

# **Compendium**

**of EU-sponsored Projects  
Relevant to Prison Education**

1995 - 2004

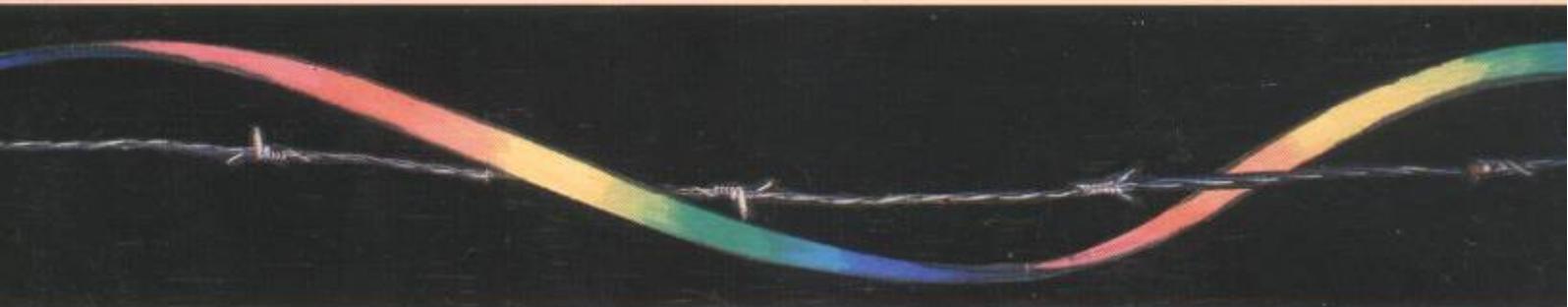


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## **Foreword**

It is accepted widely that greater contact and cooperation between EU citizens is desirable and something towards which we should all strive. Yet, while this is readily agreed in principal, it is not always reflected in practice. Often, the simple reason for this is that it can be very difficult to organise and facilitate meaningful contact. The Steering Committee of the European Prison Education Association (EPEA) was cognisant of this difficulty when organising its 10<sup>th</sup> International Conference. Furthermore, they were aware that over the years, many members of the organisation had been involved in diverse EU-sponsored projects that dealt with various aspects of prison education. Yet, the results and outcomes of such projects were not always disseminated effectively among the EPEA membership. This was felt to be extremely regrettable as the EPEA is the primary European organisation concerned with prison education and draws its membership from among practitioners and policy makers involved in the field of prison education throughout Europe. The dilemma of enhancing contact and cooperation among the membership coupled with the perceived lack of effective dissemination of project outcomes is the genesis of the ICCEPE Project summarised here.

Contained within this compendium are the details of how the ICCEPE project came about and the activities involved. But it should be noted that this is not a report of the ICCEPE project rather it is a compendium of EU-sponsored projects undertaken in the past, as well as ongoing projects, each of which has dealt with varying aspects of prison education. In this capacity it serves to both disseminate and promote prison education-based projects. In addition, the establishment of a web-based contact forum for sourcing perspective partners for future projects is also an essential aspect of the ICCEPE project and detailed information on this is contained within. Thus this document can be seen as a useful resource for all EPEA members and those considering involvement in EU-funded projects in the future.

As with any such project work, there were many people involved in 'making it happen'. We wish to acknowledge an enormous debt of gratitude to all those involved and we would like to take this opportunity to thank them for their contributions, work and support. In particular, we would like to thank Alan Smith, (Deputy Head of Unit B3 - Comenius-Grundtvig, Directorate General for Education and Culture in the European Commission) for his continued interest in, and commitment to, prison education, and Dugald Craig (Head of Education & Training Department, Socrates, Leonardo & Youth Technical Assistance Office, European Commission) for addressing the Project meeting and encouraging our endeavors. We would like to thank the Steering Committee of the EPEA for their decisive action and support when the project was first mooted. In particular, we wish to acknowledge the role of Torfinn Langelid (EPEA Membership Secretary) in bringing together project partners and his ongoing promotion of EU-funded projects among the membership. Our thanks also to Anthony Vella (former Steering Committee Member) for his pioneering work in the area of EU-funded projects. We would like to highlight the contribution of Cormac Behan and Zachery Sex (IPEA), and similarly the initial involvement of Jon Erik Rønning (FOKO). Finally, we would like to thank Per Thrane (The Flex School, State Prison of Sobysogaard, Denmark) not only for developing and maintaining the project website in such a professional manner but even more so for his perseverance and hard work throughout each stage of the project. He is an essential part of the team and we are very grateful to him.

On behalf of the ICCEPE Project Partners, we hope this compendium can in some way reflect the support and help of those mentioned above.

Valentina Petrova (Project Co-ordinator, SEEC)

Anne Costelloe (IPEA)

Gisle Grahl-Jacobsen (FOKO)

## Introduction

ICCEPE is an acronym for International Conference "Challenges for European Prison Education" and as the name suggests the nucleus of this project was the 10<sup>th</sup> International EPEA Conference on Prison Education held in Sofia, Bulgaria in May 2005. Yet, while the project was grounded in the EPEA conference there were many other aspects to it. The conference itself provided an opportunity to bring together prison educators who had been, or were involved currently, with EU-funded projects<sup>1</sup> related to the field of prison education. The participants were afforded the opportunity to share their experiences, take stock of closed and running projects, meet potential future partners, and generally reflect on the entire process.

During the conference, participants were interviewed and asked to complete a questionnaire. Since then, the same questionnaire has been distributed online to others. The purpose of the questionnaire and interviews were two-fold. Firstly, to build-up a database of relevant people and projects. Secondly, to seek the opinions and comments of project participants on their experiences of being involved. Having collated the completed questionnaires and conducted the interviews, the database which emerged forms the foundation of the compendium outlined in the compendium, as well as the being the basis on which a website was developed. The comments and opinions distilled from the questionnaires and interviews have been analysed and are summarised here. A more complete and in-depth analysis will be outlined in the official Project Report due to be compiled in early 2006.

As an adjunct to the conference and compendium, the Project partners were eager to develop a companion website. Having facilitated the bringing together of experienced project people, it was deemed important to build on this by encouraging and facilitating ongoing contact and communication. Thus was born the idea of creating a website as a meeting place for perspective partners, a forum for disseminating project results and in general an easily assessable medium for contact and communication. Moreover, the website will continue to distribute the questionnaire to new project

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<sup>1</sup> By EU-funded projects we are referring to projects sponsored under any of the eight actions of the Socrates Programme. See [www.europa.edu/int](http://www.europa.edu/int)

people and collate their replies for analysis. In this way, the relevant departments and administrations in the EU in tandem with European prison educators can be made aware of developments and innovations. More detailed information on the website and its establishment are outlined in this document.

In order to set both the compendium and the ICCEPE project in context, a brief description of the EPEA has been included. The emphasis in this description lies not only with the aims and objectives of the organisation but in particular with the ways in which the organisation strives to enhance the professional development of its members. Similarly detailed information on the eight actions of the Socrates Programme, other EU programmes and the next generation of programmes in the field of education and culture are set out. This is a useful resource as it provides a ready reference for the various programmes and can direct the reader towards the one most appropriate to their needs.

To conclude this document, implications and suggested recommendations drawn from the experiences of the Project Partners in compiling the compendium are outlined. It should be stressed that the outlined recommendations are not considered to be exhaustive and serve merely to generate and promote increased dialogue and action among EPEA members and others interested in EU-funded projects.

Finally, we would like to ensure that this compendium is comprehensive; therefore we would like to hear from anyone who feels that their project should be included. Similarly, we are eager to hear the comments and experiences of others and we encourage all EPEA members to visit the project website at [www.epea-projects.org](http://www.epea-projects.org). In this way, the compendium can be updated regularly and kept fresh and relevant.

**The ICCEPE website - [www.epea-projects.org](http://www.epea-projects.org)**

It was decided when compiling the compendium to develop a companion website in order to:

- Ensure the compendium is kept up to date and comprehensive
- Disseminate the results and outcome of the project
- Give the project life after it has finished
- Reach a wide range of people

If visits from search engines are excluded the site gets about 20 visits a day from people all around the world. This has been achieved with very little effort or promotion and it is intended that when the project report is completed we can build on this number. The site and especially the contact database is expected to be developed by the end of the project period and as stated it is intended that we can keep adding to the database as more project related to prison education come on stream. The web site is built on a CMS (Content Management System) called FullXml and based on the XML standard. FullXml is Open Source software published under the GNU licence and found at the net location: [www.fxmods.co](http://www.fxmods.co)

**Prison Education Projects - Presented by the EPEA**  
working to promote sound principles and good practice for prison education in Europe ... and beyond

Guestbook Forums Downloads Calendar Classified Site map 1 active visitor

User  
Welcome fluke  
Administration

**Welcome**

**European Prison Education Association**  
Presents projects with concern of prison education

This Internet site is driven to promote and display projects on prison education. The site is supported by "The Commission" via the Socrates Action Accompanying Measures and run in the framework of the European Prison Education Association (EPEA).

**Take part in project discussions**

The European Prison Education Association offer a mailing list for discussions on projects into prison education. You can have more information about the list here:

<http://lists.ibiblio.org/mailman/listinfo/epea-projects>

Press ">>Read more" if you want to know about other mailing lists from the EPEA

[>> Read more](#)

**Database**

The ICCEPE project will provide a database with of persons who have taken part in projects or have the desire to take part in projects with concern of the ICCEPE project. If you want to be a part of the database or have taken part in projects under Grundtvig, Comenius and Lingua, please contact the ICCEPE Team

[>> Read more](#)

**MEMBER AREA**  
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Special Event  
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**Visit**  
  
[www.epea.org](http://www.epea.org)  
  
**EU Commission Socrates Action**

**Top pages**  
Welcome

## How to use the website

The site aims to be navigated easily while at the same time showing all the contents on one page. From all pages shown, it will be possible to see each project relevant to prison education. In this way, the Webmaster ensures that the projects are easily assessable by the public.

All the projects that have dealt with prison education issues during the last decade are included. As stated previously, they were sponsored under the Grundtvig, Lingua, Joint Actions, Leonardo and Equal Programmes and total almost 40 in numbers by December 1<sup>st</sup> 2005, and the list is still growing. The information displayed is taken from this compendium and some indicate feedback from the coordinators.

The database is the most relevant part of the website for those who want to be part of projects. It has listed people from 21 European countries that can find contact information about each other. The database is only open to members, but anyone who wished to apply may become a member. The participants of the ICCEPE meeting in Sofia during the EPEA Conference are all members of this database.

### ***Mailing list***

The site offers the visitor the opportunity to join a mailing list that deals with various matters pertinent to prison education. To date, 45 people have taken up that offer. Some of the users have given information about themselves and already a handful of offers to join projects have been received. The replies to the projects that have been posted on the list show that the users found the service very useful. For example, a reply posted in October 2005 states, *"This is a very good project, and I will recommend my prison to take part in it"*. The list is promoted by the EPEA in cooperation with the ICCEPE and for this the project partners are very grateful to the EPEA.

### ***Links***

The link list from the site is limited to the ICCEPE project partners; SEEC, IPEA, FOKO, and of course the EPEA. In addition, links are available also for the Socrates Programme, The Technical Assistance Office and the Socrates Partner-finding database.

United Nation and the Council of Europe Recommendations and Treaties on education in prison are available from the website. The complete memorandum of The Council of Europe's Education in Prison, Recommendation No. R(89)12, adopted 13 October 1989, can be downloaded in 5 languages, and to date, the French, English and Romanian version have been downloaded over 200 times each.

## The European Prison Education Association (EPEA)



In 1991, a small group of educators working in European prisons established the EPEA in order to share examples of good practice and sound policy in the area of prison education. They believed an organisation was necessary to act as an advocate for prison education within the many European prison systems. Furthermore, they felt it necessary to create an organisation to promote and safeguard the ideals of the newly published document, Education In Prison (Council of Europe, 1990),<sup>2</sup> and Recommendation No. R (89) 12,<sup>3</sup> adopted by the Council of Europe on the 13 October 1989<sup>4</sup>. Since then, the fundamental objectives of the EPEA are;

- To support and assist the professional development of those involved in prison education through European co-operation
- To work with related professional organisations
- To support research in the field of education in prisons

Today, the EPEA is established firmly as the European voice for prison education drawing its membership from over 40 countries. Acknowledgment of its strength and importance lies in its recognition as an official Non-Government Organisation (NGO) with participatory status at the Council of Europe (COE), and it has been honoured further by its recent election to the Liaison Committee of NGOs with full voting rights.

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<sup>2</sup> This forward thinking document lays the foundation for the policies and principles that inform prison education among its 43 member states. It outlines succinctly the important role education has to play within any prison regime. It stresses that all prisoners have the right to education and provides a checklist of factors essential to the provision of an effective prison education service. It highlights the role education has to play in the development of the individual prisoner as well as the community, and it indicates how education in prison can prepare the prisoner for successful reintegration to society. (Copies can be downloaded from the EPEA website, [www.epea.org](http://www.epea.org).)

<sup>3</sup> See appendix 1.

Of particular significance was the granting of patronage by the Secretary General of the Council of Europe, Mr Terry Davis, to the 10<sup>th</sup> EPEA International conference and the Organising Committee were delighted and privileged to announce that the conference was being held under the auspices of the Secretary General.

It can be difficult to portray the membership of such a large and dynamic organisation. But, in essence, the EPEA is a miscellany of experienced and new prison teachers, policy makers, administrators, researchers, prison governors, pre and post release workers, and so on. As a transnational organisation, its members come from completely different prison regimes and frequently hold strikingly varying penal ideologies. Yet, the one thing they have in common is an interest in prison education and a desire to make it better for all those involved.

Perhaps for many of its members, a fundamental attraction of the EPEA lies with its ongoing endeavours to support their professional development. Indeed it is one of the primary goals underpinning the organisation. Such support takes a variety of forms. For example, the EPEA publishes a magazine twice yearly and a more frequent newsletter, both of which keep members informed of relevant developments and interesting events. Members can join online mailing lists devoted to their particular area of interest, for example, literacy in prisons, prison art and drama, research into prison education, etc. The emphasis in the publications and mailing lists is on the sharing of innovative practices and the establishment of direct contact among members. Even in this age of mass communications, the benefit of personal contact is not underestimated. Every two years, the EPEA convenes a conference during which members meet and discuss the germane and topical issues of the day. Notwithstanding the high quality of the plenary sessions and many workshops, conference delegates frequently attest to the efficacy of the social side of these events. It was as part of the last conference held in Sofia, Bulgaria in May 2005 that the ICCEPE project was conceived and developed.

In fact, the concept of EU-funded projects is one that the EPEA is keen to promote and encourage. Increasingly, the organisation has become involved with such projects with the view to improving the quality of prison education through the development of

structured partnerships and shared understandings. In particular, the EPEA is attracted by the diversity of project topics, which are balanced nicely by their applicability and relevance. The EPEA views such projects as prime examples of how its ideals can be tested, disseminated and translated into practice and intend that they provide a platform for best transferable practices.

**Further information on the EPEA can be found on its website, [www.epea.org](http://www.epea.org)**

*A historic picture of all the chairpersons in the EPEA*

From the left: Kevin Warner, Ireland; Svenolov Svenson, Sweden;  
Janine Duprey-Kennedy, France; Paddy Rocks, Northern Ireland;  
Niek Willems, The Netherlands; current Deputy Chairperson Anne Costelloe, Ireland

## The 10<sup>th</sup> EPEA International Conference on Prison Education



### **Challenges for European Prison Education –** *Let's make the changes together!*

**18 – 22 May 2005, Sofia, Bulgaria**

The 10<sup>th</sup> EPEA Conference was organized under the patronage of the Council of Europe by the General Directorate “Execution of Sentences”, Ministry of Justice, Bulgaria and the EPEA Steering Committee. The conference offered an intensive programme designed to impart knowledge and skills, in the field of prison education, to 110 conference participants from 28 countries. The full texts of keynote speeches and workshop materials are available on [www.epea.org](http://www.epea.org).

The conference provided the key to the ICCEPE project and subsequently this compendium. It did so in a number ways including;

- The financial project support made it possible to bring together almost all the EPEA Liaison Persons and project coordinators / partners associated with EU funded projects. The ICCEPE project provided full support for 26 participants to attend the conference and a further 10 participants were partly supported.
- The Plenary Session entitled, “**European Educational Programs; Prison Projects**”, presented by Dugald Craig, Head of Education & Training Department, Socrates, Leonardo & Youth Technical Assistance Office, European Commission introduced the educational programmes, and served to raise awareness of the support provided for prison education by the European Union.
- Participants were interviewed and asked to complete a questionnaire during the conference. The information gleaned from these was used to complete this compendium and a short analysis is included later in this document.
- Participants that had taken part in EU-funded projects were easily identified during the conference as they wore special color-coded nametags. In this way, they were able to discuss their experiences with others both formally and informally.

- The conference participants had the opportunity to report about their projects in **8 interactive workshops**.
- A unique **ICCEPE Project meeting** was an integral part of the conference and provided the opportunity to bring together all conference participants that had taken part in EU-funded projects. Ms. Valentina Petrova (the ICCEPE project co-ordinator) chaired the meeting and explained the aims and objectives of the project, the purpose and procedures of the interview and questionnaires, and the roles expected of the participants. Mr. Dugald Craig, (Head of Education & Training Department, Socrates, Leonardo & Youth Technical Assistance Office, European Commission) addressed the meeting and explained why such project work was important and how delegates could get involved. A special presentation was made to Mr. Torfinn Langelid (Membership Secretary, EPEA) for his commitment to the ideals of EU-funded project work and his continued promotion of such projects among the membership.



**Under the auspices of the Secretary General of the Council of Europe, Mr Terry Davis**

**Sous le patronage de Monsieur Terry DAVIS, Secrétaire General du Conseil de l'Europe**



## Current Funding Sources

### EUROPEAN COMMISSION

### DIRECTORATE-GENERAL FOR EDUCATION AND TRAINING

#### SOCRATES PROGRAMME

SOCRATES is the European programme for education. Its aim is to promote the European dimension and to improve the quality of education by encouraging cooperation between the participating countries.

The first phase of the Socrates programme was for five years (1995-1999). The programme has been renewed and the second phase will run for seven years (2000-2006).

**Socrates** consists of eight actions:

1. **Comenius**: school education
2. **Erasmus**: higher education
3. **Grundtvig**: adult education and other education pathways
4. **Lingua**: learning and teaching of European languages
5. **Minerva**: information and communication technologies in education
6. **Observation and innovation of education systems and policies**
7. **Joint actions with other European programmes**
8. **Accompanying measures.**

#### COMENIUS

COMENIUS focuses on the first phase of education, from pre-school and primary to secondary school, and it is addressed to all members of the education community in the broad sense – pupils, teachers, other education staff, but also local authorities, parents' associations, non-government organisations ...

COMENIUS supports school partnerships, projects for the training of school education staff, and school education networks. It thus aims to enhance the quality of teaching, strengthen its European dimension and promote language learning and mobility.

COMENIUS also emphasises certain important issues: learning in a multi-cultural framework, which is the cornerstone of European citizenship, support for disadvantaged groups, countering under-achievement at school and preventing exclusion.

### **ERASMUS**

ERASMUS is the higher education Action of SOCRATES II programme. It seeks to **enhance the quality** and **reinforce the European dimension** of higher education by encouraging transnational cooperation between universities, boosting European mobility and improving the transparency and full academic recognition of studies and qualifications throughout the Union.

ERASMUS consists of many different activities; student and teacher exchanges, joint development of study programmes (Curriculum Development), international intensive programmes, thematic networks between departments and faculties across Europe, language courses (EILC), European credit transfer system (ECTS).

ERASMUS action is targeted at higher education institutions and their students and staff in all 25 Member States of the European Union, the three countries of the European Economic Area (Iceland, Liechtenstein and Norway), the three candidate countries (Bulgaria, Romania and Turkey).

#### **Objectives**

Higher education plays a crucial role in producing high quality human resources, disseminating scientific discovery and advanced knowledge through teaching, adapting to the constantly emerging needs for new competences and qualifications, and educating future generations of citizens in a European context. All such functions are of vital importance to the long-term development of Europe.

The increasing speed at which existing knowledge becomes obsolete, and the rapid changes in the means by which it is delivered and renewed, will require the higher education sector to adopt new methods and commit itself wholeheartedly to the provision of lifelong learning.

## **GRUNDTVIG:**

This action is aimed at enhancing the European dimension of lifelong learning. It supports a wide range of activities designed to promote innovation and the improved availability, accessibility and quality of educational provision for adults, by means of European co-operation.

The Grundtvig action addresses a great variety of educational providers, but the final beneficiaries are adults who, at whatever stage of their lives, wish to learn in order to:

- increase their capacity to play a full and active role in society and develop their intercultural awareness;
- improve their employability by acquiring or updating their general skills;
- enhance their capacity to access or re-enter formal education schemes.

### **A policy of lifelong learning**

The Grundtvig action is part of the European Commission's aim of promoting a policy of lifelong learning, at European level as well as in each of the participating countries.

The action builds on the previous Adult Education action (1995-99) but is larger in scope. It encompasses all levels and sectors of adult learning (general, cultural and social). In addition to learning that takes place within the formal or non-formal system, it also encompasses learning that takes place on a more informal basis, such as autonomous learning.

The Grundtvig action addresses a great variety of subject areas and educational providers. It complements and interacts with other actions within Socrates and with other programmes, such as Leonardo da Vinci, to cover the whole spectrum of lifelong learning.

### **Aims**

The operational aims of the Action may be summarised as follows:

1. Promoting the development of concrete products and valid results which will be of use in several participating countries (if possible, throughout Europe)
2. Promoting European co-operation between bodies providing adult education
3. Contributing to improving the quality of teacher training relating to persons involved in the teaching of adults
4. Furthering the debate on lifelong learning and contributing to the dissemination of good practice.

### **Grundtvig 1 - Transnational cooperation projects**

A Transnational co-operation project may be defined as a project where institutions/organisations from different European countries work together, pooling knowledge and experience, in order to achieve concrete and innovative results/products with indisputable European value, such as piloting experiences in strategic areas or high-level teaching products. At the same time, the activities aim to advance the development of a European dimension in the field of adult education.

A number of key areas are considered central for the development of adult learning at European level. Transnational co-operation projects should focus on one or more of these themes.

### **Grundtvig 2 - Learning partnerships**

The Grundtvig learning partnership is a framework for small-scale co-operation activities between organisations working in the field of adult learning.

Compared to the transnational co-operation projects, which are product-oriented, the learning partnerships focus more on process, and aim to broaden the participation of smaller organisations that want to include European co-operation in their education activities.

For more information on how to get started in a European partnership or if you are already involved in one, consult the Grundtvig Learning Partnerships Navigator - Your Guide to European Cooperation in Adult Learning.

### **Grundtvig 3 - Mobility for training of educational staff**

Under this action, the Commission provides grants to enable educational staff working with adults to undertake training activities taking place in a country other than the one in which the participant normally works, thereby broadening their understanding of lifelong learning in Europe and improving their practical teaching / management / counselling or other adult learning-related skills.

### **Grundtvig 4 - Networks**

The aim of Grundtvig Networks is to strengthen the links between the various actors involved in adult learning, to enable them to co-operate on a more stable basis and to enhance their awareness of the European dimension of education.

- **Thematic networks** - aim to provide a forum for discussion on key issues, policy shaping and/or research in the area of adult learning.
- **Project networks** - aim to provide a basis for continuing contacts between institutions which have participated in projects, and as such contribute to the

further dissemination of project results. Other relevant actors can also take part in the network.

### **LINGUA:**

The Lingua Action is designed to:

- encourage and support linguistic diversity throughout the Union;
- contribute to an improvement in the quality of language teaching and learning;
- promote access to lifelong language learning opportunities appropriate to each individual's needs.

The action is divided into two parts, corresponding to different sub-objectives.

**Lingua 1** is intended to:

- raise citizens' **awareness of the Union's multilingual wealth**, encourage people to learn languages throughout their lifetime, and improve access to foreign language learning resources across Europe;
- **develop** and **disseminate** innovative techniques and good practices in language teaching.

**Lingua 2** aims to:

- ensure that a sufficiently wide range of **language learning tools** is available to language learners.

### **MINERVA**

Minerva Action seeks to promote European co-operation in the field of **Information and Communication Technology (ICT)** and **Open and Distance Learning (ODL)** in education.

The development of open and distance education, including the use of information and communication technologies in education, is a key factor enabling citizens of the European Union to take advantage of an open European area for cooperation in education. The Minerva Action under Socrates II (2000-2007) seeks to promote European co-operation in the field of Open and Distance Learning (ODL) and Information and Communication Technology (ICT) in education.

The Action has three main objectives :

- to promote understanding among teachers, learners, decision-makers and the public at large of the implications of ODL and ICT for education, as well as the critical and responsible use of ICT for educational purposes;
- to ensure that pedagogical considerations are given proper weight in the development of ICT and multimedia-based educational products and services;
- to promote access to improved methods and educational resources as well as to results and best practices in this field.

## **OBSERVATION AND INNOVATION**

### **Objectives**

« Observation and Innovation » is the name given to the action of the Community programme in the field of education, SOCRATES, for the period 2000-2006, that aims at promoting European co-operation in educational policies.

The main objectives for this action are to :

1. improve the quality and transparency of education systems,
2. further the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest to be determined by the Council.

Making optimal use of existing structures wherever possible, this Action consists of the following:

- (a) collection of descriptive and statistical data, and comparative analysis of educational systems and policies in the Member States;
- (b) development of methods for evaluating the quality of education, including the development of appropriate criteria and indicators;
- (c) development and updating of databases and other information resources on innovatory experiments;
- (d) dissemination of experience resulting from relevant activities supported at Community and Member State level;
- (e) facilitation of the recognition of diplomas, qualifications and periods of learning at all educational levels in other Member States.

### **JOINT ACTIONS**

Joint Actions aim to promote a "Europe of knowledge" and focus on themes that, by their very nature, are not limited to one field alone, i.e. education, training or youth policy. They call for reinforced cooperation between actors from various sectors and fields of knowledge. The EU programmes SOCRATES, LEONARDO DA VINCI, CULTURE 2000 and YOUTH are complementary instruments that aim to create European-level conditions under which learners of all ages are able to acquire the experience, knowledge and skills they need to live, work and actively participate in society. Joint Actions are included in all four Programmes and give concrete form to complementarity by implementing initiatives that extend beyond the scope of a single Programme.

### **ACCOMPANYING MEASURES**

Accompanying Measures support various activities which, though not eligible under the main Actions, will clearly contribute to achieving the programme's objectives. The projects to be supported will be aiming at:

- **raising awareness** of relevant target groups or the general public concerning the SOCRATES programme or the importance of European cooperation in the field of education more generally (conferences, seminars, etc.);
- **improving the implementation** of SOCRATES, in particular by providing training in project management or in tackling obstacles;
- maximising the **impact** of European cooperation in the field of education, by **disseminating** the products and processes resulting from European cooperation;
- fostering **trans-sectoral synergies** between the Actions of the SOCRATES programme, for example around activities bringing together projects supported under Comenius, Erasmus, Grundtvig, Lingua, Minerva, etc.;
- targeting **horizontal priorities** of the SOCRATES programme, including in particular, the promotion of equal opportunities, the integration of disabled persons, intercultural education and the fight against racism;

## **LEONARDO DA VINCI PROGRAM**

### **The Leonardo Da Vinci programme, pillar of lifelong learning**

Following its initial phase, from 1995 to 1999, the Community's Leonardo da Vinci vocational training programme is now in its second phase, covering the seven-year period from 2000 to 2006. The programme promotes transnational projects based on co-operation between the various players in vocational training - training bodies, vocational schools, universities, businesses, chambers of commerce, etc. - in an effort to increase mobility, to foster innovation and to improve the quality of training. The Leonardo da Vinci programme aims at helping people improve their skills throughout their lives.

Community funds for the first phase of the programme amounted to € 793.8 million, approximately 40% of which was used for mobility projects. This meant that from the end of 1995 to early 2001 about 125 000 people received a grant for a work-related stay abroad. In addition, a total of over 3 000 pilot and other projects were funded producing an eclectic range of training products in a variety of media. Funding has increased in the second phase and in the year 2001 around 38 000 people benefited from a Leonardo da Vinci grant. The budget for the second phase is just under € 1.4 billion and the programme is open to 31 countries.

It is now necessary to build on the achievements of the first phase of the Leonardo da Vinci programme in order to ensure its continued success and make it even more relevant to today's individual and society. The Leonardo da Vinci programme is a key instrument in the drive to implement lifelong learning strategies that offer synergies between European policies for training and employment.

## **E-LEARNING**

**eLearning** is the European programme for Information and Communication Technologies (ICT) in education and training. It aims to promote an effective integration of ICT in European education and training systems for pedagogical enhancement and improved European co-operation.

**The eLearning initiative of the European Commission seeks to mobilise the educational and cultural communities, as well as the economic and social**

**players in Europe, in order to speed up changes in the education and training systems for Europe's move to a knowledge-based society.**

Information and communication technologies (ICT), properly used, contribute to the quality of education and training and to Europe's move to a knowledge-based society.

The European Commission has been very active in supporting and complementing the efforts of EU Member States in this field. Through the eLearning Initiative and Action Plan, it has gained considerable experience in encouraging co-operation, networking and exchange of good practice at a European level.

The eLearning programme is a further step towards realising the vision of technology serving lifelong learning. It focuses on a set of actions in high priority areas, chosen for their strategic relevance to the modernisation of Europe's education and training systems.



## Current Funding Sources

### EUROPEAN COMMISSION

#### DIRECTORATE-GENERAL FOR EMPLOYMENT AND SOCIAL AFFAIRS

The Directorate-General for Employment, Social Affairs and Equal Opportunities has the task of contributing to the development of a modern, innovative and sustainable European Social Model with more and better jobs in an inclusive society based on equal opportunities.

It plays a key role in promoting positive interaction between economic, social and employment policies, bringing in the main players who can help to achieve the EU strategic objective, viz. to make Europe the world most competitive and dynamic knowledge-based economy, capable of sustainable economic growth, with more and better jobs and greater social cohesion.

In other words, the Directorate-General's job is to play its part in addressing the major challenges and formulating concrete responses with a view to achieving this strategic objective, more especially as regards :

- **Employment** thanks to the European Employment Strategy (application of the open method of co-ordination aimed at bringing national policies closer in this field) and the European Social Fund financial tool (EUR 9 billion per year managed in partnership with the Member States).
- **Structures in the world of work** by approximating national legislation regulating the labour market, by developing social dialogue at European level, by modernising labour relations, and by making the EU workers more mobile.
- **Social exclusion and social protection** by reinforcing the co-operation between Member States, drawing up legislation and running programmes to counter discrimination, promoting fundamental rights and by enhancing the integration of disabled people.

- **Equality between men and women** by producing and overseeing legislation, running programmes designed to improve equal opportunities for women and men and ensuring that the gender issue is taken into account in all fields of Community action.

### **EQUAL Program**

The **EQUAL Initiative** is a laboratory for new ideas to the European Employment Strategy and the Social inclusion process. Its mission is to promote a more inclusive work life through fighting discrimination and exclusion based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. EQUAL is implemented in and between Member States and is funded through the European Social Fund.

EQUAL co-finances activities in all EU Member States. The EU contribution to EQUAL of 3.274 billion EUR is matched by national funding. EQUAL differs from the European Social Fund mainstream programmes in its function as a laboratory (principle of innovation) and in its emphasis on active co-operation between Member States. Two calls for proposals for EQUAL projects in the Member States have taken place so far, the first one in 2001, the second one in 2004. Responsibility for the implementation of the Community Initiative programmes in the Member States lies with the national authorities.

### **The building blocks of EQUAL**

- **Partnership:** to bring together key actors (local and regional authorities, training bodies, public employment services, NGOs, enterprises, social partners) in Development Partnerships (DPs) on a geographical or sectoral level to tackle discrimination and inequality.
- **Thematic approach:** to concentrate actions on thematic fields in keeping with the European Employment Strategy.
- **Innovation:** to explore and test innovative approaches in formulating, delivering and implementing employment and training policies.
- **Empowerment:** to strengthen capacity building by making all relevant actors, including beneficiaries, work together on an equal footing.
- **Transnationality:** to render it possible for individual DPs and national authorities to learn from each other and co-operate productively across borders.
- **Mainstreaming:** to develop and test new ways of integrating best practices into employment and social inclusion policies.



## Current Funding Sources

### EUROPEAN COMMISSION

#### DIRECTORATE-GENERAL FOR FREEDOM, SECURITY AND JUSTICE

Concerning future developments, the Constitutional Treaty signed in October 2004 by the Head of States and of Governments reinforces the objective to offer citizens an area of freedom, security and justice. It facilitates decision-making, increases the powers of the European Parliament and extends the competences of the European Court of Justice with regard to certain domains.

#### **European integration is rooted in common values**

From its very beginning, European integration has been firmly rooted in a shared commitment to freedom based on human rights, democratic institutions and the rule of law. These common values have proved necessary for securing peace and developing prosperity in the European Union. They will also serve as a cornerstone for enlarging the Union.

#### **Ensuring freedom of movement and residence throughout the EU**

The European Union has already put in place for its citizens the major ingredients of a shared area of prosperity and peace: a single market, economic and monetary union, and the capacity to take on global political and economic challenges. The challenge is now to ensure that freedom, which includes the right to move freely throughout the Union, can be enjoyed in conditions of security and justice accessible to all. It is a project which responds to the frequently expressed concerns of citizens and has a direct bearing on their daily life.

#### **For all residents**

This freedom should not, however, be regarded as the exclusive preserve of the Unions own citizens. Its very existence acts as a draw to many others worldwide who cannot enjoy the freedom Union citizens take for granted. It would be in contradiction

with Europe's traditions to deny such freedom to those whose circumstances lead them justifiably to seek access to our territory. This in turn requires the Union to develop common policies on asylum and immigration, while taking into account the need for a consistent control of external borders to stop illegal immigration and to combat those who organise it and commit related international crimes. These common policies must be based on principles which are both clear to our own citizens and also offer guarantees to those who seek protection in or access to the European Union.

### **Integrating third-country nationals**

The aim is an open and secure European Union, fully committed to the obligations of the Geneva Convention relating to the Status of Refugees and other relevant human rights instruments, and able to respond to humanitarian needs on the basis of solidarity. A common approach must also be developed to ensure the integration into our societies of those third-country nationals who are lawfully resident in the Union.

### **Ensuring all EU citizens have the same access to justice throughout the EU**

The enjoyment of freedom requires a genuine area of justice, where people can approach courts and authorities in any Member State as easily as in their own. Criminals must find no way of exploiting differences in the judicial systems of Member States. Judgments and decisions should be respected and enforced throughout the Union, while safeguarding the basic legal certainty of people and economic operators. Better compatibility and more convergence between the legal systems of Member States must be achieved.

### **Protecting EU citizens against crime**

People have the right to expect the Union to address the threat to their freedom and legal rights posed by serious crime. To counter these threats, a common effort is needed to prevent and fight crime and criminal organisations throughout the Union. The joint mobilisation of police and judicial resources is needed to guarantee that there is no hiding place for criminals or the proceeds of crime within the Union.

### **Involving civil society**

The area of freedom, security and justice should be based on the principles of transparency and democratic control. The EU must develop an open dialogue with civil society on the aims and principles of this area in order to strengthen citizens' acceptance and support. In order to maintain confidence in authorities, common standards on the integrity of authorities should be developed.

### **Cooperating with third countries and international organisations**

The European Council considers it essential that in these areas the Union should also develop a capacity to act and be regarded as a significant partner on the international scene. This requires close cooperation with partner countries and international organisations, in particular the Council of Europe, OSCE, OECD and the United Nations.

### **AGIS PROGRAMME**

Named after a king of ancient Sparta, AGIS is a framework programme to help police, the judiciary and professionals from the EU member states and candidate countries co-operate in criminal matters and in the fight against crime

**NEW: The 2006 call for proposals is open (O.J. C 270 of 29.10.2005). The deadline for submission of the proposals is the 27 January 2006.**

AGIS is a framework programme replacing the Grotius, Oisin, Stop, Hippocrate and Falcone programmes. It runs from 2003 till 2007. Its purpose is to help legal practitioners, law enforcement officials and representatives of victim assistance services from the EU Member States and Candidate Countries to set up Europe-wide networks, exchange information and best practices. It also aims at encouraging member states to step-up co-operation with the applicant countries and other third countries. AGIS will support transnational projects for a maximum duration of two years. Each year, the European Commission launches a work programme and a call for proposal.

#### **What is the purpose of the AGIS Programme?**

- To provide European citizens with a high level of protection in an area of freedom, security and justice.
- To develop, implement and evaluate European policies in this field.
- To promote and strengthen networking, mutual co-operation on general subjects of common interest to the Member States, the exchange and dissemination of information, experience and best practices, local and regional co-operation and the improvement and adaptation of training and technical and scientific research.
- To encourage Member States to step up co-operation with the applicant countries, other third countries and appropriate regional and international organisations.

### **Who can benefit from AGIS funding?**

#### **AGIS is aimed at:**

- legal practitioners: judges, public prosecutors, lawyers, law official, criminal investigation officers, bailiffs, experts, court interpreters and other professionals associated with the judiciary,
- law-enforcement officials and officers: public bodies in Member States, which are responsible under national law for preventing, detecting and combating criminal offences;
- officials in other government departments and representatives of associations, professional organisations, research and business involved in fighting and preventing crime, organised or otherwise;
- representatives of victim assistance services, including public departments responsible for immigration and social services.

#### **What AGIS co-finance in practice?**

The programme shall support projects of a maximum duration of two years in the following areas:

- judicial co-operation in general and criminal matters, including training,
- co-operation between law enforcement authorities or other public or private organisations in the Members States involved in preventing and fighting crime, organised or otherwise,
- co-operation between Member States to achieve effective protection of the interests of victims in criminal proceedings.

The activities are: training, exchange and placement schemes; studies and research, dissemination of the results obtained, establishment of networks, conferences and seminars..

The projects are transnational and they should involve at least three Member States, or two Member States and one applicant country.

#### **Who are the promoters?**

Public or private institutions and bodies, including professional organisations, non-governmental organisations, associations, organisations representing business, research and basic and further training institutes. They should have legal personality and send evidence of their legal status.

**COMPENDIUM  
of EU-sponsored projects  
relevant to prison education**

**(selected projects 1995 – 2004)**

**SOCRATES PROGRAMME**

**ADULT EDUCATION**

<b>REFERENCE:</b>	<b>39735-CP-1-97-1-DE-ADULT EDUC-ADU</b>
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**TITLE:** **Erwachsenenbildung im Strafvollzug - Erhöhung der Resozialisierungschancen durch Erweiterung der sprachlichen und kommunikativen Kompetenz**

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**DESCRIPTION:** Ce projet a pour but de proposer une action de resocialisation des détenus d'origine étrangère en faisant le choix d'augmenter leurs capacités de communication et leurs connaissances linguistiques en DE et E. Pour cela il propose de leur donner des cours dont certains éléments leur seront donnés par les partenaires impliqués dans le projet Cette proposition de cours s'étalera sur une période de 5 ans. Les partenaires( DE, EN, IT), vont travailler ensemble, pour construire un plan d'apprentissage comportant le recueil de témoignage et de avis sur l'intérêt d'une telle formation, de son organisation et de son contrôle dans le cadre de l'institution pénale Echanges; prisonniers; réinsertion.

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## **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS - 2003**

REFERENCE:	110534-CP-1-2003-1-SK-GRUNDTVIG-G1
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TITLE: **Another way**

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DESCRIPTION: Le projet porte sur la question des peines alternatives à la prison pour les jeunes délinquants. Les objectifs du projet sont les suivants :

- Evaluer la situation actuelle en matière de médiation et de probation dans chaque pays associé
- Faire un voyage d'étude en Suède et en Espagne pour échanger des bonnes pratiques
- Créer un modèle standard d'éducation pour les travailleurs sociaux et les acteurs de la probation dans les milieux carcéraux.
- Présenter le modèle suisse des peines alternatives pratiqué à Prague
- Développer un site Internet
- Préparer la publication d'une brochure d'information sur ce sujet

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- LIETUVOS TEISES UNIVERSITETAS, LT
- USTAV NA VYKON TRESTU ODNATIA SLOBODY PRE MLADISTVYCH, SK

CONTRACT DURATION: 24 (in months)

### **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS - 2003**

REFERENCE:	110673-CP-1-2003-1-BG-GRUNDTVIG-G1
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TITLE: "Model for supporting-correctional training"

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DESCRIPTION: This is a two-year project involving 8 partners from BU, DE, ES, IT, MT and NL. The target area for this project is the education of women in prison. The key activities are in the sharing of experiences and ideas about this, before and after developing training manuals; testing these; the purpose is to support the development of methodologies for improving women's education in prison from this activity.

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CONTRACT DURATION: 24 (in months)

## **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS - 2003**

REFERENCE:	110950-CP-1-2003-1-PL-GRUNDTVIG-G1
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TITLE: **YOU ALSO HAVE A CHANCE Vocational reactivation of disadvantaged groups - bringing ex-prisoners back to the society**

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DESCRIPTION: Le projet a pour objectif d'apporter un soutien aux prisonniers et aux jeunes délinquants en travaillant sur les possibilités de formation à la confiance en soi et de formation à la recherche d'un emploi. Les partenaires élaboreront à cet effet trois modules intitulés "Comment travailler avec des groupes socialement désavantagés ? ", " Croire en soi " et " trouver un emploi ". Le produit fini de ce projet sera un livre de cours et un CD.

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CONTRACT DURATION: 24 (in months)

## **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS - 2004**

**REFERENCE: 113882-CP-1-2004-1-DK-GRUNDTVIG-G1**

### **Title: Learning for a life in freedom**

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**DESCRIPTION:** This project will facilitate a transformation of the education practice in prisons from a traditional education which, based upon a fixed curricula, is focused mainly upon improving the formal skills into a flexible and individually orientated education which combines the improvement of formal skills with the improvement of a number of personal skills such as communicative skills, teamwork, flexibility and the ability of absorbing new knowledge and transforming this into competences.

- The project will produce, test and evaluate models for individual based learning for prison inmates to replace the existing traditional 'class room' offers.
- These models will combine the learning of general basic skills demanded in daily life as well as on the labour market with the improvement of a number of personal key skills.
- This approach towards learning will be passed on to teachers involved in teaching prison inmates in an integrated process that focus on both the individual formation of this approach and the learning on how to materialize the approach.
- The output will be the development of 10-15 education models based upon the collected and approved experiences and didactic new thinking and a manual for describing such models for the exchange of teaching practice between colleges.

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- TARTU VANGLA, EE
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**GRANT AMOUNT:** 158990 €

APPROVED BUDGET: 262590 €

CONTRACT DURATION: 24 (in months)

## **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS - 2004**

**REFERENCE: 113991-CP-1-2004-1-MT-GRUNDTVIG-G11**

### **Title: Developing training programmes for qualified teachers to teach in prisons**

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**DESCRIPTION:** This project was conceived by the EPEA after a fairly long process of informal observation of 'prison schools' in many European countries together with direct discussions with senior officials from Ministries responsible for the prison system. The picture formed as a result shows that teaching in prisons follows the methodology applied in primary schools and that teachers are recruited to teach in prisons straight off the primary and secondary schools. This project seeks to rectify this situation (initial steps) by creating a training course to qualify teachers to teach in prisons. It follows that the desire to have better qualified teachers serves the objective of providing quality education in prisons. The immediate target group is serving and prospective prison teachers. The second target group are the prisoners who will benefit from a better service. In order to achieve these goals the partnership will study the actual classroom practice, analyse the findings, draw up a curriculum, develop the teaching/learning units, prepare training course materials for the teachers and prepare a manual for the course tutors. The course will be piloted and evaluated both internally and externally. The tutors' course manual and the teachers' course material will be products of the project. The EPEA is ideally placed and connected to disseminate the project process and results through its website, membership in about 35 countries and personal links with Justice ministry and prison service senior officials in most of these.

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GRANT AMOUNT: 234157 €

APPROVED BUDGET: 312210 €

CONTRACT DURATION: 24 (in months)

## **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS – 2004**

**REFERENCE: 116571-CP-1-2004-1-IT-GRUNDTVIG-G1**

### **Title: Teatro e carcere in Europea. Formazione, sviluppo e divulgazione di metodologie innovative**

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**DESCRIPTION:** "Charte blanche" directed by Armando Punzo made this project. Although the various and significant activity made in different countries with the detainees, so that today theatre in prison could be considered as one of the most diffused form of "re-socialization", it remains an "invisible theatre" for society. The times, necessity and culture changes deeply, stigmatizing prison as isolated reality. Moreover we have to add the difficulty to promote and to sustain an adequate and coherent formation with the instruments and methodologies that have been experimenting during the daily job, at University and inside the main formation centres.

The project objectives are:

- to integrate the experiences of prison theatre present in Europe;
- to analyze the experience made in partner country, and to select the good practices;
- to promote way of learning and professional formation for detainees and former detainees using informal languages;
- to promote professional qualification for categories that already are operating in association with prisoners ;
- to promote professional formation of graduates in: Training, Psychology and Sociology.

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GRANT AMOUNT: 210437 €

APPROVED BUDGET: 304893 €

CONTRACT DURATION: 24 (in months)

## **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS – 2004**

**REFERENCE: 116674-CP-1-2004-1-IT-GRUNDTVIG-G11**

### **Title: Teatrodentro**

**DESCRIPTION:** Le risque d'épuisement des opérateurs qui travaillent à plusieurs titres dans les établissements de détention et la fragmentation des actions éducatives font que la population de détenus soit fortement privée d'interlocuteurs en mesure de stimuler et d'accompagner les parcours de redéfinition de l'identité sociale.

Notre modèle de formation a pour but de promouvoir, chez les travailleurs pénitentiaires, une nouvelle capacité d'interprétation et d'intégration des processus de changement mis en place par l'utilisation de techniques théâtrales orientées vers l'explicitation des conflits et il optimise une reformulation des compétences socio-relationnelles aptes à réorienter les besoins de base de la population de détenus, dans la perspective de leur réintégration dans des groupes sociaux constructifs.

Le module de formation propose :

-un grand récepteur d'expériences, visant à l'apprentissage de techniques d'expression utilisées dans des contextes pénitentiaires à traitement avancé

-un plan bien articulé des conditions de base nécessaires pour promouvoir des plans d'interventions théâtrales ciblées susceptibles d'être exportés dans d'autres pays de l'Union Européenne

-l'explicitation des techniques et des méthodologies qui ont déjà fait leurs preuves sur le terrain et qui sont clairement à inscrire dans le cadre théorique et culturel de référence.

Les résultats que nous souhaitons atteindre se réfèrent au développement des compétences socio-relationnelles et d'observation des travailleurs pénitentiaires, dans une perspective de formation permanente et de reformulation des techniques de traitement dans l'éducation informelle des détenus, en encourageant le recours à ces processus dans les autres pays membres de l'UE.

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**GRANT AMOUNT:** 149720 €

**APPROVED BUDGET:** 199626 €

**CONTRACT DURATION:** 24 (in months)

### **GRUNDTVIG 1 EUROPEAN COOPERATION PROJECTS – 2004**

**REFERENCE:** 116881-CP-1-2004-1-SK-GRUNDTVIG-G11

#### **Title: LAW THROUGH EXPERIENCE : INTERACTIVE AND PARTICIPATORY SOCIO-LEGAL TRAINING FOR PRISON EDUCATORS**

**DESCRIPTION:** Rural areas in Europe are undergoing dramatic economical and societal changes which are accelerated by the enlargement of the European Union. A prerequisite of the dynamic regional development is learning and accumulation of know-how. New target groups of adult education (entrepreneurs, communities, networks) will be a challenge for educational institutions. Teachers and trainers are key persons as they transmit not only facts but values and attitudes guiding their students' thinking. The objective of the Project is to develop, test and evaluate an intensive in-service training course on rural development for teaching professionals in any field with an importance for rural areas. Each course focuses on the practice and theory of integrating, sustainable rural development beyond any single academic field, networking and partnership as tools of rural development and the management of processes of change. Additionally a special, up-to-date topic of rural development is processed on each Course. The pedagogical approach is based on the support for the personal learning processes through self- and peer-reflections and cooperative learning in a multicultural group. During the Project, supportive material for the participators is produced in the form of a virtual "Book of Inspiration", with ideas on methods, teaching practices etc.

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**CONTACT:** Janka DEBRECENIOVA

**PARTNERS:**

- ANTARES 2000 COOPERATIVA SOCIALE A R.L., IT
- FIPA FOUNDATION FOR INTERNATIONAL COOPERATION OF PROJECTS AND OTHER ACTIVITIES FOR HUMANITARIAN AFFAIRS, NL
- KOEBENHAVNS KVINDEDAGHØJESKOLE, DK
- ARSIS KOINONIKI OPGANOSI YPOSTIRIXIS NEON, GR

**GRANT AMOUNT:** 199660 €

**APPROVED BUDGET:** 298000 €

**CONTRACT DURATION:** 24 (in months)

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2001**

Project Reference: 01-NOR01-S2G01-00010-1

DURATION: 3 years

### ***FIT – Flexibility in prison teaching***

#### **SUMMARY:**

The goal of this project is to develop and reinforce contact between several institutions that carry out prison teaching. The contact in the project will therefore mainly take place between teachers and instructors. Shortly the project is about to exchange knowledge and experience on prison teaching. In the long run we hope that our work will lead to more flexible teaching for the imprisoned, as far as organisation and methodic teaching are concerned. The contact in the project will be maintained through IKT, telephone, fax, letters and physical meetings. During the school year 2001/2002, we will meet once in Kristiansand and once in Loweck, Bulgaria. We hope that the project will last for three years. In that case we will hold the other project meetings at other partner institutions.

<u>Area(s) covered</u>	Basic skills
<u>Project Objectives</u>	Strategy for stimulating / promoting adult learner Guidance / counselling or other support services Experimentation with new pedagogical approaches
<u>Target Group(s)</u>	Prisoners

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

Name of the organisation: *Kvadraturen videregående skole, Avdeling for fengselsundervisning*

Name of the contact person: *Odd Bue*

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tel: *+47 3807 7300*

fax: *+473807 7301*

Organisation/Project website: <http://www.kvadraturen.vgs.no/>

##### **Partners** *Name of the organisation (Country code)*

- Education Unit, Curragh Prison, Kildare (IE),
- Secondary Vocational Technical Prison School (BG)

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2001**

Project Reference: GR2001-05C

DURATION: 1 year

### ***The Open Door Project***

#### **SUMMARY:**

The Open Door Project aims to deliver basic skills and internet training to ex-prisoners in order to enhance their chances of availing of educational and/or employment opportunities. The participants, generally adult males, are vulnerable to isolation from their own community and encounter difficulties in actively participating in society. Through involvement in the project it is hoped that their levels of active citizenship and their intercultural awareness will be improved. The project will involve linking them with others in a similar situation in Europe. The project will consist primarily of two stages. The first stage will consist of Personal Development Skills while the second stage of the project will see participants designing and posting an interactive website that will be of practical use to the target group and adult education practitioners. A web magazine will be developed post project that will also be of benefit to learners and adult education practitioners. A training programme will be developed for staff working with this and similar learner groups.

<b><u>Area(s) covered</u></b>	Basic skills Active citizenship Intercultural Issues and Information Technology
<b><u>Project Objectives</u></b>	Strategy for stimulating / promoting adult learner Guidance / counselling or other support services Experimentation with new pedagogical approaches
<b><u>Target Group(s)</u></b>	Ex-prisoners and offenders

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

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##### **Partners Name of the organisation (Country code)**

- Linnalan kansalaisopisto (FI)
- Sdrujenie Nadejda (BG)

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2001**

Project Reference: 01-BGR01-S2G01-00005-1

DURATION: 24 months

**“I am part of the world outside”**

The project will deal with training of women in prison who will be freed within a year. The project will provide the prisoners the necessary capabilities that will motivate and support them to live and work outside the prison as soon as they are free.

The project will focus on the design of educational modules for women in prison and will build useful relationships at EU level for co-operation and implementation of better national experience.

The first phase of the project will compare and confront different national experiences for training in prisons. The next two phases will deal with designing of training modules and manuals for educators. The final (fourth) phase will analyse the project results and will disseminate them to other institutions and will be the basis for preparation of an action plan for future project development.

<p><b><u>Area(s) covered</u></b></p> <p>Other (describe if applicable)</p>	<p>Active citizenship European Union Sustainable development</p>
<p><b><u>Project Objectives</u></b></p> <p>Other (describe if applicable)</p>	<p>Development of educational modules and manual for training of women in prison.</p>
<p><b><u>Target Group(s)</u></b></p> <p>Other (describe if applicable)</p>	<p>women in prison educators in prison</p>

**COMPOSITION OF THE PARTNERSHIP**

**Coordinating organisation**

*Name of the organisation: "Epa 21 Century" Foundation*

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*Organisation/Project website:*

**Partners** *Name of the organisation (Country code)*

- Cooperativa Marchigiana di servizi sociali - IT;
- Institute of Equality - GR;
- Sistemas Technicos de Ensenanza Consul Tores – ES

**GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2002**

Project Reference: 02-GBR01-S2G01-00087-1

Duration: 3 years

***M.A.B.E.L. – Multi-disciplinary Approach to Adult Basic Education and Learning***

Summary:

The M.A.B.E.L. project aims to explore the potential of a multi-disciplinary approach to Adult Basic Education and Learning for prisoners and young offenders, with emphasis on a common core curriculum involving Basic Numeracy, Literacy, ICT and Social and Life Skills. Staff involved in the teaching of these subjects will explore themes together, share ideas on methods and techniques and develop lessons that can be delivered to adult learners using a cross-curricular approach.

Central to this study will be the work carried out with the prisoners themselves to produce three collaborative magazines, in both paper format and on audio-tape for the visually impaired. Prisoners will share information about themselves, prison life, their local area, their country, customs, traditions and beliefs. In year 1 the magazine will focus on the key topics of 'Isolation' and 'Society' to help prisoners explore their own feelings of isolation as well as the needs, feelings and beliefs of others. The magazines will also include creative writing, poetry, quizzes, language games, artwork and photography and will be produced by the prisoners themselves using the most up-to-date ICT packages.

The magazines will be also be developed as a teaching/learning resource of real life experiences that can be used for learners by all partners to improve communication skills (mother tongue/foreign languages) and European Awareness. At the end of the project all partners will have a rich library of real life experiences. A project website will be created so that the results of the project can be widely disseminated.

Area(s) covered	Basic skills Intercultural Issues Languages and Learning about European Countries/the European Union Information Technology Arts, music, culture
Project Objectives	Strategy for stimulating/promoting adult learners' demand for learning Experimentation with new pedagogical approaches
Target Group(s)	Persons in prison Women Young Adults (15-25 age range) at risk of social marginalisation

Composition of the Partnership

Co-ordinating Organisation

Name of the organisation: Her Majesty's Prison Maghaberry  
 Name of the contact person: Mr Jim Turley  
 Address: Education Department, Old Road, Upper Ballinderry, Lisburn, Co Antrim, Northern Ireland, BT27 2 NF  
 E-mail: [turjimley@hotmail.com](mailto:turjimley@hotmail.com)  
 Tel. 00 44 28 9261 2592  
 Organisation/Project website: -----

Partners

Lancaster and Morcambe College (UK)                      The Curragh prison Camp (IE)  
 Prison School Stara Zagora (BG)                              Centrum Biznesu 1 Rozwoju (PL)  
 Prison School Rzeszow (PL)                                      Romanian Society for Lifelong Learning (RO)  
 Stromso Videregaende Skole avd. Drammen Fengsel (NO)

**GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2002**

Project Reference: 02-GBR01-S2G01-00088-1

Duration: 3 years

## ***E.P.L.L.A. – Engaging Prisoners in Lifelong Learning Activities***

### Summary:

The E.P.L.L.A. project will encourage prisoners and young offenders to re-engage with learning in the hope that it will lead them to a continuous cycle of lifelong learning and thus reduce their risk of re-offending. Its overall aim is to involve learners in activities that will improve their literacy skills and increase their awareness of health, lifestyle and employment issues. The outcome will be a range of teaching and learning packs developed by teachers and learners.

The learners will help draw up an initial questionnaire to test prisoner/young offender attitudes to health, lifestyle, employment and literacy. They will be also be involved in compiling and discussing the results of the questionnaire and will research and create illustrations for the teaching and learning materials. They will participate actively in the trialling and evaluation of the materials and will use the final product as a resource to improve their literacy skills, life skills and employability.

The partnership will also explore current educational opportunities and systems of prison education in the partner countries and will investigate processes of basic skills/basic literacy education as well as the potential for distance learning. A project website will be established so that results can be widely disseminated.

Area(s) covered	Basic skills Active Citizenship and Intercultural Issues Information Technology Sustainable Development Health and Environment
Project Objectives	Strategy for stimulating/promoting adult learners' demand for learning Experimentation with new pedagogical approaches Methods for providing credit for knowledge or competence acquired outside formal education
Target Group(s)	Persons in prison Young Adults (15-25 age range) at risk of social marginalisation Migrants/travellers/ethnic minorities or other minorities

### Composition of the Partnership

#### Co-ordinating Organisation

Name of the organisation: North East Institute of Further & Higher Education  
 Name of the contact person: Lorna Warren  
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 E-mail: lwarren@nei.ac.uk  
 Tel: 00 44 28 2565 2871  
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 Organisation/Project website: www.nei.ac.uk

#### Partners

ARPAT Agenzia Regionale per la Protezione dell'Ambiente della Toscana (IT)  
 Casa Circondariale Prato (IT)  
 Escola Secundaria Sebastio Esilve (PT)  
 Faculty of Economics and Administration Masaryk University BRNO (CZ)  
 Università di Malta Dipartimento dell' Educazione (MT)

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2002**

Project Reference: 02-NOR01-S2G01-00020-1

### ***Hidden arts***

#### **SUMMARY:**

The participants in the project (the teachers) are working with disadvantaged people and use arts, music and culture as a means to let the learners cope better with life. The main goals are to prepare and motivate the participants for further education and/ or enable the participants to adjust better to life and to set realistic goals. We want to build up an international network to get new ideas and inspiration on this field. This is in line with Reform 94 in Norway and The Council of Europe's Recommendation No (89) 12 on Education in prison, states in Art 6.1: "Courses should not be limited to conventional subjects; it is the potential student's right to learn what is paramount, and some learning needs may not be met by traditional academic classification." This will be the case for various groups of disadvantaged people.

Total DURATION: 3 years

FUNDING Year:2002

<u>Area(s) covered</u>	Arts, music, culture
Other (describe if applicable)	
<u>Project Objectives</u>	Strategy for stimulating / promoting adult learner Experimentation with new pedagogical approach(es) Methods for providing credit for knowl. or comp.
Other (describe if applicable)	
<u>Target Group(s)</u>	Economically or socially disadvantaged groups, u
Other (describe if applicable)	

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

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*Organisation/Project website:*

##### **Partners Name of the organisation (Country code)**

Katholisches Bildungswerk Karnten, AT

Karel de Grote Hogeschool, BE

Education Unit, Cork Prison, IE

Vsi Juodosios keramikos centras, LT

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2002**

Project Reference: 02- NOR01- S2G01- 00030-1

### ***Adapted Adult Education in Prison and how to follow up after release***

#### **SUMMARY:**

The project aims through exchange of experiences and working sessions in cross-national meetings, as well as by involving the learners in trying out methods/models, to improve the adult teaching provided to offenders in the participating institutions/schools. Main topics: how to use ICT as a tool in the education provided to the offenders, how to manage the co-operation between the teaching staff and the other services in prison to enhance the quality of the adult education given to the offenders, to improve the knowledge of different cultures and languages in Europe, how to co-ordinate the inside prison education with follow-up education after release.

Through working sessions in conferences established by the partners, and project work in the institutions between the conferences, we will in the project work out models and educational methods for better adult education adapted to the offenders and their special needs. A common Home Page on the Internet will be created.

On this page, the project partners will present local projects and experiences for each other (and to other interested providers of adapted, adult education). The project also will present the result on paper and CD- ROM.

**Total DURATION:** 3 years

**FUNDING Year:**2002

<b><u>Area(s) covered</u></b>	Basic skills European countries / European Union Information technology
Other (describe if applicable)	Adapted adult prison education
<b><u>Project Objectives</u></b>	Strategy for stimulating / promoting adult learner Guidance / counselling or other support services Experimentation with new pedagogical approach(es) Management of adult education organisation / insti
Other (describe if applicable)	
<b><u>Target Group(s)</u></b>	Economically or socially disadvantaged groups, u Migrants/travellers/ethnic or other minorities Young adults (15-25 age range) at risk of soc. mar

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

*Name of the organisation:* Brundalen videregående skole

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*Organisation/Project website:* <http://www.brundalen.vgs.no>

##### **Partners Name of the organisation (Country code)**

Daugpils 38 arodividusskola, LV

Centro Territoriale Permanente per l'educazione e la formazione in età adulta di Rovigo, IT

Ministero della Giustizia, Dipartiment Amministra zione penitenziari, IT

Centro P ublico de Educaçìon Permanente de Adultos Prisiòn 11, ES

Oulun Vankila, FI

Justizvollzugsanstalt Celle, DE

HMP Magillian, UK

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2002**

Project Reference: 02-G2-26-B-RO

### ***European Response to diversity***

#### **SUMMARY**

The project intends to promote lifelong learning and to enhance the potential of individuals to facilitate social integration. It aims to:

- explore different processes of addressing inclusion and an equal opportunities framework through education for disadvantaged people from different countries and cultures
- develop and involve the staff of the different European institutions participating in the project in a dynamic formative process

The target groups are represented by adult learners who are disadvantaged for social and economical reasons (offenders, ethnic minorities, immigrants, asylum seekers) and training/ teaching staff and other professionals who work with disadvantaged people in each country.

The main activities will consist of exchanging experiences and methodology between participants, through visits, seminars, staff and ICT. The main product is a guide of good practices collected from the partners countries, and focused in providing lifelong learning for disadvantaged people. The guide is aimed at facilitating integration of the target groups, taking into account the experiences of all countries participating. The partners will organise thematic workshops and conferences.

**DURATION:** 2 years

<b>Areas covered</b>	Basic skills Active citizenship Intercultural issues
<b>Project objectives</b>	Identification of needs and good practices, increasing the capability of each participating country to respond in a realistic manner to the process of social reinsertion into the society of disadvantaged group of population targeted.
<b><u>Target Group(s)</u></b>	Migrants, travellers, ethnic minorities, unemployed persons, persons in prison, trainers and teachers working with disadvantaged target group

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

Name of the organisation: Romanian Centre for Education and Human Development

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##### **Partners Name of organisation (Country code)**

Kent Adult Education Service, UK

UIED, Research Unit on Education and Development, New University of Lisbon, PT

GRETA Marseille Sud, FR

Secondary School Jose Arancibia Gil, ES

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2003**

Project Reference: 03-NOR01-S2G01-00015-1

### ***ADHD among prison inmates. How can the health, welfare and school departments cooperate in finding a positive way of improvement?***

It is estimated that more than 30% of the inmates in prison are suffering from ADHD -Attention Deficit Hyperactivity Disorder. This may create big problems among the inmates and in the prison environment. The overriding aim of the project is to find out in what way the health, welfare and school departments can cooperate in finding ways of achieving improvement for this group, and by that improving their quality of life. This aim will be met by working on widening and improving general knowledge about the ADHD problem, exchanging experiences as well as teaching methodology, and carrying out research on the topic.

**Total Duration:** 3 years

**Funding year:** 1

<b>Area(s) covered</b>  Other (describe if applicable)	Basic skills Active citizenship Information technology Health
<b>Project Objectives</b>  Other (describe if applicable)	Strategy for stimulating/ promoting adult learners' demand for learning Guidance / counselling or other support service Experimentation with new pedagogical approach(es)
<b>Target Group(s)</b>  Other (describe if applicable)	Young adults (15-25 age range) at risk of soc. mar. Economically or socially disadvantaged groups

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

**Name of the organisation:** Hønefoss secondary school, section: Ringerike prison

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**Organisation/Project website:** <http://www.honefoss.vgs.no/>

##### **Partners** *Name of the organisation (Country code)*

Rummu Special Vocational School, EE

BRESOP e.V.: Bremer society for the promotion of interdisciplinary cooperation between research, practice and politics in the area of social problems, DE

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2004**

Project Reference: 04-LTU01-S2G01-00003-1

### ***Social inclusion of persons returned from imprisonment***

Every year, large numbers of jailed Europeans leave prison and return to society. The majority of them are uneducated, unskilled, often without social support, they experience serious social and psychological problems after release. Most of them are rearrested, many within 1 year of their release.

The project "Social inclusion of persons returned from imprisonment" aims to prepare an educational programme, which helps ex-prisoners to reintegrate into society and prevents them from further criminal behaviour. The educational programme would include: development of interpersonal skills, communication skills, job hunting hints, encouragement of entrepreneurship, orientation in changing labour market, training on use of information and communication technologies, literacy courses, programs for psychosocial support and other related topics.

The educational programme will generalize experience of 5 countries and will be adaptable to other societies, too. The programme will be prepared to be taught to prisoner and ex-prisoners.

**Total Duration:** 2 years

**Funding Year:** 1

<b>Area(s) covered</b>	Basic skills ICT
<b>Project Objectives</b>	Strategy for stimulating / promoting adult learners' demand for learning Methods for providing credit for knowledge or competence acquired outside formal education
<b>Target Groups</b>	Other economically or socially disadvantaged groups, unemployed persons, persons in prison Young adults (15-25 age range) at risk of social marginalisation

#### **COMPOSITION OF THE PARTNERSHIP**

##### **Coordinating organisation**

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**Organisation/Project website:** <http://www.eem.remo.lt>

##### **Partners Name of the organisation (Country code)**

Center for Integration of Crime Manifested and Risk Groups, BG

Association Lorraine d'Accompagnement des Adultes et des Jeunes en Insertion – Association Préformation Lorraine / ALAJI-APRELOR, FR

Vocational Training Center DAFNI, GR

Aplinkos tyrimu ir informacijos centras, LT

## **GRUNDTVIG 2 LEARNING PARTNERSHIPS – 2004**

Project reference: 04-GBR01-S2G01-00038-1

### ***From Offender to Adult Learner (FOTAL)***

Education providers and probation services will compare initial sentencing policies in connection with lifelong learning opportunities offered to adults who have committed minor offences, which do not carry a prison sentence but a community punishment order (where offenders have to do work for their community). This comparison will enable the partners to identify models of good practice which they would then disseminate to appropriate organisations locally, nationally and internationally. Carefully selected offenders will be involved in the mobility visits so that they can meet their counterparts in other European countries and compare their experiences.

**Duration:** 2 years

**Funding year:** first

<u>Area(s) covered</u>	Basic skills Active citizenship Intercultural issues Learning about European countries/the European Union Sustainable development
<u>Project Objectives</u>	Strategy for stimulating/promoting adult learners' demand for learning Guidance/counselling/information or other services Experimentation with new pedagogical approach(es)
<u>Target Group(s)</u>	Other economically or socially disadvantaged groups, unemployed persons, persons in prison Young adults (15-25 age range) at risk of social marginalisation Persons living in rural or disadvantaged areas

### **COMPOSITION OF THE PARTNERSHIP**

#### **Coordinating institution**

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#### **Partners** *(Name of the organisation and country code)*

ROC Abeda College (NL)  
 ARCI Nuova Associazione Direzione Nazionale (IT)  
 GP/FCP Education et Formation Tout au Long de la Vie (FR)  
 Associacao para o Desenvolvimento dos Recursos Humanos (PT)

## GRUNDTVIG 4 Network

Reference: 105337-CP-1-2002-1-BE-GRUNDTVIG-G4

### ***Title: Réalités, Pratiques et Collaborations pour l'Education dans les Prisons Européennes***

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**DESCRIPTION:** Ce projet s'adresse aux personnes en détention. La grande majorité est très peu qualifiée. Le projet prétend que l'éducation de base pour tous soit un droit reconnu et mis en pratique. Ce projet vise à :

- \*Réaliser une enquête sur la situation de l'éducation dans les prisons d'Europe (législation, organisation matérielle, relation entre les acteurs, reconnaissance des acquis) .
- \*Mettre en place un réseau d'échanges concernant les expériences pratiques et le matériel pédagogique créé pour cette population spécifique.
- \*Mettre au point un kit destiné aux groupes désireux d'entamer une initiative d'éducation dans une prison.

Deux séminaires et une conférence, ainsi qu'un livre présentant des histoires heureuses et des recommandations aux acteurs nationaux et européens, contribueront à créer une conscience généralisée sur cette problématique.

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**PARTNERS:**

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- UNIVERSITÄT BREMEN, DE
- SOCIAL ALTERNATIVES ASSOCIATION, RO
- DIRECTION GENERALE DES SERVICES AUX PRISONNIERS, PT
- ARSIS - ENTREPRISE DE SOUTIEN SOCIAL POUR LES JEUNES, GR
- IRISH PENAL REFORM TRUST, IE
- ASSOCIATION EUROPEENNE POUR L'EDUCATION DES ADULTES, BE
- INSTITUT DE L'UNESCO POUR L'ÉDUCATION, DE
- RIJKSUNIVERSITEIT GRONINGEN, NL
- NORDENS FOLKIGA AKADEMI, SE

**JOINT ACTIONS COMPENDIUM**

**SOCIAL INTEGRATION OF TARGET GROUPS**

<b>REFERENCE:</b>	107255-JA-1-2002-1-ES-JOINT CALL-SITG
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**TITLE:** **EEPPI - European Educational Project for Penitentiary Institutions**

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**DESCRIPTION:** The main objective of the project is to foster training of prisoners, especially young prisoners, within a multidisciplinary context of basic, social and ICT skills in order to help their socialisation and reintegration into the labour market.

EEPPI will do this by setting up, experimenting and evaluating a training net (Intranet) - a virtual, multilingual platform between several penitentiary institutions, training organisations and NGOs devoted to prisoners' reintegration into society and work. This will have to take into account the regulations of different countries towards prisoners. The four stages are:

1.a Creation of the virtual environment for information, communication, transfer of content;  
 1.b Creation of the virtual learning platform for training prisoners and prison officers (connected to exterior or closed depending on regulations of country);  
 1.c Experimentation and evaluation of 1a. and 1b. by a range of professional organisations in the field.

2. Creation of multilingual teaching materials based on the 'European Computer Driving Licence (ECDL)' and implementation of a training study on social skills and the social environment in relation to culture and language.

3. Planning and starting multidisciplinary training courses with prisoners in different countries based on the ECDL and socio-cultural competences.

4. Drawing up of labour and social integration policies (in the area of prisoners and former prisoners) co-ordinated by governmental and non-governmental organisations, based on a pilot study on former prisoners who received training.

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**Internet site address:** <http://www.uab.es>

**CONTACT:** Mr. Jose Manuel YABAR MADINAVEITIA

**PARTNERS:**

- UNIVERSITÄT BREMEN, DE
- GENERALITAT DE CATALUNYA, ES
- ASOCIACIÓN PARA LA PROMOCIÓN E INSERCIÓN PROFESIONAL, ES
- INSTITUT NATIONAL DE FORMATION ET DE RECHERCHE SUR L'EDUCATION PERMANENTE, FR
- SPEHA FRESIA S.C.A R.L, IT
- FUNDACIÓ AUTÒNOMA SOLIDÀRIA, ES
- ALBEDA COLLEGE, NL
- MINISTERO DI GRAZIA E GIUSTIZIA, IT
- HOPPENBANK E.V. BREMEN, DE
- JUSTIZ-DIENSTLEISTUNGEN DER FREIEN HANSESTADT. BREMEN, DE
- DEPARTMENT OF EDUCATION AND SKILLS PRISONERS' LEARNING AND SKILLS UNIT, UK

**GRANT AMOUNT:** 200 000 €

**APPROVED BUDGET:** 301 200 €

**CONTRACT DURATION:** 24 months

**Programme: Accompanying Measures**

**Contract number:** 2002 – 3549/001 – 001 SO2 81AWC

**“Implementing Lifelong Learning Policies: Promoting Education in European Penal Institutions”**

Towards the end of the year 2001 the EPEA Steering Committee decided to take concrete steps to address the issue of poor representation in a number of European countries. There were too many countries with a small number of members. In order to move forward and realise its mission the EPEA needed to increase its membership in most countries. As the association funds are very limited the Steering Committee applied to the European Union through Accompanying Measures for assistance. The project is targeting 22 countries mostly from Central and Eastern Europe and the Mediterranean region.

The aims of the project are:

- to obtain information on European prison systems
- to discuss ways how authorities can support prison teachers and educators
- to present the EPEA, explain its mission and seek the support of Ministries and prison authorities in facilitating the setting up of EPEA branches

Coordinating Institution: EPEA

Contract date (day/month/year): 01/10/2002 to 31/12/2003 extended to 30/06/2004

Sum of the grant awarded: € 69,958.00

## **Leonardo da Vinci Programme**

UK

Contract number : UK/96/1/40051/PI/I.1.1.e/FPC

### **Research and Analysis of Prison Education**

#### Description :

Many offenders have a perceived or actual specific need, often compounded by lack of adequate schooling, low aspirations and underachievement. Their social and cultural experiences can preclude them from obtaining or learning the interpersonal skills necessary for work. Their offending behaviour can reveal poor aspirations, low attainment and lack of perceived opportunity. To combat further social exclusion, this project will bridge the gap between the experiences of offenders and those most able to challenge them - i.e. prisons and employers. The main content of the three year project will be to conduct surveys in prisons with offenders and outside with employers to identify existing provision and skill gaps. This data will then be used to produce indicators for new training measures and the partners will produce a matrix to measure the effectiveness of the new initiatives and changes in practice. Impact The impact of these measures will include the recruitment of offenders on the labour market and the improvement of basic vocational, technological and employable skills for lifelong learning and working.

#### Contractor :

NATIONAL ASSOCIATION FOR THE CARE AND RESETTLEMENT OF OFFENDERS  
(NACRO)  
169 CLAPHAM ROAD  
UK - SW9 0PU LONDON

#### Products :

Evaluation tools  
Group training with tutor  
Book, manual, guide

#### Partner Firms :

OE / OF / U / PP

#### Partner Countries :

B / NL / UK

IRL	3484	I.1.1.e)	FPI
Contract number : SI/P/030			Pilot project (95)
<p><b>The Development and Preparation of Catering Training Programmes and Certification for Prisoners and Prison Officers</b></p>			
<p><u>Description :</u></p> <p>OBJECTIVES Working along the lines of the future reintegration of young prisoners into society, the project intends that they should acquire the catering and associated management skills by creating training modules and an apprenticeship in the prison's catering services. They will therefore be able to acquire the necessary qualifications by training at the work place. The managers of this sector will have to be trained in training prisoners. ACTIVITIES Initially, the partners intend to analyse the roles prisoners currently have in the prison catering services. For them to acquire qualifications which they will also be able to use once they have left prison, the partners will set up appropriate training modules and assessment procedures. They will then produce a training module for officers in this sector. Both these modules will be assessed by different members of the project. Adjustments will be made according to the gaps revealed by the different members of the partnership. The modules will then be translated into English and French and distributed as widely as possible. PRODUCTS Training systems at the work place for prisoners in the catering sector have been produced as well as programmes for trainers, i.e. for officers in the prison catering service.</p>			
Contractor CERT CERT House, Amiens street IRL - 1 DUBLIN		:	Coordinator :
Products New occupational profiles Seminars/Training of trainers Methodologies for vocational guidance		:	Theme Access to vocational training :
Partner Firms OF Partner Countries F /S		:	Publics Disadvantaged Trainers :

A	10036	III.2.a)	FPI
Contract number : A/97/1/10036/EA/III.2.a/FPI			Survey & Analysis Project (97)
<b>KAMRA - Cooperative Analysis of Measures for the Vocational Training and Continuing Training of Convicted Prisoners</b>			
<u>Description :</u>			
<p>Convicted prisoners mostly have had little or no academic or vocational education. This and other serious problems which usually afflict this group make access to the labour market extremely difficult. The difficulties of access to vocational training, to the labour market, and hence to participation in social life, only increase levels of criminality. The aim of the project is to improve knowledge of the underlying conceptual, social, and legal conditions of vocational training and continuing education for convicted prisoners in the various countries involved. Such knowledge is indispensable as the basis for evaluating the possible transfer of regional or national solutions and for the development of European strategies for reintegrating a problem group at great disadvantage in the labour market into society. Comparative analyses will be carried out to develop and test methods of evaluation which take account of the different national background conditions and peculiarities. Of particular interest are discursive evaluation procedures involving academic institutions, the protagonists themselves, decision-makers, and the testing of an integrated transfer strategy which will allow findings to be communicated directly. Impact The results of the project will provide valuable assistance for the development of national and European vocational training policies for convicts and potential criminals.</p>			
Contractor : VEREIN FÜR RECHTS UND KRIMINALSOZIOLOGIE MUSEUMSTRASSE 5, POSTFACH 1 A - 1016 VIENNA		Coordinator :	
Products : Training programmes/curriculum Methodologies for anticipating vocational training needs Evaluation tools		Theme : Disadvantaged people Social exclusion Vocational qualifications	
Partner Firms : U / REC Partner Countries : D / I / P / UK		Publics : Disadvantaged groups The less-qualified Unemployed	

UK	78105	I.1.1.e)	FPI
Contract number : UK/99/1/078105/PI/I.1.1.e/FPI			Pilot Projects (99)
<b>IDLEP - Interactive distance learning for European prisoners</b>			
<u>Description :</u>			
<p>Non-domestic prisoners lack access to the education and training offered to prisoners at a national level. The partners in this project, which include prison and probation services, academic institutions and training providers working with prisoners in the various regions, hope to build on the results of a German pilot project that demonstrated the feasibility of using restricted internet access for vocational training. IDLEP will link selected prisons in different countries to servers located in external academic institutions with secure access to appropriate vocational training. The interactive facilities could include virtual classes for prisoners of the same nationality held in different countries. A multi-disciplinary group of experts will evaluate the project's results focusing on accessibility, relevance and effectiveness of the training based on feedback from the target group and participating organisations. The results will be disseminated through European prison education and probation organisations and via associations working to improve conditions for prisoners abroad. Impact European prisoners held outside their country of residence will be able to access vocational training and education in their own language thanks to interactive distance learning.</p>			
<b>Contractor :</b> KENT PROBATION SERVICE 58 COLLEGE ROAD UK - ME15 6SJ MAIDSTONE		<b>Coordinator :</b>	
<b>Products :</b>		<b>Theme :</b> Self-training and distance learning	
<b>Partner Firms :</b> U / PP <b>Partner Countries :</b> D / E / UK		<b>Publics :</b>	

Spain	Year : 2001	Contract number : E/01/B/F/PP-115685
Type of measure : Pilot Projects		Procedure B
<b>Title</b> :		
CREIN - Creation as a reintegration tool		
<b>Description</b> :		
<p>The CREIN project, which is based on a previous Leonardo da Vinci project entitled CREATIVA, is mainly designed to develop a complete vocational reintegration process for women prisoners in the field of new technologies used in SMEs. The project will create a method and tools to be used in the framework of different modules: a training module, an awareness-raising module targeted mainly at SMEs and their training needs, a work experience and training support module, and a module for evaluating the vocational reintegration process. All the materials produced will be available on the Internet site and on CD-ROMs in all partnership languages (DE, ES, FR, IT, PL, EN). Beneficiaries of the project will include women prisoners and marginalised women, the penitentiary systems in general, and all agencies responsible for the vocational integration of this target group. The strategy for disseminating the project results provides for the creation of an Internet site, the organisation of conferences and seminars, visits to firms and articles to be published in the specialised press.</p>		
<b>Target groups :</b>		
social workers managers/owners of SMEs disadvantaged groups		
<b>Themes :</b>		
access to vocational training adaptation to industrial/technological change		
<b>Sectors of economic activity :</b>		
other service activities education		
<b>Contracting organisation (promoter) :</b>		
Name : INFORMATION AND IMAGE MANAGEMENT SYSTEMS, SA		
Address : Valencia 279, 7a		Zip-code : 08009
Town : BARCELONA		Country : Spain
Contact person : M. Ismael Fuentes Crespo		
Tel : +34 93 2723300		Fax : +34 93 4873900
E-mail : <a href="mailto:info@ims.es">info@ims.es</a>		Website : <a href="http://www.ims.es">www.ims.es</a>

Slovenia	Year : 2001	Contract number : SI/01/B/F/PP-143009
Type of measure : Pilot Projects		Procedure B
<b>Title</b> :		
EXIT - Occupational and Social Re-Integration of Prisoners in Post-Penal Treatment		
<b>Description</b> :		
<p>The EXIT project will develop a model programme to enable the occupational and social re-integration of ex-prisoners (ex-offenders) into society. The programme will have the dual aim of working both with ex-offenders and with professional counsellors / volunteers working to support this group. A series of training packages will be developed covering issues such as social skills development, motivation and communication and these will be developed in two levels to meet the demands of both the end users and related professionals. A further package will be developed for the period beyond education &amp; training, addressing the issue of 'labour market entry'. Once developed, the project partners will work with the target group in piloting the training packages with findings from the pilot influencing the final training materials in advance of their release. The final packages will form the basis of a project website, to be available in all partner languages (SI, EE, DE, NL &amp; EN), thus allowing distance access and distance learning for professionals and encouraging further use of the packages with the target group.</p>		
<b>Target</b> :		
disadvantaged groups		social workers
<b>Themes</b> :		
access to equal opportunities		vocational training
<b>Sectors of economic activity</b> :		
education		
health and social work		
<b>Contracting organisation (promoter) :</b>		
<b>Name :</b> ZAVOD IZOBRAZEVALNO RAZVOJNI CENTER		
<b>Address :</b> Cesta Andreja Bitenca 68		<b>Zip-code :</b> 1000
<b>Town :</b> LJUBLJANA		<b>Country :</b> Slovenia
<b>Contact person :</b> M. Miso Palandacic		
<b>Tel :</b> +386 1 5104125		<b>Fax :</b> +386 1 5183032
<b>E-mail :</b> <a href="mailto:Info@zavod-irc.si">Info@zavod-irc.si</a>		<b>Website :</b> <a href="http://www.zavod-irc.si">www.zavod-irc.si</a>

Spain	Year : 2001	Contract number : E/01/B/F/PP-115669
Type of measure : Pilot Projects		Procedure B
<b>Title:</b> R.O.L. - Occupational and Employment Resources: Programme aimed at inmates in Third Level Penitentiary		
<b>Description</b> :		
<p>The R.O.L project will develop a series of web-based tools to increase the employment potential of inmates in Third Level Penitentiary (short term, low-sentence or imminent release prisoners). The project will develop a needs evaluation tool to enable the development of a professional and occupational profile for third level inmates, to be established via a web-based platform allowing access for both individual inmates and relevant support staff (appropriate ICT set-ups to also be established within the involved institutions). A further business information tool will be developed (also web-based) for work with individual employers in determining current attitudes towards the employment of ex-offenders. Both tools will be developed and validated via the project partnership and will be extended across the relevant partner languages (ES, EN, IT, &amp; FR). Information gathered from activities undergone with these newly developed tools, will be gathered in a dedicated database on the web platform to allow common partner access to the results. Further use will be made of the gathered data in the preparation of a 'Guide to Occupational Resources' for use by support staff within the target institutions. A 'training of trainers' course will be held to further instruct support staff in the use of the developed tools. Beyond the development of tools and training for support staff, additional activities will be undertaken as regards the development of an outline strategy for work with employers and Social Partners in the re-integration of ex-offenders into the modern labour market. Partners will use 'lessons learned' from the project to contribute to social dialogue on this issue (press, radio, input at conferences, etc.) and will work closely with both Social Partners and employers to better encourage the social re-insertion of those recently released from institutions.</p>		
<b>Target groups :</b> disadvantaged groups unemployed		
<b>Themes :</b> employability social dialogue		
<b>Sectors of economic activity :</b> public administration and defence; compulsory social security other business activities		
<b>Contracting organisation (promoter) :</b>		
Name : CEK FORMACION Y RECICLAJE EMPRESARIAL, SL		
Address : Calle Nápoles 227		Zip-code : 08013
Town : BARCELONA		Country : Spain
Contact person : Mrs. Gloria Rossell Martinez		
Tel : +34 93 4585700		Fax : +34 93 4586834
E-mail : <a href="mailto:ceknet1@ctv.es">ceknet1@ctv.es</a>		Website : <a href="http://www.cek-firem.com">www.cek-firem.com</a>

France	Year : 2003	Contract number : F/03/B/F/PP-151021
Type of measure : Pilot Projects		Procedure B
<b>Title :</b> DELFEE - Dissemination of an e-business to promote the training of European students		
<b>Description :</b> This project involves distributing and disseminating a collaborative distance-learning training module among potential users. The original pilot project was described as a virtual service company proposing services focusing on economic intelligence and services for monitoring innovation. The company set up under the present project is therefore simulates the activities of a European company. The aim of the distribution process is twofold: firstly, to enhance the abilities of students so that they can find work more easily and, secondly, to develop lifelong learning among a more specific target group i.e. staff of SME's, trainees, the disabled and prisoners. In addition to the marketing and communication strategy, the project also deals with the training of trainers and university teaching staff and other training bodies. More generally, the project seeks to encourage virtual and, ultimately, real mobility in Europe, the practice of working languages and a better understanding of the European area. The principal results are the dissemination of basic skills acquired with the help of new information and communication technologies and the development of entrepreneurship at European level.		
<b>Target groups :</b> students disadvantaged groups trainers		
<b>Contracting organisation (promoter) :</b> <b>Name :</b> UMLV - UNIVERSITÉ DE MARNE LA VALLÉE - IFIS - INSTITUT FRANCILIEN D'INGÉNIERIE <b>Address :</b> 5, Bd Descartes, Cité Descartes <b>Zip-code :</b> 77454 <b>Town :</b> CHAMPS SUR MARNE <b>Country :</b> France <b>Contact person :</b> Mrs Marie-Christine Lacour <b>Tel :</b> +33 1 49329002 <b>Fax :</b> +33 1 49329130 <b>E-mail :</b> <a href="mailto:Lacour@univ-mlv.fr">Lacour@univ-mlv.fr</a> <b>Website :</b> <a href="#">N</a>		
<b>Partner organisations :</b> BG, RO, GR, FR, SE, UK, LT		

## **EQUAL PROGRAMME**

### **Telelernen für HaftinsassInnen**

With all modules and parts this project aims at an improvement of the chances of prisoners - a multiple disadvantaged population - on the labour market. In the run of the project training measures will be developed and offered which are labour market politically relevant. Furthermore structures necessary in this context will be developed, a new concept for the improvement of qualifications, for plans of promotion, for assisting care and counselling, for the transfer to the labour market and/or to other measures will be developed and tested. Central to the project are qualifying offers for prisoners taking advantage of the innovative methods of E-Learning. The Use of E-Learning can be viewed as a first step in the direction of new concepts for the fields of training and work inside prisons. Not least this method seems to be apt for the prisonsystem because of its high flexibility. For participants of E-Learning measures inside prison this method includes the advantage that participants can decide on the learning speed by themselves - This means a quality valueable to a population, most of whom have to be considered losers of the educational system.

DP Managing organisation    Institut für Rechts- und Kriminalsoziologie  
Arbeitsmarktservice Österreich Bundesgeschäftsstelle  
Bildungs- und Management Service GesmbH Fohnsdorf  
Bundesministerium für Justiz  
Fortbildungszentrum Strafvollzug  
Institut für Softwaretechnik und Interaktive Systeme, TU  
Wien  
Justizanstalt Schwarzau  
Justizanstalt Simmering  
Justizanstalt Stein

Other national partners :    Justizanstalt Wels  
Justizanstalt für Jugendliche Wien Erdberg  
Justizanstalt für jugendliche Gerasdorf  
Lechner, Reiter und Riesenfelder Sozialforschung OEG  
Neustart - Bewährungshilfe, Konfliktregelung und soziale  
Arbeit  
Verein zur Förderung von Wohnraumbeschaffung  
Wirtschaftskammer Österreich  
e-bfi telelearning GmbH  
Österreichischer Gewerkschaftsbund

## **BetterCup Childcare Project**

The rationale for the HR=SE DP is to develop and test a nationally transferable model of resettlement that facilitates seamless transition, from court, through custody to holistic community support and on into sustainable employment for 16 to 18 year old offenders. In order to realise the DP's aim we have set ourselves a range of objectives which are relevant to and consistent with the objectives of Theme A. They do this by meeting head on one of EQUAL's strategic objectives, that of "testing support mechanisms to help the target group integrate/reintegrate into the labour market" (EQUAL Initial Guidance).

**DP Managing organisation :** **Camden Local Education Authority**

**Camden Refugee Network**

**Camden Training Centre**

**Castleheaven Community Association**

**Other national partners :** **Employment Service - New Deal**

**Highgate Newtown Community Centre**

**Sure Start Euston**

**Tracks Towards Employment**

**Westminster Kingsway College**

## **PRISE Project**

The rationale for the formation of this DP was the evidenced need (Inmate Resettlement Needs Survey May 2001, NACRO/SEU Seminar 2001, Increasing Employability of Offenders 1998 YJB Education Post Custody 2001; Reducing re-offending by ex-prisoners, SEU July 2001) to deal with the problems faced by young offenders returning to their communities from custody and failing to access sustainable employment opportunities as a result. "Mainstream services do not work well for ex-prisoners", "the criminal justice system is not set up to deliver co-ordination" (SEU July 2001) For example, Only 1 in 10 prisoners go into a job on leaving custody, the basic skill levels of prisoners are such that the majority of them could not enter 90% of available jobs, 75% of young offenders are re-convicted within two years and many young offenders often face multiple problems in their resettlement (QMW June 2001) e.g. addictions, homelessness, lack of basic skills, family problems. Currently there is no co-ordinated/joined up national strategy or framework which brings together and applies best practice standards across the UK starting in custody through release then on to employment/training, yet there are many agencies delivering quality but fragmented services.

In line with theme A's strategic objectives, the purpose of the DP is to develop and test a nationally transferable model of resettlement that by co-ordinating agencies and practice, facilitates the seamless transition between custody, holistic community resettlement and sustainable employment for those aged 16 to 18 and mainstream the lessons for those 18 to 25.

The objectives of the DP which are designed to meet themes A strategic objectives, are:

- Undertake a mapping of good practice and clearly establish the gaps in current provision including where mainstream funding sources and services
- Produce standards for holistic resettlement agreed with the YJB and Prison service
- Test support mechanisms to help the target group integrate/re-integrate into the labour market
- Produce new accreditation for community mentors
- To develop a robust evaluation model capable of providing reliable lessons for policy using control and study group longitudinal methodology
- Work with employers to pilot positive action measures to support offenders into sustainable employment.

DP Managing organisation     [Camden Local Education Authority](#)  
     [Camden Refugee Network](#)  
     [Camden Training Centre](#)  
     [Castleheaven Community Association](#)  
 Other national partners :     [Employment Service - New Deal](#)  
     [Highgate Newtown Community Centre](#)  
     [Sure Start Euston](#)  
     [Tracks Towards Employment](#)  
     [Westminster Kingsway College](#)

### **EQUAL Projects relevant to prison issues**

	<b>Title</b>	<b>Theme</b>	<b>Year</b>	<b>DP Id.</b>
1.	Telelernen für HaftinsassInnen	1A	2002	<a href="#"><u>AT-1A-01/137</u></a>
2.	Insert	3E	2002	<a href="#"><u>BEfr-21</u></a>
3.	MABIS.Net	1A	2002	<a href="#"><u>DE-EA-34250</u></a>
4.	E-Learning im Strafvollzug - e-LIS	1A	2003	<a href="#"><u>DE-EA-91661</u></a>
5.	Youth RISE- RIKOSKIERRE SEIS	1A	2002	<a href="#"><u>FI-3</u></a>
6.	INSERNET	1A	2002	<a href="#"><u>FR-PDL-2001-10778</u></a>
7.	KOINΩNIA ENTAΣOYΣΣA	1A	2002	<a href="#"><u>GR-200983</u></a>

8. Re.La.I.S. (Reti per il Lavoro e l'Inclusione Sociale)	1A	2002	<a href="#">IT-IT-G-ABR-007</a>
9. Araba fenice. Dal carcere a nuova vita	2D	2002	<a href="#">IT-IT-G-CAL-051</a>
10. POINT - Possible Integration	1A	2002	<a href="#">IT-IT-G-LAZ-039</a>
11. TESI	1A	2002	<a href="#">IT-IT-G-LOM-015</a>
12. AGENZIA DI CITTADINANZA: SOSTEGNO ALL'IMPRENDITORIALITA' SOCIALE	2D	2002	<a href="#">IT-IT-G-LOM-039</a>
13. Car.Te.S.I.O. - Carcere e territorio, sistemi integrati operativi	1A	2002	<a href="#">IT-IT-G-PIE-007</a>
14. LIFE: LIBERTA' FEMMINILE	4H	2002	<a href="#">IT-IT-G-PIE-011</a>
15. O.D.E.A. - Opportunità Diritti Eguaglianza Abilità	1A	2002	<a href="#">IT-IT-G-PUG-112</a>
16. e-Government Ethics	2D	2002	<a href="#">IT-IT-G-SIC-075</a>
17. PRO S.I.T. - PRO Servizi d'Integrazione Territoriale	2D	2002	<a href="#">IT-IT-G-TOS-014</a>
18. COAST REVITALIZATION	1A	2002	<a href="#">IT-IT-G-TOS-016</a>
19. Net Werk	1A	2002	<a href="#">NL-2001/EQA/0011</a>
20. Reintegratieproject NL's na buitenlandse detentie	1A	2002	<a href="#">NL-2001/EQA/0086</a>
21. Toekomst in Balans, maatschappelijke integratie van vrouwelijke gedetineerden	4G	2002	<a href="#">NL-2001/EQG/0006</a>
22. Creative Renewal	1A	2002	<a href="#">UKgb-18</a>
23. EDEN	3E	2002	<a href="#">UKgb-21</a>
24. IMPACT- Innovation Means Prisons And Community Together	1A	2002	<a href="#">UKgb-33</a>
25. WOMEN INTO WORK	1A	2002	<a href="#">UKgb-66</a>
26. Personal Progression System	1A	2002	<a href="#">UKni-5</a>
27. Bildung, Arbeit und berufliche Eingliederung im Nordverbund (BABE)	1A	2005	<a href="#">DE-XB4-76051-20-20/297</a>
28. RE-START	1A	2004	<a href="#">EE-2</a>
29. PROEXIT-PLATAFORMA DE ORIENTACIÓN Y TRANSICIÓN AL EMPLEO	1A	2004	<a href="#">ES-ES20040644</a>
30. Dyslexia service and advice centre	1A	2004	<a href="#">FI-47</a>

(Lukineuvola)

31. PoMo - Path with own mentor	1A	2004	<a href="#">FI-50</a>
32. DEFIS : DETENUS EN EMPLOI ET FORMATION POUR UNE INSERTION SOLIDAIRE	1A	2004	<a href="#">FR-LOR-2004-42781</a>
33. EUROP@CTE 2	1A	2004	<a href="#">FR-PAC-2004-43279</a>
35. DEDANS - DEHORS : ACCES A L'EMPLOI	1A	2004	<a href="#">FR-RAL-2004-43134</a>
36. Van kiút! Partnerség a fogvatartottakért	1A	2005	<a href="#">HU-28</a>
37. IntTra - Azioni integrate per la transizione al lavoro di detenuti/exdetenuti	1A	2005	<a href="#">IT-IT-G2-ABR-084</a>
38. Progetto COS: Concrete Opportunità e Servizi per detenuti ed ex detenuti`	1A	2005	<a href="#">IT-IT-G2-CAM-118</a>
39. PEGASO: processi plurali di rete per l`inclusione dei detenuti	1A	2005	<a href="#">IT-IT-G2-EMI-020</a>
40. LABORIS - LABoratorio per l`ORientamento e l`Inserimento Sociale	1A	2005	<a href="#">IT-IT-G2-SAR-040</a>
41. JOHNATHAN percorsi di inserimento lavorativo per giovani a rischio di esclusione	1A	2005	<a href="#">IT-IT-G2-TOS-046</a>
42. R.J.USC.I.RE- Riqualficarsi on the Job per riUSCire in un Inserimento REgolare	1A	2005	<a href="#">IT-IT-G2-VEN-008</a>
43. Kryžkelė: koalicija už lygių konkurencinių galimybių darbo rinkoje stiprinimą	1A	2004	<a href="#">LT-12</a>
44. Lietuvos jaunimo užimtumo tobulinimo vystymo bendrija	1A	2004	<a href="#">LT-15</a>
45. EQUAL-atvirų durų link	1A	2004	<a href="#">LT-9</a>
46. Reinsertion economique et sociale par l'education et le travail de detenus	1A	2004	<a href="#">LU-8</a>
47. Jauni risinājumi bijušo ieslodzīto nodarbinātības viecināšanai	1A	2004	<a href="#">LV-2</a>
48. RECYCLING	1A	2005	<a href="#">MT-2</a>
49. Toekomst in Balans, een nieuwe uitdaging	4G	2004	<a href="#">NL-2004/EOG/0009</a>
50. PRACA I GODNE ŻYCIE DLA KOBIET OFIAR PRZEMOCY	4G	2004	<a href="#">PL-121</a>
51, KOALICJA POWRÓT DO WOLNOŚCI	1A	2004	<a href="#">PL-16</a>
52. New way for ex-offenders	1A	2004	<a href="#">PL-24</a>

53. Czarna Owca. Skazani na ochronę przyrody.	1A	2004	<a href="#">PL-28</a>
54. Ekonomia Społeczna w Praktyce	2D	2004	<a href="#">PL-39</a>
55. Rozwój Gospodarki Społecznej i Pomoc Zagrożonym Marginalizacją - PROJEKT INTEGRA	2D	2004	<a href="#">PL-53</a>
56. Wyjść na prostą	1A	2004	<a href="#">PL-7</a>
57. OPORTUNIDADES	1A	2005	<a href="#">PT-2004-027</a>
58. PGISP - Projecto Gerir para Inovar os Serviços Prisionais	3F	2005	<a href="#">PT-2004-285</a>
59. Outsider	1A	2004	<a href="#">SE-65</a>
60. INOVATIVNI PROSTOPI ZA NOVE MOŽNOSTI	1A	2004	<a href="#">SI-10</a>
61. Ústav na výkon trestu odňatia slobody a ústav na výkon väzby Ilava	1A	2004	<a href="#">SK-37</a>
62. RESET	1A	2004	<a href="#">UKgb-106</a>
63. Cement	3E	2004	<a href="#">UKgb-120</a>
64. ECUBE	3E	2004	<a href="#">UKgb-126</a>
65. EVOLVE	1A	2004	<a href="#">UKgb-131</a>
66. Women on the Move	1A	2004	<a href="#">UKgb-154</a>
67. Unlocking Potential	1A	2004	<a href="#">UKgb-167</a>



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**NEW GENERATION OF PROGRAMMES IN THE FIELD OF EDUCATION AND CULTURE**

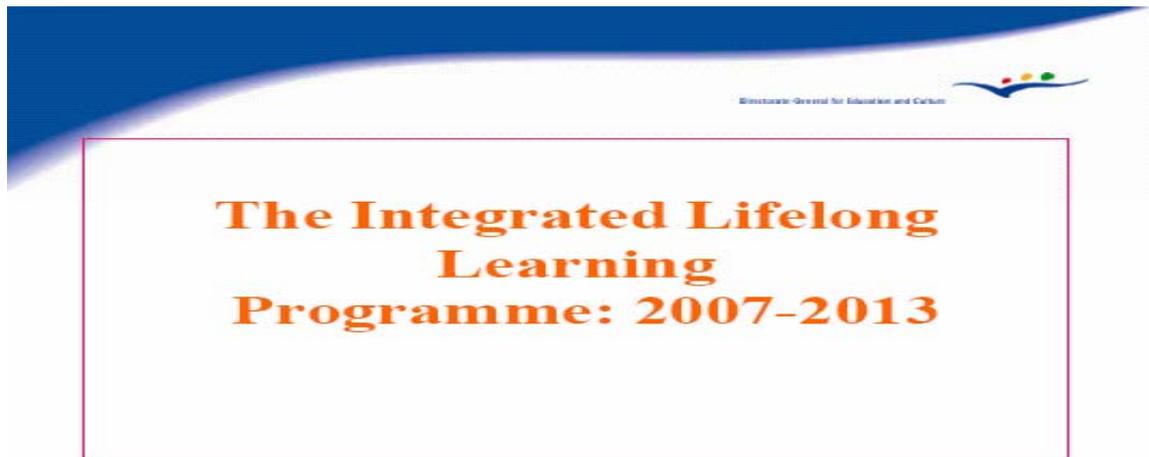
**Don't stop learning!**

**The European Commission promotes adult education with increased funding**

Référence: IP/05/1187 Brussels, 26 September 2005

The Commission today decided to grant over €30 million to European cooperation projects in the field of adult education. The package – funded by the Grundtvig action under the EU's education/training programme Socrates – will support 2,500 organisations involved in the general education of adults.





## A new EU Action programme in the field of lifelong learning 2007-2013

The new Integrated Action Programme in the field of lifelong learning comprises sectoral programmes on school education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig), and is completed by transversal measures and an additional Jean Monnet programme focusing on European integration. The proposed budget is € 13.62 billion for the total period 2007-2013.

As regards the four sectoral programmes, quantified targets have been set in order to ensure a significant, identifiable and measurable impact for the programme. These targets are as follows:

### The Proposals Integrated LLL programme - structure

<b>Integrated Programme</b>			
<b>Comenius</b> School education	<b>Erasmus</b> Higher education & advanced training	<b>Leonardo da Vinci</b> Initial and continuing VET	<b>Grundtvig</b> Adult education
<b>Transversal programme</b>			
4 key activities - Policy development; Language learning; ICT; Dissemination			
<b>Jean Monnet programme</b>			
3 key activities - Jean Monnet Action; European Institutions; European Associations			

## **Questionnaire and interview feedback**

During the 10<sup>th</sup> EPEA International Conference in Sofia in May 2005, delegates who had been, or continued to be, involved with EU-funded projects were interviewed and/or asked to complete a questionnaire. The rationale behind this was to collate their experiences and elicit their views on the processes involved in undertaking a EU-funded project. Since then, other project participants not represented in Sofia have completed the same questionnaire online. A summary of the main findings is included here in order to augment and inform the reading of this compendium. A more complete analysis will be presented in the final report of the ICCEPE project.

### Synopsis

There was very positive feedback about the role of EU projects in the contribution to European understanding and integration from all those interviewed and from the questionnaires. It was argued that engaging in European projects was one of the most effective vehicles for cooperation across national boundaries and realising the EU dream of one Europe. Similarly, each of those questioned believed that the concept and practice of EU-funded projects is beneficial to the EPEA as an organisation. They were very positive in their belief that project work informs prison educators of good practice throughout Europe and raises interest and awareness of the European and international dimension. It gave those involved an opportunity to experience their partners' language, geography, culture and professional life. There was unanimous agreement that the projects have been very important in building networks and in general, contacts have been maintained and friendships built upon even when the projects ended.

### Findings

Thirty-three project participants responded to the survey during the conference. Of these, seventeen had been involved with one project; six had been involved with two projects; four had been involved with three projects; four had been involved in four

projects and two had been involved with five European projects. These projects had been funded under various programmes including Grundtvig, Comenius and Leonardo

It would seem that involvement in a project was considered to be advantageous and worth repeating. The majority of those who had been involved in projects had undertaken a new project or were keen to move on to new projects when the present one ended. This can be viewed as a significant measure of success.

Attention drawn by many of the respondents to the difficulties involved in having the application accepted by the funding body. While it was believed that these difficulties were mainly procedural, ironically it was felt also that those procedures were necessary. The amount of paperwork required, the detailed advanced planning and the requested detailed information were seen to be the most common difficulties. Some of the comments regarding these difficulties are listed here;

***"Making sure the application meets the European criteria".***

***"There has to be a strong lead country and actively co-operating partners".***

***"To convince your own management team and get permission from the governor."***

***"The paperwork".***

***"Unclear objectives".***

***"The application form is complicated...It is hard to be so precise in all details".***

***"too many questions, hard to plan all those details so far in advance."***

***"Coming up with a good idea."***

Having had the application form accepted and once the project began, the main difficulty was the 'workload' involved. There was general agreement that people were spending a lot of time outside their normal working hours working on the project. Much of this extra time was devoted to completing the necessary paperwork, and in general the primary criticism of the process concerned the amount of paperwork involved. In a similar vein, it was felt necessary not only to have the appropriate

amounts of resources in time but also finance. In this regard the primary hurdles for the respondents were budgeting and co-financing.

Despite this, the respondents felt they had learned much from the process and stressed that it got easier the second time around. Drawing on this experience, they were asked "what do you think makes a good project?" In the opinion of the majority of those questioned, the key to a good project is teamwork and regular communication to ensure co-operation between partners. Many stressed that it is essential to choose a suitable theme relevant to the institution or prison school. It was considered important also that the project partners have common goals and clearly defined tasks. It was suggested that people also look at other aspects of the prison regime, outside of the educational sphere. Interestingly, the participants suggested that sometimes the process is as important as the result. Many of the answers can be summarised succinctly by the following quotation; ***"what made a good project is a simple idea followed by commitment and energy, but underpinned by good humour and fun"***.

The participants were asked, "What advice would you give to someone considering involvement in a project?" Their replies included the following:

***"Be clear about what you want to do. Be prepared to put some time into the work. Keep control of the finances"***.

***"Creating a project helps us to think globally. But never forget the aims and possibilities of your own organisation."***

***"The application must be completed correctly. Good preparation is very important."***

***"Make sure you have sufficient time and means of communication"***.

***"A good flexible work plan and committed participants who can engage in teamwork."***

***"You need a good idea, good people and a dedicated team of people."***

***"Enjoy it"***.

While the last quotation may seem somewhat surprising, in the opinion of the ICCEPE project partners, it is perhaps the most pertinent and apt. No matter how successful

the outcome of any project, without this sense of enjoyment, without a sense of adventure and without opening up to the possibilities of making new friends and learning new things, all the hard work and commitment will be of little value

### **Conclusions and Recommendations**

As this compendium is intended to be a descriptive and informative document, rather than a prescriptive or evaluative one, the recommendations and conclusions drawn here are not considered to be exhaustive. Rather they serve to coalesce and condense the experiences of the project partners in compiling the compendium, analysing the interviews/questionnaires and facilitating the project meeting during the conference. As such they should be seen to be evolving and dynamic, and undoubtedly they will be developed and modified as more feedback and information is received through the ICCEPE website.

#### **Conclusions:**

A total of thirty-four projects related directly to the area of prison education were carried out during the period 1995 to 2004. The SOCRATES Programme funded twenty-three of these, eight were funded under the LEONARDO da VINCI Programme and a further three came under the ambit of the EQUAL Programme. These statistics can be contrasted with the finding that during the shorter timeframe of 2000 to 2005, a total of sixty-seven projects funded under the EQUAL Programme dealt with wider prison issues. This anomaly raises some serious questions, not least, why is there a greater proliferation of projects which deal with broader prison issues than those dealing exclusively with prison education? Why are more prison-projects getting through than prison education-based projects? Are there simply more applications for the former? If so, why? Are there simply more applications for the former being accepted? If so, why? It seems ironic that there is a greater number of projects dealing with broader prison issues particularly as they seem to have required greater funding.

Such questions raise questions of their own. Why are those involved in prison education not applying for more projects? Are they not aware of the possibilities? Are

they discouraged from doing so? Do they feel that such projects are irrelevant to them and their work? Is it unhelpful to separate prison education-based projects from broader prison-based projects? The ICCEPE project partners feel that these, and similar questions, need thorough investigation. Without such exploration, it could be suggested that the anomaly is indicative of negative or unfavourable attitudes towards the role education has to play in prisons and prison life. If this is so, then increased involvement by prison educators in EU-funded projects can counterbalance any such negative attitudes. Prison educators can 'use' such projects to highlight international dimensions and provide the context within which to look at theoretical perspectives and practical experiences of lifelong learning and its ability to reduce social exclusion. In short, involvement in such projects can apply what is currently understood and the lines of argument concerning the fields of adult education and lifelong learning into the practice of prison education.

Furthermore, it could be argued that the anomaly mentioned in the previous paragraph is an indicator of changing attitudes to prisons and prisoners themselves. It could seem that a more punitive attitude to the purpose of imprisonment, a philosophy of imprisonment that stresses punishment; restriction; isolation and containment, is in danger of shadowing the more progressive attitude of lifelong learning and prison education that lies at the heart of the Council of Europe Education in Prison (1990). **If so, are we in danger of ignoring the fundamental philosophy of the Council of Europe as built into the European Prison Rules (1987) and as advocated by the EPEA?** This in turn raises the question, how can the EPEA respond to the findings listed above? Perhaps, the challenge is to return to basics by clearly defining and reaching a shared understanding of the type of education that should be offered in prisons. It would seem to the ICCEPE project partners that the most appropriate form of prison education is one that is concerned with the development of the whole person through the process of self-actualisation and can be best achieved by providing a liberal education within a broad curriculum. Of course, the type of education, the methodology and the philosophy are clearly delineated already in the Council of Europe's document, Education in Prison (1990) and it would seem that there is little need to reinvent the wheel, (never the less, an updating of the document might be timely). Instead the ICCEPE partners call for a re-conceptualisation of the role

education has to play in all prison regimes. This re-conceptualisation should be based on a systematic, thematic and interpretative review of the present situation in various EU countries from which is devised a set of basic standards agreed by prison education's primary stakeholders; prison students, prison educators, prison governors, prison administrators, penal policy makers and researchers. The ICCEPE project partners would like to believe that there is a role for this compendium in that challenging task.

### Recommendations:

While the call for a re-conceptualisation of the role of prison education is the overarching recommendation to emerge from the compilation of this compendium, other more immediate recommendations are suggested also.

EPEA members should use the ICCEPE website, [www.epea-projects.org](http://www.epea-projects.org);

- To become familiar with the ideals of the various EU Programmes

- To become familiar with the processes involved in project work

- To realise the potential offered by such involvement

- To develop ideas and project themes

- To look for perspective partners

- To share their experiences

- To disseminate project findings and outcomes

EPEA members should complete the online questionnaire (if they have not done so already) in order to ensure that the compendium is up to date and comprehensive.

EPEA members should be encouraged to share examples of good and transferable practices and be aware that the project website provides the ideal forum for this.

EPEA members should take greater cognisance of the role the organisation has to play in promoting and facilitating EU-funded projects and conversely realise the potential of project work to bolster and advance the ideals of the EPEA.

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## **APPENDIXES:**

### **QUESTIONNAIRE**

#### **Section I : ICCEPE Registration Questions**

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

1. Has your prison/service/administration been involved in any EU sponsored projects, (e.g., Grundtvig, Socrates, Leonardo, Minerva, etc)?
2. If so, what is the name of the project? (Do you have contact details for someone from your work who was directly involved in these projects)
3. Have you been involved in any such Project and in what capacity?
4. What is the name of that project?
5. Have you applied for a project in the past that was unsuccessful?
6. Would you like to be involved with projects in the future?
7. If so, what are your areas of interest?
8. If you are randomly selected, do you agree to be interviewed about your project work during the conference?

#### **Section II : Interview questions for project co-ordinators and others**

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

1. How many projects have you been involved in?
2. What was your role in these projects?
3. How many projects have you applied for that were not accepted?
4. What are the most difficult aspects of getting a project accepted?
5. Do you feel that the projects in which you were involved were successful?
6. Would you do another project?
7. When involved in a project, how much time each week do you devote to project work?

8. How has your project work influenced and impacted on your working practices and activities?
9. Have you maintained contact with project partners after the project finished?
10. What advice would you give to someone attempting to make a project?
11. What in your opinion makes a good project?
12. Do you think project work can be of benefit to the EPEA as an organisation?
13. Is there anything else you would like to say about projects?

**COUNCIL OF EUROPE**  
**RECOMMENDATION No. R(89)12**  
**OF THE COMMITTEE OF MINISTERS TO MEMBER STATES**  
**ON EDUCATION IN PRISON**

(adopted by the Committee of Ministers on 13 October 1989 at the 429th meeting of the Ministers' Deputies)

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe -

- Considering that the right to education is fundamental;
- Considering the importance of education in the development of the individual and the community;
- Realising in particular that a high proportion of prisoners have had very little successful educational experience, and therefore now have many educational needs;
- Considering that education in prison helps to humanise prisons and to improve the conditions of detention;
- Considering that education in prison is an important way of facilitating the return of the prisoner to the community;
- Recognising that in the practical application of certain rights or measures, in accordance with the following recommendations, distinctions may be justified between convicted prisoners and prisoners remanded in custody;
- Having regard to Recommendation No. R(87)3 on the European Prison Rules and Recommendation No. R(81)17 on Adult Education Policy,

- recommends the governments of member States to implement policies which recognise the following:

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;
2. Education for prisoners should be like the 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 part in education;
6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;
7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;
8. Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems;
9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;
10. Prisoners should have direct access to a well-stocked library at least once per week;
11. Physical education and sports for prisoners should be emphasised and encouraged;
12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;
13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;
14. Wherever possible, prisoners should be allowed to participate in education outside prison;
15. Where education has 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.

**COUNCIL OF EUROPE**  
**RECOMMENDATION No. R(87)3**  
**OF THE COMMITTEE OF MINISTERS TO MEMBER STATES**  
**ON EUROPEAN PRISON RULES**

"the regimes should include: [...] guidance and opportunities for relevant work, vocational guidance and training, **education**, [...]", " Prisoners should have [...] **sufficient time for education**"

*Education*

77. A comprehensive education programme shall be arranged in every institution to provide opportunities for all prisoners to pursue at least some of their individual needs and aspirations. Such programmes should have as their objectives the improvement of the prospects for successful social resettlement, the morale and attitudes of prisoners and their self-respect.

78. Education should be regarded as a regime activity that attracts the same status and basic remuneration within the regime of work, provided that it takes place in normal working hours and is part of an authorised individual treatment programme.

79. Special attention should be given by prison administrations to the education of young prisoners, those of foreign origin or with particular cultural or ethnic needs. 80. Specific programs of remedial education should be arranged for prisoners with special problems such as illiteracy or innumeracy.

81. So far as practicable, the education of prisoners shall:

a. be integrated with the educational system of the country so that after their release they may continue their education without difficulty; b. take place in outside educational institutions.

82. Every institution shall have a library for the use of all categories of prisoners, adequately stocked with a wide range of both recreational and instructional books, and prisoners shall be encouraged to make full use of it. Wherever possible the prison library should be organised in cooperation with community library services.

*EXPLANATORY MEMORANDUM RELATING TO THE EUROPEAN PRISON RULES*

[...] Education General and vocational education for long played an important part in the prison training regimes. However, there have been significant changes, over time, in the nature and purpose of the educational curricula. As in the overall design of penal treatment, there has been a switch from reformative and disciplinary approaches towards concepts devoted to the enrichment of personal experience and the consequent growth in personality and social competence that enhances the prospects of resocialisation. In the recent past these new approaches have been developed further and enlarged in the scale of their application within prison regimes as a response to social stimuli and the impetus that is related to problems of unemployment in society in general and the consequences for prison work programmes. This has also led to a beneficial trend towards closer cooperation within the regimes between those responsible for prison education and the managers of other areas of activity. Education is thus playing a more important role in prison treatment than ever before, conceptually, in the scale of its contribution in individual training programmes and as a motivating influence for better co-ordination in the management of regimes. It is certain that this new impetus in education

will continue and it is therefore necessary to reflect this change in status in the new version of the rules.

77. This rule establishes the new and enhanced role that education should play in modern prison regimes and in the personal training experience of individual prisoners. Its objectives are directly related to the primary purpose of prison treatment and the personal and social needs of individuals. It is intended to govern the design and resources of the education programs within the training regimes.

78. Experience has shown that, unless the prison pay schemes take appropriate cognisance of the relationship between work and education as essential elements in prison regimes, there can be difficulties in allocating prisoners to the best programmes as defined by their individual needs. Although it is necessary to maintain incentives to buttress the work activity, it is also necessary to ensure that prisoners allocated to educational programmes, specific to their diagnosed needs, are not unfairly penalised by loss of pay. It is a matter for managerial judgment but its underlying principle is the recognition that, within the definition of the rule, allocation to education is of comparable status to allocation to work.

79. It is important to underline, with the authority of the rules, the need for special consideration, and priority as necessary, for these categories of prisoners. This is to acknowledge the particular difficulties they may have, for linguistic or other reasons, in seeking to benefit from the normal programmes or, as in the case of young prisoners, special needs for basic educational skills or specific skills training.

80. High priority is required for remedial education in the programmes of every institution. The basic skills of literacy and numeracy are essential for coping with the day-to-day demands of life in the outside community or, indeed in a prison. The frustrations and tensions that can arise for individuals with disabilities in these skills or the inhibitions they may impose on their training potential can be ameliorated by modern teaching methods. A high proportion of prisoners is in need of this help and encouragement. It is an area of prison education in which co-operation with the educational authorities is particularly important because of the probability of regression if the progress achieved is not reinforced by continuing opportunities after release.

81. This rule gives general application to the latter point of the comments on Rule 80. It is concerned with the overall principle of compatibility as a matter of policy rather than with individual needs. The second part of the rule does, however, relate to personal programmes by emphasising the advantages that may be derived from outside educational experience where that is appropriate in individual cases and is available. There is a welcome and encouraging tendency to exploit these opportunities which, manifestly, can contribute much to the prospects of re-socialisation. As with out-working, such arrangements demand the closest co-operation between the managements of the institutions and the external authorities. That should be seen as part of an overall approach to integrating prisons with the community.

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