels Bak (Sonder Omme Prison, Denmark), involved filming scenes performed by the prisoners and editing them into a pre-prepared video, the final version of which was shown to the inmates at the end of the day.

The music workshop run in the afternoon by Alan Clarke, UK, replacing a planned sound recording session, used singing and guitar-playing to connect with the prisoners. Even though language was a barrier, the performance was appreciated by the prisoners and the translator was key to helping them understand the meaning of the songs.

On the second morning, Ciaran Clancy and Stephen Moss (South West College, Northern Ireland), introduced the prisoners to the basics of Adobe Photoshop, helping them to navigate the software confidently and guiding them through the design and layout of a newsletter using their own photos and text. The leaders felt that the methodology and approach used worked very well, with participants seeming relaxed and engaged in the activity throughout. The approach of hands on 'learning by doing' following some instruction/direction worked perfectly.

Overall evaluation of the event was provided by Gita Senka (Latvia Culture College) and Adele Campbell (Prison Arts Foundation, Northern Ireland), who commented that the "language barriers were evident in all three situations but each leader tried to minimise this for example using the translator effectively Planning the workshop and anticipating potential barriers and minimising these were key to the overall success or indeed impact on the prisoners."

Feedback from monitors

Language barriers were evident in all three situations but each leader tried to minimise this for example using the translator effectively, translating handouts into Turkish, familiarising themselves with the computer keyboard, learning simple commands in Turkish, one workshop leader even learned how to introduce himself to the group of prisoners in Turkish. Planning the workshop and anticipating potential barriers and minimising these were key to the overall success or indeed impact on the prisoners. [Adele Campbell (PAF)]

The environment was very conducive to teaching and learning. Participants were nervous at first but engaged in the activity once a level of trust had been developed. As the workshop progressed it was exciting and rewarding to see the participants become fully immersed in the tasks set. The scope of the workshop and the material provided couldn't have been any more appropriate for the majority of the participants. [Ciaran Clancy (SWC)]

Feedback from inmates

It was a nice work and I felt happy to be together with different people. To shoot a movie in prison was like a story of a real movie for me.

RIZA ÖZPENPE, Inmate

Once again we experienced that music is a universal way to communicate that without understanding the lyrics we felt what the song was telling. I liked the workshops so much and want to have more in recent future.

MUZAFFER KÜFLÜ, Inmate

It was fruitful to learn and work with Photoshop. We want to have this kind of workshops more frequently and meet inmates abroad as well.

YAVUZ KARADAĞ, Inmate

I liked this experience very much. It was both fun and educative to work with people from different nations. It was fruitful for me and I had the chance to speak English which I was about to forget after the years I spent in prison

EJDER MÜMİNOĞLU, Inmate

It was an amazing experience for me, meeting different people and learning new things. I also felt comfortable psychologically.

NURETTİN KARAKOÇ, Inmate

PM CELL 6

Teaching art by using new technologies: teachers and students change roles

Claymation Workshop in the Avlona School for Young Offenders, Attica, Greece

Vicky Douzeni, Art Teacher - Translation: Marilena Petrogianni

[published in PriMedia Journal 4]



This article describes the Claymation workshop, which took place during the meeting of the European Programme Partners in Crime Prevention (PICP) in the youth prison of Avlona. The technique of animated plasticine was taught during this workshop, combining not only pleasure and wholeness offered by the preoccupation with art and by learning how to use the computer but also the satisfaction of creation. Most interesting of all was that it was presented to European visiting lecturers by our students.

"Miss, I am so nervous! I cannot do it... what am I supposed to tell to all those strange people? In which language? Aren't they supposed to know better than I do? Oh, by the way, sorry, Good morning!! "

These were the first words of A., when we met in the morning in the corridor of the prison, before we even got to school. He was obviously nervous, but he was also worried and excited, as "the big day" was about to begin, a day different from the daily routine of the prison, a day for which they had been preparing for weeks. When students were told that they would become teachers and would have to present the workshop, they could not imagine how much work was involved and how much joy was in store for them.

EUROPEAN PRISON ARTS

It was decided that no specific storyboard would be used because of the restricted time of the workshop. Every visitor would be asked to make a clay figure or object of their choice and then place it in the backgrounds that our students had made some days before. This way the story would be improvised, written on the spot.

It was not easy for the students to get into a teacher's shoes, since only one of them was familiar with the Claymation technique, having participated in a similar project the previous year. So, in order to be able to teach it, they had to learn it first, and learn it well! They became quite good at handling the plasticine, in using the computer, in operating the special software, and they managed to make two sets: the interior of a house and an outdoor space, a countryside. The day before the workshop the classroom was appropriately arranged, with all the materials in place. It was, I think, the exact moment when students realized how different the next day would be! It was, indeed, completely different!

"The big day" finally came and European visitors took their place in the classroom. The students were too shy to start talking, since communication proved to be quite difficult: they only know a few English words... They were staring at each other, waiting for someone to break the ice. They then had the brilliant idea of showing the visitors what needed to be done and that was it! Visitors and students started making clay figures and communicating successfully. The next step was to place the figures in the two sets, to take shots, to change the position of the plasticine figures. Everyone was talking to everyone, helping everyone, everyone was involved in the whole process of video-making!

The workshop was repeated four times with different groups of visitors. I was happy to see the students change their attitude and gain self-confidence as they became more familiar with the process and managed to make themselves understood in any way they could, including body language. They carried on for about three hours, so committed to their role that they even forgot to smoke. Their faces were shining with satisfaction!

As the workshop progressed, I noticed that the feeling of students to be able to make beautiful and creative things got stronger. The interaction between students and visitors, caused the children to bring out their skills, their willingness to offer, and activated their imagination and creativity. The involvement of the students in a real project, which piqued their interest, resulted in them endeavouring to carry out their teaching seamlessly and work together, although from different origins.

EUROPEAN PRISON ARTS

So, through teamwork they had the opportunity to interact, socialize, assume social roles and accept diversity, elements which I think are some of the goals of the educational process, especially education in prison.

At the end of the workshop, I saw satisfaction in the students' eyes, self-confidence, faith in their abilities and pride in their achievement to carry out successfully the role assigned to them. These are things these children needed to feel. They needed to bridge the gap between themselves and school, because, as it often happens in prison schools, the majority of the students are children for whom school hasn't always been a pleasant experience. Most of them have been excluded from school, so they almost always find it difficult to fit back into the school environment. If we add to this the deprivation of liberty in a regime of confinement and social isolation, teenage impulses, lack of healthy social stimuli and standards as well as multiculturalism, then we can understand that the positive feedback that our students received from the workshop, can act as a starting step for the development of their faith in their own creative abilities and skills.

Consequently, the creative involvement of students and partners had many positive effects on our students. Through the creative process, which combines a structured yet free creative context, students were encouraged to imagine, to experiment and create, to freely express themselves and be spontaneous, but also to respect the structured framework and activity limit, to be self-disciplined and self-bound. On this particular day our students became people who had something to say, youngsters who strove for the best, not just individuals characterized as 'outlaws' by society. During the next few days they told me that that day they had the opportunity to 'escape' from prison, and feel free, creative, equal members of society with the 'outside' members for a short time, and not marginalized incarcerated 'criminals'.



From the Claymation film 'The Giving Tree'

TIME IN Magazine for Northern Irish prisoners

by Gavin Weston, PAF Writer in Residence, HMP Magilligan

[published in PriMedia Journal 2]



TIME IN is produced for and by prisoners and coordinated by the Prison Arts Foundation.

Following the enthusiasm with which the first two issues of the prisoner-produced magazine TIME IN, coordinated by the Prison Arts Foundation, were received, both in all prison sites here in NI and by PriMedia members at the Barcelona conference in February 2014, the team at HMP Magilligan felt very much encouraged and the magazine has continued to expand.

In issue 3 of TIME IN we managed to involve inmates from HMP Magilligan's Rehabilitation Centre, Foyleview, as well as receiving contributions from prisoners at both HMP Maghaberry and women prisoners from HMYOC Hydebank Wood. This issue also included a feature article on my visit to *Quatre Camins Prison* in Barcelona during the PriMedia Conference, and readers found the sharing and comparison of such information and working practices of great interest and value. Since the Barcelona visit we have also collaborated with the production team of *Quatre Camins's* digital magazine and plan to include an interview with prisoners and contributors in TIME IN issue 4. We are still keen to include input from *Halden Prison*, Norway and remain on the lookout for other opportunities to collaborate and share our experiences.

EUROPEAN PRISON ARTS

Young Offenders at *HMYOC Hydebank Wood*, near Belfast, have recently started up their own TIME IN-inspired newsletter *BOYZ N THE WOOD*, and we have offered to work with them. Recently TIME IN has appointed Editorial Coordinators (i.e. responsible and enthusiastic prisoners) at Foyleview and Maghaberry. In addition, we have invited women prisoners at Hydebank to write a regular page or series of columns for the magazine.

Our original Deputy Editor at Magilligan has recently been released, so we are actively seeking a replacement and it is highly likely that our chief layout and design specialist will also be released soon. This prisoner has expressed a keen interest to continue his involvement in the magazine and recently told me that he feels the experience has given him a real sense of purpose and, indeed, that he considers his input to TIME IN to be his job.

Word about TIME IN has spread and we are finding that we have a constant stream of notable writers, artists and musicians who are keen to contribute, in the form of interviews, letters, profiles and the like. We eagerly awaiting publication of our exclusive interview with the English singer songwriter and activist Billy Bragg, whose Jail Guitar Doors project has helped so many UK prisoners 'kill time'.

There can be no doubt that providing prisoners with an in-house platform, through which they have opportunity to showcase their developing skills and passions, is extremely positive and encourages the broadening of parameters. We were delighted that one regular contributor had won first prize in the Listowel Writing in Prison short story competition and is to have his work published in a new anthology. We also continue to incorporate PAF's work in the field of visual art, and TIME IN's 'Gallery' pages prove popular, with prisoners showing great interest in seeing their work displayed and in reading about other PAF coordinated ventures.

As regards the actual production of the magazine, there are certainly ongoing problems. Working hours available to PAF staff have been cut considerably by the Northern Ireland Prison Service. Funding has been reduced and, within the grounds of HMP Magilligan itself, access to both equipment and suitable workspace remains cause for some concern. Compatibility remains an issue, with the available software being restricted and somewhat outmoded, however, although the process is far from seamless and production time has been hampered, we continue to push forward and are confident that the project should and will continue.

Digital storytelling in Catalonia

Project DigiTale: ICT Competences and digital stories

[published in PriMedia Journal 4]



The AlfaDigital program (digital literacy and cultural dynamization) has been carried out in Catalan prisons since 2007. This programme aims to incorporate ICT in everyday life prison.

The AlfaDigital Programme is composed of several projects such as:

Cyberaules: computer recycling and free software

ICT / Omnia points: Internet access for inmates

ACTIC: accreditation of ICT skills

DigiTale Project: Promotion of ICT skills through the production of digital storytelling.

"Sant Jordi's DigiTale"



Itinerant Exhibition of Digital Storytelling from the penitentiary centres of Catalonia

The project DigiTale promotes the use of ICT in prison, through digital storytelling. During the first quarter of 2014, 9 workshops were presented involving inmates and professionals from 7 penitentiary centres. In order to foster the production of digital storytelling, the 23 April (book day, Saint George's Day), the Festival of Sant Jordi, was celebrated in a DigiTale: a sample of digital storytelling, created from these workshops.

These digital story-tellings are based mostly on typical texts by inmates or on those of other authors. The soundtrack is composed from recording readings of the texts, with the voices of the authors plus an extra musical background. These works were integrated into an itinerant exhibition that visited each participant centre and two public libraries in Barcelona. Through this, the authors can get in touch with a different public and achieve a range of effects: introducing digital storytelling made in prison; acting as a stimulus for the creation of DST and acquisition of competences ICT; putting DST into practice as a methodology of expression and communication

More than 100 inmates and 40 professionals have taken part in the project, including 7 prisons (one for women) and a young offender centre. 90 works were shown in different formats in a range of venues from prison libraries to schools. The project is a collaboration, not a competition and has been enhanced through public exhibitions in two Barcelonan libraries.

PM CELL 9

PriMedia Examples of Good practice in ICT & Multimedia

[published in PriMedia Journal 4]



MediaWise [Netherlands]

MediaWise is a media education project for young adults in prison and professionals in juvenile detention. MediaWise is a digital (secured) platform and a complementary learning environment that supports educational and leisure programs in juvenile detention centers. MediaWise is a combination of training modules on: rights and duties, literacy, making articles, radio and video shows. A team of coaches train the professionals in the juvenile detention centers in how to use the platform and how to use the methodology in their own daily practice in working with the young adults. More than 100 articles will be published on the platform and provide young adults with information about relevant themes on work,

Creating a radio programme in a Norwegian prison

Halden Prison runs its own radio station. Interviews about the process were recorded with inmates from the prison with explanations from its organizer Andreas Kjølborg, a journalist Mina Hadji and the director Are Høydal. Each radio programme is created around a fixed structure focused around editorial meetings and regular programme posts, such as interviews, music, comedy, etc. The radio programmes are recorded inside the prison and broadcast on the local radio station in the city of Halden. From an educational perspective the radio is part of a module in the media production curriculum at the local high school. It is important for the prison to give students the training they may need when they are released.

"Creative partnership"

An Arts project involving universities and prisons in Latvia

The project consisted of an exhibition, performances, paintings and a socialisation event (workshop) with people from various social groups and with different specialisations. The workshop involved visual arts and woodcraft workshops and the results were exhibited in Valmiera City Exhibition Hall as part of its Arts Month event. The project was initiated by the Valmiera Municipality, Valmiera Prison and various educational institutions in Latvia with the aim of promoting the idea of arts and media education beyond the classroom and for the benefit of the incarcerated. This was the first project where the creation of arts activities involved people from a variety of social groups and from different professions such as professional artists, musicians, librarians, sportsmen as well as people whose everyday life is not connected with arts - prisoners. Valmiera Prison has a tradition of organizing non-formal education programmes for inmates with the aim of promoting the development of young people's personalities and to provide them with the opportunity to be involved in arts and media activities in contrast to passively watching TV or playing PlayStation. The project also gave inmates the opportunity to present their activities outside the prison.

"When You Hear my Voice" in Malta

Performing Shakespeare with young offenders

A film showing the creation and performance of a theatre production with inmates, mostly foreign nationals, of the Corradino Correctional Facility's Young Offender's Unit in Paola, Malta. The piece, "When You Hear My Voice", directed by the artistic director of the London Shakespeare Workout, Bruce Wall, is based on extracts from Shakespeare together with the young people's own writings. The film traces the development of the production to the final public performance before an audience including the President of Malta, interspersed with insightful interviews with the participants.

PM CELL 10

Music Inside Halden Prison

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Diversity

"From every mistake we will surely be learning - still my guitar gently weeps".

by Niels Bak, Denmark

This is a line that George Harrison wrote in one of my favourite Beatles songs that we played in Halden Prison. The band and the choir were a mix of inmates, prison guards and teachers. Rehearsing for the three concerts that were to be played in one day was - I think for everybody involved - a question about learning from mistakes and then gradually improving.

The event turned out to be a great success. Thursday we played two concerts for inmates and employees from different prison blocks. The prison Governor was also there with a delegation of Irish prison executives. That particular concert was videotaped by inmates from the media class and I believe there were 5 or 6 cameras involved. All instruments were at the same time recorded on separate tracks - so everything will be mixed and edited in the prison's professional sound and video studios. The result will be published on the final PriMedia conference in Holland and of course later on the PriMedia website. Later in the evening we played a concert for the inmate's families.

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It was a great experience for me to participate in the event. As I said to Torbjørn (Rodal) - he has some fantastic colleagues - they were so helpful. It was not an easy task for me to jump in to sessions where I only knew one tune out of the 9 we played. On top of that I played on a gear that I wasn't acquainted with - but especially the sound engineer helped me out. Also working with the inmates that were so enthusiastic was a thrill. I think the mix between inmates and employees in the band proved to be very inspiring and creative. I believe it created an atmosphere of everybody being equal - with mutual respect for one another.

I feel that this example of networking - between nations and between inmates and staff is essentially what PriMedia is all about - I am both happy and proud that the PriMedia network made it possible to implement our ideas into a practical workshop that everybody benefitted from - including the audience - and hopefully it will be an inspiration for prison teachers and other practitioners

Recording with the Halden Prison Choir



The PriMedia partners at the meeting in Norway were invited to provide back-up in a recording of a Stevie Wonder song at the prison's state-of-the-art music studio by the Halden Prison Choir.