

# pipeline project

Partnerships In Prison Education: Learning In Networked Environments

225935-CP-1-2005-NO-GRUNDTVIG -G1

[www.pipeline-project.org](http://www.pipeline-project.org)



## BULLETIN

2<sup>nd</sup> issue – June 2006

## Impact...

Dear reader,

This is the second **Pipeline Project Bulletin** – a quarterly bulletin for and by teachers (and learners!) in prison education. The project is now eight months old, and we are starting to see how Information and Communication Technologies can make an impact on prison education. Read on for more information on how various partners are starting to integrate ICT in PE.



Above: The PIPELINE team's second meeting in London, May 2006

## Status from partner meeting in London

The nine partners met in London 4 – 7 May 2006. The meeting was hosted by the Forum on Prison Education. From several partners more than one representative met, and the meeting was also attended by the County Governor of Hordaland's representative, Torfinn Langelid. This is an indication of the continued and, in fact, increasing interest in ICT in prison education.

There is now a cooperating prison in every partner country, which means that we are in the process of going from a first concept of the sociotechnical system to a phase of implementation and integration. In all countries there are various initiatives that together make up an impact of change on learning and teaching in prisons.



One such example could be seen when we visited HMP Chelmsford prison approx one hour's drive south-east of London. Here, inmates worked in a modern computer lab where they had a system that provided inmates with access to CISCO (router technology) certification. Also, a new set of stand-alone translation machines (see separate text next page) were currently being installed as Chelmsford has a large population of foreign inmates. The visit resulted in an arrangement in which Chelmsford will also take part in trial runs with teleteaching across nations.

Professor Juergen Friedrich from the University of Bremen gave an analysis and a presentation of the tge technical development as well as a risk analysis. The PowerPoint presentation can be found on the project's website

Visit our website, <http://www.pipeline-project.org> for more information, resources and current updates on the project.

# Prisoners' voices

In Pipeline Bulletin No 1 we met a Danish prisoner's views on the importance of ICTs in Prison Education. In this issue we meet a Czech inmate from the Rynovice prison (see below). Prison is situated in the Jizerske Mountains. The accommodation capacity is 485 inmates, but the number of convicted persons placed in the prison is about 580.

There are also two classrooms with 24 computers where professional education is conducted, but also courses of work with computers and language courses. Around 100 inmates take courses every year.

Whether you are in Pipeline or not, we welcome all prisoners' voices with views on ICT in education!

## From a Czech prisoner

### Why learn ICT?

There are some ways how to spend a time in prison. Everyone has to make a decision what shall he do. For those who think about their future in a different way than they did before, there's a possibility to learn. Some of them have no way back to their past life. The sentence should contain a part that makes their previous job not allowed to them. In other case a time spent in prison is too long for keep their ability to do that job. Who decide to learn in prison, the one has the possibility to start again in a better way.

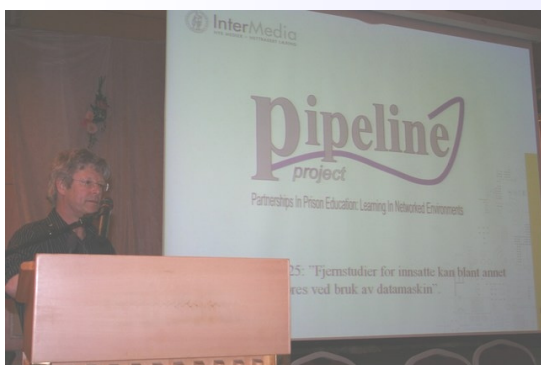
SVS Rynovice offers a field of study to be a metalworker. Students have a possibility to use computers in their studies. Computers are full implemented to the educational system.

We can use a form of their self-preparing and self-learning. There are two ICT classrooms for us. We can learn to the basic computing, get know how the computer works and we have to get our ability to use a computer in an everyday use. Students get skills though a course and later they are led by team of other students, who coordinate their effort with a teacher. In accordance with the main field of study, almost all students learn CAD / CAM systems. We take part on Computer Designing Competitions. We have full comparable results with informal schools. When we are released, we have much better possibility to get a job when we have computing skills.

At this time we are not allowed to use an Internet. Progress has its own way how to get to the prison and sometime it can take long time.

*Svak J., Rynovice*

## Nordic conference in Iceland



The coordinator of the Pipeline project, Andreas Lund, Norway, gave a talk on ICTs as a type of cultural expansion and its role in prison education. A large part of the talk was devoted to the Pipeline project.

Also, Erik Majholm from Sweden presented their internet-based teletutoring system.

A Nordic conference on prison education was arranged at Selfoss, Iceland, on 18 – 21 May 2006. Titled "Captivating Culture", it addressed several aspects of prisoner culture, also from ethnic and national positions. Therese Heltberg from the Directorate of Correctional Services in Denmark gave a detailed picture of how the inmate population becomes increasingly multicultural and how this represents new challenges for staff, educators as well as prisoners themselves.

From Litla Hraun prison in Iceland, one articulate and reflective prisoner, Atli, addressed the need for Internet use in prisons. They already have access to a number of PCs. Atli pointed to the fact that educational as well as cultural activities were extremely important in prison. This was proved by a performance by the local prison choir.

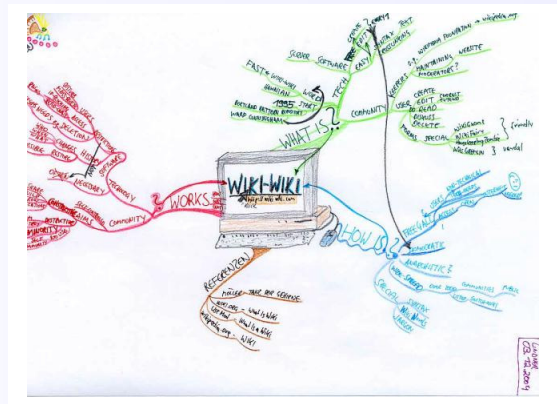
The Pipeline project was presented on the last day of the conference (see left hand side).

We encourage all teachers in prison education to send us news, tips, advice etc!

## What is a WIKI?

A wiki is a collaborative writing space where everybody can add, revise and delete text. It is possible to track changes and link contributions. Everything is instantly accessible through a regular web-browser. The most famous example is the online encyclopedia, Wikipedia <http://www.wikipedia.org> written by 18000 (!) people

Wikis may have great potential for writing in prisons. They can be placed locally and used to develop joint projects. Oslo prison will start soon, and we will report on this.



## 🇬🇧 Use of translation machines at Chelmsford

In HMP Chelmsford prison BT Multimedia Solutions enhance communication between prisoners and staff, making prisons more efficient by using translation technology. It can:

- Improve communication between staff and prisoners
- Comply with prison policies and practices and meet the needs of prisoners
- Become more efficient through immediate availability of information that prisoners can access whilst in prison
- Overcome language barriers

Prisoner Information Points (PIP) offer flexible solutions for communicating to prisoners, detainees and those on remand through touch screen kiosks.

The benefits:

- PIP contains the 21 prison standards documents as part of the Nationally distributed information pack
- Basic information is readily available
- The information is provided in 8 languages and as part of the service that BT provides other languages can be ordered for translation, ensuring all prisoners have access.

At the time of writing the machines are fixed throughout the prison, in the library, on the wings and in reception. We are currently waiting for BT to connect the equipment and I will evaluate the resource and feedback in the near future. Susan Clayton.

## 🌟🌟🌟 Using BabelFish for translation 🌟🌟🌟

BabelFish is a free Internet translation service. It does not translate between all languages, but quite a few. How good is it? You can have lots of fun testing it and spotting mistakes, coming up with better solutions etc. You find it at the following URL:

<http://babelfish.altavista.com/>

**Pipeline**  
project

Partnerships In Prison Education: Learning In Networked Environments