

**FEDA**  **Further Education  
Development Agency**



**Report from:**



***European Prison Education  
Association***

***5th International Conference***

***1 - 4 October 1995***

***FEDA, Blagdon, England***



European  
Prison  
Education  
Association



## 5th International Conference on Prison Education

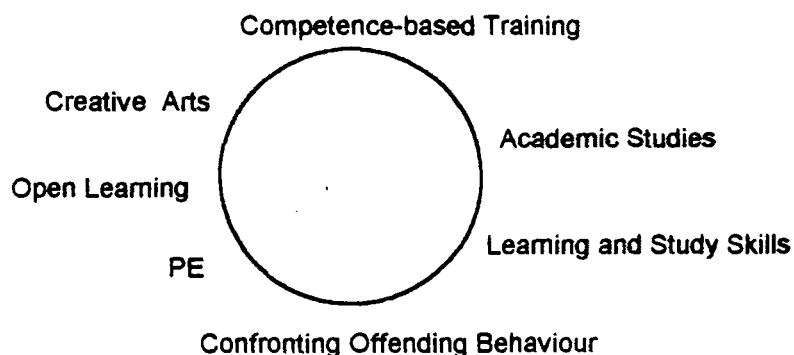
1-4 October 1995

### **"Bending Back the Bars"**

Personal Development through a  
Broad-Based Curriculum

#### *Conference Themes :*

1. Promoting the growth of the individual in prison by means of -



2. Encouraging Ownership by Staff and Prisoners
3. Building Bridges with the Community

# "Bending Back the Bars"

*Personal Development through a  
Broad-Based Curriculum*

"Bending back the Bars"

## **Planning Committee:**

Anne Cameron	Education Co-ordinator, HM Prison. Perth, Scotland.	Tel +44 1738 622293 Fax +44 1738 630543
Pam Lorenz	Teacher. Fort Mitchel Prison. Ireland	Tel 353 21 378666 Fax 353 21 378223
David Marston	Education & Training Adviser Home Office Prison Service, England	Tel +44 1773 880488 Fax +44 1773 880488
Paddy Rocks	Deputy Chief Education & Training Officer, Northern Ireland Office, Belfast	Fax +44 1232 525145 Tel +44 1232 525141
Val Davis	International Programme Co-ordinator FEDA. Blagdon	Tel +44 1761 462503 Fax +44 1761 463104

## **Secretarial Assistance:**

Kath Merryweather	International Division Administrator FEDA, Blagdon	Tel +44 1761 462503 Fax +44 1761 463104
Marion Wilkins	Secretary. International Division FEDA, Blagdon	Tel +44 1761 462503 Fax +44 1761 463104

## **This report was compiled and edited by:**

Pam Lorenz,	Fort Mitchel Education Unit, Ireland
Paddy Rocks,	Department of Justice, Northern Ireland
Kevin Warner,	Department of Justice, Ireland.
Kathleen Kennedy and Staff	Department of Justice, Secretarial Assistance, Ireland.

## **Additional copies can be ordered from:**

K. Warner,  
Co-Ordinator of Education  
Department of Justice  
72-76, St. Stephens Green  
Dublin 2  
Ireland

# CONTENTS ..... Bending Back the Bars

## Page

**FOREWORD..... 7**

### **Opening Address**

Kevin Warner, Chairperson, EPEA **9**

### **Keynote Address**

"Why Educate?"  
James McKinnon, Director, The Butler Trust. **13**

**Theme I:**       *Promoting the growth of the  
Individual through a broad-based  
Curriculum*

A wide concept of Prison Education:

Luxury or necessity?

Keynote Speaker: Robert Suvaal, Netherlands **32**

Acts and Action in Educational Programmes

Claus Andersin - Finland. **40**

Creative Arts Activity is a Process of saying - "What If?"

Ann Peaker - England **45**

Sport and Physical Education for life

Gero Kofler - Germany **50**

Sunday Evening's Drama Event!

H.M.P. Newstyle - a highly fictitious working prison  
somewhere near you!

Mike Maloney: Northern Ireland **54**



**Theme II:**        *Encouraging ownership by  
Staff and Prisoners.*

Encouraging Ownership by Staff and Prisoners  
Keynote Speaker: Ian Benson, England **57**

Prison Education and the Question of Time  
Hans Sjoberg - Sweden **61**

Big Boys Don't Cry  
Arne Schanche Andresen and Asbjorn  
Langas, Norway **68**

**Theme III:**        *Building Bridges with the Community*

Addressing Offending Behaviour  
Wendy Sargeant, England **78**

Self Development and Coping with Life  
A Probation Programme: Nils Isaksen, Norway **95**

Bridges and Parachutes: Teaching Pre/post Release  
Programmes and effective transition programmes:  
Errol Craig, Sull, U.S.A. **101**

**Plenary Session on Theme 3**

Building Bridges with the Community:  
Keynote Speaker Paddy Rocks, Northern Ireland **118**

"The Blantyre House Experience" staff and prisoners  
from Blantyre House talk about an alternative  
approach to "doing time": Brian Pollett and Brian Martin, England **119**

Short Term Education in a Remand Setting at Longriggend  
James O'Hare and Michele Malone, Scotland **124**

The Way to a Better life  
Torfinn Langelid, Norway **129**

**Summary and Conclusions**

1.	Errol Craig Sull	138
2.	Martin Drueke	141
3.	Martine Fuchs	141
4.	Sean Wynne	141

**Information about Organisations and groups  
concerned with Prison Education**

•	The EPEA - European Prison Education Association Kevin Warner, Ireland	144
•	Basic Education in Prisons: UNESCO Institute for Education Peter Sutton, Germany.	147
•	IFEPS News	155
•	Open University	157

**Appendices**

1.	Conference Programme	162
2.	Prisons Visited	166
3.	List of Participants	168
4.	Abstracts of Papers - a brief outline of workshops presented	173
5.	List of Liaison Persons and Contact Persons 1996	178
6.	EPEA Steering Committee 1996	179
7.	Council of Europe Recommendations	181

## FOREWORD

This is the report of the fifth EPEA European International Conference on Prison Education, "*Bending Back the Bars*" held in Blagdon, England, 1995! It was a great pleasure to see both old and new faces at the conference in England and hopefully participants had a very pleasant stay, fruitful learning experiences and opportunities to share ideas and exchange educational developments in the professional field.

The last conference "*Beyond the Walls*" was held in Sweden in 1993 - and was 'a hard act to follow'! - but the barn dance - not to mention the "Euro-Prison Song Contest" - helped to provide variety and great camaraderie amid an atmosphere of hardwork, created by stimulating keynote talks and lively workshops. One of the objectives of these conferences has always been to encourage research and examination of various methods and practice initiatives appropriate to the respective areas of prison education, with a view to developing good policies and practice in the field.

The 1995 conference again achieved this, looking at aspects of adult and further education, vocational education, the creative arts, libraries, personal development skills and physical education - to name but a few. Another objective of the conferences has been to develop and strengthen links with Central and Eastern Europe by inviting those countries to take part in the conference. In 1995, representatives from 18 countries, including Iceland, Estonia and Poland as well as our friends from the CEA (Correctional Education Association) in the USA, attended the Blagdon Conference.

Each time the conference takes place there has always been a theme. At the third conference, "*How High the Walls*" in the Netherlands, the theme concentrated on 3 central issues:

1. *The place and role of education in places of detention*
2. *The relationship between prisons and society*
3. *The views on prison education - correction, treatment or education?*

The fourth conference, "*Beyond the Walls*" decided to focus on the following questions:

1. *Does prison education serve the needs of the inmate?*
2. *The Prisoner as a Resource - possibilities or threats?*
3. *Society - Prison/prison education: continuity and integration?*
4. *What kind of prison do we meet in the nineties?*

**The 1995 conference themes were:**

1. *Promoting the growth of the individual in prison through a broad-based curriculum.*
2. *Encouraging ownership by staff and Prisoners*
3. *Building Bridges with the Community*

This conference "Bending Back the Bars" was organised by representatives of the EPEA from England, Ireland, Northern Ireland, Scotland and FEDA (Further Education Development Agency) in England working in co-operation; and it was agreed that the conference should embrace the widest view of education and training in prisons, and also look at the transition from imprisonment to life in the community. The title "Bending Back the Bars" - personal development through a broad-based curriculum - was designed to convey (albeit metaphorically) the chance for offenders to overcome the obstacles of the negative prison environment and access a variety of opportunities for helping them to "do time" more usefully. Participants matched their presentations (workshops, papers and discussions) to one or more of the themes and an excellent range of contributions ensued.

Each morning began with a short plenary introduction to the theme of the day, and was followed by group discussions in which papers relating to the theme were presented. The choice of working group was open to the participants, but an upper limit not exceeding 20 was recommended.

Coming from different countries, backgrounds, institutions/agencies and work situations, our overall objective was to provide a valuable and challenging contribution to the development and betterment of prison education in all its multi-disciplinary forms; and to give professional support, new energy and impetus for future work in the field.

The form of this report follows the three themes of the conference. As well as the keynote speakers, some other papers are included, linked to that theme. Abstracts of all the other papers are included in the report appendices, as well as some general information from bodies involved in prison education.

We thank all participants and sponsors for their support and contributions, without which there could not have been a 1995 conference!

### **Opening Address by Kevin Warner, Chairperson of the EPEA**

It will be my task, in a few moments, to formally declare this EPEA conference open. Just before I do that, I wish to speak of three things: about the EPEA, about the planning of this conference and about a 'parent' of the EPEA - that is, the Council of Europe - and refer to Britain's important contribution to the development of that body.

### **EPEA Progress**

As I have written in some detail about the origins and progress of The European Prison Education Association in the programme for this conference (reproduced later in this report) I will say only a little about that growth now. Essentially, it is the story of how Pam Bedford got a good idea at Oxford in 1989 and wouldn't let it go. The EPEA aims at "professional development through European Co-operation", especially for prison educators working 'on the ground'.

Progress may have been a little slow but it has been steady. By 1991, at Bergen in the Netherlands, we formally agreed aims and established a Steering Committee. In 1993, at Sigtuna, Sweden, we agreed a constitution and had proper elections. Although Nordic colleagues actually organised it, they graciously called the gathering an 'EPEA conference'. Now, here in Blagdon, most of the conference organisation has come from the EPEA itself. Democracy has been deepened, with Liaison Persons elected in many countries and healthy contesting of elections to the Steering Committee. There is, of course, much more to be done, but let us acknowledge the progress that has been made.

### **Preparations for this Conference**

As I said already, the fact that the major responsibility for organising this conference falls to the EPEA itself marks another step forward. But making it happen has also been a joint venture between the EPEA and FEDA, the Staff College here at Blagdon. I would like to thank especially FEDA staff involved in the preparations - Val Davis, Kath Meryweather and Marion Wilkins.

There is something very appropriate about this college being involved in an event like this, for Coombe Lodge (as FEDA is more familiarly and affectionately known to many of us) has a fine tradition of international activity in relation to adult and further education. More particularly, it has a strong record of engagement in and support for prison education.

In acknowledging this tradition, I would wish to pay special tribute to Keith Scribbens, the former Deputy Director of this college who retired recently. Keith has for long been a strong advocate of prison education and a real friend of the EPEA from our early days. We are indebted to him for facilitating, in the past, Steering Committee meetings of the EPEA in this lovely location.

Many others in FEDA and the EPEA helped in the preparations for this event. However, I believe it will be generally acknowledged that the really hard work has been done by the EPEA's Planning Group of four. These are:

Anne Cameron, from Scotland, who has also served as a very effective Secretary of the EPEA since 1991, overseeing developments in these vital early years;

Pam Lorenz, from Ireland, who has been very active in promoting the EPEA for several years and who, crucially, also works very much "on the ground" in prison education;

Paddy Rocks, from Northern Ireland, not just a good singer but an effective worker for the EPEA, as his initiation and editing of the excellent EPEA BULLETIN bears out;

Dave Marston, from England, the "Daddy" of this group, who as conference chairperson deserves more prominence than he has given himself, but who prefers to do the work in the background. On behalf of the EPEA, I wish to express the appreciation of the association to this team of four for their hard work and commitment, especially in the face of not a few difficulties in the run-up to this event.

I want to draw attention to one further feature of the Planning Group that pleases me very much. You will notice that four countries are represented in the group, indicating that the prison and education authorities in these four places gave their backing to this venture. We saw how Denmark, Finland, Norway and Sweden co-operated to make the 1993 EPEA conference in Sigtuna happen. That co-operative model has again been followed for this conference. That is significant, for on these islands we do not, perhaps, always co-operate with each other as much as we should. I have a sense that this co-operative model, and the huge efforts over a long period of the four on the Planning Group, will bear excellent fruit here at Blagdon, just as it did for our Nordic colleagues two years ago.

### **The Council of Europe Ideals**

Two years ago it was also my pleasant duty to speak at the opening of the EPEA conference in Sigtuna. I remember praising Sweden's good record in human rights, progressive penal policies and adult education, and the Minister for Justice smiled as she heard this. How pleasant it would now be to have the Minister for Justice for England and Wales (or 'Home Secretary' as he is called), Michael Howard here to smile at the nice things I have to say about Britain's very positive role in the development of the Council of Europe.

The Council of Europe is a much older and more idealistic body than the European Union. It is committed to promoting democracy, international co-operation and human values. In the late 40's Britain was one of the original ten founder members of The Council of Europe which now involves 35 countries and is a crucial bridge between East and West Europe. Clearly, the European Convention on Human Rights is its most important achievement, but there has also been much good work done in many other areas, for example in co-operation in the area of penal policy. A key landmark in this field was the agreement by Council of Europe countries to the European Prison Rules in 1987. Ken Neale, of the English and Welsh Home Office, was the driving force and main author behind that text.

I find that I view the European Prison Rules with increasing esteem, not so much as a set of regulations but as a philosophy for penal practice that is both realistic and principled. The importance of such an outlook has been brought home to me in seeing the efforts of some Eastern European countries to rethink and reorganise their penal systems, and also seeing some very worrying trends in the U.S.A. The European Prison Rules need studying more than ever today, emphasising as they do:

- that prison should be used as a last resort,
- that we must focus on resettlement after release,
- that positive family and community links must be fostered as much as possible,
- that there should be purposeful activity for all who are in custody,
- that all prisoners should be treated with dignity.

Ken Neale played a vital role in developing this thinking. It is said of Ken that he has "a Scottish heart and an English head". Clearly, both qualities are present in this very valuable pragmatic philosophy. It is an example of British leadership in Europe that deserves better attention. And, how nice it would be if Michael Howard were present to hear of such matters ... and to see him smile. For progressive documents like the European Prison Rules, drawing on the core Council of Europe ideals, seem to me to reflect what European governments do together in their better moments.

On such a note, I am very pleased to declare this conference, this co-operative venture - between EPEA and FEDA, between the four 'off-shore' countries, between prison educators of many kinds from Iceland to Poland - open.

Kevin Warner

September 1997



## KEYNOTE ADDRESS - "Why Educate?"

*James McKinnon, Director, The Butler Trust.*

I have to say, ladies and gentlemen that I hadn't expected at all such an august audience - such eminent people from all over Europe. I honestly thought that there might be 20/25 English or Scots and maybe a Dutchman and a Norwegian. I really did not expect this marvellous mixture of nationalities; and so what I have to say is based very much on my experience in the British Prisons - Northern Ireland, Scotland and England. Although I have visited particularly dutch prisons; I have spent a lot of time in Holland and have visited other prisons in other countries but I hope those who are not from the British Prison Services will be happy to accept what I say and, "mutatis, mutandis" apply it to your own country. I think it will be applicable.

Kevin has said that my claim to fame is that I come from the Butler Trust. Every year the Butler Trust makes these marvellous awards to people who work in prisons, and some of you may have been to Buckingham Palace to meet the Princess Royal who gives the awards. They are awards for innovation and exciting developments and we give the successful nominees travel scholarships so they can go to other parts of the world and share and see what other people are doing. This necessarily involves me in visiting prisons and I always match my score card with Derek Lewis, the director of the English Prison Service, to see whether I am beating him. I visit on average a hundred prisons a year which gives me some ability to have some idea of the good things that are happening in prison. I also come from a background of teaching. I was never formally trained as a teacher but I have been a lecturer in University so I have some fellow feeling with you people as educators in prisons and also in my capacity in the Butler Trust. I have to say that very much of the good work we see happening in the United Kingdom prisons is happening in the Education Departments. In fact it is embarrassing for us sometimes that we can't give all the awards to teachers; we have to spread them a bit through some of the other parts of the service - like the chaplaincy!

When I was invited by Ann to give this talk I actually went to look through the literature because although I had plenty of experience of seeing and meeting people in prison I wanted to be up-dated. I have to say I don't know what it is like in other countries in Europe but certainly in the English language there is very little available on the substance of the educational process. There are books and books on management, budgets, control, contracts, monitoring, structures; I found 100s of documents about that but I was amazed at how little there is that actually dwells on the educational process - the interface between the teacher and the prisoner and it seemed to me that anybody who was going into a prison for the first time would probably want to know about that rather than all the other stuff about contracts, structures and management. Therefore, I thought as an amateur among professionals you might bear with me today if I actually dwell a little bit on that part of what you are about - the actual educational process that takes place between you and prisoners; and to what extent that makes any difference to the rehabilitative purpose and process of the prisons. If you have ever visited any English prisons you will know that outside every gate there is the famous mission statement. The prisons got very trendy 10 years ago and decided that they have to look good like IBM and ICI and so they invented a mission statement and it reads as follows:-

"Her Majesty's Prison Service serves the public by keeping in custody those committed by the courts. Our duty is to look after them with humanity and to help them lead law-abiding useful lives in custody and after release". It seems to me that the 2nd part of that Mission "to help them lead law-abiding and useful lives" embraces the essential activity in which you are engaged as teachers. Namely that, and I hesitate to use this word and embarrass you, but I say that noblest and most privileged of tasks - to enable human beings through intellectual development to grow into fuller and more authentic persons. My background is actually philosophy - that is my training and my degree work and I lectured in philosophy. I remember reading about Plotinus developing a tree and his tree was supposed to tell us who were the most important people in society and to my amazement he said "well, doctors, yeh, but they only cut up meat - so push them aside, the business men, yeh, and gradually he ended up (believe it or not, you'll be happy to know) with

teachers at the very top of the tree because you are the people who reach down into the human persona and bring potentiality to actuality, and encourage and enable growth. I would state as a simple, possibly simplistic proposition that we might build unlimited numbers of 'state of the art' prisons - the most perfect buildings with the most recent gismos and security but if in these establishments we are not dedicated to re-education then it is a total waste of public money. We might as well save the money, either hang them or lock them away on an island and leave them to rot, because if we don't do anything else, I can't see any purpose in the very concept of imprisonment. The rehabilitative process is at the heart of education and education is at the heart of the rehabilitative process. Much of the education of course might be informal but total human growth can be substantially stimulated and supported in a setting where quality formal education is available, and where the whole atmosphere of the establishment tells the inmate that education is of supreme importance. I don't know how many of you have the great privilege and joy of working in an establishment that breathes that message. I would venture to say that it is a very patchy situation certainly in the United Kingdom; yet an environment conducive to quality education must be that the establishment tells - in its own way - tells the inmates, education is the principle rehabilitative activity of this prison.

You know the meaning of the latin word, you all learned it in college, of course, - "educare" (educate) :- to lead out, to enable, to encourage from potentiality to actuality. If you had to describe the education process in prisons you could do it in several ways - for example, the provision of information which assimilates into knowledge, as the basis for all human development. That would be a pretty good description, I think, or a life-long process based on a solid grounding received in the highly impressionable years of youth and childhood. Or a process by which are given and received the skills necessary to live an independent and free life in the society of which a person is part. These are all, I think, descriptions of aspects of the educational process. However one describes or defines education, there is no doubt that it is essentially an experience of growth, every bit as vital to the human person as physical development. Jean Jacques Rousseau writes and forgive me if I quote:

"Natural development without the growth of intellectual life is impossible". This is a view that was very forcibly expressed by Froebel. Many of you will remember being inundated with texts of Froebel when you were at Teacher Training College. Dewey, the other great educational philosopher puts great emphasis on the environment as a key factor in the social phenomenon we call education. He writes that the educational environment consists of a society of free individuals in which all, through their own work, contribute to the liberation and enrichment of the lives of others and is the only environment in which any individual can really grow normally to his full stature. I even managed to find a quote about the environment for education from the Plowden Report. Do some of you remember that? Well, that dates you for sure! That was 1967, but even in those days there were enough people on the Plowden Committee in England to be visionary and to say that true education implies deliberately devising the right environment to allow people to be themselves and to develop at a pace and in a way appropriate to them.

At the heart of all work in prisons of course there is a unique contradiction and I don't think it applies anywhere else in the Public Service and I think I can say this of any European Country: the police, the army, the navy, the post office, all the other public services have one specific purpose and aim and there is no inherent tension. But if you work in a prison you're always under tension because the inherent contradiction is that you are trying to prepare and develop and rehabilitate people into freedom in conditions of incarceration and the denial of freedom. And it seems to me that one of the tensions that prison workers always suffer from is this. It is also one of the reasons why politicians can constantly swing the pendulum from security to regimes and back again and we in Britain know the full effect of that terrible swing at the moment with a "hang them and flog them" Home Secretary - and thank God he isn't here! The only joy I suppose, is that Home Secretaries come and go, prisons remain forever unfortunately! So, it seems to me, it is particularly difficult for educators in prison to generate that climate of intellectual curiosity which is the beginning of the educative process. This is where the status and value of education is so important. If a Governor and staff consider it almost as a necessary evil, and I think we all know of establishments where it is barely tolerated or

tolerated, but not much more than that, or some kind of "bolt on", an additional extra, that may or may not be available. Then it will be extremely difficult to create that environment and ambience which is so much part of the pre-condition for individual learning. I heard coming down in the car this morning from London, in one of these religious programmes or "the week's good cause" programmes, someone introducing Graham Clarke, the Governor of Wandsworth. I was so surprised! He was making an appeal for a thing called "The Prison Education Trust". Well, it really did surprise me, it shouldn't have - but if you know Wandsworth, you'll have an idea why it should, because it is probably the toughest, most macho prison in the English system. And it was marvellous to hear the Governor actually making an appeal over the BBC radio for people to send their money for education, and not for other things.

I think if teachers have struggled and hopefully succeeded in some measure in creating the environment, you then of course have to move to the next stage which is to engage the individual in the educational experience. Now the 'raw material' you have to work with is generally not very promising, by definition I guess. Prisons and Prisoners are so different one from the other and yet there are certain common factors in my experience and these are very widely evident from prison to prison to prison; (it can be a Dutch Prison, an Irish Prison, a Scottish Prison, an English Prison or an American Prison). I find the worst one predominant factor that pertains is low self-esteem. Most prisoners do not hold themselves in any regard. They may have an external front of bravado and pretence, and "touch guy" image but without doubt the vast majority of our persistent offenders, certainly our petty offenders who go through the system, will share this common feature - low self-esteem, low self worth, bad self image, if any. You've all heard the old addage "there but for the grace of God go I", and I think it is very true. The majority of offenders in our prisons, certainly in the British prisons and I think probably the same in your prisons throughout Europe have had the odds stacked against them by fate, by parental and family relationships, poor bonding experiences when they were young, the mis-printing of social attitudes often re-inforced by poverty, poor housing and many other of the negatives which can debilitate lives. I doubt if there is any questioning that and you only have to look at the democratic spread of where prisoners come

from to see that they, in the main, come from the place with the lousy facilities - the poorest, most run-down - in the main; there are exceptions, of course.

For many reasons our prison populations do not feel good about themselves. They do see themselves as being of low worth and such people as they grow up become marginalised in society. They don't feel part of it, and eventually of course they can become alienated from it. Many of them, if not most, have serious deficits in their education and the skills needed to learn and assimilate are virtually non-existent. I think no one would doubt, you have a daunting challenge confronting you in these situations. Some years ago when I was the director of an agency called the Rathbone Society which specialised in the needs of the old ESN/M child (the educationally sub-normal/mild child) we did a survey in 3 borstals in those days, and would you believe it! 40% of the inmates of the borstals should have or had been classified as educationally subnormal. This wasn't a measure of where they were at now, it was a measurement of where they were at when they were in school. Of course somebody said, "you would expect that, they are the fools that get caught. They are left to watch the car or to keep an eye on the coats!"; but the fact is that an inordinate percentage of our prison population would have needed special help in school, (even though some of the recent statistics may tend to challenge that); I actually think that many, many of the people in our prisons have actually come through systems here where they would have needed some special educational assistance. However, the fact is that when you get them, by and large they have accumulated a hefty deficit and you have to work against that negative.

So you now have to enter into a very special relationship as an educator with this very unpromising humanity. I think I would like to look for a few minutes, at what precisely happens when you interact with the student. The world of "epistemology" - the science of learning. It is the science of how we actually go through the process of achieving knowledge. I should comment here that my own experience over the years having watched teacher training is that it is always strange to me - the big dicotomy - if you are training to be a teacher you get things about teaching methodology and technology and techniques; and you get stuff on the psychology of

the child - but all the more profound discussion about epistemological development is left to the Universities. There seems to be some thought that we will let the "egg heads" get on with it up there but it is never going to make any difference down here in the classroom. That seems to me an unfortunate gap. The epistemology that you are engaged in every day is an absolutely profound process. If we prescind - and I'm going to be philosophical - but let's prescind for the moment, from the possibility that none of us really exists and we all imagine that everybody else is here. We can put that aside, because that is one argument about reality or avoid the subtle debate about absolute relativity or total idealism that we are all just figments of each other's imagination. Let's imagine that we do believe in the reality of 2 people, the teacher and the student, interacting. The proof, the final proof, of man's ability to know anything flows from human self-awareness, that is the fundamental "proof of the pudding". In the moment that we engage in the act of simple apprehension we are able to reflect on ourselves and when we do that we are aware that this process of apprehension is valid and accurate, in that we aren't inventing reality. Now this act of simple apprehension leads to a statement, and in the process of knowledge that is a word, a verbal word, but in the head - table, bottle, man light, room - and so I've reached that stage of perception. Once we've done that we proceed to a judgement where we are able to predicate the object of our simple apprehension. We put a verb to it and it begins to make sense. This is a bottle, this is a man etc. The next stage of that process enables us to use the predicated concept as the basis for rational development or logical thinking - the process by which  $A = B, B = C$  etc.

In order to reason our way through the world, and candidly there is no other way of living in the world except by reasoning, the one vital element has to be the use of the universal concept. It is, to me, one of the great wonders of the world that we can look at particular objects and reach universal concepts. I never cease to wonder at that. Your first apprehension as a child, the first things you saw, were concrete, measurable limited realities - this bottle. Yet in your mind it becomes the universal concept - "bottle-ness" - because you have an idea now that would apply to any bottle anyway, a big one, a small one, a fat one, a full one and an empty one. You now have the concept, the idea, the universal concept of bottle. This applies to any

concept you would like to use. Those of you who remember your ancient history at school, will no doubt recall that Plato was the one who developed this ideal concept of universals further than anybody. He actually believed there was a world where universals actually dwelt and that we poor humans lived in a cave and we saw the shadows but someday, his idea was that we would be in the world of universals. While I wouldn't want to go into that Platonic element, the fact is that the use of the universal concept makes the deductive process possible. You couldn't live for 2 minutes unless that is the way your mind (not your brain, the brain is a minor partner in this operation), this is the way your mind actually operates. It also implies the ability of homo sapiens, man, to abstract. We can't live without abstraction, unless we can abstract the universal from the particular we have no ability to relate to our world, abstraction and the use of abstract thought is absolutely vital to live any human life and in a special way one could go one step further and say it is impossible to imagine living in a concrete world. So when you hear people in education say "of course he's not really academic, in other words he can't deal with abstract thought. This one is more practical he deals with concrete things", that's a very, very loose distinction. The fact is that all ideas, whether we use them in a practical setting or academic setting are abstract ideas; and that is vital to your work as teachers. I hope I don't sound too esoteric here, and I'm not losing you, because I do believe it is so important to the teaching process. The human mind needs abstraction; it needs universalities to function, or even just to be. Of course there are various levels of abstract thinking but the exciting thing is that in such thinking processes man both fulfils and transcends himself. He moves from potentiality to actuality and the more this happens in the life of any human being the closer we come to what we might call "authentic personhood", "authentic self-ness". But at the same time the very fact that we are in touch with a universal concept takes us beyond ourselves, transcends self. This is why in the ancient world teachers were rated so highly. They were deemed to be like magicians because they gave people insights into the real world and gave them a taste of something beyond this one living concrete reality. If you ask the question "Why educate?" I think you have the beginning of an answer here, maybe at a level you didn't expect or want to hear, but I think it is an aspect that is vital. Certainly, education in prisons must have a



functional aspect to enable inmates on release to get into employment, jobs, meaningful activity etc, but God help us if that becomes the main purpose of prison education. We have all seen the assault on schools and universities in this country, where education has become part of the economic picture and that we produce people to contribute to the economy. We give courses and prepare people for jobs that will contribute to a richer and better Britain. What rubbish! If you take away vision, if you take away all the things that man actually works for, what is the point of full employment and high wages. I think the danger for you, even more than schools, is that you could be subverted into this same plot - to produce workers, to see employment as the main goal of education. I am not denigrating, or challenging or questioning the need for vocational and employment training but it could be argued that the great deficit areas in the education of many offenders are not those, but much more likely to be in the areas of beauty, truthfulness, symmetry and one-ness - which are the great transcendentals. I know, speaking to many young offenders in places like Feltham, they have never had a vision that they are aware of in their lives. They have never been allowed to raise their horizon beyond the street level or the factory level, or sadly, in many cases, the gutter level. This, of course, leads on inevitably to the concept of the use of the creative arts as part of the rehabilitative process. As Koestler, and many other schemes have shown, many prisoners have found that prison was a real opportunity to discover that creative spark which is in us all. Just as in formal learning the creative arts share the common experience of universality because when you produce something creative it is a personification of some eternal, some universal thought. Have you ever thought why Van Gogh's chair is so marvellous? I know why, because when I look at Van Gogh's chair it is the essence of 'chair-ness'. It says chair, not this or that chair; I just have to look at it, and that's what makes great art, that strikes everybody. Likewise the piece of art that makes a prisoner feel proud will do the same thing for him. It will give him some access, some vision - access to a world that has generally been beyond his reach and his 'ken' (knowledge). To find the creative spark in a prisoner is anything but "a frill". I apologise to the non- UK members here, but in this country increasingly the creative arts are to be seen as optional extras. Everything else happens and if you've got time - well, you can throw that in; but if there's no

time, then the arts must go. It happens in schools and colleges, and it happens in prisons. How mad can we be? The "creative" experience is without doubt at the very heart of the rehabilitative aspect of prisoner care - not telling him how to draw his social security although he may need that - but enabling him to have a vision and take him out of himself and fulfil himself in that same act, and that is what the creative arts are about! It is in fact to enable the prisoner to express himself in a very special way it is to enable him even to face his own inner self as the jargon says "to face his criminality". How can he face his criminality if he's not allowed to express his own inner self? If he hasn't got the where with all to do this, he can only do it creatively, which is the most perfect way, surely that ought to be the way in. Whereas the creative arts are often treated as additional and extras, and in this country recent security scares have accentuated this issue. I know of prisons now in London where virtually all music has stopped, all performing arts has stopped, all graphic arts has stopped because there is a security risk. "If you let the guys go down here, and invite in an audience then you put security at risk". It is a great tragedy, and my only comfort is that the pendulum will swing again and we will get back to regimes as taking priority over security. I would like to comment here on 2 particular areas of education work in prison which seem to be especially important at the moment. The 1st of these is what is labelled now as "cognitive skills" - and I'm sure all over Europe you are working with the same general concept. Now I know some of you may think "oh no, here we go again! We've been doing it for fifty years and suddenly somebody comes along and puts this label on it and we are told this is something new!" Well, I accept you have been doing it but I think it is so important, because if what I've said previously in my talk, 'that the process of universality, of abstracting, of being able to make  $A = B$  and draw logical conclusions is valid, then one has to say that "cognitive skills" are vital. If your young prisoner is incapable of doing this then he loses the ability to form correct judgements. The intellectual life has its own basic rules which if neglected can lead to the most bizarre conclusions. Incidentally, I don't apologise for speaking about "La vie Intellectuelle". I actually think it is what motivates and motors the rest of us; and while I believe in "whole-ism", my stomach doesn't think, my feet don't think, it's my head! That is where I develop most - in the intelligence.

The laws of logical hygiene, if I may call them that, are often confused and broken by the most eminent of people. Just listen to the politicians, night after night on television. They confuse the principle of contradiction with the principle of controversy, they draw universal conclusions from particular premises, and they confuse the principle of identity! My God, it is awful! Their logical hygiene has never been put in place for many of them; and I was going to say that thankfully it doesn't have a big impact on our lives, but really it does! Just imagine that John Major actually operates that way in number ten! I mean, we think when he speaks, he often sounds a bit gauche and daft. However, imagine that that actually happens in the cabinet. It scares the hell out of you, doesn't it!

However, if cognitive reasoning skills have not been imbedded in a young person, for whatever reasons, then his ability to make a sound and true judgement in a matter of social activity and behaviour can be seriously impaired. I hope and trust, I believe you all accept that; that the way you think can make a difference as to how you act. I don't argue that faulty reasoning produces criminals, on that basis we'd all be 'inside'; but it must surely be an aggravating factor in crime. After all, impaired judgement has always been accepted as an alleviating circumstance in the courts. You speak to some of the young offenders, and I tell you they have such impaired cognitive ability that it must be an additional aggravating factor, where all else has failed and you've got to make a judgement - do I do this, which is the right, or do I do that, which is the wrong?; and that last barrier which would hold us isn't there. Is it any wonder that the guy wanders into trouble? It doesn't explain the whole thing, but I think it is very important.

The second area, is one I am flying a flag on with you people here. I wonder if many of you will have even thought of it, or dealt with it, but it's my specialism - language. I believe this would be the same in Dutch, German, Swedish, French, whatever. I can speak because I have dealt with serious and severe language disorder in British children or English speaking children. I believe in general that the use of language is the most important single skill which a teacher can give to children whatever else.

Language is a magic faculty. Whether you believe in Noam Chomsky's concept of universal grammar, you must appreciate how fantastic it is that a small child has mastered the fantastic complexity of language. By 3 years they are starting to use the most complex constructions. It does make you feel that there must be an innate grammar, that somehow this is something that will grow. There is a famous addage "corruptio optimi pessima" meaning "the more noble and important a factor the worse is it, if it becomes corrupted and damaged". If language is so important to identify self, to identify self in relation to and distinct from the rest of the world, what happens if language does not develop properly. Now I'm not speaking about speech, I could quote cases of children who speak beautifully but are dreadfully handicapped because language is not imbedded. In other words when I see "table" it may not mean "table". It may mean something else or it may mean nothing. The principle of causality, the principle of priority, all these logical principles that you and I live by, and couldn't make a judgement without, is often missing. I used to run a charity that ran the only schools in Europe and probably in the world for severe language disordered children and I promise you that there are many more language disordered people out there than we have begun to guess at. I have found from my short forays into prison, there are many, many young offenders who have suffered severe language disorders. Any youngster with a language disorder that is severe has suffered the most profound of handicaps. Language is the lingua franca; it is the means by which you learn everything else. If it isn't there, self identity is lost, relationships get lost, temporality is lost, spatiality becomes twisted. So how a severely language disordered person sees the world is something we must consider. I actually believe that there are levels and levels of language disorder, but prisons are the places that I've seen most and I'd love to do some research in some prison to see what language disorders are prevalent among the inmates. You can actually make a huge impact if you can work in this area, for you haven't a hope of working on cognitive skills until the language disorder is looked at; and then you can begin to understand repetitive criminality. I would very much like to see something done there. So I repeat again, I think language is so important; and it is the language the majesty and grandeur of language that is the greatest possession we have. The noblest sentiments that ever flowed in the hearts of men are contained in this

extraordinary and musical mixture of sound. Having spoken of the very special contribution that you can make, I hope you can appreciate that there's a huge onus on you in the rehabilitation of offenders. We now ask "to what end, what's the point of it all?" I suppose you could say that comes back to the original question 'Why educate?' I would argue that the educated man is an end in himself. That the growth of possibility to actuality of the human soul is also an end in itself and it doesn't need external justification, and you should not be measured as to how many of them go out and get jobs, or how many do this and that! You might measure it against their ability to lead a fuller life - the better life, when they leave prison; to get into some sort of mode of being that's a little bit more humane and comfortable than the one they enjoyed before. Politicians and administrators will always look for magic answers. They want to measure your productivity in education by how many offenders get jobs, for example. This is madness, but sadly the department of education has already gone down that path, so what hope that the home office will have more sense. After all, the ability to enter the labour market is often barred to a prisoner through no fault of his. So are we to say "he should never have been given that education because he hasn't got a job?" I think this is such an abuse and prostitution of education that you, I hope, will fervently resist it. On the other hand, I accept that we should see some difference in the life of somebody who has been educated. We should be able to say 'well, that was them before and now look at them after!' Well I think you probably can and I am sure you have all experienced this; you have seen the effect of someone who has come in with nothing and gone out educated, and the quality of life change. In the last century when public education was becoming much more common, there was a quaint expression used about whether you could actually measure the value of education, and it was an expression of the good life. "Does it help him or her to enjoy the good life?" Mary Warnock, magnificent philosopher and educator as she is, wrote a book called "Schools of Thought". She says there are 3 component parts, and very quickly I will suggest to you the component parts against which you measure whether your protegy, your student, is enjoying something more of the good life.

The first is virtue or morality, (much debated). I don't know how you teach moral education, maybe you have the magic answer - sit them down with a list of all the things that are right and wrong, just memorise that and you'll be okay.

Unfortunately, it doesn't work like that! Home Secretary after home secretary talks about moral education as if you could put it on the back of an envelope and say "there it is"! It is the most difficult and the most subtle of "educations" to produce. If you lift 'The Times' today or in the old days when "indignant of Tonbridge Wells" was writing, he was always going on about moral education that's what is wrong, not moral fibre and you people are not giving them the moral fibre.

Of course education if its rounded will involve morality and virtue, there is no doubt about that; but how do you teach it? Even the priests and bishops don't know how to teach it, so how are you going to do it? Don't ever allow yourselves to be made the scapegoats for moral education. Many philosophers have actually argued that "the moral sense of man" can only come through culture. It is a culturally developed issue. Most people who have a sense of morality also have it tempered and decided by "a corpus of beliefs", that carries them through as well. However, it isn't your job to give them a corpus of beliefs. There is supposed to be a prophetic voice in the prison, I won't mock them again, but I've hardly ever heard that prophetic voice coming from the chaplaincies. Paul Hirsch, the great educational philosopher, writes that "moral teaching is about how to make rational and defensible decisions".

Emmanuel Kant, the great philosopher- incidentally did you know he came from Dundee, his father came from Dundee, and I am very proud that Kant actually originated in Scotland - he wrote at great length about moral decisions being necessarily rational and informed. Is it possible then that moral teachings could be taught methodologically? Not lists, of course, but the processes of right and logical thinking which must inform and precede decisions. Again, we are back to cognitive skills and the ability to use universals and think logically. The ability of people to balance the pros and the cons, to understand the benefits and dis-benefits to self and others. As a part of what you do already, you are enabling or encouraging people to make these sorts of decisions. I think one has to say here, very briefly, that example is so paramount in moral teaching. Here I'm old-fashioned, I think a

Governor whose own life is in a mess should never be governing a prison. How can he possibly talk to the men in his prison - either his staff, but particularly the inmates about the kind of life they should be leading - the honest, the truthful, the decent life - if he or his staff are not giving an example of that. Prisoners are not daft, if they don't see honesty and truth, decency and fairness shown in the prison, in the way it operates, what chance that they are going to value these things?

Lord Woolf, the author of the Woolf Report, who happens also to be my chairman and whom I know very well, has told me often that as he went round the country taking evidence for the Woolf Commission he was struck time and again, the vast majority of prisoners who had complaints, made them against the injustice that they so patently saw being exercised in the prisons either towards them or towards fellow prisoners. So I think if it behoves the managers and the Governors, then it does behove you good teachers also to be exemplar. I don't expect you to be saints, but I don't think you can be expected to teach people anything about the quality of life and the goodness of life if you yourselves are not honest, true, decent and consistent.

The second element of the good life is meaning and purposeful work. I am not knocking that, obviously employment is important - not because it contributes to the economy, but because it defines people. If you have no job and people ask you what you do, you are likely to think "I'm nothing. I don't fit into this system, and I can't contribute in any way." But on the other hand we can equip people to do exciting, interesting things without necessarily being on the labour market. That more all-embracing approach is what teachers ought to be involved in.

The third ingredient of the good life might surprise you. It comes right back from last century and indeed in Mary Warnock's book, she says it's imagination! Now there is something! You should be studying and developing the imagination if you want to get anywhere with prisoners. When you think about it, it is our image-forming capacity, our imagination that actually is a pre-requisite to any knowledge. It gives us our image of the world, of people; people even use that fantasy formation to

make all sorts of decisions in their private lives, and if we have that capacity it can make a huge difference. Shelley, the poet, said, "the capacity to imagine is what makes love and sympathy possible". (Maybe one shouldn't quote poets but I believe they often have more to say about prison education than economists or politicians). Certainly if the prisoner is to make any sort of a continuum of his life the imaginative capacity is necessary to create memories of the past and visions of the future. Having a continuum is essential. You couldn't live without it. Many prisoners lack it, in many important aspects. It is like a Mozart Symphony that stops after the Third Movement - it just isn't finished. It is like dying!. If you don't die, life's a waste of time. Only dying makes any sense of life. If prisoners do not have the capacity to see life as 'a continuous factor, and that requires imagination, that requires above all those activities which develop the imagination - and we are back again to those so important creative arts and skills.

Terry Waite, again happens to be one of my trustees, and I speak with him a bit and he said so often that it was only his imagination that enabled him to keep his sanity.

Ask long term prisoners, and they will tell you, it was because their imagination was stimulated that they kept hold of their personalities and didn't just go mad. So your educational enterprise is hugely worthwhile if it gives those, many of whom are handicapped by lack of formal education, even a glimpse and a taste of the better life. A life in which literacy and numeracy will enable them to feel confident, to express inner feelings and to understand those of his fellow man. The good life, which enables him to make informed and balanced judgements as to his own interests and that of others. The good life which includes imagination, which takes men to the stars and excites men to grow into wisdom. The good life which means relating harmoniously with other human beings. Actually when you analyse it, all unhappiness in the world is due to bad relationships. All happiness and unhappiness comes down to relationships - friends, relations, work-places, workmates, parents, lovers, sisters etc. and all unhappiness is down to damaged or non-relations. If a man is given the curiosity to imagine, the motive to seek, the vision to achieve, then he is well on his way to reaching that goal which beckons to



all of us. Never be ashamed of the nobility of your profession - that you work in a prison is of course for added pride. I doubt that there is any reason to create a module called prison education because what you do in prison is what you did when you taught in schools, it is what you did when you were in colleges. Your aspirations are the same today as they were when you went into teaching. Never let the prison system erode or damage that aspiration. God forbid that you should ever become parts of the great penal machine which processes criminals. You must stand out! An education department that is invisible has something wrong with it!. It should be a goad. The Governors should say "These bloody teachers!"

Imprisonment is a fairly recent activity, we've only been doing it since the quakers started it, up until then we were far more logical! We just cut hands off, or fingers off, tongues out! That was more logical. Locking them up for the sake of locking them up is daft, but we can't do much about it. We are down that road for a couple of hundred years, but if we do not actually take the opportunity to do something with that time and I repeat the well-known saying "imprisonment is the punishment, they don't go to prison to be punished;" therefore everything in the prison should militate and activate towards giving them normalcy in the best and the most immediate way.

The educator, the teacher in the prison, is a professional who par excellence can imbue men with a vision. That is your noble calling. You have the special power to take men out of themselves, to transcend both the self and the meagre surroundings of the prison. I am going to quote some poetry and I don't apologise because I think it epitomises what you are about. Have you heard of Shaughnessy who wrote a marvellous poem called "the music-maker" and it goes like this.

"You are the music makers  
And you are the dreamers of dreams  
wandering by lone sea-breakers  
and sitting by desolate streams  
world losers and world forsakers  
on whom the pale moon gleams

yet you are the movers and shakers  
of the world forever it seems."

I told you at the beginning, when I started this I searched around for some very profound material on the organisation and structure of prison education, well you will see that I have said nothing whatsoever about that, and I hope you don't feel empty! You will have enough of that for the rest of this week. I have tried to give you some feeling, no more, of the profundity and value of the teacher in prison and the teacher with prisoners. I started with the title "Why educate?" and having taken you on this excursion through the educational process in prisons I've got to end up by saying that is surely the daftest question I could ever have asked! Thank you!

## THEME 1

## PROMOTING THE GROWTH OF THE INDIVIDUAL THROUGH A BROAD-BASED CURRICULUM

**"Make a Difference!"**

A man was out walking on a deserted beach at sunset. As he walked along, he began to see a local in the distance.

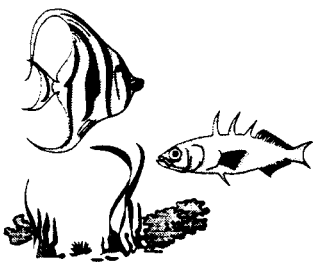
When he got closer, he noticed that the local was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.



Our friend was puzzled. He approached the man and said, "Good evening, I was wondering what you are doing". "I'm throwing these starfish back into the water. You see, it's low tide right now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die up here from lack of oxygen."

"I understand," our friend replied, "but there must be thousands of starfish on this beach, you can't possibly get to all of them. There are simply too many, and this is probably happening on hundreds of beaches all up and down the coast. Can't you see, you can't possibly make a difference?"

The local smiled, bent down and picked up yet another starfish, and as he threw it back into the sea, he replied, "Made a difference to that one!!"



## **Theme I**

Keynote speaker: Robert Suvaal, Education Adviser, Ministry of Justice, Netherlands.

### **A Wide Concept of Prison Education: Luxury or Necessity?**

In the Netherlands we have since many years a wide concept of prison education. In all our penal institutions we have structurally 4 different kinds of activities: classroom subjects, libraries, physical education and sport and art education. With the exception of art education, the newest branch, participation in these activities is a legal right to all our detainees. I suppose this was one of the reasons for the organising committee to invite me to say something about the subject of a wide concept of prison education. The title of my talk is: "A wide concept of prison education: luxury or necessity?"

In 1989 "Education in prison" was published. This is the rather well known report on prison education developed and published under the flag of the Council of Europe. This report recommends a wide concept of prison education. Recommendation No. 1 says: "All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sport, social education and library activities." Recommendation No. 2 reads: "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."

The European report justifies this wide concept mainly in terms of rights for the prisoners by referring to the adult education policies of Unesco and the Council of Europe. On page 36 of the Europe report the following motivation for a wide concept of prison education is given: "(1) Each of these areas represents learning opportunities which in different ways and in different combinations, can be of help to different prisoners. (2) The diversity of provision is important for the individual needs and circumstances of prisoners vary greatly."

I was one of the members of the committee that developed this report and I still agree fully with this explanation. However, to-day this is, in the Dutch prison service, insufficient to motivate a wide concept we have. Politicians and managers are not satisfied with this approach that I would like to call the ethic approach, i.e. an approach mainly based on rights of prisoners.

The need to make clear the effectiveness of prison education:

In this decade we have an increasing number of prisoners and the incarceration rate in Holland is going up from about 40 to about 75 in a rather short time - and not enough money to go on like this in our strongly expanding service, there is a bigger and bigger emphasis on the question: What works? This will be my starting point for to-day: the concept of education in relation to the question of effectiveness. During my preparation I was reading an article in the latest IFEPS bulletin in which

the author stressed the same item: the need for making clear the effect of prison education or correctional education as our discipline is called in the USA.

Effectiveness means that there should be a plan and moreover an outcome that makes sense. It is necessary that the outcome can be made visible or otherwise measurable. So we are back to the well known triple question: what works? how do we know? how can we measure this?

Of course we all know that it is a misunderstanding to try expressing the outcomes of prison education in terms of reducing recidivism. This is too complicated a matter. A lot of other factors are involved and most of them have more to do with the society outside the prison walls than with prison education only, e.g. the acceptance of ex-prisoners, the unemployment rates outside the prison walls.

### **The Dutch Approach:**

Recently, in our prison service, we have begun thinking of an approach about which I would like to inform you, although we are in a very early stage. I shall give you a description of how we are getting on so far, but because of the early stage of our approach this talk relies on my own experiences and ideas.

#### **Step 1 (picturing the relevant components):**

Our first step is to answer the question: what are the relevant components to increase the chances for a non-criminal life? Generally we know that having work, a house and a partner can have a favourable effect on reducing recidivism. We can add some other factors, e.g. being free from addiction, having good ways to spend leisure time etc. We underline the importance of all these factors but we think that we need a more accurate and finer analysis. Some of these factors do not belong to the field of prison education, others are too global to be suitable as components for our plans. In this first step we are looking for components that (1) should offer opportunities to the far away goal of reducing recidivism, (2) belong to the field of prison education and (3) should be sufficiently measurable.

Before we start to look for the components important to work at, we have to realise that we should not forget about the other factors that are important too in relation to the far away goal of trying to contribute to the reduction of recidivism: health, addictions, relations, housing etc. I will come back to the importance and the relevancy of these factors later.

Firstly I focus on the opportunities of prison education. Mainly based on experience, the following relevant components can offer opportunities for reducing recidivism:

- Educational level
- Level of vocational education
- work training
- social skills and social knowledge

- problem solving skills
- life skills (e.g. cooking, repairing skills)
- orientation in leisure activities (experiences, skills, knowledge) "attitudes".

Maybe this enumeration is capable of extension.

#### Step 2 (intake-assessment and exit-assessment):

As we want to explore and to demonstrate the effectiveness of prison education it will be necessary to carry out an intake-assessment at the start of a detention and an exit-assessment at the end. The goal of the intake-assessment is to define the starting level of all the components mentioned in step 1. After that in good consultation with the detainee a plan can be set up for a programme based on the results of the intake assessment. It will not be necessary to pay attention to all these components and of course for psychological reasons we shall have to watch the risk of stressing only the weak components.

We shall have to look for reliable, valid etc. assessments. This means that there is a lot of work to do but we believe it is important enough to do it.

Doing this we know that we have to take care of the well known warning: "Measure that which is important. Do not make important that which is measurable." I come back to this later too, explaining about the relevance and the problems around the component of "attitudes".

At the end of the detention we need to carry out an exit-assessment to demonstrate the planned advance. The difference between the results of the intake-assessment and those of the exit-assessment demonstrate this. This score will be of great value to evaluate prison education activities and to use for public relations activities.

#### Step 3 (effectiveness of the different areas of prison education):

In this step our aim is to answer the question "what are the learning opportunities of the different areas of prison education". In other words: which areas are most appropriate to strive after our aims in the components we found in step 1? Further we have to look for the answer to the question which programmes are most effective. Answering this question is a matter of evaluation. I mean studying the differences between intake- and exit - assessment.

#### **The opportunities of different areas of prison education:**

Of course it is not necessary to start at zero. We have a long experience with the effects of a number of PE areas. It will be clear to you all that the component "educational level" can be developed by means of good teaching, social skills by social skills training, etc. It is more difficult to express the outcome of some other areas. Because of the time it is impossible to give you a complete picture in this talk. So I restrict myself to some examples. In these examples I do not go into the

matter of their contribution to the living climate in penal institutions or to the contribution to control. They are very important but to-day I focus mainly on the learning opportunities in relation to preparing the come-back in society.

#### Example 1: Prison libraries.

I quote from "Guidelines for Library Services to Prisoners (IFLA 1992; editor: my former colleague Frances Kaiser, then national advisor for prison libraries):

- "(1) As an integral factor in educational, social and cultural development programmes, a prison library shall be a complete information and resource centre. The library shall stimulate the intellectual, social and cultural development of prisoners.
- (2) The library shall support all educational activities within the institution.
- (3) The library shall encourage within its environment a climate of intellectual freedom, curiosity, responsibility, creative enquiry and cultural sensitivity and prepare the prisoners successful re-entry to society."

The report of the Council of Europe "Education in prison" says similar things. The explanations in the Guidelines are interesting but too global for our approach. In this scope I select three main issues knowing and accepting that this is simplifying the issue somewhat:

- Obtaining of knowledge, preferably in combination with other areas of prison education, e.g. classroom subjects, art education;
- preparation for having reading, listening to music etc. as a leisure activity;
- development of attitudes.

The offer of library facilities in our prison service is rather extensive: books, magazines, music cassettes, compact discs, even CD-1 and CD Rom in some institutions. Katinka Reijnders, the librarian of the Remand Centre in Haarlem, who is here, can tell you much more about this.

#### Example 2: Creative activities.

I quote from "The framework curriculum for creative education" (Utrecht, 1990) by my colleague Joke Holdtgrefe, national advisor for art education in prisons, who is here too. She gives the following aims of creative activities:

"Creative activities deliver an essential contribution to the development of the individual person and his personality, his relations to other people and his awakening to the social-cultural surroundings". This is elaborated a.o. in: "To take away existing prejudices, inhibitions and blockades with regard to the arts and the development of creative abilities and open attitudes. In general creative activities are aimed at experiences in the territory of the visible and palpable surroundings wherein creative, communicative and functional aspects play a part."

The report of the Council of Europe is walking in step with this.

If I do the same simplifying selection as a few moments ago it will be clear that the opportunities of creative activities can be found mainly in the fields of:

- development of creativity
- development of attitudes
- social education
- possibilities for leisure.

An extra for some participants is the learning opportunity of discovering and preparing for a job using one of these contents (pottery, painting etc.). As I said this talk is restricted to the point of effectiveness. Otherwise I would attract your attention to the fact that creative activities are not language limited which is very important to our penal institutions where we have many foreigners. For them participation in creative activities can be a good entry in educational activities and it can be a good start for other inmates who are shy to participate in other educational activities. By the way, we have very good experiences with creative programmes for mentally disturbed detainees. Joke and Detlev Greinert, one of our art teachers who is here, can tell you much more about this.

### Example 3: Physical education and sport.

In our prison service we have a national regulation for physical education and sport. This document contains a.o. the objectives of this educational area. I mention only the objectives that are relevant for this talk:

- to offer opportunities in the field of social education, e.g. learning to be a good loser,
- learning to cooperate with other sportsmen
- learning to cope with feelings of aggression
- learning to have relevant ways to use of leisure.

The report "Education in prison" says about the same things.

This requires qualified PE-teachers and a good choice of contents, e.g. learning to climb (in duo's helping each other) versus body building. Physical education has the same low threshold for a number of prisoners as creative activities. It is not language limited etc.

I have been very brief about these three areas but that is the consequence of a talk like this. I would have liked to say much more about them but I do not have the time. What I refer to here, is that these areas have a number of concrete learning opportunities e.g. obtaining knowledge and social education but that they have other opportunities too. This is not only the privilege of these three areas because the same can be said about the other educational areas though sometimes in a lesser amount.



### About "attitudes":

It is the component of "attitudes" I am aiming at. In the educational field in my country the following definition is generally accepted: "dynamic-effective aspects among which belong the feelings, the motivation, the interests, the attitudes and the values." (Decorte, Belgium 1981). As said before this is the component that cannot easily be pictured in terms of outcome. However, I believe it is one of the most important issues so it would not be wise to leave it out in prison education. A famous quote from "Le petit prince" by Antoine de St. Exupéry underlines this: "The essential is invisible to the eyes. We can only see well with the heart." This component is difficult to be pictured for a number of reasons:

- One of them is that it is not easy to be evaluated, to be measured. It is a "black box" issue. But it is not impossible to evaluate in terms of outcome of the learning process. Besides we know that changed attitudes are not a guarantee for non-criminal behaviour.
- Another reason is that this component - as I already told you - is not restricted to one area but it is a matter of all areas, one more than another one.
- Further, it is difficult to approach this component in terms of programmes, didactic models and planning. This component is very much a matter of a process approach in which the model of the teacher and the way we cope with our students are most important. It is very difficult to select the right (= effective) methods for this component though we know that discussions can be very useful.

In spite of all these reasons this component is too relevant to leave it out. Herewith, I believe very much in the opportunities of libraries, art education and physical education but of social education and cognitive skills training too. Most of all I believe in an approach by means of combinations of disciplines, e.g. librarians and teachers or art educators and teachers. Generally the best approach will be a thematic one with a more general subject. A moralistic approach shall work counter productively most of the time. Nevertheless a recent project in the USA called "The book that changed my life" was gripping to me. Most of all I was interested in the top 20 of the ranking list: which books can be used to have people change themselves? I say this in this manner because it is very clear to me that it is not effective if teachers try to change people. May I quote again: "A good teacher makes you believe in themselves, the best teacher makes you believe in yourself." Sorry, I forgot about the source of this quote. Literature courses are also used in correctional education in Canada. Self esteem is an important issue in this subject.

This is the component that is not very elaborated in prison education in Holland so far. There are some reasons for that. One of them is that in the 70-s and 80-s we did not believe very much in making use of the treatment-model. In the discussions in the Council of Europe committee we used to say: If a prisoner wants to change himself than it is his choice and if he wants to continue his criminal life than it is his choice too. By saying this we were very reserved in thinking about learning

opportunities for the development of attitudes. I expect that in my country we are going to focus our attention again to this component. We shall have to do a lot of work to elaborate this component and to develop a working plan. I believe this is a task for all educators: education officers, teachers, art educators, librarians and P.E. - teachers. Briefly, a task for a multi disciplinary approach.

### **Prison education as part of sentence planning:**

There is more to say about co-operation. I mean co-operation between all the disciplines working with prisoners; I mean sentence planning. It is what I mentioned in the beginning of my talk. It is rather useless to work hard in prison education without an individual plan for a prisoner with attention to health, addiction, housing, education, work, etc. Such a plan is characterised by: an integral approach, a routing plan set up in consultation with the client, goals, a "contract" with the client, individual and intensive guidance, evaluations, etc. This approach has three kinds of networks as a basis: a network within the penal institution, a network between the participating institutions and a network with the participating institutions outside the prison walls (e.g. training centres, job centres, the probation service). The third mentioned network makes it possible to continue the routing plan after release.

This integral approach is in my opinion a must for the effectiveness of prison education. It is a "conditio sine qua non." The combination, with a wide concept of prison education, can lead to a reduction of recidivism.

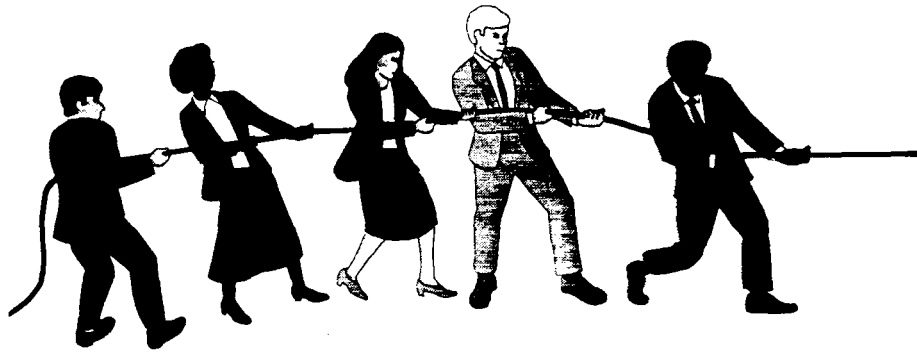
I hope to have made clear that a wide concept of prison education is not a luxury but a necessity. Only classroom subjects are not effective. I have made a list of conclusions in the form of statements. I am not going to read them for you because that would be a repetition, but I would like to draw your attention to the last of my statements. This one is a bit different from the others but relevant and maybe inspiring. It is statement no 8: It is not necessary to be crazy if you work in prison education but it does help.

Thanks for your attention!

### **Statements:**

- (1) A wide concept of prison education is a necessity to offer the participants the learning opportunities to develop themselves in the interest of themselves and of society.
- (2) A wide concept of prison education is also a necessity to offer an important contribution to a humane living climate within the penal institutions, again in the interest of the detainees and of society.
- (3) A wide concept of prison education makes it possible to offer learning opportunities for concrete objectives and for personal development.

- (4) The effectiveness of prison education can be defined by means of intake- and exit - assessments.
- (5) Integration and cooperation between the different areas of prison education are necessary.
- (6) It is necessary that prison education is a part of an integral approach (sentence planning) to offer good chances in terms of reduction of recidivism.
- (7) For effective prison education we need to have qualified educators.
- (8) It is not necessary to be crazy if you work in prison education but it does help.



*"The reason mountain climbers are roped together  
is to keep the sane ones from going home".*

Gerhard Frost

## Acts and Action in Educational Programmes

Claus Andersin - Finland

### 1. Briefly

Pelso is a closed prison in the northern part of the country, and takes people from this area, geographically the half, but if compared with the population, much less. The prisoners are on average 30-40 years old, 45% lack vocational education, 20% comprehensive school. 75% of those without vocational education are less than 40 years old. Their main work experience is house construction (30%), some kind of industry (25%) or agriculture and forestry (15%). The prison has 250 places, today 170 occupied. The prison has a saw and carpentry workshop, a lot of woods and agriculture, and animals - sheep, horses and pheasants.

Finland has, on average about 3500 prisoners in about 40 correctional institutions; 20 closed prisons and about 20 open institutions. Annually about 9000 persons are sent to correctional treatment institutions, about 2000 of them were studying last year inside or outside the prison. During the sentence the prisoner is supposed to work, attend education or do something else acceptable. Education in the prisons is arranged according to the possibilities in the rural areas. During the last ten years co-operation with educational institutes has increased. Most prisons are arranging some kind of basic education and vocational education and education as a possibility during imprisonment is gaining more and more acceptance.

In 1990 a research project of all the Finnish prisons was undertaken by the Ministry of Justice (Karvonen - Mohell). In 1992 Ollikkala at the University of Turku had a look at the educational possibilities in Pelso central prison and Kayra Labour colony. In 1993 there was research by Oulu University about the possibilities to participate in different education in the rural area. It is quite common in the country to move from one institute to another in order to participate in various course. During the last years most prisons have evaluated the needs and possibilities of education. Co-operation with Finnish Universities offer great opportunities and many students who want to pass through the walls are keen to avail of these. Are we ready to help them (and us)?

In 1990 the educational level of the prisoners was found to be low compared with the average population in the Country. 57% of inmates attended elementary school and 25% went on to comprehensive education. Some 15% of the prisoners had completed their comprehensive school during a sentence in prison (Karvonen-Mohell 1991).

According to research carried out a couple of years earlier, one third of the prisoners had received some sort of vocational education. Another third had participated in some kind of vocational courses, and the remaining part had no vocational training of any kind.

## 2. Basic education

According to the law all inmates under school-leaving age should receive comprehensive education and the opportunity to attend classes must be organised for the ones who have not finished comprehensive school. All the prisons should according to the law give these prisoners priority, and a chance to participate in education as described above.

There were (1993) some main ways to do it (Kuivajarvi 1993):

- Some institutions organise comprehensive school and upper secondary schooling for adults in co-operation with local municipalities (the act concerning adult upper Secondary School Education provides that classes may be arranged outside school premises) or civic-colleges nearby;
- some prisoners study independently according to the basic education programme; and
- some prisons hired part-time teachers or study-advisors.

When the prisoners are taught by teachers hired by prisons the costs are paid entirely by the state funds, whereas the costs for all the other groups receiving education outside prisons are funded by both the state and the municipalities concerned.

Almost all the institutions have made efforts to arrange some sort of basic education. At Pelso prison we hire our teachers and pay their salary. The week is 28 hours long of which 12 hours is comprehensive school and the rest individual teaching for the Romanies in the prison. The costs of prison education is covered by the same principles of financing as the comprehensive education outside prisons. Last year 161 persons participated in comprehensive education. It is organised in the mornings for persons wanting to improve their knowledge in Swedish and English language. When needed possibilities to get certificates are arranged. The second idea is that when co-operating with adult education the prisons get professional adult education teachers who are used to working with adults.

## 3. Vocational training

According to the law, prisoners have to participate in work, vocational education or some acceptable activity during normal working hours (38.15) unless the requirement is waived by the prison governor. It is important to look at education from a larger point of view when talking about vocational training in prison. As I see it the vocational training (education) can be seen as normal prison activity in the workshops. Foremen have to instruct the prisoners in their work and show them how to do it; and prisoners also learn how to behave in a workshop, the rules how to make money, a question about earning, how to make the day pass, how to work with goals and so on. It is a question of working skills in practice.

The other part, called vocational training containing practice and studies, is for some reason separated from the teaching mentioned above. We have today vocational training with 20% theoretical education, nearly the same as taught on the floor.

Most prisons today organise vocational training. The length of the courses vary from 12 weeks to 12 months. The longer courses are normally divided in shorter modules from two to three months leading to vocational examinations. It seems that the shorter courses have been more popular during the last years due to shortening sentences and perhaps the short-sightedness of the prisoners.

In prisons from the Northern part of the Country, about 30% of prisoners work in house construction, 5% in other industry, 15% in agriculture and the rest within professions or retired. During the last six months of 1994 some 40% were employed, 40 unemployed and 20% were retired.

At Pelso prison vocational training was organised for 84 weeks of the year and 190 students participated in education. One course lasting the whole year (1440 hours), three basic computer courses (18 weeks) and two entrepreneur courses (16 weeks) were provided during the year. The length of the carpentry course (1440 hours) depends on earlier studies and knowledge of the matter. The teacher and the student evaluate together the knowledge and decide the length of the studies, thereby creating a personal study plan. The two other courses are built upon hour programmes created by experience.

When planning the skills one needs after imprisonment to get along in the society it should be said that the most important thing is to be aware of the normal demands in life, and interact responsibly and with self control. Systematic and flexible education encourages equality and an opportunity for everyone to develop their personality.

During the last years vocational training in the traditional sense has grown enormously, and almost every prison offers some kind of course. During the last years the country seems to be divided in regions and rural education is planned in co-operation with the various institutions concerned. Although the goals of education have been mentioned in the legislation (e.g. increased participation), it seems that the aims of imprisonment have not been thought about very much and the goals have been lost, priority is still give to maintaining law and order and the established industry.

In 1994 about 135 courses were organised in the prisons both short and longer lasting courses. About 950 prisoners succeeded in getting certificates. The usual length of courses varies from 11 to 14 weeks.

The courses are normally open for application a couple of weeks before the course starts in each prison. The applications are sent to the arranging prison for the last choice. Most of the prisons have a person working with education affairs. The ministry of Justice is producing a two sheet information dispatch distributed to the prisons and prisoners.

In 1992 the vocational education was arranged as follows (Juivajarvi 1993)

- purchased by prisons from educational institutes, as training financed by the Prison Administration.
- As training given by teachers employed by the prison and financed by the Prison Administration. A training contract was made with some local institute, but the actual training was given by the prison's own teachers. The compensation paid to the institute was small since the institute only had to supervise the teaching and to issue the certificates. This was necessary as a prison is not authorised to issue certifications.
- As courses organised by vocational training institutes in prisons, funded by the educational authorities the state education authority paid 29% of the vocational training courses arranged in prisons 1992.

The system of paying the costs is developing all the time and its improved from time to time. Teachers as prison officials are not regarded as a good solution; when the teachers come from training institutes the inmates will get the same education as students outside. The second reason for these improvements is the question of certificates, which are not given by prison institutions, but by outside agencies; and this enhances flexibility in planning courses.

#### **4. Release for studies outside Penal Institutions.**

The prisoners have a possibility to study outside the prison; normally upper secondary school, vocational institutes and universities. It's normally the governor who permits the outside release on basis of applications. In 1994 there were about 300 persons in this category.

#### **5. Some ideas about education in prisons**

Active education development began in the middle of the eighties. Although these were in a couple of prisons before that today most of the prisons try to meet the challenges of either basic or vocational schooling. To see the needs of the prisoners seems to be quite difficult; specially when planning vocational education! To predict employment in the future is difficult; "How big is the need for skilled workmen released from prison" is a question one try to answer at a planning situation.

There is no doubt that arranging study facilities in prisons today is vital. When talking with people dealing with prison education one can find an enthusiastic attitude for the development of course content for those in imprisonment. Two years ago it was said in Sigtuna: "learning for life is essential and significant in prison education". Henning Jorgesen talked about life competence and training skills of the prisoners as the responsibility of persons in the institutions. One of the main goals he mentioned was that we as educators should contribute to a change of the prison. Some other goals for education in prison could be:

1. Basic and vocational training arranged for those without it.
2. Preparing education for working life, schooling and life in society as well as career counselling.
3. That education should develop knowledge, skills and attitudes to enhance participation in culture, production and decision making in the society. Education shall improve and develop human personality and relationships (Ministry of Justice 1977).

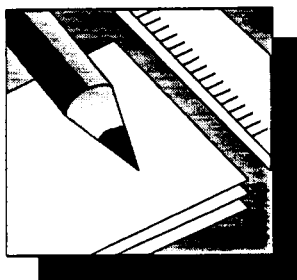
It seems to me that it is important to proceed on a broad front; it means that different possibilities should be offered to people with different needs. It requires evaluation of the prisoners, preferably at the beginning of the sentence, when interviewing the newcomer. This is one of the most difficult solutions one has to do; on which front you should proceed? It's not possible to arrange several training possibilities in a prison. Normally a prison plans for activities in the workshop, but not for many other activities. Co-operation in the rural area is preferable even if we have not much experience of that. The times when we were self-sufficient are not far from today. We need to plan education on a broad front, taking in many options.

It seems to us that prisoners with shorter and shorter sentences are among those with long ones and this is not beneficial. Co-ordination among institutions and what they can supply would help better programming. Secondly, the decisions have to have a broad support among the staff. The governor of the institution and the trustees should know the aims of the activity and support the education strategy. It is important to get the whole staff behind the plans in a concrete way.

Thirdly, continuity is important. Prisoners are often not capable of sustained effort or on the other hand the sentences are short, so they need support. Lastly, education should be directed towards employment, life competence, and the raising of self-esteem. Lack of general education reflects the problems inmates often have in life - both social and psychological - they may suffer with personality disorders, find life problems difficult, and have no experience of work or education.

It is important that the education we offer is relevant, for without this it would be impossible to get acceptance for most classes. Activities in prison should have definite aims and goals which are clearly pointed out to both inmates and the staff.

*"Measure that which is important.  
Do not make important that which is measurable."*





**CREATIVE ARTS ACTIVITIES A PROCESS OF SAYING - "WHAT IF?"**  
**ANN PEAKER - ENGLAND**

## **INTRODUCTION**

It seems to me that the arts are very different in kind from most other educational activity in as much as there has to be some tangible evidence that the process of education has taken place. This is both an advantage and a disadvantage. The outcome of an art class will be that people demonstrate their ability to create an image of some kind. The outcome of a drama class will be that people act, and so on. However, those outcomes may be misleading in that they are only evidence that someone was communicating, not necessarily of the nature of their communication or of what it is that they have learnt through the process of painting or acting. Outcomes do not therefore give the whole picture. In addition there is a way in which a product take on a life of its own, apart from its maker. You will, I am sure, be familiar with all the old arguments about process versus product.

Perhaps it is because these often inadequate end products almost always come under the scrutiny of other people, that adult learners find it so hard to forget the importance of them and just get on with the process of investigation and experimentation which is what the creative arts are really all about.

## **CREATIVE ACTIVITY**

Consciously or subconsciously, when we are engaged in writing we are assessing the effect which different words have when juxtaposed, when creating characters we want to know how they might act to each other, what difference it would make if instead of getting angry discussion took place, what difference it would make to the meaning of a picture if things were drawn one way as opposed to another. If we adopt this explanatory and analytical approach and constantly ask 'what if' then not only will we learn more but, we will also arrive at a result which is of far more intrinsic value and interest than if we work to a technical formula to achieve a predetermined result.

In other words we are constantly having to make value judgements and arrive at decisions. Sometimes we then have to justify our decisions to the other people we are working with and this may not be easy without becoming defensive or feeling that we have failed. We also have to have the guts to keep struggling with our creation when it is not working out right or to be prepared to scrap it after hours of work and start again in a different way.

It requires a bit of courage to risk making a fool of yourself in front of your peers and having once done so you will probably behave more supportively to others in the same situation. This all sounds fine but in the real world of prison it is more difficult to achieve. Relationships are more intense, reputations more fragile than they are

outside and if the arts are to succeed then a safe environment has to be created in which chances can be taken and in which masks can be dropped, if only for a while.

I hope you will forgive me for setting out these points, which I am sure you already know, in this very simple way, but it seems to me that they are at the heart of the matter. The arts are not (or should not be if they are being well facilitated) a soft option or a 'doss'. They necessitate the development of difficult and complex skills which are central to learning and to living and working alongside others.

## EXAMPLES OF ACTIVITIES

So what kind of activities am I talking about? In 1990 Dr Jill Vincent and I produced our first directory of *Arts Activities in Prisons*, this was followed up with a second edition in 1993, and we are now in the process of gathering information for the third edition which will be published at the beginning of 1996. Although statistical analysis has not yet been undertaken, it is quite clear that there are now far more full accredited visual art and craft courses taking place than there were three years ago. There are now a few prisons which have very successfully linked design and business management courses to the making of garments or furniture within a workshop. For example, at HMP Full Sutton, fabric which is designed and printed in the prison is made up into clothes which are also designed in the prison. In addition to the creative and technical skills prisoners learn to market and to model the outfits.

Many prisons have built up relationships with schools and day centres for people who are physically impaired or have learning difficulties. Some of these involve arts activities. One of the best established is a dance programme which is co-ordinated by a company called Suffolk Dance. The male prisoners at HMP Blundeston receive dance training which leads towards a Dance Leader in the Community qualification and enables them to work, one to one, with disabled people in a joint workshop on a weekly basis. This programme recognises the need for the prisoners to extend their own technical experience as well as helping others to develop theirs. It incorporates several week long residencies given by visiting dance companies which are able to introduce the men to a range of different styles of dance.

Another area of work which has developed very conspicuously over the past three years is that of the writer in residence. In 1992 the Arts Council and the Prison Service jointly established a writers in prison scheme which has resulted in 18 residencies taking place, and more are planned. These enable a writer to work within a prison for two and a half days a week over a period of twelve months. Their remit is to work right across the prison, spending time on a one to one basis with prisoners on the wings, in the education department and if appropriate with the prison staff. The presence of these writers has provided a catalyst for the publication of anthologies, production of plays, arrangement of performances, creation of songs and magazines in addition to their prime function of providing support for the many individuals who wish to write.

Pop music has always taken place within the cells and to some extent within education departments. Over the last few years The Koestler Award Scheme has encouraged the development of this activity beyond the merely informal by including recorded performance as a category in their annual competition, and there are now several prison bands and pop groups which regularly play for audiences both inside and outside their prisons. A project which achieved spectacular success earlier this year was one run in the Education Department of HMP Manchester, by a small organisation called Summit Projects. This enabled a group of prisoners, some of whom had been involved in the City of Manchester's gangland troubles, to work together over a period of six months. They wrote songs designed to help end the gang rivalries, managed and took part in the recording, produced the video, marketed the discs and badgered the media into giving coverage. The disc achieved a very real success in professional terms, it reached the independent charts and the profits from the sales will go to Victim Support.

Drama skills are increasingly being used as a means of presenting specific issues in a memorable and challenging way. Drug abuse, Aids, and aspects of offending behaviour such as anger management are being addressed by Health and Probation experts often in conjunction with one of the theatre companies that have particular expertise in this area of work. Education staff frequently form part of this equation.

In general there appears to be a much greater awareness on the part of theatre companies and prison staff of the benefits which can come from the performance of plays which are thought provoking as opposed to purely entertaining. I am referring both to plays which are put on by prisoners as well as those performed by visiting companies. Many professionals now build in post performance discussion and will leave behind a video to be used as a stimulus for further work. However, the motivation behind the selection of a particular production may not always be understood or accepted by all prison staff and this leads me on to consider some of the issues which arise as a result of the adoption of a questioning approach.

## **SOME ISSUES**

### **Communication and planning**

In these days of 'purposeful activity' a good case has to be made for any arts activity within the prison regime. This appears to be of particular importance when an activity is likely to attract attention from the general public or the media. Perhaps I can use as an example the case of a production which resulted in the following headline appearing in the Guardian newspaper earlier this year; 'Pinter too rude for Convicts'.

The article described how a prison governor had banned the performance of three Harold Pinter plays in his jail because, and I quote, "they contained too much bad language and unsuitable subject matter (torture, rape and child murder), they were

not well written, had no entertainment value and were not best suited to preparing inmates for a good and useful life on release".

The director had selected the plays on the basis that Harold Pinter had just been awarded the British Literature Prize for 1995 in recognition of a life time's achievement, and that the content of the plays would create opportunities for debate and stimulate thought provoking discussion around the interpretation of the text. He was a trusted and experienced member of staff who had over a period of three years built up the confidence of the group of lifers in the drama group to the point where they were prepared to attempt a more challenging production. Indeed the behaviour of two rather 'difficult' members of the group had conspicuously improved as a direct consequence of their involvement with the activity.

The decision to cancel took place four months into the rehearsal period, by which time much hard work had been put into the learning of lines and to the development of the production. With the wisdom of hindsight we can suggest that whatever the director's track record it would have been advisable for him to have discussed the project with the Governor and any other relevant staff and at the outset, explained his motivation and alerted them to any potentially contentious issues.

### **Taking the arts seriously**

The second issue is one which has been raised over and over again in the seminars which were run on different aspects of the arts in relation to criminal justice settings. It is this, that the arts must be taken seriously. In other words they should be seen as a part of the planned programme and not just as activities which take place when other subject staff are away on holiday or when there is a gap to be filled. This has resource implications and whilst it may not be possible (or desirable) to be specific about an activity involving additional outside staff months in advance, nevertheless both time and funding can be built into the long-term programming.

### **Continuity**

Another issue which follows on from the last one is that prisoners need to have some confidence that having started on a course, or developed a particular aptitude for an activity, they will be given an opportunity to continue with it when they are moved to another prison.

### **Accreditation**

The accreditation of courses is currently subject of debate in many prisons. How to cater for prisoners who will not be able to complete a full course; how to ameliorate the effects of movement from one prison to another; how to respond to long stay prisoners who do not wish to do GCSE or A Level exams over and over again in

order to retain a place on an art class; and lastly, and most importantly, how to ensure that those people, for whom the very idea of any kind of examination is enough to put them off coming anywhere near an education department, do not get neglected because this may be their first step towards any kind of positive activity.

## CONCLUSION

Since the production of the last directory, the provision of prison education has been contracted out and, very recently, a directive has gone out from the Prison Service to all prisons indicating those subjects which are to be part of a core curriculum and those which will form part of a more flexible wider curriculum. As I said earlier, a detailed analysis of the returns for the directory has not taken place yet, however some prisons do seem to have offered a much less varied programme than previously and indeed respondents have commented to this effect. I quote "there is not enough money in the education budget to allow us to undertake activities which are additional to the regular timetable", and again from another respondent "the luxury of full time art co-ordinator posts has disappeared with the contracting out of education - everything is pared to the bone under tendering and profit margins".

Whilst it was decided that the arts should be left out of the core curriculum on the basis that it would be difficult and possibly undesirable to insist on a parity of approach across all prisons, the omission is a matter of considerable anxiety to many education staff who, rightly or wrongly, fear that it may provide those governors who are not enthusiastic about arts activities with a wonderful excuse to get rid of them.

The Prison Service Board has nevertheless expressed concern that the arts should be regarded as an essential part of the wider provision and to this end, in August, it established a Standing Committee on the Arts in Prisons (SCAP). Hopefully issues such as those which I have just rehearsed will be considered by the new committee and appropriate action taken.

I would like to end by saying that I sometimes feel as if I am attempting to set a butterfly in concrete when I stress the practical issues which surround the provision of creative art activities in prisons and whilst it is crucial to the success of any project for it to be well planned and efficiently managed, I must emphasise that it is also essential that it should be enjoyable and fun or the prisoners will not be prepared to take those risks which I described at the start of this talk.

**"If you look for the bad in mankind, you will surely find it"**

**Abram Lincoln**

## Sport and Physical education for life during and after prison

### Gero Kofler : Germany

It is understandable that prison administration often hesitates to give physical education and sport a too wide field for experiments. Prison restricts everything : the area, the motion, the person, head, heart and hand. Therefore it is a paradox situation for sport with prisoners. My opinion is that the role of sport is widely underestimated in many prisons, which means a lost chance for social education.

### For example:

- In many prisons there are no adequate facilities and equipment.
- Sport is often only a programme along side safety and discipline. The place given to sports on the daily prison timetable is often unfavourable.
- There is often no introduction for prisoners to sports that are new to them.

This situation is therefore unacceptable, as there is a long tradition for physical education and sport in prisons, which is often not fully appreciated by the prison administration. For example, the german and english expert of school-education reform, Kurt Hahn, already recommended in 1920 adventure and responsibility as a philosophy for sport in education of youth. Another reformer of social education, Siegfried Bernfeld, found that sporting activities help young offenders to live in the community and control aggression.

In 1965 the Council of Europe published a memorandum: "The role of physical activities in the re-education of youth offenders". This was 30 years ago and at that time it was a little sensation, when England and Wales reported about their adventurous activities but, these resources would not be able to go on. They were only an episode. My position now is, that physical education and sport are not only a part of education in prison, but rather have a key-function for social education.

### Why?

1. In prisons the body (and the consciousness) are restricted (sometimes in chains) - sport means freedom, activity, motivation, set in motion. Sport will be therefore a remedy against the limited prison area and the restricted inmate world.
2. Prisoners are regular losers personally and in society. Sport can make them winners. This could be handled as an example and motivation to win also in other - social and personal - community fields.

3. The inmates often have experiences (passive or active) in sporting engagements. They have good relations to the rules (for example of games) and to the command of fairness.

Therefore there is a natural motivation for games and other sporting activities.

4. The inmates often have a lot of difficulties in participating. Often there is a lack in speaking and local language, some perhaps suffer from "illiteracy". Physical education and sport invite participation without the demand for speech. It is possible to participate without having to talk.
5. Games especially can improve the conditions of detention, because they allow a "free step", they encourage free expression. Prisoners can therefore forget their surroundings for a while. Sport gives a chance for a personal corner or a personal niche, which allows self-confidence.
6. Sport is a help for interaction with the community. Prisoners can take part in sport activities outside, they can join clubs. Teams and individuals from outside can be encouraged to engage in sport with prisoners.
7. In Baden-Wurtemberg there are many activities outside prison walls such as canoeing, mountain walking, cycling and skiing. These activities are a "learning-field" for the participants to engage in sport after release.

### **Benefits of Physical Education?**

- (a) The master of the project is the body, it is not displayed and repressed, and there is learning by doing.
- (b) These projects make possible a lot of opportunities to join in a game and to talk together not only about skills but, also about life in the future. For example, when prisoners prepare a playingfield for a kindergarten, there is of course a discussion about this work. In this case such projects are part of the culture of the community.
- (c) A high percentage of prisoners are severely disadvantaged people, with multiple experience of failure. They have often low self-images in connection with social participation. On the other hand they can have self-centred images which overrate their own potential. Sporting activities can accept these (extraordinary) self-images and can channel their energies into constructive outlets.
- (d) The main aim of the (physical) education of prisoners is to succeed in building up controls from within. The discipline of the body - we hope - can positively affect the mental discipline or control. A sensitive physical education programme with an attractive and varied range of activities, and adequate

facilities and equipment directed by a professional staff can surely help to realise these aims in and out side the walls.

Therefore - as a first step - Baden-Wurtemberg has published a "Sport-Leitplan" (a guidance for sport) which emphasise the connections between sports and the community. There are sports for young delinquents, woman prisoners, old and ill prisoners, for short time and long imprisonment.

**This plan considers:**

- instructors for sport from outside.
- the connection to sport clubs (there is a membership of a indoor sport club in a club outside since 1977).
- exceptional activities like mountain walking and other activities.

A new programme since 1990 - is the sport for (young) drug addicts. Games instructors from outside instruct in a special sport-programme with "soft sport" like gymnastics, swimming, little games, but also volleyball. There is also a co-operation with the institutions for therapy outside the prison.

I have described some of the possibilities of sport and physical education, and Alan Sillitoe in his sensitive and touching short story: "The Loneliness of a Long-Distance Runner" illustrates this well. It is the story of Guy Smith, who "finds his way of life" through physical activity. Sport was for him an opportunity to build up his personal identity, but "unfortunately" there was no agreement with the one-sided orientation of the Borstal-Director, who only wants outward success for himself and his institution.

Sport and games in prison should be central to meaningful education: to give a free port for the body and the soul; and on the other side; to pursue a consistent line of friendly and professional relations with offenders.



**"A GOOD TEACHER MAKES YOU BELIEVE IN THEM.  
THE BEST TEACHERS MAKE YOU BELIEVE IN YOURSELF!"**



## **SUMMARY - CONTROLS FROM WITHIN**

Usually, we suppose that many prisoners are often uneducated and live without any far-sighted plans, they tend to act from moment to moment. Therefore, in nearly all european prisons education has a significant importance. In this case education means often the fight against illiteracy. The prisoners should learn to read, to write or to solve arithmetical problems.

A lot of social-pedagogical researches and experiences point out that the lack of school-knowledge is just not the reason for delinquency and criminality (Betterheim, Redl). Pestalozzi emphasised the development of confidence as a basic condition for the treatment in approved schools, years ago.

Following this idea, it is important, to accept the prisoner as a individual personality who is already educated, who has a lot of life-experiences and - from his point of view - an adequate philosophy of life. To educate prisoners means in this connection to understand their main interests. Education begins on the level of the prisoner.

It is evident that many prisoners see their body as a guarantee and source to master life (examples: tattoos, extreme body-building, extraordinary emphasising of masculine roughness and exaggerated expense for outward appearance). It is necessary to recognise this behaviour and accept it. Therefore sport and physical education have a key-function to develop a more intentional, self-confident and social person with controls from within. This requires a wide concept of sport. Playing games and matches have the same importance, but also steady training and achievement. This form of education provides learning-opportunities and gives confidence.

## **DETENTION IN BADEN-WURTTENBERG**

### **GENERAL INFORMATION:**

Baden-Wurttemberg is one of the 16 states (Lander) of the Federal Republic of Germany with 10.2 million inhabitants, surface area 35.751 square kilometres. The main capital is Stuttgart. Industrial facilities: Mercedes, Porsche, Bosch, Zeiss, Boss. The standard of education, research and science is high: 9 universities, 39 polytechnics, 8 vocational academies.

### **INFORMATION CONCERNING THE CRIMINAL JUSTICE ACT:**

Baden-Wurttemberg has 20 prisons with 31 smaller establishments. There are 7,700 places, but 8,100 prisoners (overcrowded). About 35% are foreign prisoners (mainly turkish, "jugoslav", italien prisoners). There are 3,500 employees (employees with uniform 2,300, 116 social-workers, 43 teachers, 43 psychologists and 47 jurists). Treatment covers three main fields: work/vocational training, school/further education and programmes in leisure time. Yearly 400 prisoners (young adults, adults, including women) achieve certification (Hauptschule, Facharbeiterbrief). There are elementary courses for prisoners without significant knowledge in reading and writing.

In leisure time the prisoners can take part in social training, sport and courses (for example: Computer-course, learning to play instruments). Open prisons offer excellent educational opportunities, and there are about 1,200 places.

## Drama Event - Sunday Evening - Mike Maloney

The first evening Mike Maloney a drama teacher in Northern Ireland Prisons gave us an entertaining if challenging look at prison life by offering his eager audience an opportunity to see prison from the viewpoint of the prisoner - if he could find enough volunteers! Firstly, he introduced us to "your average prison" - HMP Newstyle, where, as prisoners, we could take advantage of the opportunities open to us; and possibly acquire a skill or training leading to a job!.

H.M.P. Newstyle - a highly fictitious working prison - may be somewhere near you! "This prison has an advanced sentence planning programme to promote the growth of the individual in prison. It offers a wide range of work that can enhance the prison life of the individual to make the best use of their time spent in custody to reduce recidivism and to help the prisoner lead ..... blah, blah, blah, blah, blah ..... on their release."

Here is the list of the worthwhile and productive jobs that you can do to contribute to your life in the prison .....

ENVIRONMENTAL AMELIORATIONIST	- Bin man
RECYCLING PROCESS ENGINEER	- Bin man
SANITARY ENGINEER	- Cleaner
CONCIERGE	- Trustee
CATERER	- Kitchen worker
CHEF	- !
TOPIARIST	- Gardener
RESEARCH ASSISTANT	- help psychologist!!
PHYSICAL TRAINING INSTRUCTOR	- yes!
FASHION DESIGNER	- work on sewing machines
INTERIOR DESIGNER/DECORATOR	- painter
PARAMEDIC	- ??
JOURNEYMEN: WHEELWRIGHT, SHIPWRIGHT, CABINET-MAKER.	
SILVER SERVICE WAITER/WAITRESS	
DOMICILE CONSTRUCTION ENGINEER	- Cleaner

THE FIRST PART OF THIS PROCESS WILL BE A STRUCTURED INTERVIEW TO:

- a) CHECK EXISTING INFORMATION
- b) EVALUATE ITS ACCURACY
- c) REMEDY AND INACCURACIES
- d) PROBE YOUR ATTITUDES, AND
- e) ESTABLISH LINK BETWEEN YOU AND PRISON STAFF.

Next Mike needed some serious volunteers to be the Governor, the Welfare Officer, and the education officer. They emerged from the gathering, and then he asked 3 people to role-play prisoners.

Each actor was given a "mini-character" and the governor and welfare officer could only use stock answers, with hilarious consequences.

The short improvisation/extemporisation showed how limiting the environment often is for prisoners, giving them little opportunity to make real decision, take responsibility for their lives, or make viable choices.

While the "play-acting" was amusing and entertaining, it was also often disquieting, and its point was not lost on the audience.

Congratulations and thanks to all the participants, but especially to Mike for a chance to see prison from the prisoners perspective!

### **Roles:**

**1st Prisoner:** 35 years old, married with 2 children by 2 different mothers. Third time in prison with 5 years sentence.

Attitude: You will need all the money you can get inside as things are economically very tight outside.

**2nd Prisoner:** 24 years old, living with a father and young child for 4 years. First time in prison with three year sentence.

Attitude: You were on remand before and acquitted. You are worried about life in prison as you have heard bad stories.

**3rd Prisoner:** 29 years of age, divorced but still in touch with his two daughters (aged 10 years and 8 years). First time in prison with a life sentence.

Attitude: You are determined to keep the Appeals Process "on the boil". This will be your main focus for your early years.



### **STOCK ANSWERS - USE THEM AS YOU SEE FIT**

**GOVERNOR** [A fairly stock character, a 'Duty Governor' - the suit without the "BOOT" .... smoke without the fire.]

- 1) Good point! leave it with me!
- 2) I will get back to you on that one.
- 3) I don't see a problem, but security might.
- 4) That's a great idea - i'll bring it up at the next morning meeting.
- 5) That's a good point - but you have to realise its not down to me.
- 6) I'll mention it to the no. 2 and he can bring it up with the no. 1.
- 7) That's the first I've heard of that - you seem to know more than I do.
- 8) Great point now I can't promise you anything, but I will look into it.

### **STOCK ANSWERS - USE THEM AS YOU SEE FIT**

**WELFARE OFFICER.** [Earnest (not his name) sort of person ... smiling, friendly but weary]

- 1) That's not really our Department, but if you need to see - just ask.
- 2) I could find out more about it for you.
- 3) At this stage of your sentence, its important for you to settle.
- 4) Why don't you try it - it could be good for you.
- 5) That sounds like a good topic for a group discussion.
- 6) We might have some pamphlets on that.

### **EDUCATION OFFICER**

You can say what you feel is appropriate and offer help because you have little power.

## **Theme II**

Keynote Speaker: Ian Benson, Chief Education Officer, H.M. Prison Service, England and Wales.

### **Encouraging Ownership by Staff and Prisoners**

#### *Introduction*

I am delighted to be here and I shall be able to play my part in the traditional Europrison Song Contest. For those who are new to this, I should explain that, although this is based on the Eurovision event, some changes have been introduced to enhance efficiency and objectivity. Rather than having a multiplicity of voters, each with their own prejudices, there is only one whose decision is final. I have always bowed to the pressures that this person should be me because of my ability to cope with the embarrassment of the UK being the regular winner. I notice from the delegate list that Norway believe that they might break the habit of a life-time and not score "*Nil Point*", by bringing along a massed choir.

I see from the conference title that the organising committee have acknowledged that the "Walls" metaphor has been done to death. It has been replaced by a new analogy, "*Bending Back the Bars*." I have no doubt that this theme could be sustained until the end of the decade. From what I know of some members of the Committee, the next event could be called, "*Propping up the Bars*" and the one after perhaps, "*Falling over in the Bars*."

I hope that colleagues from the UK will forgive me if I start off by trying to unravel some of the mysteries of our educational and prison systems. I shall then offer some observations on the second of the sub-themes, "*Encouraging Ownership by Staff and Prisoners*." I shall assume that I am meant to be provocative. Although it depends upon what is meant by "*Ownership*", I shall suggest that in some respects, the last people who should have possession are prisoners or teachers.

#### **Ownership & Public Services in the U.K.:- Education.**

Education in the UK has, until recently, been characterised by diversity. There was a small Government Department which did little more than dispense the available cash to 100+ Local Education Authorities (LEAs). Each of these may have had some policies, but their main function was to distribute the cash amongst their schools and Colleges. Some individual schools had policies (but most did not). Thus it was largely the responsibility of each teacher to decide what was taught, how it was taught and the means by which (if any) the learning was assessed or accredited. This was genuine ownership by teachers and there were few constraints. It lacked cohesion, comparisons or rigour.

This unaccountable autonomy has been dramatically curtailed by a number of inelegantly named strategies.

- *De-layering* wherein the responsibilities of LEAs for schools have been either reduced or removed;
- *Deliverables*, the creation of which have resulted in a National Curriculum, Standard Assessment Tests (at ages 7, 11 and 14) with the results being published in the form of League Tables.
- *Dispersal* of power and influence away from teachers and towards the newly created concept of "stakeholders" such as tax payers, employers, community interests and voters.

The culmination of these measures results in participants being defined as either "Suppliers", "Customers" or "Consumers". Thus we have:-

<i>Supplier</i>	<i>Customer</i>	<i>Consumer</i>
School	Parent	Pupil

To try to make this commercial model work, steps have been taken to enhance the power of the customer (parent). This requires them to have choice, to be able to select the school for their child, based no doubt on an unquestioning examination of the League Tables. The implementation of parental choice leads to demand lead funding. Thus popular schools receive funds at the expense of less popular schools. By this means (so it is argued) teachers have a real motivation to raise educational standards in order to save their schools and their jobs. This process has reversed the previous situation. Whereas teachers had unfettered ownership, they are now visibly answerable to others for the extent to which they deliver a curriculum and assessment owned by others.

#### **Ownership & Public Services:- Prisons.**

A similar process has been applied to the prison service. If, in education, the Government believed that the National Union of Teachers needed to be constrained, so in prisons do they believe the same with regard to the Prison Officers Association. Both groups had too much autonomous power because they enjoyed a monopoly. The way to tackle this power was to introduce competition.

In the UK, this has resulted in the management of new prisons being put out to tender. Private companies invariably introduce different working methods and are sometimes keen to try new approaches. It is argued that they have a motivation to deliver quality so that they will not only retain their contract, but secure others. For the same reason, they have an interest in reducing costs. This is seen as an effective spur to the public sector. Those of its prisons which are neither performing as effectively nor as cheaply as the private sector, are likely to be Market Tested. This means that the existing management and staff have to bid in competition with others in the private sector, to continue to run the prison.

### **Ownership & Public Services:- Prison Education.**

Until 1993, the means by which prison education was delivered was extremely complicated. Education Officers and teachers were usually employed by an LEA and managed by a College of Further Education. Despite this arrangement, the interchange between the worlds of education and prisons was extremely limited. Most teachers taught only in the prison and many had done so for several years. Most Education Officers regarded the Prison Governor as the most crucial player. This confusion as to who was accountable to whom and for what enabled such teachers to have unrestrained ownership and autonomy. This sometimes meant that the curriculum was based more upon what particular teachers could teach, rather than what prisoners wanted (let alone needed) to learn. It made it impossible for there to be a core curriculum or a common means of assessment. For prisoners, it resulted in there being inadequate arrangements for them to be able to continue their studies on transfer or on release or be able to accumulate learning credits and thereby achieve national accreditation.

The decision to competitively tender prison education was the result of the de-layering to which I referred earlier. LEAs were to lose their responsibilities for Colleges. It has resulted in lines of accountability being unambiguous and offers the Prison Service its first opportunity to exercise the responsibility which should go with its purchasing power. It can now ensure that there is sufficient uniformity to enable prisoners to continue their education on transfer and on release, particularly in the significant area of Basic Skills.

### **Summary: Ownership and Public Services.**

In the UK, there has been a general movement of ownership away from the professionals. This has happened in health care, social services, education, criminal justice etc. In most of these public services, I do not believe that the previous system of unfettered ownership by the professionals, served us well. The changes in the arrangements do not (in my view) result in a significant reduction in professional responsibility, but in a re defining of these responsibilities.

### **Encouraging Ownership by Staff and Prisoners.**

Teachers, (not least teachers of prisoners) need to recognise that an absence of ownership does not absolve them from their professional responsibilities to help students to learn and to demonstrate that the learning has been achieved permanently, effectively and efficiently. If teachers achieve this, then they will rightly be asked to exercise a wider influence over the system.

However, we must recognise some realities. One is that, increasingly, the public have a high expectation of public services. Politicians have encouraged them to believe that they should demand good value for money. In other words, the public not only have an interest in keeping costs (and therefore taxes) down, but also in receiving some evidence that good results are being delivered. This means that we can neither ignore costs nor measurable outcomes.

Secondly, we have to acknowledge that, (other than in the famous Norwegian "Import Model") ownership of prison education rests with the prison service. It owns

it because it pays for it. Most prison service personnel acknowledge that they need good quality professional advice to enable them to discharge their responsibilities for education. Therefore I would advise you to become educators first and last and to ensure that you are up to date and competent. Only by this means have you something of unique value to offer the prison.

In the UK, we have radically altered the means by which prison education is delivered. We now have the opportunity to introduce a greater degree of cohesion in core skills, records of achievement and accreditation. The development of an agreed framework will create the context within which teachers can exercise real influence.

Finally, although the movement of prisoners makes me an enthusiast for a curriculum framework, I also recognise that every teacher will have enormous power and influence within their class room. This I not only recognise, but celebrate. Within such a framework, teachers must take control with their students to develop and nurture those outcomes which are difficult to specify but which are vital to achieve.

In all learning, (but nowhere I suggest more relevantly than with prisoners,) should students be encouraged to exercise choice, accept responsibility, develop tolerance and demonstrate success. These things occur largely through the inter-action between the teacher and the taught. This relationship is owned by them. This is a powerful form of ownership which will continue to lie at the heart of all learning.

*"Do what you can  
with what you have  
where you are"*

- Teddy Roosevelt.



## PRISON EDUCATION AND THE QUESTION OF TIME

*Hans Sjoberg - Sweden*

During the last two years the Swedish western region - the so-called Gothenburg Region - have been running short vocational training courses at almost all our C and D category prisons. These courses are proving to be a tremendous success.

In common for all these courses is the fact that they are not financed by the Swedish Prison Service but by the labour market service.

Our co-operation is based on (1) a national agreement between the two central authorities - the National Labour Market Board and the Swedish Prison and Probation Administration and (2) local agreements between the separate prison regions and the labour market board within each county in Sweden.

Before we decided what kind of courses to run we held discussions at every single prison concerning possibilities and limitations regarding:

- the specific prison population ("receptive or non-receptive")
- what times available
- the standard of the prison (closed or open, new or old)
- what kind of activities are available to the inmates (production, education, treatment programmes ....)

As the labour market authorities are financing the courses, they control the major influences on the choice of courses - *i.e. the courses must be relevant to the Swedish labour market*

- that means that some courses which a specific prison may express a preference for, such as environmental protection or art, will probably not be accepted.

The courses are only offered to inmates who are potentially at the labour market's disposal

- that means that inmates with obvious drug problems will not have the opportunity, nor will a person who receives a disability pension and the like. The potential participants in a course are picked out by an agent from a local Job Centre together with members of the prison staff.

All courses are relatively short - from one to four (or five) weeks. So far we've operated the following courses:

- truck driving
- computer operating
- chain saw operating
- tractor operating and agriculture
- forest working
- starting and running a small business
- job finding
- cleaning
- park and garden working
- carpentry
- restaurant and cooking education.

At first we assumed that these courses would become a small complement to our traditional educational programmes.

The outcome of these short courses however were much better than we had expected:

- ♦ the course attendances have been almost 100%
- ♦ the motivation has been extremely high (compared to the rest of our educational programmes)
- ♦ course drop out rates have been extremely low
- ♦ injuries and damages to equipment have decreased
- ♦ feedback from participants and instructors has been very positive

Even in prisons where I considered it would be impossible and perhaps useless to even try, encouraging results were achieved.

We saw hardworking prisoners showing an impressive commitment to learn - prisoners who were well known for constant misbehaviour and a total lack of motivation and interest in anything but criminal activities and drugs; prisoners who in the prison school, could never manage to sit down in the classroom for a whole lesson without taking a break for a smoke once or twice and who never would even think of doing homework.

When we asked the inmates about the difference between these courses and the traditional prison education we got the same answers everywhere:

- the short vocational training courses are more attractive because of the mixing of theory and practice - you never have time to get bored.
- the "short perspective" makes this kind of education understandable - you know when to start, the exact date when to end and you can see a very clear and specific goal.
- prisoners who feel uncertain of their own capability and perseverance in studying think that they at least could put up with a course for a couple of weeks.

- they don't perceive the courses as something organised by and for the prison system but something primarily arranged for the individual prisoner.
- they always receive a certificate on completion of a course (very important!). (I have met prisoners who managed to get a job thanks to the truck driver's licence they got in prison ...).

(And I have also met a prisoner who asked to stay a couple of days more after his release because he hadn't completed his course ...).

In the traditional prison school, in contrast, they find it hard to see a real purpose or goal - the education process seems endless. Of course many realise that they are in great need of basic knowledge and skills - of education! But this need seems unobtainable - they study some mathematics, some Swedish, some English for months after month and it is often regarded as a merely tolerable way of "doing the bird". If they return to prison and attend school again, they repeat a lot and maybe (hopefully) learn something new. But, as I said, they often see no end of it.

Now, all this may be obvious to you, but it gave us a lot to think about. A headmaster from the local education authorities, responsible for the education at one of our prisons, said immediately after he'd seen the results of the short courses that we must learn from these experiences and possibly change the traditional prison education.

That was something concerning vocational training, short courses, the traditional prison school and C and D category prisons, now on to something completely different.

Last summer had a riot at one of our A category prisons - or as we prefer to call it: "Security Class 1". The inmates burnt half the prison down. Unfortunately the school was situated in the part that burnt.

In spite of the chaos we immediately started to plan the new "Tidaholm Prison".

It is of course hard to be standing without anything - a workplace, all your papers etc. But in such an overwhelming situation you may also find possibilities. We have a golden opportunity to create something good for the future. It is not often in your life you can forget the past and make a new fresh start without having to take into account old routines and habits that have been ruling for decades.

So, our commission was as follows:

Build a prison for the 21st Century with high security (we have today a maximum security wing).

Organise meaningful activities for long-term prisoners and take into consideration that many of them are foreigners and will be deported after the prison sentence.

Create as much openness as possible inside the prison but maintain high security on the perimeters.

Create a good relationship between prisoners and staff.

Concerning the security and our relations with the prisoners, I see no problem - we already have the cameras and the electronics and we have always had good relations with the prisoners (even if it was a bit tensed immediately after the fire).

The question about what kind of activities to organise however came to be the main problem. The Prison Treatment Act states that persons serving prison terms shall be occupied. Tidaholm Prison has always been famous for its industries (mechanic and carpentry) - it was originally built as a "production prison". Throughout the years we have been able to supply the inmates with work and the customers outside with products of high quality. Even if this kind of occupation often has been depreciated and criticised by treatment and rehabilitation theorists and ideologists as non-developing for the body and soul, we have stuck to it. We are firmly convinced that some inmates do feel quite good working in the prison industry (even if it is not opportune for them to admit it ...).

We are thus to find something to *fill an enormous amount of time* - hundreds of thousands of hours every year. Fill it with something as meaningful as possible for the prisoner, something that we can control. I think that this question is one of the most important for all who work with long-term prisoners, to be aware of the time perspective. There are too many people eager to introduce one programme or idea after another, never reflecting on why it is so difficult to find durable solutions, never reconsidering why new ideas seem to be a flash in the pan. (Here, I would like to recommend you to read a very interesting paper written by Mr John Whittington, Education Co-ordinator at HM Gartree Prison. It is about "lifers, long-term prisoners and education". Mr Whittington is especially focusing on three questions of great importance to the prisoners: their concerns about self image and mental survival, with time and about contacts with the outside world).

When we started to work with the rebuilding of the prison last summer, I sent a letter to all prisoners in Tidaholm where asking them to write back and tell us about their thoughts, wishes and needs concerning work, education and leisure activities etc. (Most of the prisoners that answered said they wanted "production-oriented work similar to what we had before"). We consider that work is the most effective "time-consumer" that we have, and that's what we need, something that "eats time".

**However, you cannot spend your time in prison with only work.**

The kind of work we can offer does not suit all prisoners and even those who might be good at it and even like it would probably like to do something more.

Of course we need the education; the physical training; the creative activities; the home skills training; the rehabilitation programmes and so on.

But we insist that the activities within all these area should be well structured and of high quality. We have seen too many examples of such activities led by tired, uncommitted people, attended by non-motivated prisoners; activities where our officers sometimes seem to have lost their ambition and responsibility and have let the prisoners "take over" and run it on their own conditions.

We think that one reason for this is the lack of a realistic "time perspective". You cannot fill whole days, weeks, months and years with these kinds of activities.

Sooner or later they will become "institutionalised" and the risk is obvious that you may find a colourful leaflet telling you that "this prison offers this kind of rehabilitation programme or that kind of education etc" and you may even find a room with a sign that says "drug rehabilitation programme" or "physical training" or "home skills training".

But you may also find - when you open the door - a crowd of prisoners being occupied with doing nothing. Maybe some of them are drifting about, drowsing or sleeping, playing cards or just talking but all of them are waiting. Waiting for the clock to show 04.30 so they can go back to their block. The fact is, that it was months since they experienced anything exciting or captivating in activities behind these walls. And it was a long time ago the instructor felt that he or she had anything of interest to offer. It was different during the first weeks or months with this group but then he felt totally squeezed out.

And if you look into the gym you'll probably not find merrily laughing inmates playing volleyball or basketball or doing aerobics but the eternal weight training with no instructor in sight (maybe you'll find a prison officer in the next room reading a paper ...).

We think that it is unrealistic to have all these activities and hope that they will automatically run themselves. And it's unrealistic to use just anyone from the staff to run them (in the name of "job rotation").

Firstly, you need skilled persons to run specialised activities. These persons need to make preparations before they start, they need to be motivated for their job and they need to make an all-out effort if they want the course to be successful. Afterwards they need to recover and recharge their batteries and evaluate their experiences before they begin new preparations for the next course. They need a break.

Secondly, the prisoner needs a basic idea and understanding of what he is going into. Many prisoners' lack of self-confidence makes application to some vague "prison school" to be a big step. What if I don't like it? What if I don't understand? What if I seem stupid?

A six-week course however, is more concrete, easier to define and you can - if you find out that studying was not what you thought it would be - see the end of it already when you start.

Our experience is that many of those prisoners who, after some time at school, realise that they actually are lacking the necessary interest and motivation find it hard to take the consequence of this and quit school. (Usually because the alternatives are not very attractive).

So, when you have a course run by an energetic instructor who really is prepared to make an effort, you will also have interested prisoners who are prepared to give it a try and who probably - because of high quality and achieved goals - will be eager to attend the next (supplementary) course.

When it is time for evaluation you will probably be criticised because the course was far too short. But the interest is definitely aroused and as the next course will start by the end of the next month you have given them something to look forward to. Thus, we intend to strive after as higher quality as possible; to keep up the interest and demand; to make it possible for long-term prisoners to divide their time and find some variety in the monotonous existence inside the prison. As I said, we think that work is the most efficient "time-eater" we have. Therefore, we will give the inmate a basic placing in some kind of work. Beside the prison industry we will offer a supply of different activities limited in time. Those will be organised in different "blocks".

Each block will consist of a combination of education, rehabilitation programmes (covering drugs or violence), creative activities (silver forging, painting, pottery etc), home skills training and sports (or as we prefer to call it: physical rehabilitation) i.e. an all-round physical training led by a competent instructor.

It is not necessary for every block to contain all the activities mentioned. Prisoners without drug problems or those who haven't committed crimes of violence will not be forced to participate in those programmes.

Inmates who are definitely not interested in learning computers or the English or Swedish language will not be forced to do so - we will put him into a block without this, but with the other subjects.

The more academic inmates on the other hand will be allocated to a block with a lot of studies but with less of something else.

Consequently, you may prioritise one area in one block and another area in the other.

In our discussions about the future Tidaholm Prison we have come to talk about all this as "the block release concept".

The idea is that a prisoner, while attending the block activities, is released from his ordinary work.

After finishing one round in a block (with clear and specific dates for start and end), he returns to work. (Or you may very well use this opportunity to change work in the industry if there is a reason for it ...).

One advantage with this system is that you get away from conflicting interests between the industry and the school (or other activities).

I would say that the relationship between work and education today is very good in our prisons - at least in the southern and western regions. The old state of hostility and conflict is history.

But I think we have got into a new, "modern" state of competition - not based on suspicion or depreciation of the work of our colleagues, but because of a stronger demand on each prison to present a multi-sided supply of activities, a development that has made the prison world far more complicated today.

In this complex miniature society where a lot of different areas are struggling for good results and sometimes for their existence it is inevitable that clashes occur now and then.

Sometimes I get the impression that everyone, at the same time, is pulling in the same prisoners.

I am sure that every teacher is familiar with the interruption when - in the middle of lesson - the door to the classroom fly open and someone tells prisoner so and so to immediately go to the nurse or probation officer or ... or ... (And if you're unfortunate, you may end up with zero pupils because everyone seems to be running around everywhere).

Doesn't the prison have any respect for your work? Is *everything else* more important?

Everybody knows that prisoners need change in their occupation. Very few can endure doing the same thing month after month (we have in fact very few prisons in Sweden with full-time studies).

"The block release system" is one way, we believe, to make sure that the prisoners continuously get the possibility for change - not every other week but at least regularly.

It is also a way for the staff and the prisoners to be able to work in peace within a limited area. And after some time the prisoner becomes the subject of someone else's concern.

Finally I can tell you that we have already tried the block release system during the summer and we are very pleased with the outcome - and so seem the prisoners.

*"People don't plan to fail,  
they just fail to plan".*

## **"Big Boys Don't Cry"**

**During the conference, this video was shown. Here is a brief synopsis of the film.**

Eight big boys want to change their lives after many years of drug abuse and crime. Now they are serving long-term sentences. Earlier they used to take drugs to make time pass. But they don't want to live like this anymore. Now they want to try another way of serving their sentence, without drugs, neither inside the prison or outside. They are going to serve on contract in a special unit in Oslo local prison. all the time they are followed by a filmteam, letting the drama of reality run the development of the film. Over a year after the first shots started, reality is brought into the movie theatre's with the film "Store gutter gråter ikke". The film turned out to be a great success - so far seen by more than 40,000 people all over Norway, and it's still running.

The boys you are going to see are part of the so called "Pathfinder Project". Tyrili who assisted the project, has long experience in working with drug addicts and following up the inmates after being released. The greatest challenge for the pioneers of the project was to improve the situation for long-term inmates addicted to drugs and to make prison officers more integrated in the rehabilitation and treatment-process. Prison officers with a special interest for the job were selected for the job. This was something totally new in the norwegian prison system. The project started 1992 and was supposed to last for 3 years.

The Pathfinder Project is a three-step program. Step 1 lasts for three months, and the inmates have to stay in unit C-3 all the time. In step 2, from month four to six the inmates are working outside the prison. In the last phase they are serving outside the prison in an institution or collective. Drug abusers aged 18 to 35, with about a year left before released on parole may participate on the project. Inmates with convictions for violence or sexual offences can not take part in the project.

Participants are obliged to write a contract with the prison, where they commit themselves to no drugs at any point in the program. Serving on contract is based on both respect and control, and of course the inmates own choices. The film shows how difficult it can be both for officers and inmates.

More information about the video can be obtained from Asbjorn Langas, Norway. (see participants list for address details). The film is available with english subtitles.

**The following paper "From Rules and Regulations to Process Orientation" describes the project in full. (Arne Schanche Andresen - Norway).**

*This paper was written in order to inspire others working within prison systems to challenge the traditional role of prison officers and to give a few ideas about how to involve them in creating hope for inmates motivated for a new lifestyle.*



## **1 THE MAIN CHALLENGE WAS TO INVOLVE PRISON STAFF IN THE TREATMENT PROCESS**

Presently, the most common treatment model implemented within the prison system is to have a treatment team work daily at the prison, without involving the prison staff in the treatment process itself. Traditionally, the prison staff only attend to security needs and surveillance.

The greatest challenge for the pioneer work of the Pathfinder Project was to see, firstly, to what extent prison officers could be integrated in the rehabilitation process, and secondly, could the prison officers develop "ownership" of the more treatment-oriented elements traditionally 'owned' by treatment staff. By far, this was the most controversial and difficult task for many reasons; however, if proved successful it could radically change the approach of prisons who deal with drug abusers.

## **2 THE PRISON OFFICERS WANTED CHANGE**

The Ministry of Health in co-operation with the Ministry of Justice planned to improve the situation for long-term inmates addicted to drugs. The prison officers at the C3 unit at the men's prison in Oslo had been working for two years specifically with inmates who were drug addicts. They voiced a strong need for new ideas and a broadened repertoire of intervention methods and techniques in order to improve their work and establish better contact with those inmates with a long history of addiction and criminal behaviour.

During that time, The Tyrili Foundation had submitted an application to the Minister of Health for funding to increase their involvement in the rehabilitation of drug addicts in prisons. These initiatives were co-ordinated, and initially two, but later three staff members from The Tyrili Foundation were assigned to work daily at the prison unit, C3, along with the prison officers.

It was definitely a strength that the Pathfinder Project already had prison officers with a strong group feeling, shared experiences, and most importantly, a prior history of working with addicted inmates. It is also very important to acknowledge the fact that the treatment staff were wanted and welcomed in the prison, although there were also some anxiety among the officers not knowing exactly what the treatment staff had in mind.

## **3 NEW OBJECTIVES**

The new objectives were to create hope for the future by increasing the inmates motivation for treatment and rehabilitation and to prepare them for further treatment in a residential treatment programme outside the prison during the last 6 - 18 months of their sentence. The treatment staff were responsible for introducing new treatment approaches and, together with the

core group of officers (18 at that time), lay the foundation for new content while working out detailed plans for daily routines at the unit in line with these new objectives.

Prison officers with a special interest in the project were selected for the job, and the treatment staff met the challenges of their involvement and the special training it required with interest and enthusiasm. Without this positive situation, the project would not have been as successful and treatment staff would have had a much more difficult time launching the pilot project.

#### **4 A SPECIALLY DESIGNED TRAINING PROGRAMME FOR THE PRISON OFFICERS**

The Tyrili Foundation introduced new elements in C3's daily routines in order to shift the focus from the earlier, rather limited perspective mainly concerned with urine testing and sport activities outside the prison as the main privilege, to a more dynamic approach involving the inmates and their responsibility for their own recovery.

The new approach examined more closely the group process, peer support, responsibility for their own recovery, emotional involvement, openness and honesty as a prerequisite for personal growth and increased insight.

The implementation of new treatment elements such as group work, morning meetings, a stratified peer-structure and a systematic use of treatment-oriented sanctions and privileges were new to the prison staff and prison system in general. This called for a special training and continuous monitoring by the three qualified staff members from The Tyrili Foundation. In addition, external consultants were used for special training of the prison staff.

#### **5 OUTLINE OF THE TRAINING PROGRAMME FOR PRISON STAFF**

*Step I: Placement at The Tyrili Collective \* for in-service training*

*Step II: Theoretical training:*

- a - Analyzing the problem of drug addiction.*
- b - Defining and selecting program values*
- c - Defining and selecting methods relevant for the prison*
- d - Prison officer involvement*
- e - Improved staff communication (monthly staff meeting)*

*Step III: Personal development, areas for improvement*

*Step IV: In-service training in your own program.*  
Are we doing what we say we are doing?

*Step VI: Evaluating status of the program after 3 years:*

- Process evaluation and outcome evaluation
- Follow-up of inmates
- Were the chosen treatment elements relevant in order to reach the new objectives?
- Need for new methods and further training?
- Need for changes in prison staff?
- Need for another location?

\* The Tyrili Collective is the main long term drug free residential treatment program of The Tyrili Foundation.

*Step I: Placement at The Tyrili Collective for in-service training*

The in-service training was regarded as an important input for the prison staff in order to become familiar with the concept of drug addiction and methods used at The Tyrili Collective. This would give the officers an opportunity to see more clearly concepts such as process and time, and their importance in recovery, and the need for setbacks and flexibility in the pedagogical, individual approach used by The Tyrili Foundation in treatment of drug addicts.

*Step II: Theoretical training*

*a. Analyzing the problem of drug addiction*

It was of utmost importance to create a common theoretical basis for the program. This included a shared concept and understanding of the nature of the drug problem, its causes, how it manifests itself in different ways and how it affects almost all parts of life (social, health, family, education, work, relationships etc.)

*b. Defining and selecting program values*

Defining a clear and measurable goal is essential for developing a platform of values and methods on which the program must rest. This goal is: Getting out of drug abuse and criminal activities. The common set of values on which the program is founded are;

- Honesty
- Responsibility for your own recovery
- Brother's keeper
- Empathy
- Moral standard

- Self help
- Here and now
- Trust
- Hope

On the one hand, the prison system is, first and foremost, concerned with issues regarding security. On the other, the treatment process is dependant on offering training areas to the inmates teaching and testing their honesty, responsibility, concern for other fellow inmates, openness, motivation, co-operation with the program, moral standard etc. To create situations where these issues could be tested and confronted in order to create a new lifestyle and new values, some of the traditional security issues had to be challenged and put on the line. No disclosure and development is possible without new experiences and opportunities. However, high security is best protected and achieved when nothing new is introduced into the system, and this something new involves a concrete change in the routines and patterns for actions for the inmates in the prison.

This was an area of conflicting interests. We had to define a set of values regarded by both the prison system and the treatment system not only as positive, but necessary for the inmate's personal growth and development as a respected citizen.

*c.. Defining and selecting methods relevant for the prison*

Having analyzed and defined the problem, we had to identify methods and ways of addressing the problem in a constructive way within the prison system. The nature of the prison, the physical environment, restrictions on letting outsiders into the facility etc., excludes of course many approaches that usually are relevant such as family involvement, more confrontative techniques, more extensive use of therapeutic groups etc.

It is a fact that the daily living situation in a prison is unavoidably associated with being under constant pressure from an authoritarian system. This creates stress. Therefore we intentionally stayed away from using more confrontative techniques which are often used in Therapeutic Communities and other treatment programs outside prisons.

However, within the prison a lot of new training areas and program elements could be introduced in order to create possibilities for choosing a "new behaviour". Some of these new program elements were:

- appointing a new inmate each week to be responsible for leading the morning meetings;
- giving the inmates the responsibility of maintaining orderliness in the cells;
- organising the kitchen crew to prepare meals;

- running groups for an in-depth preparation and discussion of activities which would take place outside the prison;
- group work (feelings group);
- seminars and workshops etc.

The methods chosen to create training areas for the practical implementation of the values in daily practice were not randomly chosen. The tasks and routines were deliberately selected and closely linked to the idea of creating specific training for certain issues. The "tools" were implemented in order to provoke certain behaviour where the inmates had to consciously make choices and experience the consequences of their choices. These choices should ideally be guided by the program's values, so that the inmates perceive these values as a new approach to "right living". Not until these values are being implemented (or not being implemented) through actions, the values of the program are only words and have no meaning.

*d. Prison officer involvement*

When the program started the staff consisted of 18 officers. The major obstacle we confronted, while implementing the new ideas, was the lack of continuity among the prison officers due to the prison work turnus.

Because the Pathfinder (C3 unit) acquired a reputation for being "an easy unit to handle", staff were often ordered temporarily to take on urgent tasks in other units of the prison depending on current needs due to sickness among staff, needs for extra personnel taking prisoners to court etc. This created an unbearable situation regarding our need for continuity and involvement from the prison staff.

These structural and administrative problems created frustration for the well-motivated officers, and some of the best ones wanted to quit. Our plans were perceived as too ambitious. We seemed to be expecting more than the structure allowed for. Except for a short initial period were we all pleased with the excitement of a true pioneer spirit the lack of continuity was a major cause for slow development and constant problems regarding involvement of prison officers throughout the first two years of the programme.

This conflict was brought to the attention of the prison Director as well as to the Ministry of Justice. The objective of the project would have to be redefined with far more modest ambitions if the project was not given better work conditions for the staff. In addition, to increase involvement and continuity, we suggested that the core group of staff be reduced from 18 to approximately 10 officers.

*e. Forum for communication - a monthly staff meeting*

Prior to project, the C3 unit ran mandatory monthly staff meetings for planning, supervision and development. This was sporadically granted by the

prison leadership for the Pathfinder, but only when we made enough "noise" concerning our needs. This, in combination with the increasing frustration of the lack of continuity of staff, led to a major crisis in the co-operation between The Tyrili Foundation and prison. These issues had to be solved in order to maintain the project, if not, the project's objectives had to be re-negotiated and lessened in order to make them more compatible with the actual work situation in the prison; to the existing turnus and the lack of a forum for participation of all staff for training etc.

*Step III: Personal development, areas for improvement*

This part of the prison staff training program was of a confidential nature and personally a very challenging one. It was decided that someone from the outside, and not a member of the treatment staff should take care of this section of the training. A special staff consultant and trainer, N.E. Opdahl from Phoenix House, Oslo, was contracted to implement this special training. The treatment staff was not informed about the details of the program. Feedback from the consultant was only given in general terms.

Each of the prison officers' personal areas for improvement and involvement were identified through one on one interviews with the trainer. Personal interviews focusing on motivation, special areas of interests regarding the program etc. were carried out.

In addition to this, video was used to demonstrate the officers own reactions to two different "simulated" situations relevant to every day life in the project. For example, situations such as explaining and arguing in favour of the need for the project in front of a sceptical prison Unit Director or being in a one-to-one confrontation with an inmate who wants to leave the program. An ex-Director and an ex-addict, having been an inmate himself, assisted the trainer in this work, and the officers played themselves - officers in the project. The tape was later used in the confidential part of the training program.

The officers were later grouped in two groups, 9 members in each group, and given the task of planning some kind of intervention, trying to implement a change in the project and improving the content of the program. In this part of the training the treatment staff were involved and invited to cooperate with the two groups and their projects/ideas/ for improvement.

The group formation was done in order to share information and feelings about areas for personal improvement. Ideally, this was to bring the officers closer together, to create an atmosphere of openness, and encourage discussion about personal strengths and weaknesses. For most of the officers this worked out as planned and proved successful. The end evaluation of personal development training has not yet taken place, but the officers have expressed great satisfaction with the program. They now feel they are more competent, and that a positive group feeling has emerged as a result of this training preparing the ground for an increased

involvement and interest for more theoretical input. Furthermore, the new challenges the program presented to the prison officers has increased their "ownership" and responsibility for the project as a whole.

*Step IV: In-service training in your own program - Are we doing what we say we are doing?*

All programs have ideas about how things ideally should be, and strive for that. However, many times these ideal goals are forgotten in the haze of daily routines. Whether the program is actually doing what it planned to do is not brought to the attention of the staff. In order to make all staff aware and conscious about the state of art, the idea of "placement" in one's own program was brought about by Allen Bernhardt, Institute of Community Research, N.Y., supervisor in the program implementation phase.

This is a way of giving the staff a kind of reality orientation regarding their own workplace. Possible discrepancies between ideals and reality are discussed - are we doing what we planned to do? Is the staff implementing the elements according to the original intentions?

The excersises for increased awareness and critically analyzing the program could be (for one week with continuous supervision and discussions with a senior supervisor):

- a.. Identify the ideals, values and other elements of the program as described in the program planning documents, Program Manual etc.
- b. Take a notebook and do daily research, writing down your impression of how all the treatment elements and routines are carried out and then compare it to the ideals written in the manual.
- c. Identify discrepancies between ideals and reality. Write down your impressions, positive and negative. Identify areas in need for improvement, change etc. and discuss these with the supervisor.

The is a very good exercise for increased awareness and strengthening of systematic staff involvement responsibility and concern.

*Step V: Update of training needs*

Based on the experiences with the preceding training steps, there is a need for update and intensified training. This will be carried out into the end of the pilot project period (last half of 1995).

*Step VI: Evaluating status of the program after 3 years*

- Process evaluation and outcome evaluation
- Follow-up of inmates

- Were the chosen treatment elements relevant in order to reach the new objectives?
- Need for new methods and further training?
- Need for changes in prison staff?
- Need for another location?

The evaluation of the project is being done by the National Institute for Alcohol and Drug Research in Oslo. Einar Ødegaard, a sociologist, is currently working on the final reports. The evaluation will consist of a process description of the two cooperations between the two organisations involved, The Tyrili Foundation and the Oslo County Prison for men. In addition to this there will be a detailed description of the inmates involved in the project with a follow-up study.

## 6 CONCLUSIONS

The remaining training will make use of the experiences and conclusions reached during the first two and a half year of the pilot project period. Some of the important conclusions are:

### *Conclusions I*

The prison staff has lately been requesting the possibility of a new input of in-service training. Some officers, recruited during the pilot project period and who did not take part in the initial training, should also go through in-service training at The Tyrili Collective.

### *Conclusions II*

The theoretical part of the training needs to be repeated after a year. The prison officers would probably be less defensive and more receptive than in the beginning to theoretical input and discussions regarding rules, consequences etc. seen as a process approach and not only rule oriented as the traditional reactions usually are based in the prison system. More systematic supervision and discussions focusing on the built-in conflicts between treatment and security (prison) are recommended.

A monthly, full day, mandatory staff meeting for every rank and function including treatment staff has become regular. The monthly meeting was finally secured in order to have a forum for communication, project planning, development and training. The monthly meeting will offer special lectures, training sessions depending on current needs and interests such as:

- Update on the basic cornerstones of the program
- Update on shared values and standards
- The drug addict and drug addiction
- Special interest sessions



Participation in some of the treatment programme seminars arranged for staff at The Tyrili Foundation will be open to prison officers.

The national school for prison officers in Oslo (KRUS) has been approached to get involved in specialized staff training concerning the evaluation and development of the role of the prison officer in the Pathfinder Project. Training needs will be evaluated and seen in connection to other prison projects and new challenges for the general prison staff training.

### ***Conclusions III***

The turnus for the prison officers have finally changed. Due to this, continuity and involvement among the officers have, as foreseen, been radically improved. The improvements are:

- a core group reduced from 18 to 10 well experienced and motivated prison officers,
- the staff assigned to the C3 Pathfinder Project are not any more available for other units, but serve exclusively the project while at work,
- an increased willingness and urge to take on more responsibility and extend the traditional role of the prison officer in general,
- prison staff have extended their involvement and personal responsibility for having in focus one or two inmates and their development and needs (appointed contact person),
- increased involvement and the work is being reported as more meaningful due to increase in continuity which has made follow-up of initiatives and planning of different activities etc. much easier,
- a wish to develop a more comprehensive approach both regarding security and treatment.

It is finally important to mention that the treatment staff and prison officers after one year of residing in separate offices, now have one common office at the unit. Shared office space has considerably improved co-operation, trust and formal and informal communication between treatment staff (3) and prison officers (10). Everybody knows what's going on!

"If one in truth is to succeed in leading a person to a certain place one must first and foremost be sure to find him where he is and begin there"

Soren Kierkegaard

**Theme III****Building Bridges with the Community****Addressing Offending Behaviour: Treatment Programmes at HMP Wayland.*****Wendy Sargeant, England.*****Background to the Study**

".....we start from the principle that prison treatment should have as its primary and concurrent objectives, deterrence and reformation."  
(Gladstone Committee on Prisons 1895)

".....our duty is to look after them with humanity and help them lead law-abiding and useful lives in custody and after release." (Prison Board's Statement of Purpose 1995)

One hundred years separates these two statements: and a number of sociological, technological, economic and political changes.

Since the beginning of the world's history; there have always been prisons in which society could 'lock away' their 'offenders' for varying reasons and lengths of time. Until 1985, when I first stepped inside a British prison (HMP Wayland), I felt that 'offenders deserved all they got', but without knowing quite what they did get and without knowing who they were. Some ten years later and with considerable 'inside knowledge' over the last five, I was still curious to know just what the national, corporate and local philosophies, strategies and practices are insofar as addressing offending behaviour is concerned. Like John Howard (founder of the Howard League for Prison Reform) I feel that 'only the grace of God has made me less depraved than they, and therefore able to help them'.

HMP Wayland is an adult male category 'C' training prison housing 580 prisoners predominantly from East Anglia and some from London, serving sentences of anything from 6 months to life and staffed by men and women from all parts of the UK and abroad. There are many sub-cultures operating within the organisation (Handy 1986) and there are very few opportunities to share philosophies, visions, beliefs, strategies and practices.

Over the last year or so I have become aware of the need to look more closely at the way prisons, and in particular Wayland, address offending behaviour: seeing the returning faces of individuals I had hoped would lead a crime-free future on discharge just two or three years earlier.

## REVIEW OF THE LITERATURE

### Crime and Punishment

"I never feel sorry for myself, as one might expect, but only for the other prisoners and altogether for the fact that prisons must exist and that they are as they are, and that mankind has not so far invented a better way of coming to terms with certain things". (Havel 1990)

Prisons exist for the protection of society. Quite what should be done with inmates whilst they 'serve their time' varies from generation to generation, from political party to political party and from culture to culture (Stenson & Cowell 1991).

On balance throughout recent history the consensus of opinion has been that imprisonment should involve, wherever possible, retribution, deterrence and reformation (McGrath 1965, Howard 1972 and Feldman 1993).

The first 'house of correction' was St. Bridget's Well in London, set up in 1552, where offenders had to work under strict discipline.

At the beginning of the nineteenth century much of the argument about how people detained in prison should be treated revolved around the separate and the silent systems. In the separate system prisoners were not allowed to mix with each other. They spent 24 hours a day in their cells being given a fixed quota of work to complete each day. In the silent system prisoners worked together but draconian steps were taken to ensure that they did not talk to one another.

In due course the separate system won favour over the silent system and became the basis for the future management of prisoners. It confirmed the aim of removing prisoners from bad influence and subjecting them to good.

The efforts of the early reformers were concentrated more on the way prisons were run than on what they were for; a dilemma still faced by some of today's reformers. While society 'wants them off the street to teach them a lesson' (Johnson & Toch 1982) there seems to be little concern about what happens to them once they are incarcerated.

### Philosophies and Theories Regarding Treatment Programmes

Whatever philosophies and theories exist on crime and punishment or treatment and rehabilitation, one needs to realise that no national characteristics, no political regime, no system of law, police, justice, treatment or even terror, has rendered a country exempt from crime....scarcely any claim to have checked its accelerating momentum.

In addition it is an accepted fact that generally victims want revenge against their offenders (Glaser 1972 and Harding 1982). British social and criminal justice policies in the 1970s and 1980s had the following five goals:

1. Revenge - to satisfy passions of victims and their supporters.
2. Abstract justice - balance each wrong with a penalty.
3. Individual deterrence by lawyers - to make punished person fear the consequences of crime.
4. General deterrence - to make others refrain from crime from fear of penalties.
5. Symbolic - to communicate the state's disapproval of certain acts by classifying them as criminal. (Glaser 1972)

The recent Criminal Justice Acts of 1991, 1993 and 1994 have made no fundamental changes either and the government's current policy (1995) is to 'Get tough on crime', presumably as a deterrent. However, America has some of the toughest forms of punishment (eg bootcamps and the electric chair), but the densely populated areas, where crime is likely to be highest, are certainly not safer places to live, in my opinion.

In my experience it is a fruitless exercise to punish without some form of attempt at changing the individual, unless we are to 'lock them up and throw away the key'. Can the public purse afford this at approximately £450 per week for each inmate, ie over £23,000 per year. The total number of individuals in prison on any one day in Britain is currently 51,240 and this is under the present system of releasing inmates after serving a proportion of their sentence, without the increased numbers of they were to all to be 'locked away for life'.

To just 'warehouse' inmates without confronting and addressing offending behaviour is doing no service to the individual or society. Walker (1991) in *Why Punish?* argues that a variety of techniques and methods (a 'toolbox') should be used in an attempt to change the behaviour of criminals to be more socially acceptable.

Some would argue that a harsh regime in itself would deter recidivism. But, there is no evidence, much to the annoyance of a frustrated society, that a generally brutalising regime deters all. It may deter some.

From my experience with inmates and from literature, imprisonment is a painful experience for most, destroying family relationships, job prospects and self-esteem (Conrad 1982 and Johnson & Toch 1982, Walker 1991) and if the only success that is achieved is retribution for the victim and destruction of the offender without rebuilding and resettling, one has to question the value of such a process and the motive behind the social conscience (Cohen & Taylor 1972, Briggs 1975, Stanley & Baginsky 1984).

I believe a holistic approach (body, mind and spirit) needs to be adopted if one is going to see any real changes in behaviour.

Length of sentence is another consideration in the choice and effectiveness of treatment and more research needs to be done in this area as does the consistency of sentencing (Brody 1976 and McFatter 1986). Inmates I interviewed expressed anger over the fact that one individual can receive a sentence of 6 years for an offence whilst another received 3 years for the same offence - in a different geographical region. I argue that this is not individual justice, but controlling the masses. However, social justice is about honouring one another and seeking the common good (Holy Bible - NIV version 1973).

In 1965 Caldwell (Feldman 1993:337) wrote much on the advantages of dealing with offenders in the community through the Probation Service rather than imprisoning them and causing further social problems.

I would argue that for some, remaining in the community is the correct treatment, but the community often want a say in such matters and as mentioned earlier the general feeling from the public voice is to 'lock them away': the victim (or the victim's family) often cannot forgive and does not want the offender to have a future life at all.

According to a study in California in 1985 fines are more effective than either probation or imprisonment for first offenders and even for most recidivists of all age groups. This is supported by Walker N (1987). I can support this too from observation of some inmates' behaviour. Often the only thing which encourages the unmotivated, unpunctual and slothful individual is to impose fines or reduce weekly pay.

The Probation Service, of course, works within the prison system as well as in the community. A report in the Probation Journal (March 1994) states that the success of sex offender treatment programmes measured from the participants viewpoints were many and included

"Improvement of psychological well-being, a better understanding of why and how they offended, a greater awareness of the victim perspective and a better appreciation of the risk of reoffending."

Sex offender treatment programmes operate both inside and outside of prison. Maybe there is an argument for all treatment programmes to be run both inside and outside of prison - part of a throughcare programme.

Regarding behaviour modification (Eysenck 1964) within the penal system, positive reinforcements include attempts to train offenders in noncriminal ways of earning money and an emphasis on sport, to instill a general respect for social rules. But, positive reinforcement for approved behaviours tends not to be applied in any systematic way (HMSO 1993), and the penal system places much more emphasis on negative reinforcement, meaning the withdrawal of a positive reinforcer. Examples include the loss of money involved in fines and confinement and the deprivation of access to valued social reinforcers (association time). Unfortunately, in my experience with many inmates these are the only sanctions which produce

changed behaviour - they may have had a lifetime of relating to negative reinforcers and they often continue to operate best within such a frame of reference.

Numerous studies over the last twenty years have shown that correctional intervention works best when

'.....programmes are matched with offenders' needs and are delivered in a concerted, purposeful manner.' (The Prison Journal Vol 74 No 4 December 1994 P448)

It appears that success depends on programmes being 'implemented intensively, seriously and for a reasonable length of time' (Currie 1985: 239).

Much has been written on the treatment of alcoholism (Amor et al 1976, Chaney et al 1978, Davies 1982), violence (Athens 1980, Cooke 1989, Goldstein 1986), gambling (Dickerson 1984) and offenders in general (Smith & Berlin 1981), but little on specific offence-related programmes in the United Kingdom. Some useful information on the work of weapons-related crime programmes at Swinfen Hall is mentioned in an article in the Prison Service Journal (January 1995).

Smith and Berlin (1981) outline programmes based on self-awareness and behaviour modification in United States' gaols and much of what is done in British prisons is generally based on cognitive skills and not on specific offences. In addition, when measuring cognitive-behaviour against the 'norm', there is a wide variation and it is known that there are many mentally disordered individuals in our prisons (Gunn et al 1991). Whether programmes could encompass all types of mental capability and be successful needs to be researched (Farrington 1988). I have noticed an increase in the number of mentally disordered inmates which could possibly be due to increased drug abuse and Wayland has opened a segregated Special Needs Unit during the last six months for up to 28 inmates who cannot cope with the pressures of prison life due to personal inadequacies.

Some programmes with some offenders do seem promising, and these are within the 'therapeutic communities' (Smith 1984, Bloor 1989). Grendon in Warwickshire and Barlinnie Gaol in Scotland are examples of this. However, I have just read that Barlinnie has been closed (Sparks 1995) because the balance of treatment tipped the scales too far in favour of inmates family visits and this prevented the 'toolbox' approach.

Nevertheless, there is much evidence to support the mutually caring community achieved through group work and an ongoing systematic approach to treatment as opposed to short bolt-on courses. Shuttleworth (1983) and Provis (1992) did some work on a systematic approach to maladjustment, problem behaviour and therapeutic education in children and much of this can be applied to the adult maladjusted individual, but needs the ongoing support of the community or family. Aftercare in the form of personal links with community, accommodation, work, financial aid and social support are the ingredients for successful maintenance of a crime-free lifestyle (HMSO Research Bulletin No. 36 1994: 4).

The Home Office Research and Statistics Department published evidence to support this in 1994 (Bulletin No 36 - 1994) - 'personal relationships were repeatedly identified as a major relevance in decisions to persist or desist'.

In considering the question of whether anything works in reducing repeated offending, Lipton, Martinson and Wilks (1975) answered 'nothing'. I do not agree, but concede that no one thing works for all.

## DESIGN OF THE STUDY

### Contracting the Research Programme

Originally, it was decided to examine what offending behaviour programmes were available and recommended nationally through the Prison Service and to determine their effectiveness. After initial enquiries to the Home Office it was evident that the following programmes were suggested as the most common and relevant and should be linked to an inmate's sentence plan and positive progression:

*Anger Management*  
*Communication Skills*  
*Relationships*  
*Sex Offending*  
*Substance Abuse*

The Prison Service Briefing and Conference (No. 78, 8 December 1994) indicated that drugs, violence and offending behaviour were issues to be addressed within prisons.

Nationally there were few specifically recommended programmes and individual establishments made their own investigations and selection from a variety of sources including the Home Office Medical Directorate, the Probation and Psychology Services and external agencies eg the Addictive Diseases Trust, the Matthew Project (drug awareness), National Association for the Care and Resettlement of Offenders and the Prison Reform Trust.

My sample was just over 11% of HMP Wayland's 580 population, ie 66. Thus, this number from the total prison population is hardly scientific evidence on its own. But supported by the fact that I have visited many other prisons and spoken to many staff and inmates over the years, and have worked at Wayland for five, have attended conferences and seminars which have discussed prison populations and their behaviour in the UK, Europe and America, I am confident that Wayland is representative of the male prison population in the United Kingdom. One has to remember too that inmates at Wayland have usually come from other prisons around the country for one reason or another. One land had been to four in the last five months - Chelmsford, Wandsworth, Norwich and Wayland.

I have worked with inmates at Wayland for five years and have observed their behaviour on many 'informal' occasions and it is against this backdrop that I chose to home in on this area of research using interviews and questionnaires.

## THE RESEARCH

### Background to HMP Wayland

The United Kingdom imprisons more of its citizens than many other countries in our European Community (Coyle 1994), as can be seen from the following comparisons:

Per 100,000 people in 1990

UK	90+
France	82
W Germany	78
Denmark	63
Italy	57
Netherlands	45

In order to accommodate the increasing population the Home Office introduced a prison building programme and HMP Wayland was designed in the 1970s and opened in 1985. It was designed to house 484 inmates in single cells with integral sanitation, serving mid- to long-term sentences from 18 months to life; the average stay being 3 years. Offences ranged from theft, burglary and armed robbery to drugs, murder and sex offences. However, ten years on Wayland houses far more short-term prisoners due to the Woolf recommendations (1991) to house inmates near to their homes rather than in the most appropriate facilities (ie long-term training).

The purpose of HMP Wayland as a long-term training prison was to encourage inmates to acquire work-related skills in one of its eleven vocational training workshops together with social, practical, vocational and academic knowledge and skills through one of its many schemes in the Education Department.

Five years later in 1990, a separate Vulnerable Prisoner Unit (VPU) was opened to house 96 'Rule 43' offenders.

During the last two years, Wayland has responded to the national corporate plan for prisons by producing a 56-page, 5-year Strategic Plan (1994-1998). Part of that plan focuses on providing 'positive regimes which help prisoners address their offending behaviour'.



## Offending Behaviour

During my research and in trying to define the term 'offending behaviour' I have made some interesting discoveries. Firstly, some inmates have a distorted sense of right and wrong and do not consider their behaviour an offence. This may be a value judgement on my part, but is based on the currently accepted social concepts of right and wrong in the Western culture. Secondly, some inmates know their behaviour constitutes an offence, but they blame others and claim they were 'victims'. Both of these attitudes constitute a degree of cognitive distortion. Lastly, often the reason for their imprisonment eg burglary or theft, albeit a crime, is not what they nor the establishment consider is the real offending behaviour. For example, if a young man has a drug habit or an alcohol problem, he may break into a house or off-licence to steal either goods or money to fund the habit. Therefore, the offending behaviour to be tackled is not violence and aggression, but the alcohol or drug addiction. This is only one example and there are, of course, many cases where the addiction and the violent behaviour may need addressing separately.

The Probation Service operating within the prison defines a 'victim' as anyone who is adversely affected by the actions of an 'offender'. Consequently, there may be some truth in the criminal behind bars claiming that he is a 'victim' of society, even though Carroll (1982) argues that in the ultimate analysis committing a crime is the offender's decision. For the purpose of my research I have assumed that the inmate is the 'offender'.

In talking with staff and inmates I discovered the following broad classifications of offending behaviour:

- Violence (frustration, anger, aggression)
- Substance abuse (drugs and solvents)
- Alcohol abuse
- Poor communication skills
- Relationships and sex
- Cognitive distortion

## Programmes

### (a) Sex Offender Treatment Programme (SOTP)

The Sex Offender Treatment Programme is run for 6 hours per week over 20 weeks, staffed by Probation Officers, uniformed staff and psychologist.

There are 12 objectives ranging from acceptance of guilt for the offence and insight into victim issues to understanding the offence cycle and looking at motivation to change behaviour

(b) Pre-release Courses

A modular programme is held on the Pre-release Unit as follows:

- Module 1: 2 day alcohol awareness*
- Module 2: 2 day drugs/HIV awareness*
- Module 3: 2 day offending behaviour course*
- Module 4: 4 day anger management course*
- Module 5: 4 day pre-release course - 'Staying Out'*

These modules are all linked to sentence planning and are staffed by the Pre-release Unit's uniformed officers.

The 'Staying Out Course' covers budgeting, staying out of trouble, accommodation, stress, employment, DSS issues and decision-making skills.

(c) Offending Behaviour Course

A general three day block course (15 hours) offered by Probation. It looks at why people offend (personal reasons, reasons to do with relationships or society); gains and losses of offending; what is acceptable behaviour and what is not and why; victim awareness; risk taking and decision making.

(d) Cognitive (Thinking) Skills

A 24 week course of 2 hours per week which looks at lateral thinking, the viewpoint of others, behaviour stereotyping and decision-making. It is based on an identical element in the sex offender treatment programme. This is one of two courses run by the Education Department which overtly look at offending behaviour.

(e) Personal Development

A 12 week course of 2 hours per week, the second run by the Education Department.

**Objectives are:**

- 1 Increase of self-awareness
- 2 Disclosure of self
- 3 To explore what sexuality means
- 4 To explore male/female stereotypes and myths
- 5 To help the individual build successful relationships.

(f) Anger Management

The content is prescribed nationally by the prison service and recommends an initial course of seven half day sessions followed by one half day follow-up one month later. However, due to staffing constraints (uniformed officers run this) the course is actually held in a four-day block four times a year. Staff agree that if these

programmes are to be successful, follow-up sessions are important to maintain the impetus.

(g) Relapse Prevention

Mainly aimed at sex offenders, but could be adapted for any offence. The aims are avoidance, control and escape strategies. Unfortunately, this is currently adopted on the sex offender treatment programme only due to lack of resources. It is run by probation and uniformed officers.

(h) Victim Awareness

This is a new course being piloted by probation staff since April 1995 and held over seven weeks at two hours per week. I was privileged to receive a presentation of the course including a video showing real victims and their families exhibiting various forms of distress. The crimes included burglary, death from 'joy-riding and rape.

(i) Drug Rehabilitation Unit

The Drug Rehabilitation Unit is set to open in September 1995 offering a specific full-time on-going programme for 38 inmates who agree to live and work in this new 'therapeutic community'. They agree to have no contact with other prisoners outside of the Unit and forfeit any visits for the length of the course. The staff involved will include uniformed and probation officers and psychologist and possibly education staff. It is hoped to begin this new programme in September 1995.

(j) General

The Education Department addresses offending behaviour in a more subliminal and generic way through the hidden curriculum. Our visual and expressive arts courses address anti-social behaviour and encourage reflection and positive expression. Our life skills and sociology programmes are designed to confront and address anti-social behaviour as it presents itself in a day-to-day situation.

Aggression, poor communication skills, unwillingness to have even eye-to-eye contact with members of staff, abusive language and lack of motivation are addressed by every member of the team of over forty teaching staff (four full-time, the remainder teaching anything from a two-hour evening class to 12/16 hours in the daytime), the administrative assistant and myself. Empirical evidence shows that after approximately two weeks there is a reduction in such behaviour in the majority of inmates who have learnt to trust staff and recognise and appreciate their consistency of care and effort. Uniform staff comment on the difference in behaviour in inmates who attend programmes in the Education Department. We consider ourselves to be a mini 'therapeutic community'.

By keeping most of the social and moral objectives hidden, we are enabling these men to acquire social skills through good role models from which they assimilate and accommodate good behaviour. There is a danger that, through making such

objectives written and part of the overt curriculum, inmates will resist attempts to change their 'moral and ethical beliefs' as a form of self-preservation within the criminal culture; or they may change their behaviour just because somebody is paying them some attention (the 'Hawthorne effect') and revert back to earlier behaviour when they are no longer supported by that group. Some may argue that it is morally wrong to attempt to change the beliefs of another individual without making those intentions known.

### Throughcare and Aftercare Programmes

Although throughcare and aftercare is not strictly part of the aim of this dissertation I feel it is a vital aspect of rehabilitation and it was mentioned by all parties (staff and inmates) as something which would help inmates 'stay straight' after their release from prison. In addition the Criminal Justice Act of 1991 introduced the concept of a custodial sentence being served partly in custody and partly in the community. The Home Office recommend a throughcare programme for all inmates from conviction through to the completion of their sentence, be it in custody or back in the community. While they are in prison throughcare is supposed to be supervised via the sentence plan and the personal officer scheme with input from all other persons with any involvement with the inmate eg instructors, education staff, probation staff. However, in practice inmates and staff comment that this could be much improved.

As far as aftercare is concerned, I give below a brief outline of some of the agencies who are involved in practical work with ex-prisoners: Their work in helping to prevent relapse and re-offending proves to be a very valuable network.

The National Association for the Care and Resettlement of Offenders (NACRO) does much in the way of training and finding ex-offenders work placements, housing and training, as does another organisation, Bridgebuilders.

A publication by the Prison and Probation Services, Working in Partnership (undated, but c1994), outlines a national framework for the throughcare of offenders in custody to the completion of supervision in the community.

It is worth mentioning that the Probation Service is the only statutory agency which consistently works with offenders before, during and after custody.

The Employment Department's Equal Opportunities: Helping Offenders into Training and Work Scheme, provides funding through the Training and Enterprise Councils to help offenders to get the best out of training; to offer advice about finding work; and to advise which convictions need to be declared to potential employers and which do not.

The Home Office's Partnership in Crime Prevention document whilst not directly aimed at helping offenders, suggests ways of setting up community programmes to prevent crime generally. Pilot schemes have included interviewing victims and offenders and the support networks include the police, probation, county and town

councils, alcoholics anonymous, industry, commerce, universities, colleges, schools and communities.

Much of what was said during my interviews with staff and inmates stressed the need for a multi-disciplinary approach.

Finally, it is argued by Poyner that 'if we cannot effectively change the behaviour of the offender, is it possible to change the behaviour of the victim so that they are less likely to be victimised' (Poyner 1983:6). It needs to be remembered that less than 40% of all reported serious crime is 'cleared up'.

## ANALYSIS

My analysis begins with staff, as this is where the programmes are initiated and data from this source lays the foundations for aims and objectives and measuring the effectiveness of such programmes. It could be argued that inmates should be involved in the design of programmes as 'ownership' would create more motivation. However, it appears that programmes are evaluated and modified in the light of inmate

### Staff

The Chaplain, although not directly involved with programmes, expressed concern that on sex offender treatment in particular, officers were expected to come out from an in-depth group session disclosing sexual deviances and practices without any debriefing on supervision and then serve up lunch to the same men. In any counselling code of practice, there has to be time for a debriefing session to allow the counsellor to come out of the role. There is also very little follow-up on the psychological and emotional welfare of the officers involved. It has been known for officers to be unable to cope with the emotional pressure of this role. However, more experienced officers expressed great satisfaction at the changes they saw in inmates over the months of the programmes. This indicates that there is only so much academic theorising in practical-oriented programmes, that ultimately one has to 'try it and see'. This was supported by one of the senior Probation Officers, too.

The same probation officer felt that the sex offender treatment programme was 100% successful in getting the inmate to accept his crime, and 80% successful in preventing further crime, although he admitted that only a long-term study would give accurate statistics. He said that most inmates were pleased they had done the course as it had made them more open and caring with each other and staff. They often changed from 'Jack the lads' to caring responsible people; no longer hiding behind the mask of denial. This was often proven through observation of inmates who had served some of their time on the main wings before being transferred to the sex offender wing. They came to recognise the cycle of offending and there were no more excuses. He said that the relapse prevention module was an important part of

reducing the risk of future offending: They would recognise high risk thoughts and mood vulnerability and develop strategies for coping.

All staff were concerned that there was a long waiting list on the sex offender unit yet most of the 96 men had elected to come to Wayland specifically for the programme. This caused frustration and disappointment and some men would be released before they had had a chance to attend a programme.

The Senior Psychologist is a relatively new member of the team (15 months at Wayland), but has 26 years experience as a prison psychologist. He has done a lot of preparation work for the drug rehabilitation unit; inputs in various ways to individual inmates' coping strategies; reports on risk assessment for lifers and as Programme Manager is now involved with all the sex offender treatment programmes and other group work for staff and inmates as his time will allow. He thought that more work should be done in confronting and addressing offending behaviour by more staff and through a multi-disciplinary approach. He thought that a prison community should have such objectives built into its generic programme.

An experienced prison psychology specialist, he is as an advisor, counsellor and practitioner. The Governor has recognised the need to provide time for staff de-briefing and this will be built into the sex offender treatment programme immediately. However, with central staffing detailing and inmates waiting for their lunches to be served by officers, it remains to be seen whether this will work in practice, but at least it has been recognised.

There was a lot of frustration and anxiety among the uniformed staff involved with both the sex offender and drug abuse programmes that they were not properly trained and that they were expected to delve into personal issues in group sessions without knowing how to deal adequately with the responses. Some basic training is offered using transactional analysis techniques (Berne 1962 & 1964) and other 'survival' techniques based on recommendations from Egan (1990), Lehman (1987) and McGuire and Priestley (1983 and 1985). However, the consensus among younger staff was that more needs to be done if the system is to really 'value and support its staff'. The older staff were generally confident that they would learn 'on the job'.

During general discussions my teaching staff expressed the need to have some training in counselling. I have begun by providing literature and handbooks to build their confidence using suggestions and recommendations from Harris (1969), Masters (1994) and Luft (1970). Others are undertaking specific training through various courses/schemes.

An area of frustration was the 'central detailing' of uniformed staff. All treatment programmes ideally required two members of staff to run them and they should be the same members of staff throughout to build up group trust and confidence. However, the priority from the resourcing section of the prison has to be sufficient staffing on the wings to ensure adequate safety and control within the establishment. It seems that there is a tension between control and treatment. This is the result of

providing these programmes 'within existing resources'. And just this April the Governor has been directed to make an overall saving on his budget for 1995/6 of 3%. All staff (including the Governors) do what they can.

The probation team and officers felt that even if the programmes were run with just one member of staff, it was better than nothing. The Probation Service has the opportunity to help the offender before, during and after his term of imprisonment and to work with families. However, currently there is such a heavy workload on probation staff that continuity is often prohibited ie there can be different probation officers dealing with offenders before, during and after imprisonment.

There is a real need for guidance workers to support inmates for two or three months before release and for 6/12 afterwards. The organisation comeback attempts to find placements for suitable inmates about to be released and supports them for up to 12 months afterwards. Wayland have been looking at ways of funding the services of comeback.

One of the Probation Officers who runs the three day block on offending behaviour generally, has 16 years experience and explained why she considers it to be successful with the inmate who genuinely wants to change. She considers they have to be ready to change because the course is very reflective and looks at what led to the offence and the reasons; it also looks at the way people in society relate to one another; what encourages crime, what stops the person committing a crime; victim awareness. It also looks at breaking the pattern and thinking through problems. The course can be theory based if participants are not willing to share their own experiences. She felt it to be most successful for those whose first time it is in prison. She admitted that some people's problems and offences were too complex to be helped by such a short programme. All of this empirical evidence closely matches that expounded in the literature, especially the fact that one cannot impose change of this type on an individual. They have got to have the motivation.

She felt a longer course would be more profitable and the one thing that would keep people out of prison in her experience was the family and caring relationships. This evidence closely matches other literature.

The teacher involved in the cognitive skills programme admits that it 'gets the men thinking' and that it is sometimes the trigger to motivate change. She believes the personal development and relationships programme is successful in enabling inmates to build new and positive legal relationships. Through the self-knowledge element they realise they can change their life-style and learn to value and prioritise decision-making.

She believes the success rate could be improved if the course could be run more intensively and for longer during the daytime rather than for two hours in the evening during 'association' time. This again links into the theory, but is not possible because the inmates have to work in a production workshop making prison clothing for the area. They have production targets to achieve and in order to maintain quality and the BS5750 (quality standards mark) the production lines have to be fully

'staffed' during the daytime. A tension exists between meeting industrial standards through inmate labour and treatment. It could be argued, however, that a working routine coupled with treatment programmes reflects the real world and is better preparation for release.

Staff admitted that some men just do not have the intellect to absorb all of the issues in offending behaviour programmes and I have certainly experienced an increase in mentally disordered inmates in recent months. I suspect this may be the result of a failed 'Care in the Community' initiative, but within this study it is purely my conjecture. Staff also admitted that some men just do not see the need to change - they get a buzz from it'. However, it was agreed that at least such programmes reduce the number of victims and several men recognise the change in themselves.

The age groups brought no real surprises as 35 (53% were in the 21 - 30 age bracket, 17 (26%) in the 31-40 bracket and 14 (21%) in the over 41 age group. This matches government statistics (Ditchfield 1994) that in simple terms the majority of inmates are in their twenties and that the majority of criminal activity decreases in mid-life.

In searching for a correlation between the prison's aim of 'helping inmates to lead law-abiding and useful lives' and the prisoner's perception of the success of that aim I was left disappointed although not surprised. 51% said that the prison was helping, 49% said it was not (Fig 4). An indication that we need to improve what we do, or accept the literature that says 'nothing helps'. I believe that we can improve what we do and am encouraged by the 51% who said Wayland was helping them.

As a point of general interest, during one of my long interviews with an inmate he felt that for most young offenders incarcerated for the first time, short sentences of 4 - 6 months would be enough to frighten them and if they were released at this point they would 'go straight' and not re-offend. Personally, he had felt so devastated during his time on remand and up to the point of the trial and sentencing that it was enough to prevent him reoffending. He would have been able to carry on with his job, maintain his family and a sense of responsibility. However, he received a long sentence and now he has gradually lost all his possessions. He is reaching a point where he wants to get his own back on a brutalising system. He acknowledges the potential harm that could have affected many as a consequence of his crime and understands why he received a severe sentence (drug offence). But he also wonders what will happen when he is eventually released in four years' time. He will then have a criminal record and be out of touch with employment opportunities.

As far as positive regimes are concerned, inmates think that there should be more group work and discussions directed by a member of staff to enable improved communications between staff and inmates. There is very little time for talking with inmates on the wings as staff are fully deployed on other tasks. However, perhaps consideration should be given to this suggestion.

Exercise (the gymnasium) is an important aspect for young, energetic men. It helps them to sleep better and relieves pent up aggression and tension. There are



frustrations in the mornings due to lack of time to get washed, dressed, fed and out to work by 8.45 a.m. They have to queue for food and take it back to their cells. Mealtimes are a great source of frustration and this gets bottled up. The gymnasium is seen as a very important part of the inmate's life in prison.

There is a lot of monotony and boredom and some offenders just sink into the way of prison life and its sub-culture of aggravation and anger. There is a lot of mental worry among the younger age group because they know when they are released they will have no money, no clothes, no self-respect and nothing much to do. The education and training programmes are designed to raise their confidence and self-esteem and give them some work-related skills. However, if they cannot get a job to pay for the things which society says they should have, many will 'take their chance again'. They are only 'trying to improve their lot the same as anybody else' (inmate quote). Many inmates see society's expectations as the main problem.

Full-time education and Training is not available to all inmates. Of the total population of 580, there are 112 places in the Education Department, an additional 158 on vocational training courses, 68 in a production/training workshop and the remainder are various gardening, maintenance and domestic jobs (eg kitchen, laundry, clothing and main stores, wing and general cleaners).

Currently all the 'offending behaviour' programmes are part-time and inmates are released from their place of work to attend or have to attend in their evening association time.

Most inmates joined the programmes because they wanted to learn and to see what went wrong and most felt that self-awareness and victim awareness were the greatest benefits. Those where follow-up support was offered found it to be helpful for talking issues through and confidence to do better in the future ie not to reoffend.

Those who had attended at the end of their sentence would presumably need follow-up back in the community. This whole area certainly needs more research to determine whether in fact such programmes are effective in preventing reoffending.

Even after attending these specialist programmes, several felt that family relationships and support in the community would help them most from reoffending.

All who had attended the sex offender treatment programme said it had made them accept their crime, even though it had been painful. They hoped they would be able to employ the relapse prevention techniques when they next recognised the temptation they had been devastated by the victim awareness aspect of the programme and recognised their cognitive distortions.

### The Future

The Governor's remit is to 'provide positive regimes which help inmates to address their offending behaviour' and his management team are doing their best to ensure that a measured improvement is achieved in the future.

The sex offender treatment programme is to be offered to more inmates on the Vulnerable Prisoner Unit which is an existing 'therapeutic' community. The Drug Rehabilitation Unit will be developed using a multi-disciplinary team and overseen by an outside agency also underpinned by the advantages of a supportive 'therapeutic' community which has not been the case at Wayland to date.

The remaining ad hoc programmes will continue to be offered with better attempts at a multi-disciplinary approach ie probation, officers and teachers working together as all can see the advantages, but have yet to work out the logistics.

Improvements will need to be made to the throughcare currently offered within Wayland as this is seen to be a vital component of supporting the discharged ex-offender from reoffending in the future.

## **Conclusions and Recommendations**

### **Implications for Future Programmes**

Because of the complexity of human beings and the limitations of a 'total institution' there is no one successful way of addressing offending behaviour in prisons and more particularly at HMP Wayland.

However, it does appear that the therapeutic community using the holistic and eclectic approach is the most successful, supported by a throughcare programme before and after release.

The Home Office Research Department (Study No 122 - 1991) recognised the need for a multi-disciplinary approach to assessment and recommendation for specific treatment programmes; in particular anger control, relaxation techniques, social skills training and interpersonal skills. Much of this is being done in the Education Department, through the Probation Service, the psychologist, the uniformed officers and other staff, but essentially in discrete pockets rather than through a fully-trained, fully-informed, united and multi-disciplinary team.

Many individuals and groups of individuals (staff) are developing and improving programmes, but are having to do this with contracting resources which means that the quality of the programmes may improve, but they are still not available to the numbers of inmates who are requesting help.

Staff and inmates alike suggested that positive and permanent change is more likely to be achieved through on-going programmes of support and help with relapse prevention techniques together with a support network back in the community.

"With wisdom comes anguish - for he who increases his knowledge,  
increases his pain

## **Self Development and Coping with Life - A Probation Programme.**

**Nils Isakson, Norway**

### **WHY A PROGRAMME**

Young law offenders with violent and drug related problems are an increasing group, and have become a problem for society. The same persons continue to commit crimes, and imprisonment seems to have little preventive effect. Some of the violence is unmotivated and the damage large. At the same time the entertainment industry continues to produce ever more coarse/serious films with drugs and violence (action) as themes. People who are easily led (ego weak), copy and are influenced by what they see and experience. Some of the adolescents we meet in the probation services and in the courts, are ego-weak people. In other words they have a low or negative picture of themselves. By intervening early and systematically, one can with relatively simple methods "build-up" an adolescent to master several situations that earlier would have lead to crimes. By increased awareness one can also prevent new crimes and identification as a criminal person. The programme that follows is based on such a methodical approach.

### **WHAT IS THE PUNISHMENT IN THIS?**

With an alternative sentence one must clarify what the punishment is to achieve for both the offender, victim and society generally.

The offender is confronted and made responsible for his/her own actions which is the most important "punishment" element. In a development programme there is a possibility for new insight and increased understanding.

Through awareness of a persons choice - and the consequences of that choice, the offender experiences how his/her behaviour effects their surroundings.

One element of the punishment is the deprivation of freedom. The participants of the programme must at their own cost meet at agreed times and locations.

For the victim and society in general it is important for some form of reaction towards the offender. To explain the different forms of punishment can be difficult. Therefore it is of utmost importance to underline the "learning aspect". In other words the offender is to learn from his/her mistakes and this form of learning is painful.

If one succeeds, it will prevent the same person from committing new crimes, at the same time it is economical for society.

## The Programme:

This programme is based on an awareness of how to increase coping skills, and runs over 10 hours for 2 hours each day.

The goal is to change behaviour which can result in a life without crime for the participants - and a safer society in general.

To succeed is a sign that by simple methods one can change a great deal -

## CHANGING BEHAVIOUR BY INFLUENCE

By systematic work with language and communication one can achieve a new understanding and a new meaning in notions.

This notion of understanding helps to increase input control and frustration tolerance.

In addition we work with confrontations and perception (how behaviour is experienced of one self and others).

Together this helps to delay "the distance" from thought (input) to action -

and can prevent crime.

## Coping Skills and Self Development Programme Day 1 - Networking

\*\*\*\*\*

**Length and Location:** All sessions are 2 hours long and held in the offices of the probation services.

**Content:**

- Getting to know each other and creating a feeling of safety in the group.
- We explain our role and the rules in the group.
- Responsibility (professional confidentiality)
- To give - and take.
- Family map.
- Network summary.

**Method:** Dialogue, teaching, group work.

**Aids:** Pen and paper, flip chart, contracts

<b>Responsible:</b>	Nils H. Isaksen	] facilitators throughout project
<b>Collaborators:</b>	Kjell-Ole Myrvoll (Student)	

**Homework:** Relate a story (preferably experienced by oneself)

**Comments:** Feeling of safety and general view as a basis for future work.

## Day 2: Education Work

*****	
Content:	<ul style="list-style-type: none"> <li>- "Homework"</li> <li>- Chart everyones school career.</li> <li>- Apply for coping subjects.</li> <li>- Future education/training.</li> <li>- Work experience.</li> <li>- How to apply for a job (video).</li> <li>- Advantages and disadvantages of working.</li> </ul>
Method:	Dialogue, teaching group work.
Aids:	Paper, pens, flip chart, video.
Collaborator:	Employment exchange v/Stromsnes.
Homework:	Write an application.
Comments:	Increased understanding, and appreciating the value of education and work.

## Day 3 & 4: Self Picture, Ego Function.

*****	
Content:	<ul style="list-style-type: none"> <li>- What is a self image?</li> <li>- Can it be changed? How?</li> <li>- Impulse control</li> <li>- Explanation: Id, ego, superego.</li> <li>- Coping - what - how</li> <li>- Assistance - support</li> <li>- Network - independence</li> <li>- From education to responsibility - to grow</li> </ul>
Method:	Teaching, dialogue, group work, film
Aids:	Pen and paper, flip chart, overhead, video.
Collaborator:	Psychologist Per Erik Guttelvik
Homework:	Sketch a general view of what is difficult "to cope"
Comments:	The heart of the programme. Awareness around self image and increased coping.

## Day 5: Perception (Experience of Others)

\*\*\*\*\*

- Content:
- Homework
  - What is perception?
  - Awareness of the difference between one self and others.
  - Others can perceive people, objects, events, differently.
  - How others can perceive e.g.. theft and violence.

Method: Dialogue, group work, film

Aids: Pen and paper, flip chart video

Collaborator: Psychologist Per Erik Guttelvik

Homework: Describe an experience in relation to another person.

Comments: Create an understanding of other peoples perception.

## Day 6: Relationship to Alcohol/Drugs

\*\*\*\*\*

- Content:
- Go through homework
  - What is intoxication?
  - Why intoxication?
  - Chart the use of alcohol/drugs, type of such substances/frequency
  - The effects of the different substances
    - \* generally
    - \* yourself
  - Side effects - damage
  - How to control use/misuse
  - Which factors must be present to control external/internal

Method: Dialogue, teaching, film

Aids: Pen and paper, flip chart, overhead, video

Collaborator: Drug consultant Andersen

Homework: What do I need to control my substance misuse.

Comments: Create a model of explanation for substance misusers.

## Day 7 & 8: Physical/Psychological Violence - Feelings/Actions

\*\*\*\*\*

- Content:
- Homework
  - What is an action? Which actions can one control, and in which situations is one a "master over" ones own movements/senses? From thought to action
  - What is violence? Which situations provoke violence?
  - The consequences of violence for the victim, violator, society? What is psychological violence? How does it work? How to describe and express feelings?
  - What does it mean to be a man/woman? How do men/women express themselves?

Method: Dialogue, teaching, films

Collaborator: Psychologist Per Erik Guttelvik

Aids: Paper and pens, flip chart video

Homework: How to express and talk about feelings

Comments: Learning by "knowing ones own feelings"

## Day 9 & 10: The Way Forward

\*\*\*\*\*

- Content:
- Homework
  - Which changes will result in a life without criminal actions?
  - How to establish new acquaintances and come into new circles? Which difficulties are connected/related to meeting old acquaintances/circles? How to cope when difficulties appear? Which network people/helping agencies one can use
  - Dreams, plans.
  - A new identity.
  - How to maintain, build on this?

Method: Dialogue, teaching, film

Aids: Paper and pens, flip-over, transparents, video

Comments: Certificate of completion. Ceremony. Meeting with judges and the police.

## THE PROBATION SERVICES IN NORDLAND

# CONTRACT PROBATION PROGRAMME

<b>Name:</b>		<b>Birth:</b>	
<b>Address:</b>			
<b>Offence:</b>			
<b>Official for the probation services:</b>			
<b>Length:</b>		<b>From:</b>	

**In case of illness:**

Only a sick note from a doctor will be accepted as a legitimate absence from the course or other agreed appointments.

**Breach:**

Breach of the conditions of the probation programme will be notified to the offices of the probation services, Storgt. 14, 8006 Bodo., telephone 75 52 50 80.

A breach can among other things mean: non legitimate absence from teaching, attendance at teaching/appointments in a inebriated state and committing new crimes in probation period.

I am aware that a breach of the conditions of this contract can intail a new sentencing, and that the punishment could be prison.

Bodo, 09.04.94.

\_\_\_\_\_  
 Hakon Sandaker

\_\_\_\_\_  
 Nils H. Isakson

\_\_\_\_\_  
 Client



## Bridges and Parachutes

Errol Craig Sull, U.S.A.

### INTRODUCTION

My interest in development of a transition program that is truly effective has grown out of my background as correctional educator and consultant, career counsellor, and ex-inmate. These positions have afforded me the opportunity to experience correctional education transition and employability programs from both inside and outside. In speaking before correctional educators and correctional clients each year, I am given many situations to not only learn about new transition and employability programs, but to also gain new insight into what does and what does not work in a correctional education transition program. What I offer you is the current result of my work.

A transition program can take on a variety of directions and components, based on the institution where it is offered, but all have one crystal-clear purpose: to shoehorn the inmate back into society as an ex-inmate who can live, work, and co-exist on his/her own in a manner that speaks of pride, self-motivation, solid values, a good work ethic, and the determination to do whatever it takes to stay out of prison or jail. This is no easy task. Years of physical and mental abuse (both internal and external), poor work and societal habits, disdain for authority and education, and little family support are often what correctional educators have facing them when the inmates arrive in their classes.

So the inmate students are immersed in a variety of academic, vocational, life skills, addiction, and employability courses and programs - based, of course, on needs and inclinations of the students - to begin their slow but methodical transition into life as an ex-inmate. And of these many programs, it is perhaps the employment search and find (often guised under the term Pre-Release, Post-Release, or perhaps too simplistically - Transition) that is most difficult for the correctional educator to structure and implement.

Why? Correctional educators have held - and many continue to hold - specialized areas of employment that allow them to so expertly teach a variety of academic and vocational courses, have been personally immersed - in a number of ways - within the hells of addiction, and have a lifelong and well-studied practiced understanding of life skills (anger and stress management, decision-making, personal health, budgeting, etc.). Yet the employment search is very different. It is a continually evolving and morphing area that has seldom taken kindly to ex-mates, offers thousands of career and job options (with a myriad of rules, regulations, and qualifications for each), has a plethora of resources and publications (many of them in out-of-the-way nooks and crannies), has embraced the computer age with zeal yet continues to cling onto traditional job search methods, and can change daily based on the economic and political direction of the country. Few correctional educators are versed in all of these areas to the depths required, especially in the somewhat rarefied area of employment for the ex-inmate.

A truly effective transition program will offer the foundations of life skills, addiction counselling, and academic/vocational training that are all needed and expected in any employment situation, both in the search and on the job. And transition should always be approached with this reality-based educational combination in mind, and to one end:

to help you build a solid bridge from prison to the freeworld on which your students can confidently walk;

to help you give them a parachute that will ensure their landing outside will be softer and result in far less bruises.

***REMEMBER: A bridge will collapse if its foundation is weak and a parachute will fail if it is not thoroughly checked.***

While it is difficult for ex-inmates to find employment (and then keep it), there has never been a better time for ex-inmates to look for jobs, to seek careers. Yes! This in the face of political changes, company downsizing, heightened anti-inmate/ex-inmate feelings by the general citizenry, and more inmates and ex-inmates than Europe has ever experienced. There are several reasons for this optimism: inmates are historically receiving the best and most comprehensive training and education... there are more ex-inmates in positions of employment success and authority than has previously been seen... the public continues to develop and offer more support services and opportunities to assist ex-inmates... employers who have hired ex-inmates are spreading the word that they make good employees... the creation of more specialized, service-oriented jobs... a marked increase in the need for temporary (long and short term) employment... ex-inmates are better implementing what they have learned in their correctional education classes.

Certainly, much more needs be done - especially in the area of youthful offenders - but do enter into your transition program with this realistic optimism: it will pay off!

### **THE PRISON SUPPORT SYSTEM: HERE TODAY, GONE TOMORROW**

The resources your students have while in prison are many: Counsellors, educators, correctional officers, administrators, librarians, medical staff, etc., and newspapers, magazines, books, radio programs & interactive TV, computers, educational materials, organized sports, arts & crafts, etc. (all depending on the institution) - these stimulate, encourage, regenerate, educate, rehabilitate and habilitate, invigorate, and emancipate their minds and bodies.

Surrounded by these many pluses in prison, inmates not only have a tremendous support system available but also the guidance and motivation necessary to get them and keep involved. Yet no matter how much inmates are offered while inside, very few (if any) of these "helpers" tag along or are waiting on the outside when the

inmates become ex-inmates. Certainly, the ideal would be a transition of all these programs, activities, and professional people with the inmate men, women, and youth to the outside. Unfortunately, their prison support system must stay, available on a continual basis for the next group and the next group and the next group.

Now out of prison, the newly minted ex-inmates must begin to fend for and take responsibility for themselves, including finding and becoming involved in the necessary support and assistance programs similar to those they had in prison. It is not easy: while all staff and programs exist in prison for the inmate and seek the inmate out, the outside has relatively few professionals and programs for inmates ... and rarely do any of these seek the inmate out (although in some countries, such as The Netherlands, a counsellor or social service employee is assigned to an ex-inmate who had elected to participate in an educational/job training program as an inmate). The result, too often, is ex-inmate after ex-inmate who flounders, stumbles, and ends up back in prison - or worse.

While you, as a correctional provider, cannot follow your students outside upon their release, there are several items you can offer them that will serve as those bridges and parachutes to make their crossing over to and landing in the outside world smoother, less awkward, and satisfying. Indeed, a successful transition program will offer your students a combination of practical career search information, as well as the everyday skills and information necessary to handle the various encounters of life. The result will be ex-inmates who leave prison with a far greater chance of succeeding on the outside. Your reward? Knowing you have a transitional program that will take your effectiveness beyond the walls ... and go a long way in keeping your ex-students outside the walls as "okay" members of society.

### **GENERAL INFORMATION FOR DEVELOPING A SUCCESSFUL TRANSITION PROGRAM**

While more programs to assist ex-inmates are being developed on the outside by public and private organizations, their growth is slow and will never reach the numbers that are truly necessary. Thus, the role of the correctional educator remains extremely crucial in developing programs that will prepare inmates for the world they will be entering after incarceration. The following bridges and parachutes - as well as others you add - will go a long way in helping you establish such a program ... and to allow your students, as ex-inmates, to carry effectiveness - as was mentioned previously - beyond the walls in their back pockets, minds, and hearts.

## THE BRIDGES & PARACHUTES OF A SUCCESSFUL TRANSITION PROGRAM

- (1) **TEACH BEYOND THE WALL.** For all the teaching you do, it is not so much for the students to better exist on the inside but rather for them to progress when on the outside. (Although certainly you want your students to show visible improvement in study habits, written and oral skills, critical thinking, attitudes and values, and overall knowledge.) The reason for this is simple: It is on the outside, as ex-inmates, where their studies will be most helpful. When teaching, as much as possible use or refer to real-life situations you believe your students will encounter on the outside. Ask your students to take the class lesson and discuss how this new information could have helped them overcome a situation in which they did not succeed prior to prison. As you find what items the students mention and what items they identify with (of those that you have offered), write them down so you can use them in future lessons and classes - this will make you much more effective in teaching skills and information for use beyond the walls.

**NOTE:** Aftercare and community corrections linkages/support programs will become more important in an ex-inmate's life as the ex-inmate population continues to swell. Here, a holistic approach to assisting the ex-inmates in all aspects of his/her life - family, job, education, life skills - is the goal, and correctional educators are playing a leading role in establishing these programs. The more you are able to network and possibly assist in establishing/maintaining these various programs, the better you will be able to feel about your efforts beyond the prison classroom. Additionally, it will work to your advantage and your students' advantage if you become involved in these community ex-inmate support groups as a Board member, consultant, or volunteer, depending on the time you have available; this will allow you to have a direct say in the direction these organizations take and the services they offer.

- (2) **ROLE PLAY.** Role-playing gives your students an opportunity to "experience" the world outside with the skills they are learning on the inside. For example: you might set the scene of a fast food restaurant with a supervisor, a clerk, and a client; have the students play the roles. You offer the scenario - it could be the supervisor telling the clerk to sweep up or a server giving an order - and let the students react as they think they should. Have the entire class - including the "actors" - comment on the student actors' actions, with you offering positive input along the way. After the students have gone through a few of your scenarios, let them suggest their own. (Suggestions of other scenarios: a job interview ... applying for an auto license ... being tempted by past associates to get involved in some criminal activity ... responding to a situation where anger would be one of the first emotional reactions.) This will help you create real responses to real outside situations for the students, while improving their cognitive ability, their self-confidence, and their adeptness at dealing with unexpected situations they may encounter.

**SUGGESTION:**

It's a good idea for you to play a role now-and-then. Not only will this keep you in the mainstream of their learning process, but the students will also see that you truly are willing to give of yourself to them, rather than merely assigning and stepping back. And, of course, it helps in developing your rapport with the class.

- (3) **HAVE YOUR STUDENTS KEEP JOURNALS.** An opportunity for students to "freethink" and "freewrite" cannot only help you in continually discovering what areas are of concern for your students, but can also give something to take with them once they are released that can offer motivation, hope, a laugh or two, a reminder of prison negatives, and refresher look at points made in class. If blank notebooks or pads are not available for each student, have them take sheets of paper to write on. Give them the freedom to draw, doodle, print, or write in cursive. This journal is their opportunity to jot down their thoughts (good and bad), comments in and out of class they find interesting and useful, and their general concerns and goals, etc. relating to life before, in, and after prison. Once out of your class - and especially after their release - they can use this information as an extension of you and what was taught, discussed, and learned. Not only can the journals be great motivators by reminding your students how much they have progressed but they often become (on the inside and outside) gentle reminders of education's importance.

**ACTIVITY:**

One day per week or every other week, you should set aside time for a "Journal Sharing Day" in which each member of the class (or, if a large class, a few different students each time) shares one item from his/her journal with the rest of the class. This can foster a closer bond amongst the students, perhaps raise important questions that can lead to enlightening discussions (on culture, job search problems, employment skills, etc.), and add a bit more variety to the teaching bag of techniques, activities, and exercises.

**NOTES:**

1. Even if your institution allows students to take journals back to their cells, it is usually better if you hold them in the class room. Other inmates in general population may try to steal looks at your students' journals (if not steal them outright), and this will keep your students from being as open as they'd like in their journals. Knowing that you are the only person to read what they write will make them feel more comfortable in writing about personal thoughts. (Some institutions are having students write their journal entries using classroom computers, with a password known only to the student and instructor. Upon the student's release, this can be printed out and given to the student.)

2. It can be very helpful and encouraging to your students if you also kept a journal, including your participation in Journal Sharing Day. Two big points here for you: the students get a sense of you being truly interested in their learning, and it helps you in establishing a good classroom rapport - so important for a good learning environment.

- (4) DEVELOP WIDE-RANGING RESOURCES... AND USE THEM. What publications are available that can give you information for your students on employment? What social service and other agencies are listed and where can students best find these agencies' names and addresses? What transitional programs and assistance do the students' countries, provinces, shires, states, countries, and cities offer? Are there individuals on the outside (businesspeople, representatives of ex-inmate support organizations, educators, etc.) who are willing to speak to your class? Are there newspapers and magazines that will send you samples to use in class? What books, newsletters, and magazines are available that you will give your added information on teaching inmates? The more these and many other resource possibilities are accumulated and used by you in class, the better and more realistically prepared your students can become to deal with life on the outside.

**NOTES:**

1. With budgets usually being tight in correctional education, you may find that you have to rely on yourself and use your own monies to acquire those items for which there is a fee. Even if you are willing to spend some of your own money, first try writing to the manufacturer or publisher - you'd be surprised at how many will send one, two, or more of something at no cost. In addition, there are four excellent sources that offer career-related (and many other areas of interest) information and materials at no or little cost. While these are available only in the United States, writing for them is well worth your time, as they contain information that virtually any correctional education program in any country can benefit from.

Two are books - Free Stuff for Kids [Meadowbrook Press, Deerhaven MN55391] and Free & Almost Free Things for Teachers [Pedigree Books, c/o The Putnam Publishing Group, 200 Madison Avenue, NY 10016. There is also a magazine, Freebies, a five-times-a-year magazine that offers free and almost-free merchandise, samples, charts, etc. - many related to the job search [1135 Eugenia Place, Box 5025, Carpinteria CA 93014-5025/805-566-1225]; and The Consumer Information Catalog [Consumer Information Center, P.O. Box 100, Pueblo CO 81002/719-948-3334.]

2. Job-related and general post-release assistance programs can be found in many employment newspaper and magazines that are published in various countries. (In the United States, there is the National Business Employment Weekly.) Many of these have weekly career articles and an extensive listing of employment support groups in the back of its pages.
3. Don't forget about grants - these can supply the monies to help you obtain the correctional education resources and finances you might not otherwise be able to obtain.
4. Don't forget to use your institutional library's resources. Become familiar with what the library offers, including any involvement in interlibrary loan systems and on-line computer information services.

- (5) **LEARN TO ANTICIPATE THE PROBLEMS YOUR STUDENTS WILL FACE ON THE OUTSIDE AND THE DIFFICULT QUESTIONS YOUR STUDENTS WILL ASK.** The freeworld realities and impacts of employment, economics, politics, transportation, geography, etc. can have a tremendous effect on your students, both as they get ready for release and after release. In addition to the news (reading, listening, viewing) and input from colleagues, take a class day and ask each student to pick the most difficult problem that he or she thinks will be encountered upon release from prison (this can be done orally or in writing). With this information you can: build lesson plans around it, use it for role playing, and/or simply be better prepared to handle it when brought up in class. A side benefit: the students will see you as a teacher who has done his/her homework by bringing the real world into the classroom.
- (6) **GET YOUR STUDENTS TO NETWORK.** This can be an excellent help to all of your students by bringing them tangible info through the mail (job and school applications, company profiles, addresses and phone numbers, booklets, etc.); developing and redeveloping business and personal relationships that can help them while still incarcerated and that will be waiting for them after their release; and setting up appointments for employment, school, counselling, etc. meetings. The more people that an inmate has waiting for him or her upon release, the less difficult it will be for the ex-inmate to slide into society. Two additional bonuses for the students: [a] the students will receive valuable input as to "what's happening" in the real world outside and can thus be better prepared for what they will face; [b] it will let your students become more comfortable with others knowing they are inmates/will be ex-inmates.

**NOTES:**

1. Two problems that you may run into with networking: [a] It costs money to mail letters and some of your students might be able afford no more than a few stamps. Have these students discuss their networking choices with you and offer suggestions on those you think they should write first. [b] Some students may feel uncomfortable with writing letters due to their writing ability and/or penmanship. For the former, you may want to ask a student who writes fairly well to help or you may want to assist yourself; for the latter, search for a typewriter/computer - if available - or have the student(s) print. Also, remind your students that the more they write, the better writers they can become - a skill so very important on the job and in many other areas outside.
  2. Don't forget to remind students about possibly using their visitation privileges to help in their networking efforts. Rather than having to wait until they are released, students might be able to meet potential employers, outside counsellors, etc. through visitation. Also: student who are trustees and other such designations with furlough rights should also be encouraged to meet with those individuals who can be of assistance once they are permanently released.
- (7) **DISCUSS THE "SMALL THINGS."** While much attention is given to employment skills, the everyday aspects of life should also be included. As ex-inmates, opening and keeping a checking/saving account, obtaining and using a library card and driver's license, knowing the bus schedules, understanding employment taxes, having the names/addresses/phone numbers of their town's politicians and other officials, being aware of grocery and sundry prices, knowing how to obtain affordable housing, and other such information of daily life can be extremely practical knowledge to have and understand. A class lesson or assignment might be built around these items, with input from the students on what additional "small things" they feel they will need to know on the outside.

**ACTIVITY:**

Have your students write to the appropriate organizations and obtain information they feel will be most beneficial to them. Many will send free charts, booklets, pamphlets, and other such items to help. And as this information begins to come in, you might consider developing a master "Transition Handbook" that you can use with each class. Finally: you may also find it quite helpful if you contact various organizations as well; your unrestricted use of the phone and more flexibility in writing will help you procure a wider range of resources in a shorter amount of time.



- (8) INCLUDE THE SENSITIVE ISSUES OF BIAS AND PREJUDICE. While these are an accepted part of life in prison, your students know they don't go away on the outside. A discussion of this subject is very important, especially as it relates to employment.

**REMEMBER:** *Trying to find a job is like learning how to swim underwater - it's easy enough to talk about until you try to do it.*

- (9) USE STUDENTS WHO ARE INSIDE FOR A SECOND, THIRD, OR MORE TIME AS "AIDES." Often, inmates who are back in prison can be a big help to you by contributing their real-life experiences and problems as ex-inmates to the other students in your class, especially those who are in prison for the first time. No matter how sincere your efforts and how sensitive you are to your students' problems, unless you are an ex-inmate your students still know that you have not experience life as an inmate/ex-inmate. Thus, your students will usually feel that another inmate can give them info "the way it really is" simply because they have been on the streets as an ex-inmate. If you do have such students who are willing to do this, embrace the opportunity: he/she can serve as a valuable resource in your class (and will probably bring up information/situations of which you were not aware ... and that should immediately go in your journal or Transition Handbook for future use.)

**NOTE:** It is best to speak with these veteran inmates on a one-on-one basis before or after class as some may not wish to participate but don't want to feel embarrassed by saying so in front of the entire class. Explain to them that you feel they can make a positive impact on the other students by relating the problems they encountered, the things that went right, the learning from a previous sentence that helped/did not help, and (if they feel comfortable discussing it) what didn't work out that led to their return trip(s) to prison. (But always remember: DON'T ask about their crime; if they bring it up, fine).

- (10) HOLD SESSIONS ON THE NEGATIVES THAT INMATES TAKE WITH THEM OUT OF PRISON AND HOW TO OVERCOME THEM. No person ever leaves prison the same way he or she came in; there are emotional and mental effects that prison leaves on everyone. Many students will be aware of these - especially those who are not in prison for the first time - but the majority will not. If these are not openly discussed before they leave prison it will be much more difficult to shake them after they are released. While there are dozens of these negatives, the most common are the following eight (although it is rare to find an ex-inmate who leaves prison with all eight, having more than one is quite common):

- {1}** believing that everyone who looks at them once they are released knows they are ex-inmates. Many ex-inmates go through this, primarily because - mentally and physically - they have been regarded by others and have thought of themselves as inmates ... especially if they were required to wear uniforms. While this feeling will eventually go away, tell your students to try the following if this becomes one of their negatives:
1. Stand in front a full-length mirror, dressed in street clothes; have them notice the way their hair is combed, the type of clothes and shoes worn, etc.; ask themselves: "Do I look like an ex-inmate?" "If I saw this person walking down the street, would I think he/she is an ex-inmate?" The answers are certainly "no"; tell them to do this exercise every time this negative creeps up.
  2. Each time they meet someone on the outside, have them pay particular attention to the way they are being greeted; compare this greeting to how they were recognized in prison. They will begin to understand that no-one can "see" them as ex-inmates ... except themselves.
- {2}** carrying a chip on their shoulder. It's easy to come out of prison bitter and angry at many people and many things. The reasons are varied: not being able to take responsibility for why they went to prison, living under less-than -ideal conditions, being exposed to many negative situations, being away from loved ones, etc. It's important for your students to remember that a negative attitude won't do them any good and can, in fact, land them back in prison. Once they are ex-inmates, prison is over; it's time to begin closing that port of their lives and go forward. That incarceration happened can't be undone, and being angry about it will only keep the prison experience fresh. Yet landing a job, spending time with family, furthering one's education, and/or getting involved in a hobby or two will quickly lessen the anger they are feeling. and if they still find that chip acting up occasionally, tell your students that they should take it out for a swim, a run, a workout, to a punching bag: that chip will tire and fade very quickly. (and if the problem still persists, impress on your students the importance of talking with a counsellor.)
- {3}** feeling that everyone who compliments them is not sincere and only wants something. Correctional educators are not the only ones who are conned and used - this happens to inmates all the time. Typically, they are complimented in some way by another inmates, only to have the conversation end with the inmate asking him/her for a favour. Since this occurs so often in prison, ex-inmates can become very skeptical of compliments they receive on the outside, believing them to be insincere. While there certainly are those who are insincere, they need to understand that people will give them compliments merely

because they deserve them, because others are sincere. Tell them to accept them, to savor them, to feel good about them: not only will these help in readjusting to life on the outside, but they're also a nice boost to one's self-confidence.

- {4} believing that society owes them a living. There are many inmates who believe this, and you will occasionally come across students in your class who are not exception. Society, of course, does not owe them anything, save the opportunity to get on with their lives. When this does come up, remind your students that - rightly or wrongly - they WERE convicted and DID spend time in prison and, in fact, most people on the outside feel the inmates owe society for having broken the law.

There are also inmates who harbor the belief that once the world knows they are ex-inmates, a red carpet will be rolled open to them! In fact, they will not find people saying, "Oh, wow, an ex-inmate! Here - let me help you" or "I feel so sorry for spending so much time behind those nasty ol' bars" or "You're an ex-inmate? Let me help you make up the time you spent incarcerated." They need to understand that, with the exception of their family, good friends, and a few organizations, they are going to have to be SOLELY responsible for giving themselves a living and a life on the outside.

**SUGGESTION:**

For those students who answer your question of "How many think society owes you a living?" in the affirmative, give this response: "Your right - society does owe you and every student in this class." Pause for a few seconds so those who initially raised there hands can get a bit comfortable with their smugness, then add on the following sentence: "Society, in fact, owes you four things: zip, zilch, zero, and zingo!" an interesting discussion can certainly ensue from this.

- {5} feeling sorry for themselves. There are very few inmates who do not do this: wallow in self-pity. On the outside, this often worsens: "Oh, woe is me; I'm an ex-inmate and no one will want to give me a job, no one will like me." Certainly, your students need to know that is self-defeating attitude will work against them in getting employment, finding a loving relationship, etc. Let them know that while they may feel they have been through the worst experience of their lives, on the outside they may prove to be nothing more than a minor curiosity to others and a few seconds of sympathy - but that's it. If anything, your students should adopt a feeling of, "Hey, I'm an ex-inmate, so I'm fortunate: I can start again, and I had the opportunity to learn many positive skills and behaviours."

- {6} feeling that their self-esteem and self-image are shot. There are few (if any) ex-inmates who walk out of prison and greet people with, "Hi - I'm an ex-inmate and I think it's just great!" or "Guess what? I was just released from prison and feel wonderful about myself!" Prison, of course, is a very negative experience for most inmates ... but letting this dilute their self-esteem and self-image on the outside will certainly work against them in finding employment (and just about all other aspects of life).

To help them over this, it's necessary to prepare your students for the good that has come out of prison and good that is outside. There will be many images of prison life that will continually tag along with the ex-inmate, at least for a while: reporting to a parole officer ... conversations with friends and relatives (where questions are asked about the ex-inmate's incarceration) ... parole restrictions of what can and cannot be done ... everyday thoughts of prison. Tell them to counter each of these reminders with the positives that each also brings: "at least you will be fortunate to be able to visit with your friends and family without having to look at the clock on Visitation Day" ... "the parole restrictions will be fewer than what you now have in prison" ... "Although you'll have everyday thoughts of prison after release, they will not be much less than when inside and they will diminish as each day passes."

Finally, remind your students that they should take special pride in each accomplishment they do on the outside, no matter how small or insignificant it may seem. Suggest that they jot each one down in a small notebook (for at least the first few months out of prison) and keep this on them. If they begin to feel poorly about their self-esteem and image, tell them to pull out the notebook and read over their accomplishments since released; this will give their self-esteem and self-image a quick boost of confidence.

- {7} feeling very embarrassed. Few employers, family members friends, or co-workers were thrilled to learn of your students' arrests and convictions; it was probably very embarrassing for the students when these individuals had learned of it (especially if any saw them in cuffs, read about them in the paper, or visited them while incarcerated). Most inmates feel they have let others down, that they have disappointed those who trusted in them. The result of this is that after release, many ex-inmates will go out of their way not to run into anyone with whom they were close prior to their prison stay.

Here are some suggestions you can offer your students if they find themselves grappling with this negative after prison:

1. No matter how much ex-inmates try to avoid them, they will eventually run into someone who knows he/she went to prison. Rather than spend the time and effort to avoid these people, suggest to your students that they meet them head on, say a polite "hello," and continue on as if they never were in prison. Not only will this surprise the individual, but it can help the ex-inmate get back his/her courage and self-esteem.
2. When your students find themselves speaking with someone they feel they've let down/disappointed, have them offer the outlook that as a result of their prison experience they can now be a better friend, father, mother, etc. When asked how, have them explain the positives and insights gained while in prison.
3. A variation of "b": Suggest they have a heart-to-heart talk about their feelings of letting the individual(s) down. Not only will this get all the uneasy feelings "out on the table," but your students - as ex-inmates - will find that it will draw a closer bond between them and those with whom they're speaking.
4. Feeling lonely: None of these eight emotional negatives is perhaps felt more, felt deeper, and felt longer than this one. Inside, your students have a tremendous network of support: other inmates, professional staff, counsellors, and correctional educators. In addition, your students don't stand out: all are inmates, so it's no big deal.

But out of prison, things quickly change: the huge support system is gone and ex-inmates are usually regarded as being apart from the rest of society. Add to this the times when an ex-inmate feels that there is no-one he/she can talk with who can truly understand what prison life was about (in terms of any negative effects it is having on the ex-inmate out of prison). And, of course, coming back to a town or city (or especially if one is going to a new town or city) after being away for X number of years, several things may have changed, from tangible buildings to people known to past opportunities available.

In discussing the loneliness of ex-inmates with your students, the following suggestions ought to be considered: [a] it's a very natural feeling, experience by most newly-released ex-inmates; as time goes on, the feelings of loneliness will eventually disappear; [b] in the meanwhile, remind your students that there are support groups available to assist ex-inmates, as well as a wide variety of social activities/clubs where new friends and interests can be found; [c] on the outside, parole officers and clergy have much experience in talking with ex-inmates about the problems they are going through; your students should not hesitate to speak with them.

**SUGGESTION:** If you are not a trained counsellor, you may wish to approach one or more counsellors in your institution for guidance in discussing any of these eight negatives. In addition, they may wish to incorporate your classroom discussion (s) in their sessions and/or you might want to invite them to your class for a special discussion on these eight items.

- (11) **YOUR STUDENTS MUST HAVE A SOLID FOUNDATION IN THE MYRIAD OF LIFE SKILLS THEY WILL NEED ON THE OUTSIDE.** The name varies from institution to institution, but Life Skills is that umbrella grouping that includes anger management, decision-making, budgeting and finance, hygiene and relationships, self-esteem, stress and time management, and many others. Mix these with the foundations of academics and vocational-technical courses, as well as addiction counselling (if necessary), and you'll find yourself with a very solid and effective collection of transition bridges and parachutes.

**WHAT SPECIFICALLY SHOULD BE INCLUDED IN YOUR TRANSITION PROGRAM?**

The previous 11 suggestions are, as indicated, the basics that form the foundation of an effective transition program. Once these are established, however, there must also be specific information that addresses virtually all scenarios your students will experience in getting ready for release and upon release.

To be truly successful, a transition program will be divided into three parts and contain all or much of the following:

**(1) INFORMATION THAT PERTAINS TO ALL STUDENTS**

- Taking responsibility for one's own actions
- Understanding the terms of parole or probation
- Networking, researching, resourcing
- Resumes, cover letters, applications
- The job interview (its importance, questions, how to dress, etc.)
- Role playing (including the job interview, daily living situations, on-the-job scenarios)
- Life skills (e.g., anger management, decision making, time management, budgeting)
- Interpersonal relationships
- Communications (reading, writing, speaking, listening, use of telephone, "body language")
- Hygiene, manners
- Any government assistance programs
- Requirements/limitations of voting, the military, public assistance programs, etc.

- Job postings, career information (via Internet, software, and other such sources)
- Job postings, career information (by traditional means, i.e., newspapers magazines, etc.)
- AIDS, safe sex practices, etc.
- Nutrition, physical fitness
- Returning to family, friends; choosing new friends
- Understanding one's strengths and weaknesses
- One the job: employer expectations, keeping the job, working with others, etc.
- What to do if fired (mental attitude, references, looking for another job)
- Self-employment (what's required, hazards, business plan, incorporating, etc.)
- General job outlook (growth/loss industries, education sought, new career developments)
- Rebuilding credit

**(2) INFORMATION SPECIFIC TO THE COUNTRY, CITY, PROVINCE, AND/OR VILLAGE IN WHICH MOST OF YOUR STUDENTS WILL RESIDE**

- Local schools (including internships, financial aid, work/study programs, grants, etc.)
- Area employers (listing, how to find, hiring outlook)
- Job fairs (inviting local employers in for information gathering by students)
- Social service and other government assistance programs
- General support groups (area clergy, soup kitchens; family, health, lifestyle groups)
- Housing
- Transportation (bus schedules, taxi, buying a car, bicycle; probation conditions if applicable)
- Family (day care centers, babysitters, custody assistance, etc.)
- Clothing (soup kitchens, public assistances organizations, and other such sources)
- Prices of goods and services in area
- Newspapers, magazines, TV and radio stations, library, probation office, etc.

**(3) INFORMATION THAT FOCUSES ON SPECIAL NEEDS/INTERESTS OF YOUR STUDENTS**

- Veterans assistance, assistance for other designations
- Specific support groups (substance abuse treatment, programs for the mentally/physically challenged)
- Licensing requirements (for trades or professions in which one or more students may be interested)
- Hobby and interest groups (for meeting new friends, networking for job leads)
- Personal problems, situations (relative in hospitals, child visitation, etc.)

In developing your transition program to include the above-mentioned three categories and their items, it is important to keep in mind the following:

- (1) **WORK WITHIN YOUR LIMITATIONS.** Jails, prisons, and youth facilities are not the same, and thus what can or cannot be done in one may not be the same in the other. Working with students who are confined to individual cells or working with students in a dorm while other non-students are around can also be limiting. Also, available budgetary funding will vary. Build your transition program around that with which you must work - e.g., security, physical environment, finances, etc. - rather than trying to squeeze all in, no matter what. If you try the latter, your program - and, the students - will suffer.
- (2) **PRIORITIZE THE MATERIALS TO BE TAUGHT.** You want to get across first what's most important (length of transition programs vary from institution to institution, students leave unexpectedly).
- (3) **USE HANDOUTS AS MUCH AS POSSIBLE.** You want your students to carry as much information with them from inside to outside, and their memories and notes, no matter how good, are just not going to be enough. Handouts - whether in the form of individual sheets (in a folder) or a more formal Transition or Pre-Release Handbook - will not only give your students much more information than they could possibly jot down but will also serve as an excellent resource and reference tool as they begin their job search while still inside and once they are released.

### **SOME MISCELLANEOUS SUGGESTIONS TO INCLUDE**

As you develop your transition program, you will find additional materials, activities, information, etc. that you can use. The following are examples of these and will add substance to any transition program:

- incorporating mail order catalogs, advertising circulars, etc. to teach pricing, purchasing
- explanation of employment trends/buzzwords, such as "diversified workplace" and "global environment"
- using movies, slides, videos, etc. to teach about various aspects of life, employment, etc.
- having your students play "the Stockmarket Game" (based on the stock quotations found in most papers, students pick and follow stocks) to teach about stocks, finance, budgeting, etc.
- videotaping job interview sessions with students, then having class critique them
- creating 3" x 5" Personal Information Cards for students to carry with them on the outside while job searching (if company not giving out applications, can leave card)
- developing/acquiring of various letters of introduction, certification, etc. for students to take with them and use on the outside



- group discussions on problems students expect to encounter after prison, including institutionalization, use of free time, handling work release, playing con games, etc.
- developing a "Job Search Club" amongst your students so that they can meet beyond their formal class room sessions to further enhance their job seeking, interviewing, and networking skills
- making use of any private industries within your institution for experience and apprenticeship opportunities
- conducting exit evaluations,; developing post release follow up/after care programs.

***REMEMBER: The role of correctional education is not only to rehabilitate but at times to also habilitate.***

### **CONCLUSION**

In April 1990, Manchester Prison, in Great Britain, suffered one of the most severe prison disturbances experienced this century. A full investigation followed, and a Lord Woolf examined what might be learned from this event. His findings were published in what is known as The Woolf Report, and can serve as a model for not only Great Britain but all correctional facilities throughout the world in establishing programs that will prove more beneficial to their inmates.

While many positives were included, perhaps that which was most salient involved the need for what the report called community prisons. Here, inmates could be closer to their families and hometown job opportunities, thus offering them a greater stability. This emphasis on the community becomes the key in a transition program that can be labelled successful, for it is beyond the walls where transition is especially crucial.

No longer are we there to teach, to guide, to suggest. Even with a family member, a counsellor, and/or a probation officer, the ex-inmate is now, for the first time since incarceration, on his or her own. And this ex-inmate becomes like a youngster first learning to ride a bicycle, so dependent on the training wheels until it's time to solo. The support offered and found in the ex-inmate's community become his or her training wheels... and without this strong support, there is a far greater chance that we will see the individual in custody once again.

***"The more you cope  
the richer you are as a person"***

### Theme III Building Bridges with the Community

Building Bridges with the Community - a brief introduction

Keynote speaker: Paddy Rocks, Northern Ireland.

"We keep hearing the words that tell us how important it is to build bridges with the community. Everyone seems to have the jargon ready at hand, and so many pay lip service to the idea, but so few actually do anything in reality.

Yet these two latter themes, i.e. encouraging a sense of ownership, person responsibility and decision making and bridging the transition from prison to society are crucial elements in any real rehabilitative process.

There are, thankfully, some places that do do something about it, and one such is Blantyre House, which some years ago at another conference I attended, stood out as a place where something good was being cultivated in an otherwise barren landscape.

The very fact that they are willing to come to this conference to speak as inmates and staff, together, speaks volumes about their belief in the value of what they are doing, and I hope that they similarly impress you.

They are .....	Brian Pollett (Governor)
	Brian Martin
	Mike Darling
	Francoise Costelloe
	Mark Chapman (Governor)

## The Blantyre House Experience

H.M. Prison Blantyre House, is a prison with a difference! Situated near Maidstone, Kent in England, staff and prisoners come to talk about the alternative approach offered to inmates for "doing time".

Most prisoners or 'residents' as they are called would arrive at the prison with around four years of their sentence left to do; after interviews and risk assessment monitoring they would work and attend education inside the prison for about a year. After this time a number of opportunities present themselves to residents - including chances to work in the community or go to college, avail of amenities at the local swimming pool and most importantly take advantage of family visits and family days outside the prison.

Blantyre offer men an opportunity to take responsibility for past mistakes and a chance to make choices to better their future. There is a lot of emphasis on community work and while this is mainly voluntary, some residents do receive payment for their work.

There are two ways that residents can help in the local community, one is to become part of a project party (i.e. being part of a group accompanied by a member of staff) or to work alone in the community for 2 - 5 days a week.

As one resident said "this is a great chance for me to do something different and show my family I can be responsible and make good choices. I am training and studying to be a PE instructor. My community work consists of helping a variety of "special needs" children. One day I am trampolining with autistic kids, the next I am teaching swimming to the physically disabled. I work with a professional and I am learning so much; I think I would like to continue this work when I leave Blantyre".

Work in the community can mean a variety of options assisting; special sport, mencap (Mentally disabled), Broomhill Trust (Arts), Senior Citizens, Nuns Retreat, Youth Clubs, Nurseries, British Rail or working in gardens or graveyards. If you are not working in the project party where you are escorted, you are given a bicycle and cycle to work each day - 13 miles each way not considered excessive!

Residents also get involved in theatre performances and creative arts projects, and put on a pantomime each year for the local community. But lest you think Blantyre sounds like a purely fun place to be, the staff and residents will correct you - they take their work very seriously. No drugs or alcohol is allowed, and if tested positive residents are returned to mainstream prison. Residents also attend a variety of educational opportunities as well as courses to address offending behaviour (e.g. consequences, choices, tail-spins, victim support, anger management, drug abuse and thinking skills amongst them).

The programme is varied and exciting and offers real opportunities for change to any inmate who wishes to avail of it - and most of them do!

## Blantyre House

### Criteria for entry

Mandatory Drug Testing - If tested positive 6 months plus a re test before acceptance. Willing to take a volunteer drug test prior to selection.

### Progression at Blantyre

### Accommodation

The main residential unit comprises of 13 doubles and 69 single rooms. Each room has a 9 volt electrical supply.

The ground floor category D resettlement unit comprises of 25 single rooms. These rooms have a 240 volt electrical socket. This unit is self contained and the facilities include a card phone, TV room, kitchen, showers and toilets.

A personal key system is in operation for both the upper and lower rooms.

The lower floor of the main building includes the following:-

Showers, personal laundry, TV/video room, association room, TV area and residents kitchen/dining area. There is also three card phones for use.

### Visits.

Visits are available on Tuesday, Wednesday, Thursday, Saturday and Sundays.

Times are 1330 hrs until 1600 hrs. Four visits are permitted each month. Visiting orders will be issued at the main gate when your visitor arrives. No food or drink will be allowed into the prison under any circumstances. Refreshments can be purchased by visitors during the visit for consumption within the confines of the visit area. Private cash and personal property can be handed in on the commencement of the visit. Adjacent to the visits room is an outside grassed area for use during visits. There is a children's play and TV area inside the main visiting room.

### Education.

There is ~~free~~ access to the education from 0830 hrs until 2000 hrs including weekends. A broad range of subjects are offered including the following:-

basic skills, English, maths, art, music, pottery, business studies, woodwork, CPC, drama, information, technology, languages and communication skills.

Open learning courses including open university are available.

There is a possibility of attending local further education colleges after six months subject to in house requirements being met. Most courses attract a certificate.

Other events include, annual pantomime and occasional concerts which residents organise and perform under the guidance of the education department.

There is also a catering and horticultural courses which attract NVQ certificates.

### Library.

A well stocked library which has free access during education hours.

### Chaplaincy.

A Church of England service is held on Sunday's at 0830 hrs. Attached to the church is an annex for use as a Mosque. Other religious ministers visit on a regular basis.

### Gymnasium.

There are excellent PE facilities which comprise of a main gymnasium of adequate proportions where activities like badminton and 5 a side football are played. There is a separate weight training unit which has associated modern equipment. Outside facilities comprise of a main sports field used for football and rugby and a concrete area used for cricket net practice. There is another grassed area which is used for jogging, walking and other recreational pursuits. Outside the main perimeter fence is an open air swimming pool for use during the summer period. All facilities are used by residents, staff and the outside community, not only for general fitness and recreation but for acquiring awards and qualifications. Qualifications including the CLSA gained by residents are often put to good use in the local community.

### Community Work.

There are two methods of residents working in the community which are the following:-

#### (a) Project Party.

This party consists of a group of residents working along side a member of staff carrying out renovation work in old peoples homes, schools and local charitable organisations.

Qualification period 6 months at Blantyre, risk assessed and passed first sentence planning review.

#### (b) Community Work.

After achieving the above qualification period, residents can work in the community for two days per week.

Once at Blantyre for 12 months residents can work in the community for 5 days per week. Both the above are mainly working for local old age pensioner or handicapped population. Also non profit organisations who require help. Community work is subject to availability.

Health Care.

Owing to part time Medical Officer cover people who need regular medical treatment cannot be accommodated at Blantyre, however any medical problems which arise after reception will normally be treated in house. The Medical Officer will visit daily (except Sundays) at 0815 hrs. and will see those residents who have reported sick at 0800 hrs.

Incoming services include dental, optician and psysiotherapy. These services are arranged by the health care staff as required.

"If you have made mistakes there is always another chance for you -  
you may have a fresh start any moment you choose."

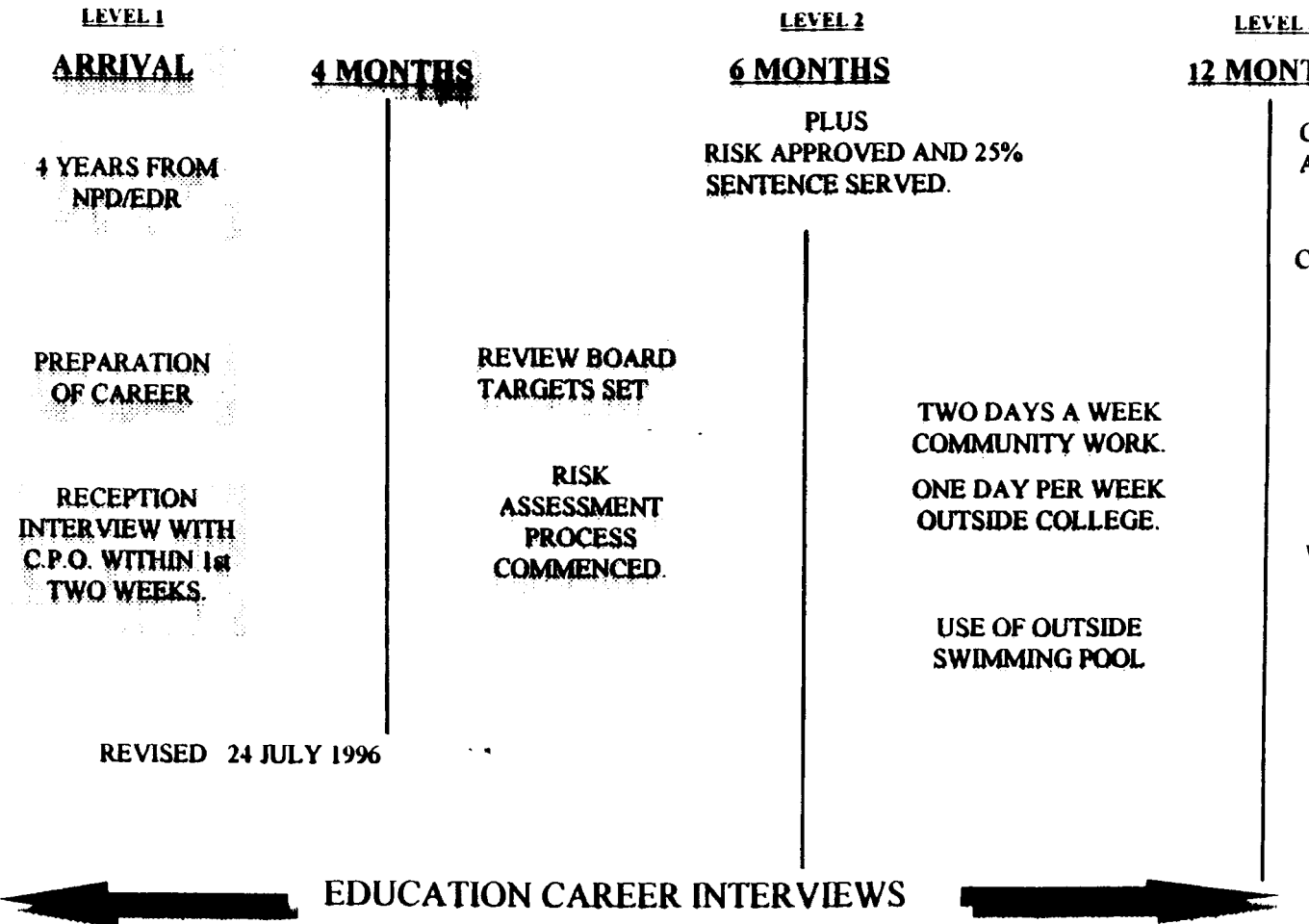
## A TYPICAL DAY AT BLANTYRE

### DAILY ROUTINE

### (MONDAY TO FRIDAY)

0745 hours	Prison unlocked. Roll Check.
0800 hours	Applications Reporting Sick-Hospital.
0800 - 0830 hours	Breakfast Served.
0845 hours	Residents to work. Discharges.
1145 hours.	Inmates Cease Work Governors applications Optional, rooms, recreation.
1230 - 1245 hours.	Lunch is served Roll Check All residents must report to the dining room.
1245 hours.	Lunch Completed. Inmates to rooms/association/ recreation rooms optional.
1330 hours	Inmates to work. (Wednesday 1330 hours canteen)
1330 - 1600 hours	Visits Tuesday, Wednesday and Thursday only.
1630 hours	Inmates cease work.
1730 - 1745 hours	Tea served Roll check. All residents must report to the dining room.
1745 hours	Tea completed.
1800 - 2000 hours	Evening classes
1800 - 2045 hours	Association and Recreation.
2045 hours	Inmates to rooms for Roll Check.
2100 - 2300 hours	Association, living units only.
2300 hours	To own rooms.

# BLANTYRE HOUSE PROGRAMME





**ESTABLISHMENT NAME:- H.M.P. BLANTYRE HOUSE**

**ENHANCED REGIME**

<b>SUBJECT</b>	<b>DISCIPLINARY MINIMUM</b>	<b>LEVEL 1</b>	
Private Cash	Nil spends for 42/21 days - Prison Rule 50 & YOI Rule 53	ALL WILL HAVE	AC
Visit Quantity	Not applicable (unless they are later included in SO 4 as privileges and restricted to the basic level for 42/21 days - Prison Rule 50, YOI Rule 53)	NORMAL VISITS	PI
Community Visits	Not applicable (unless they are later included in SO 4 as privileges and restricted to the basic level for 42/21 days - Prison Rule 50, YOI Rule 53)	NONE	
Eligibility for Enhanced Earnings Schemes	Not applicable (unless it is included in SO 4 as a privilege and eligibility is removed for 42/21 days - Prison Rule 50, YOI Rule 53).	NONE	
Time out of cell association between establishments Minimum & 12 hours	Taking part in activities in association withdrawable as a privilege for 42/21 days under Prison Rule 50, YOI Rule 53.	13 HOURS	
Permission to wear own clothes.	Withdrawal as a privilege for 42/21 days under Prison Rule 50, YOI Rule 53.	ALL WEAR	
Community work And Outside Education	Subject to Risk Assessment	NONE	2 DA

## Short term Education in a Remand Setting at Longriggend, Scotland

James O'Hare and Michele Malone

The purpose of this paper is to promote an exchange of ideas and to stimulate discussion on an area of prison education which is not, at first glance, the most attractive but is perhaps the most challenging. It could be that a short stay Remand Institution is the Cinderella of a National System due precisely to the short stay nature of the period of incarceration. It is easy to dismiss it as being a waste of time and resources. Such a dismissal would be folly and would be the rejection of an opportunity of working with a group of highly vulnerable young people who are still impressionable and capable of responding to strong positive influences.

From a professional point of view one does not have the luxury of setting a student off on a course and taking satisfaction from the gaining of certificates or from a graduation.

However, since we are professionals committed to the task in hand and convinced that Education in the widest sense is the main road to betterment and the reduction of recidivism we can find satisfaction in taking a more holistic approach to our work and striving to more fully work with the individuals before us. To achieve this, we must create a positively welcoming environment which allows the individual to be himself/herself without the danger of mental, physical or emotional abuse. Such an environment can only be created with the full cooperation of the whole establishment.

### Profile of Longriggend

**Longriggend Remand Institution**, situated 15 miles North-East of Glasgow is an annexe for H.M. Prison Barlinnie, drawing its population of 226 untried young male adults from the Central and Strathclyde regions, the majority of whom come from Glasgow, Ayrshire and Stirling.

Although opened in 1963 as a Remand Centre, the building dates back to 1900 when it was in operation as an Infectious Diseases Hospital and as such, retains many of the physical problems associated with older Institutions.

In the Scottish system of Criminal Justice, untried prisoners are remanded for either 7 days for Further Examination, up to 40 days on Due Course of Law warrants at Summary Level, or 110 days at Solemn Level of proceedings.

Whilst remanded in custody, prisoners are not required to work. Consequently, a varied programme of activities is offered to encourage personal development and enhance the quality of life within the Institution. This includes education, P.E., recreation, religious activities and issue-based group-work. Lawyers and Social-Workers have unrestricted access to prisoners and daily visits from family

and friends is encouraged. A telephone video-link has been installed for those prisoners whose families are unable to travel.

Boys of a more vulnerable nature are located within a separate area of the Institution and receive support from carefully selected staff who have a high profile and are skilled at interacting with young people who are deemed to be at risk.

## **Client Group Profile**

The young men at Longriggend are between the ages of 16-20. They are housed in Longriggend awaiting their court appearance for trial or sentence. The nature of the alleged crimes for which they are housed can vary from Breach of the Peace to Murder. This being the case, we have a whole range of boys with very different social and psychological profiles.

## **Social Background**

It would be inaccurate to say that this group of boys come from a homogeneous social background or class. However, without presenting scientifically researched statistics, it is fair to say that a majority comes from areas of West and Central Scotland categorised as Areas of Priority Treatment on the part of Local and Central Government. These are large housing estates and economically and socially deprived areas within the towns of West and Central Scotland and within the city of Glasgow. Others, of course, come from areas that would not be classified in this manner. Many of the boys have given up on Education and in many cases Education has given up on them and many too come from the vicious circle of drug abuse and crime. This being the case, they do not arrive at Longriggend clamouring to access education and make up for those missing years of school attendance. So the onus is on us to attract them to classes by making things as attractive and relevant as possible.

## **Psychological Profile**

This group of young men is perhaps the most difficult to work with given their ages, their untried status and their antagonism towards society and its structures. Indeed for the duration of their stay here they can wallow in a psychological limbo. Conditions in that limbo vary according to the nature of the alleged offences or according to how hardened they are within the system of criminal justice. The boy awaiting trial for murder may well be in a more delicate mental state than the boy who stole a car. This can be added to other psychological scars that life has inflicted on them. It is with this in mind that we approach our work as Educationalists.

## **Educational Background**

Comments on the educational background will, of necessity, be broad without being sweeping since at all times we strive to deal with individuals. It can be said that our

boys are not normally well-disposed towards grasping the nettle of opportunity that is presented through education.

Many have been pushed from pillar to post since their primary school days and with sporadic attendance at different schools they were deprived of continuity, stability and strong school relationships. Secondary School (12-16 years) was a watershed for many and marked the parting of the ways with mainstream education which failed to cope with them and their individual problems.

This does not mean that we do not have a percentage of academically capable boys who with delicate nurturing and reinforcement can come to realise that there is a way forward through education into the mainstream of society and into meaningful work.

Others in our community have achieved through education but have never capitalised on their potential and, for a variety of reasons, have fallen outside the law.

This is a broad presentation of the educational background of many of our clients and while we strive to work with individuals as persons the broader picture does have a relevance.

### **Positive Aspects**

- 1) There is **no pressure** such as **National Certification** might bring about in the quest for high statistical returns of verifiable achievements.
- 2) The opportunity is there to virtually **start from the beginning** and build up a programme.
- 3) The circumstances might lend themselves to being **innovative and relevant**.
- 4) The setting presents the environment for a more **holistic approach to Education**.
- 5) **Perhaps** there exists a greater opportunity for **interdisciplinary project work with Social workers; Officers; and Chaplains et al.**
- 6) The Education Centre can become a good **Resource Centre** for the whole institution.
- 7) There is the chance to establish strong links with relevant **external agencies**.
- 8) **Professional satisfaction** may come from the more **holistic approach to the work**.

## Negative Aspects

- 1) **Short Term:** This duration of stay is at the heart of the challenge in Remand Education. It is this that tends to switch people off and allow them to make reference to 'A waste of time and resources'.
- 2) It can be the case that, given the duration of stay, **no national certificates** can be gained and this can be a disincentive for many. There is no obvious tangible record of achievement that will have nationwide accreditation.
- 3) Consequently, there are no moments of **academic glory** that come through certification and graduation. This can be a disincentive to staff as much as to students.
- 4) The **psychological profile** of the young person awaiting trial is undoubtedly a negative force on the educational environment.
- 5) It is unlikely that this type of institution is going to receive any outstanding investment by way of **cash or resources**.
- 6) **Performance Indicators** can be difficult to evidence.

## Cognitive Skills and Education

Accepting the efficacy of Cognitive Skills programmes and the validity of the claims made by Ross/Fabiano and Co. from Ottawa University in making the link between cognitive skills and the reduction in recidivism, we can now look at our own work in a fresh light. Education is essentially - and by definition-cognitive in orientation and thrust.

In Personal and Social Development courses do we not try to appraise past and present with a view to examining the possibility of change for the future?

In History do we not consider past events and the influences and movements that have helped shape our present? Do we not also ponder 'what if .....?'

In Mathematics is the student not encouraged to take multifaceted view of a problem before arriving at a solution?

In Language teaching do we not consider and compare different cultures while pushing ourselves to express our ideas in a variety of ways until we have found the correct expression or the right word?

The formal study of Cognitive Skills has at its heart an intensive thrust designed to train students to examine cause and effect and the various consequences of any one action. This trains them to stop and think before taking any action and to get away from seeing themselves as the centre of the universe through 'navel contemplation'.

Educationalists have by nature been alive to the value of cognitive skills but perhaps it takes something like the Ross/Fabiano findings to strongly reinforce our lifelong view by presenting scientifically evaluated findings to illustrate the relationship between thinking and the reduction in recidivism.

Empowered by these findings, our work can take on a fresh dimension as we become more acutely aware of the value of Education in the prison setting.

## **INNOVATIVE WORK**

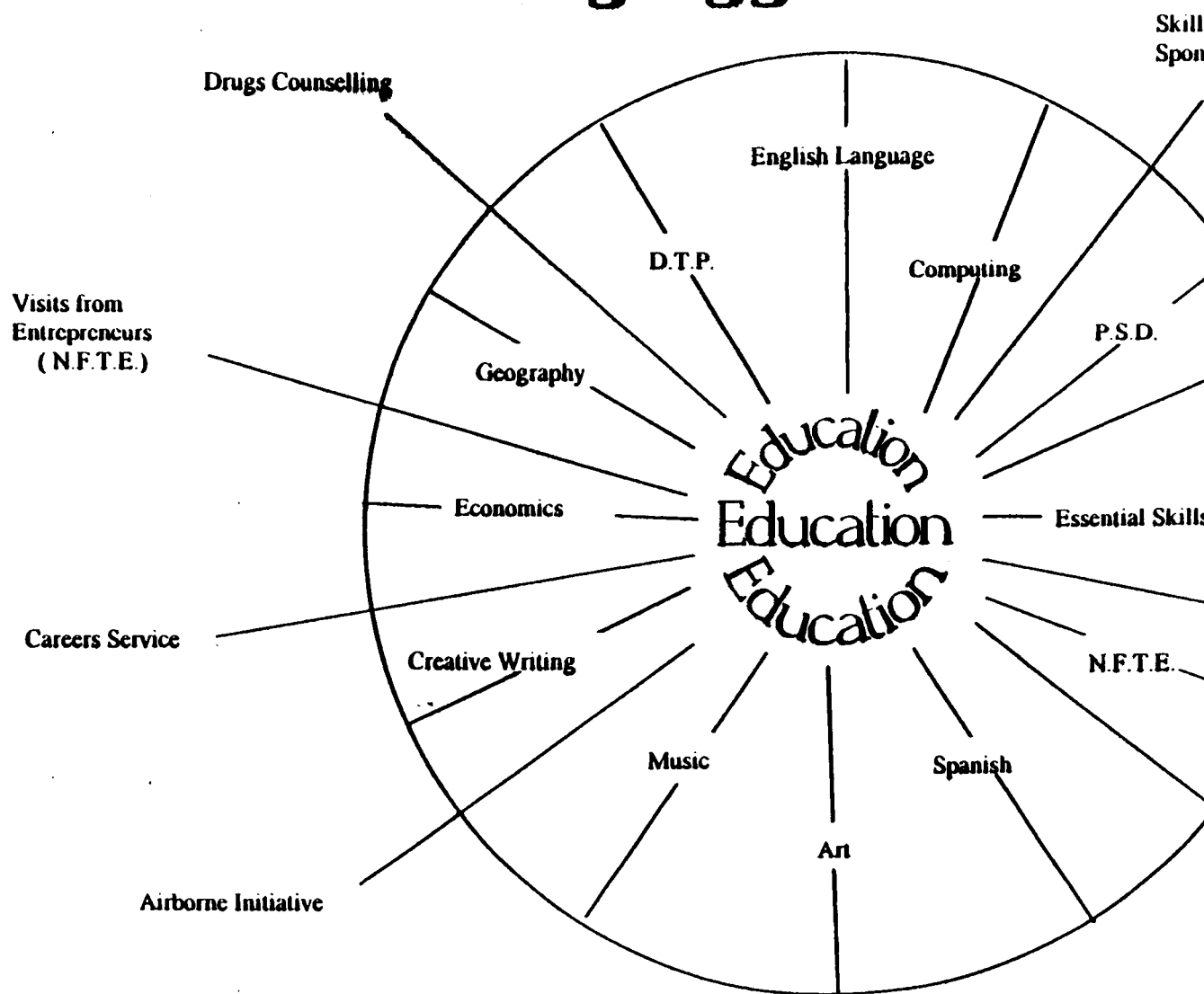
Allow me to mention two areas of our work which, if not in essence new, represent the type of work that that education can help initiate when not pressurised by the demand for high statistical returns in national certification.

One such activity is the joint initiative which we embarked upon with Prison Social Work staff to introduce a programme of groupwork embracing topics such as, Drugs/alcohol: Bullying: HIV/Aids: Anger Management and Family Values. Among these, bullying has the highest profile as we are intent on having an anti-bullying strategy which will permeate the whole institution in attempting to introduce a new climate and environment in which every boy is treated as a person with all that that entails. To get this programme of groupwork off the ground twenty or so participating officers had to be given training with emphasis being put on the cognitive character of the work.

Another innovative programme coming from Boston USA and introduced to Scotland through Scottish Enterprise is the NFTE (National Foundation for teaching Entrepreneurship) programme. This was set up by Steve Mariotti to extend the teaching in entrepreneurship to the most deprived who otherwise would not have access to such training. This programme is eminently suitable for young offenders with no great academic background.

"Give out the responsibility".

# Education at Longriggend



## The Way to a better life - ways of building bridges with the Community.

*Torfinn Langelid, Norway.*

This workshop focusses on what is our most important, and perhaps also our most difficult task - how can former offenders find their way back to a pattern of working and living in society, and what strategies and methods can we devise to prevent their returning to crime? The Swede Pavel Chylicki expressed the same idea in the title of his doctoral thesis: "Giving up criminal activity - ways out of a life of crime" ("Att upphöra med brott: Vagar ut or den kriminella karriären.")

The Council of Europe's Recommendation No. R (87) 3 from the Council of Ministers to member countries on European Prison Regulations 1987, states in Point 87:

***All prisoners should take part in programmes designed to help them return to society, family life and working life after their release. In this connection, special procedures and courses should be prepared.***

The recommendation goes on, in Point 89, 1, to state:

***Prison authorities should work in close cooperation with the social services and other organisations which provide support to released prisoners and help them re-establish themselves in society, particularly in relation to family life and employment."***

And, at last, The Council of Europe's Recommendation No. R (89) 12 on Education in Prison, states in Point 16:

***Measures should be taken to enable prisoners to continue their education after release.***

I will also give attention to a European Social Project Report from European Commission in Brussels. This research called "The Rehabilitation of Young Adult (ex-) Offenders in The Labour Market" is undertaken and written by Emmanuelle Filsjean, Rainer Foundation, London, England.

I will give you a short summary from the report why also EG is focusing on rehabilitation of former prisoners:

"Nowadays social and professional rehabilitation is a major issue. There are two main reasons:

\*A large number of young people are included in the issue of marginalisation, eg in France, where in a total of 10,8 millions of youngsters (from 13 to 25 year-old), there are 1/4 who could need to be taking care after.

\*The massive budgets used for targeting the young persons group.



Therefore rehabilitation is a priority issue, although it is difficult to give a precise definition of the concept. It seems there are different ways of considering rehabilitation:

- \* As a "plan". It is then a way for the individual to express himself or herself in cultural, social, economic and institutional areas. The logic of this strategy would appear during the course of the process and be achieved at the end of the completion of the plan.
- \* As a scheme in which different kinds of agencies and programmes are involved. This is a manner of looking at the way society, and especially the Government agencies, respond to the demand of rehabilitation.
- \* As a relationship between the youngster and his or her environment. He or she has to adapt to the environment, which might not be responding to his or her needs. Then he or she will have to deal with it and integrate it as part of their life experience.
- \* As a full range of social and professional skills. This analysis prioritises respect of "normality", the one of getting into employment. This approach links the level of qualification of youngsters and their chances to reach a professional rehabilitation. But the level of qualification is not only considered with respect to degrees. It also includes work skills and professional experience. This is the idea of social competence.

Beside all these theoretical uncertainties, two points of reference can be pointed out:

- \* Rehabilitation takes into account all aspects of the individual, ie development of the personality, socialisation, access to employment and social benefits.
- \* Rehabilitation depends strongly on the kind of environment (social, cultural, institutional and economic) the youngster lives in, and that has to be taken into account as well as the individual himself or herself. Changes in society since the 1970s have modified the way the rehabilitation of young people at risk is treated."

## **A BRIEF DESCRIPTION OF THE NORWEGIAN PRISON SYSTEM**

Before I go on to tell you about what we do in Norway, and say something about what we ought to do more of, I shall first outline very briefly how the Norwegian prison system is organised.

### **\* Prison Services**

The Norwegian Prison Service administers a total of 43 institutions; the largest institution, in Oslo, has a capacity of 366 inmates, as it has in other countries, during the last 10 to 20 years, and average daily numbers have

risen from approximately 1700 in the middle of the seventies to around 2700 today. Between ten thousand and eleven thousand prisoners are released each year.

#### \* Probation and After-Care Services

The Probation Service is administered directly by the Prison and Probation Department of the Ministry of Justice. There is a head office in each county, and most counties have one or more district offices, giving a total of 21 head offices and 24 district offices.

An investigation conducted 2 or 3 years ago into prisoners in Norway showed that:

- *Prisoners had a turbulent childhood; they came from broken families and had spent some time in institutions.*
- *Fifty per cent of the prisoners had a working-class background.*
- *They had weak ties with their families - sixty per cent had no close family relationships.*
- *Unemployment and unsatisfactory experience of work were common. Only 30% were in stable employment when their sentences began.*
- *They were school losers. Seventeen per cent had not completed compulsory schooling, and only 12% had completed upper secondary education. 23% said they needed help with reading and writing problems, while fifty per cent needed help with mathematics.*

They also had financial and social problems. Their money difficulties were made worse by difficulty in finding a place to live. They were, in general, unable to master everyday problems.

#### THE GOALS OF THE PRISON AND THE PROBATION SERVICE IN NORWAY

How do we tackle this situation? I should like, first to draw your attention to the Government's aims of the Prison and Probation Service.

The Norwegian Government notes that most crimes today are committed by people who already have a criminal record. The main challenge is, therefore, to reduce the incidence of recidivism. In this connection, The Government believes, it is important to make it clear that other social institutions, such as schools, social services, health centres and employment authorities are jointly responsible for providing the services which the law imposes on them as a duty, and so contribute to reducing the danger of former offenders relapsing.

The Prison and the Probation Service is in the middle of a period of development and change. Among the tasks facing us is the formulation of a clear commitment for

the future, and targets which all those involved in the Prison and the Probation Service will be bound to. The Government's intention is to publish a new White Paper on the Prison and Probation Service in the autumn.

In Norway, we practise what we call "the import model". This means that the Prison and Probation Services cooperate with other active public bodies and private organisations; education in prison is organised by the education authorities, and health care in prison by the regional health authorities.

## EDUCATION IN PRISON

In Norway, we make use - as I mentioned earlier - of "imported services". This means that the Ministry of Education is responsible for funding prison education, at a cost of almost 73 million Norwegians in 1995. Teachers with prison classes are not employed by the prison service, but by the regional authority which undertakes the prison education.

The office in which I work, the National Education Office in Hordaland, is responsible for nationwide coordination and development tasks in prison education. This makes up most of my work.

Prison education is currently going through a period of change. A Committee, appointed by the Ministry a few years ago, made several proposals for improving prison education. A consequence is that the courses offered must to a greater extent take as their starting point the needs of prisoners for education and training. In particular, the follow-up service after release must be strengthened and cooperation with other bodies must be closer.

This has led to the formulation of the following statement of goals for 1995:

***"Prison education aims to take as its starting point the prisoner's need for training. The education offered must build on an analysis of the likelihood that the prisoner will return to a life of work in the community after serving his sentence. Training must be offered in accordance with an overall, forward-looking plan for the individual prisoner. The prison service and the regional authorities must have a total plan for prison education. The organisation of prison education must be as cost effective as possible, so that the resources can be put to best possible use."***

Educational courses are currently available in 33 of the country's 43 prisons. There are more places available, more pupils and more teachers than previously. In the case of places, there are approximately 650 in the prisons themselves, and approximately 150 in the follow-up classes outside the prisons. At any one time, therefore 23 per cent of the prisoners can get some form of education in prison. The courses offered are at compulsory school and upper secondary school level, with the emphasis on the latter. In addition there are a number of courses that could be called coping-with-life courses. Finally, I should mention the short, work-related

courses run by the employment service. We need many more of these, and I shall say more later about our relationship with the employment service.

#### **\*Follow-up classes**

Prison education in Norway is currently in the melting-pot. Against the background of the previously-mentioned proposals for prison education and indications from the Government, it is clear that follow-up work must be strengthened. In recent years, follow-up class set up outside the prison. The ordinary school system finds it difficult to take up pupils at irregular times, classes are large, and the regular pupils are often much younger. In the follow-up classes, the groups are smaller, with 4 - 6 pupils in each class, there is closer personal contract, and on-going support is better. A counsellor in each follow-up centre is responsible for arranging the contacts necessary for further education or employment. Visits to companies and contact with the labour market are important ingredients in these classes, and the offender gradually gains an insight into the requirements and challenges of working life.

We are now in the process of setting up two or three new follow-up classes, and we are trying to increase their level of cooperation with other offices, in particular the employment authorities. We believe that it is very important indeed to involve employment offices in the work of rehabilitation, since they are the primary experts on working life. Employment offices are also important because they can contribute financially to the work of following up the individual client.

#### **\*Co-operation with the Probation Service**

In many places there is cooperation with the probation service in this area. In several of them, the probation service makes premises available for classes, while the Probation Service itself has activities in the same rooms. This makes it possible for the two services to exploit each other's competence and thus provide a better service for the pupil.

#### **\*Co-operation with the Employment Service**

Our office has also initiated an extensive investigation in a state prison which will uncover the prisoners' needs for education in prison in addition to their expected needs for education and employment after release. The regional employment office is associated with this investigation. When the results of the investigation have been processed, we intend to take up the question of the regional employment office's responsibilities in the follow-up period with the central Directorate for Employment. We hope that the employment service can cooperate more actively in this important field.

#### **\*Regional plan for prison education**

Our office has, in addition, requested the regional authorities responsible for prison education to draw up a plan for prison education. This means that the schools in the

region which provide prison education will prepare a survey of the situation as it is today, as far as courses run, places available, follow-up work, and cooperation with other bodies are concerned. With this analysis of the current position as a starting point, we shall ask the schools and the regional authorities to assess and make proposals related to what the content of the educational provision should be, and how it should be organised.

This analysis is expected to cover:

- \*The prison population (sentence lengths, prisoners sentenced and/or detained, nationality, development trends in the nature of the prison population and the prison system).
- \*The prisoners' educational requirements (including relating these to their basic education and their statutory educational rights)
- \*The labour market (for example, what kind of vocational training should schools provide in view of the labour market prisoners will face on release?  
What are the consequences of high unemployment for decisions on which vocational courses to offer?)
- \*Cooperation with other government services - how can it best be maintained and organised?)

Representatives from the schools, the prison service, the probation service, the employment service, the regional education authorities and the national education office in the region are all cooperating in this project.

#### **\*A professional forum**

In addition, we are trying to establish a professional forum in each region with the aim of bringing the leaders of the different public services together. These will include the prison governor, the school principal, the regional director of education, the regional director of employment services, the chief probation officer and the director of the national education office in the region. The plan is to bring these leaders together two or three times a year to discuss and draw up strategies for developing prison education, for the follow-up service after release and for ensuring best possible cooperation between the different public services. If we make this work, it should lead to the individual offices accepting more responsibility in this field. It is also important that they should get to know each other and develop good interpersonal relations.

Finally, I should like to draw your attention to the challenges that face us both in Norway, and, in all likelihood, in other countries represented at this seminar:

- \* The labour market in most European countries is difficult. How can we create real employment opportunities for a group of people with little work experience and often a poor educational background? They stand at the end of every queue.
- \* Inter-service cooperation. We talk freely and often about the value of cooperation. But surveys show that it doesn't always function so well. Our challenge is to face the personal conflicts, the struggle for resources and the divergent interests of different groups in such a way that a cooperative climate can be created. What strategies can we employ in this connection?
- \* I mentioned Pawel Chylicki at the start. One of his "discoveries" is that, in the attempt to escape from the criminal path, the offender must work systematically on his drink/drugs problem, and form stable, adult contacts. The social aspect is enormously important if the offender is to function well in working life. The question is, then, how to cater adequately for this basic need.

## THE CONCEPT OF TRAINING EXTENDED TO INCLUDE LIFE SKILLS AS THE FINAL GOAL

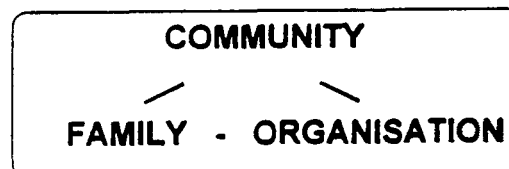
### THE AIM OF TRAINING IN THE REHABILITATION OF PRISONERS

Satisfy basic training needs; promote responsible behaviour; respect binding agreements; confrontation; communication; discussion groups.		
<p>Training in the Institution</p> <p>Prison Act Education Act</p> <p>Different teaching programmes which cover training during imprisonment:</p> <ul style="list-style-type: none"> <li>- Primary and Lower Secondary Level</li> <li>- Upper Secondary Level               <ul style="list-style-type: none"> <li>- Vocational Training</li> <li>- General Studies</li> </ul> </li> <li>- Supervision and Treatment</li> </ul>	<p style="text-align: center;"><b>A S S I G N I N G</b></p> <p style="text-align: center;"><b>T E A M</b></p>	<p>Training outside the Institution</p> <p>Education Act</p> <ul style="list-style-type: none"> <li>⇒ Follow-up classes</li> <li>⇒ Education in preparation for work</li> <li>⇒ Work-training groups</li> <li>⇒ Ordinary Upper Secondary education - vocational and general studies</li> <li>⇒ University and other higher education</li> </ul>

**NEGATIVE IDENTITY**

**POSITIVE IDENTITY**

**WEAKNESS** ⇒



⇒ **STRENGTH**

An investigation conducted by the Ministry of Justice, Norway, 1992, asked offenders:

**"What would help you to live a law-abiding life?"**

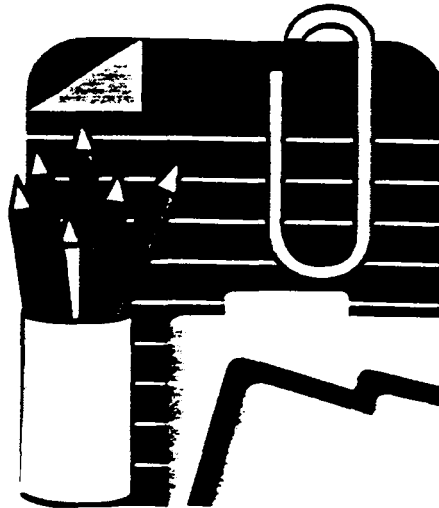
- \* 87% responded:      A permanent place to live.
- \* 77% responded:      Stable employment.
- \* 67% responded:      Meaningful leisure.
- \* 63% responded:      Narcotics free environment.
- \* 52% responded:      An established intimate relationship.
- \* 50% responded:      Organised help to live narcotics free.
- \* 48% responded:      Children.
- \* 47% responded:      Education.
- \* 20% responded:      Marriage.
- \* 16% responded:      Religious Faith.

#### **FACTS CONCERNING WORK AND INCOME AS A BASIC REQUIREMENT:**

- \* Three out of four clients have no link with the world of work.
- \* Twenty per cent have never had such link.
- \* Thirteen per cent have permanent Disablement Benefit.
- \* Forty-three per cent live wholly or partly on public assistance.

*"Failure is not the falling down, but the staying down" - Mary Pickford.*





## **Impressions of the EPEA Conference in Blagdon.**

### **1. Errol Craig Sull**

As the sole U.S. participant at the EPEA's 5th Biennial Conference, I was privileged to represent both the United States and the Correctional Education Association in Blagdon, England (about 150 miles west of London) on October 1 - 4 1995.

The Conference was held in the small postcard-perfect town of Blagdon, in a conference facility called the Mendip Centre. FEDA - the Further Education Development Agency - owns and operates Mendip Centre (a former hotel, as well as Coombe Lodge, a beautiful, English country estate house) as a training centre for a variety of organisations. One could not ask for a more tranquil or conducive setting: from my bedroom window I could see sheep grazing below, the twisting and narrow roads weaving in the English countryside, an occasional stone house, a lake in the distance, and an ancient stone cathedral at the bottom of the valley.

Unlike ~~corrections~~-related conferences in the United States where as many participants as possible are sought, the Europeans keep their conferences small with about 100 participants.

One prepares for a European Conference a little bit differently than in the United States. First, each participant is expected to submit a formal version of his/her presentation on paper; enough copies of these are then made so that all participants may have one. And smartly, it is not until a presentation has been completed that the presenter's paper is made available. All conference papers are laid out on one large table in the general meeting room.

There is a second table in this room as well, labelled "Swap Table". Here, participants may bring whatever materials or sign-up sheets that he/she feels the other members might be interested in. This Conference's Swap Table found several articles on U.S. correctional educational and the criminal justice system; a sign-up sheet for people wanting a gratis copy of a European prison education report; information about the organisation responsible for selling the inmate-made items; display copies of correctional education penned by authors from several countries. Both tables - Swap and Conference Papers - were visited often during the Conference.

The only "for sale" items consisted of various correctional education reports and journals and a wide variety of inmate-made arts and crafts items, all proceeds going to charity.

What I found especially interesting was that with so many various languages, cultures, and approaches to prison education, each country had the same problems: finding better ways to help their inmates in preparation for release and post-release. For example: while the U.S. prison population of 1.5 million is a hundred times greater than Finland's 1500, we both struggled over similar transition problems and obstacles as if we had the same number of inmates.

One of the activities in which we all eagerly participated in was a variety of tours to various English prisons. (Mine was a male adult prison that featured corrections officers who interacted with inmates in nearly all the activities and were called by their first names by the inmates. And I walked away with a gift: one of the inmates was a fairly talented artist and drew a five minute charcoal caricature of me!). Yet I nearly placed myself in a situation that would have made it very difficult to leave the prison.

The day prior to the tour, I was presented with a beautiful blue pin-striped shirt by one of my English friends at the conference. (It was one of the many items that were made by English inmates and sold at the conference, with all profits going to charity). I decided to wear this shirt on the prison tour the next day as a way of letting the inmates know that I supported their efforts and was proud of their workmanship. However, while waiting to board the bus some of my English friends told me I **had to change** it: it seems that not only is this shirt made by English inmates **but it is the official uniform shirt that ALL English inmates wear**. Had I worn the shirt **to the prison**, they explained, I very possibly may have been mistaken for an inmate trying to escape on my way out!

One studies intently during the daytime hours of the conference ... and one parties equally intently during the evening at European Conferences. I have never heard more stories or jokes told per square foot of space than I did each evening at Blagdon (the Irish and the Scotch are particularly adept at this), nor have I experienced the suds flowing more freely (especially good was a drink called scrumpy, an enhanced octane version of our U.S. hard cider) since my days in a college fraternity. And most of this frivolity took place within the mahogany walls of the great English country mansion I mentioned earlier, Coombe Lodge.

Certainly, a stroll through Coombe Lodge's vast and elegant halls was enjoyable, but equally so was a stroll through its meticulously landscaped grounds that included internationally recognised and award-winning gardens of chrysanthemums.

Our last evening at the Conference was one of the most memorable occasions I have ever been involved in. First, there was an elegant dinner in Coombe Lodge (with bottle after bottle of exquisite wine). But this paled against the entertainment that followed.

It seems that EPEA has a tradition at each of its conferences where, after the final grand dinner, each country must sing at least one song. One of the conference's guests (this time a keynote speaker) serves as judge, with points awarded for creativity, effort put forth, size of country(!), and overall silliness. (I placed fourth overall, with points awarded for my tie and first time appearance but points deducted because I represented from "the colonies"!).

A moment that I shall never forget came after I had completed my entry - one of my correctional education-themed rap songs. I was the last to perform, and afterwards left the room for a few minutes. Upon my return, the entire room of attendees - all 100+ - stood up and sang "America the Beautiful" in my honour. This "item" had been co-ordinated by Paddy Rocks, a correctional educator from N. Ireland, who also is a part-time professional folk singer in his country ... and without doubt the music and song catalyst of the EPEA Conference.

I was especially sorry to see the Conference end. So many cultures, so many political systems, a variety of languages, and yet we all became such close friends in a matter of a few days. And beyond the new friends, I greatly enriched my knowledge of international correctional education, and in the process gained a better perspective of correctional education (and the criminal justice system in general) in the United States. There is much that we can learn from the Europeans, and much that we can also offer them.

Each country has a different approach to correctional education, and each of these approaches - including ours - is a reflection of that country's culture, society, and social conscience. Perhaps more than anything else, this EPEA Conference made me realise just how isolated correctional educators throughout the world are away from conferences ... and how much we can gain and enhance our efforts through increased sharing of ideas, teaching methods, and various programs. To remain isolationist will, ultimately, limit the opportunities for our students and ourselves.

- *Errol Craig Sull, U.S.A.*

## More impressions.....

2. It was the first time I took part in an E.P.E.A. conference and I was very impressed by the atmosphere.

All the sessions and workshops in which I took part were very interesting and given by people who have practice and experience and who gave me advice for my day to day work.

I was also impressed by the optimism with which all prison teachers spoke about their work and how convinced they were by the necessity for it. Without optimism we cannot help disadvantaged students.

Finally, thank you to the organisers. Everything was perfectly arranged.

**- Martin Drueke, Germany.**

3. This statement outlines the views of one of the youngest participants and also one who is new to this business, as I have only worked in prisons for a year. That is the reason I couldn't share much from my own experience with other people. I have been a consumer throughout the entire conference and have done it so well that I am going home with plenty of ideas (and also plenty of papers to read). I gained most from the workshops and the many discussions with other people, learning about not only what they have achieved but how they did it and what were the problems and the successes. However, information and concrete ideas were not all I obtained. Perhaps more important is the motivation I found here and which I will carry home with me; the motivation to achieve a few projects step by step in my country where prison education is not as well organised as elsewhere. I hope that in the future it will be easier to convince people of the need for education in prisons, as it works in so many European countries and we should no longer lag so far behind.

I am grateful to have participated in the conference.

Thank you, I enjoyed it!

**- Martine Fuchs, Luxembourg.**

## 4. Coombe Lodge in Autumn.

- Coombe Lodge in Autumn - what a beautiful setting! Once upon a time home of the Wills family (the tobacco people) - but very few smokers at this conference!
- Arrival at Mendip Centre - Dave and Pam greeting everybody warmly; seem to know us all. I'm impressed.
- An atmosphere of camaraderie about. Is it a reunion of old cronies? I wonder.

- My first encounter - a colleague from Hungary as we both make our way on foot to Blagdon Village. Was this just a chance meeting or was I subconsciously organising a trip to Budapest for the next conference.
- Great enthusiasm about for the workshops - one hadn't to ask what was going on, it was being talked about all the time.
- Atmosphere permeated by optimism! Lack of realism? Hardly, these people have been in prison education since .... well a long time! Look at the greying beards and hairless domes!
- The highest award for work honestly done must go to Dominic for his merry-go-round shuttle bus service.
- And the honour for the most dubious activity of all is awarded to the judging of the Europrison Song Contest. Despite his protestations to the contrary, Ian had to be an ordinary mortal like the rest of us and succumb to the blatant bribery of some delegations! (Note: names are with the editor!!!)
- I liked the workshop arrangements - but yet it was maddening to 'miss' so many. What a pity not to be in four places at the one time.
- Time off? Well some walked, talked, studied, slept, imbibed ... Others rehearsed, rehearsed, and rehearsed for the Europrison Song Contest. Alas to no avail as still the cacophony reigned!
- But as Judge Ian, prior to delivering his verdict, remarked with all due weightiness: "The choice of winner was a triumph for lack of talent, sophistication and simple know-how!"
- Here's to the next conference.

- Sean Wynne - Portlaoise, Ireland



**Coombe Lodge**

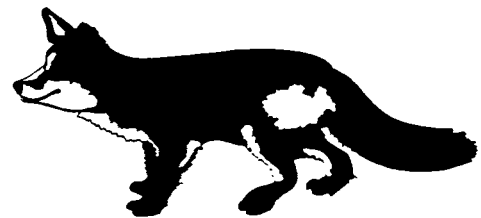


"Goodbyes" .....

"Goodbye," said the fox. " And now here is my secret, a very simple secret: it is only with the heart that one can see rightly - what is essential is invisible to the eye".

"What is essential is invisible to the eye", the little prince repeated, so that he would be sure to remember.

- The Little Prince.  
Antoine de Saint - Exupéry.



## Information about Organisations and Groups concerned with Prison Education

### The EPEA - European Prison Education Association

*By Kevin Warner (Chairperson, EPEA)*

#### The EPEA's Origins

I would like to dwell on how the EPEA originated and on some of the ideas that have gone into its making. I would like to trace the main stages of its development so far, as I see them, and to acknowledge a number of the people involved.

The international conference on prison education, held in Oxford in September 1989, was remarkable in several ways. It was one of the first occasions in this part of the world when large numbers of prison educators working "on the ground" came together from many countries. That generated its own excitement, which was further fuelled by the involvement of two dozen or so North Americans via the Correctional Association (CEA). The CEA is a strong broadly-based organisation of what we in Europe would call prison educators and it has been in existence now for close on half a century. The CEA presented us with a real live model of professional support and development. It was certainly one of the ingredients which brought about the birth of the EPEA.

Another important ingredient was the Council of Europe report, *Education in Prison*, which, at the time of the Oxford conference, was completed and circulating, although not yet formally published. Essentially it advocated an adult orientation and a wide curriculum for our work in prisons. The report also identified a need for contact across national boundaries: "Those working in the special field of prison education have a great deal in common with each other .... they can often share more with each other than with educators from other fields from their own countries. Such sharing can apply as much to the identifying and addressing of common problems as to the sharing of more positive experiences".

So, at Oxford, the need and the model came together. In my mind, the spark that set things going was when Pam Bedford, a prison education officer from England, determined not to let the conference finish without something being put in motion. She suggested, over coffee, to Gayle Gassner, then President of the CEA, that there should be some linkage between Europe and the CEA. Under the ancient copper beech tree, this idea was explored by a group of five: Pam, Gayle, Henning Jorgensen of Denmark, Asbjorn Langas of Norway and me. It was soon realised by all, and perhaps most clearly by Gayle, that a separate European organisation was needed. The EPEA began to emerge. A larger, hurried meeting in a garden, again with coffee cups in hand, gave enthusiastic backing to the project.

Before we left Oxford, an ad hoc group was given the task of moving the idea forward. This group consisted of the five members of the Council of Europe Select Committee (who wrote Education in Prison) who were present. Ian Benson from England, Robert Suvaal from the Netherlands, the late Peter Ziebart from Austria, Henning and me; as well as Asbjorn Langas, a member of the CDPC, the Council of Europe parent body which set the Select Committee in motion. On behalf of this group, Henning Jorgensen wrote to every prison administration in the Council of Europe countries, seeking the nomination of two liaison persons from each country. One of these liaison persons had to be an educator "in daily contact with prisoners". Sixteen countries responded.

Progress was slow for two years or so, hampered by language and distance barriers - and perhaps by too much reliance on those of us in administration! Yet there was never any doubt about the strong interest in the idea. Pam Bedford established the Newsletter and kept driving us forward.

Development was more consistent after the conference in Bergen, The Netherlands, in 1991, where the liaison persons present agreed the following aims for the EPEA:

- \* To promote education in prison according to the Recommendation No. R (89) of the Committee of Ministers to member States of the Council of Europe (1989), (i.e. according to the report, Education in Prison).
- \* To support and assist the professional development of persons involved in education in prison through European co-operation.
- \* To work with related professional organisations.
- \* To support research in the field of education in prison.

At Bergen, also, the ad hoc group gave way to a Steering Committee consisting of the **liaison persons** from seven countries.

The **Steering Committee** was given the task of moving the EPEA forward, until the next gathering of liaison persons (what we now call the General Council) at the Swedish EPEA conference, in Sigtuna in 1993. A great deal of work was done by that Steering Committee, especially over two weekend-long meetings in England and Scotland. Leaflets were written and translated. A networking system, linking prison educators "on the ground" in different countries was begun. A constitution was drafted. Contacts were strengthened. In particular, a prison education conference in Estonia in 1992 led to involvement from several of the newly independent Baltic countries. The Newsletter continues to develop, edited by Catherine Coakley from Ireland. The number of countries involved rose to 22.



## **The way forward for the EPEA**

At Sigtuna the EPEA took several further steps forward. Most importantly, the constitution was adopted, providing us now with a basic framework and touchstone for development. In line with that constitution, the first elections of officers and other members of the steering committee took place. Regular election of officer posts by postal ballot of all members started in 1994. From autumn 1993, formal membership, with a small membership fee was available to all prison educators and those in related area. Local conferences are envisaged together with the development of more formal EPEA structures in each country (with elected officers for that country, etc). The whole emphasis, both of the constitution and the programme of work we have set ourselves, is on linking ordinary prison educators from different countries, so that they can give mutual support and practical help to each other.

It is hoped that the pattern of having an EPEA European prison education conference every two years will continue. Following this 1995 conference it is planned to have one in Hungary in 1997. Any host country or countries would still have to undertake most of the organisation, but it is hoped that, in time, the EPEA can give increasing help in this, especially through drawing on the experiences of past conferences. The Scandinavians offered an especially helpful model in 1993 for the future by showing how well a number of countries can co-operate together in the task.

The 1995 Steering Committee is as follows:-

Chairperson:	Kevin Warner (Ireland)
Secretary:	Ann Cameron (Scotland)
Treasurer:	David Marston (England)
Membership Secretary:	Pam Bedford (England)
Deputy Secretary:	Kaj Raundrup (Denmark)
Yves Le Guennec (France)	
Robert Suvaal (The Netherlands)	
Agneta Bergendal (Sweden)	
Vincent Theis (Luxembourg)	
Otilia Marques Graala da Costa (Portugal)	
One vacancy (offered to Spain)	

## BASIC EDUCATION IN PRISONS

### THE FINAL REPORT OF THE BASIC EDUCATION IN PRISONS RESEARCH PROJECT OF THE UNESCO INSTITUTE FOR EDUCATION

*Author: Peter Sutton, Germany*

The Report will be published in English, French and Spanish by the UNESCO Institute for Education (UIE) in association with the Crime Prevention and Criminal Justice Branch of the United Nations in early 1995;

and examines practices in basic education in corrective institutions in all world regions, fostering co-operation for the promotion and improvement of what are judged by practitioners and learners to be successful practices.

The overview chapters in Part I concern the context of prison education; literacy and occupational skill levels among inmates, women in prison, long-term imprisonment, and methods of assessing learning needs; curricula of basic education in prisons; the effects of basic education in prisons, measured by indicators such as recidivism, behaviour and examinations; and administrative models for the delivery of education, including funding, collaboration with outside agencies and staff training.

Part II contains case studies of prison education in selected countries by the authors shown above. Also included are a review of UN and other international standards and initiatives in prison education, a review of the role of custodial staff by a former British prison governor, and an analysis of the inherent contradiction between education and punishment by a researcher from the International Council for Adult Education.

The basic education provided in prison systems, where it is available, tends to concentrate on literacy and numeracy, and vocational skills. These, although indispensable, are only a part of what UIE understands by the term. This is expressed as follows in the World Declaration on Education for All, approved at the 1990 World Conference on Education for All, sponsored by UNDP, UNESCO, UNICEF and the World Bank:

*"essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basis learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."*

## **The content of the Final Report**

Part I of the Report does not contain findings from original research. Rather, it is an attempt to find common elements among many different reports, from both primary and secondary sources, and so to arrive at a coherent view of the status and potential of prison education. Considerable attention was paid to the views of prison education practitioners and, where possible, to those of inmates. This overview is complemented in Part II by case studies of prison education in Botswana, China, Costa Rica, Egypt, Finland, Germany, the Netherlands, Sri Lanka and the United States. These chapters do provide an important new set of primary sources.

## **Country Studies**

The chapters in Part II have been arranged thematically, taking examples of existing national systems. However, this is not to say that each world system is like that of China or Finland (which are the first to be presented), and needs to be replaced by that outlined as a proposal for Costa Rica, which is the final study. Conditions vary widely between countries and cultures, and the Report limits itself to illustrating a range of current practices and proposals. No recommendations have been formed on the basis of the case studies included or other evidence received, beyond that of the need to reconsider the nature and purpose of education in prisons, particularly at the basic level, and to take appropriate action. If the examples given in the case studies, and the overview contained in Part I, give some indications of possible ways to proceed, the Report will have served its purpose.

As in much other international discussion of educational matters, there is a preponderance in this overview of West European, North American and, in this case, Australian written sources. Outside these areas, the Report relies particularly heavily on information from English-language documents. This is in part a result of the pattern of attendance at recent international conferences on prison education, and of the inability of the UIE staff of this project to read non-European languages. However, it is in all probability also a reflection of the real state of research throughout the world into basic education in prisons. This topic is not regarded as a high priority by hard-pressed governments and research agencies.

## **The context of prison education**

The prison environment is a context that places a number of obstacles in the way of educational activities.

The first of these is the uncertainty over the role of education in prisons. Educators, prison authorities and other staff do not always agree on the purpose of education in prisons. While some prison authorities and security officers tend to see the educational programme as a peripheral activity, which contributes to the "good order" of the institution, educators and other "civilian" members of staff (social workers, psychologists, etc.) tend to emphasise the ethical dimension of education as part of the rehabilitative purpose of imprisonment. An obvious but often

unspoken element of this purpose is the attempt to influence future behaviour through changes in values and attitudes among offenders.

Secondly, in all prison systems, the overriding consideration is security. Even where prisoners are allowed to attend education outside, to take part in sporting activities or to work and be trained in outside enterprises, rules are devised which seek to limit the security risk. Offenders can observe the consequences of this situation. They see evidence of education being given a low status by prison authorities who regard it principally as a way of occupying prisoners and ensuring good order. Work is seen by prison administrations as second in importance to security, and coming well before education.

Thirdly, there is alienation between the inmates, who are supposed to be the beneficiaries, and the system which both keeps them confined and offers them education. The sub-culture among inmates, particularly among recidivists, can be described as "macho" with respect to male prisoners, and is marked by defiance, bravado, and a mixture of solidarity and self-reliance among both sexes. Imprisonment is a lonely experience of many.

Obvious learning disability and inability to develop social relationships are not infrequently observed. However, this does not mean that the level of intelligence and therefore of potential performance is axiomatically inferior to that of the general population. In the 1970s much attention was given to psychological investigation of criminal tendencies, with inconclusive results. The matter has recently been discussed again, with a claim that there is no link between propensity to violent crime and academic achievement. Inmates may have an average IQ of 90 - 109, while their actual educational achievement is related to criminal behaviour.

Given the unpromising context of prison education, there is therefore a formidable task facing educators if they are to meet the needs for basic functional, vocational and social skills.

### **The curriculum of prison education**

In what follows, it is assumed that a prison education curriculum will offer basic skills and vocational training, together with the relevant formal certification. In order also to provide social skills and non-formal education in the arts and sports in the context we have outlined, systems have adopted innovative approaches, as the following examples show.

Social skills are an important part of basic education, particularly for those shown to be poor at making and maintaining social contacts without aggression, at observing basic standards of personal care, and at making even simple decisions between possible actions, is the acquisition of social skills. This can mean specific activities such as coping with the bureaucratic requirements of authorities encountered in daily life: the post office, social services and social security/welfare, etc., or - more controversially - learning to understand the judicial and penal system.

Social skills are also known as "life skills", and can include consumer economics, community resources, health, occupational knowledge, and government and law, plus the obligations of the citizen.

Given the large number of persons convicted of drug-related offences, it is to be expected that increasing importance should be given to the topic of substance abuse and AIDS information and prevention. A direct approach to questions of personal behaviour may be counter-productive, but such themes can be addressed both under social skills training and through the various alternative subject areas discussed below.

*Libraries* are a tool of education, although it is left to ministries or local prison authorities to determine timing, frequency and conditions of access, not to mention the scope of the contents and ancillary activities such as lectures and discussions.

*Reading clubs, newsletters and prison writing* are further examples of word-based activities that provide a stimulus to literacy acquisition and maintenance. Essay-writing can assist inmates to overcome violent feelings by providing a channel for their expression.

*Theatre and the writing of plays* take this further. Furthermore, the writing of plays need not exclude illiterates, any more than they are excluded from reading clubs. Illiterates can dictate to those who can write. Similar work has been done outside the prison context under the title of "oral history", encouraging communities and individuals to review their past in the context of wider social issues.

*Visual arts* can also provide stimulation through film, painting, sculpture and applied arts for learners with limited verbal skills, as well as for those whose level of formal achievement is already high. In other words, formal basic education stimulates and measures only some aspects of person's social being, all of which has to be addressed in any truly correctional setting.

*Discussion groups* are an alternative to activities using the written word.

*Sports and physical education* are seldom mentioned in discussion of prison education, even though there are educational elements in the development of sports skills and in the social interaction between team members. Sport can be a bridge to other activities as well as an activity which is worthwhile in itself, and it can bring about emotional liberation. There are examples of the involvement of aggressive inmates in work giving tuition to children with multiple learning difficulties.

## Some conclusions from the project

It appears that education is the most helpful activity engaged in during imprisonment, which can otherwise have a negative effect on inmates' social relationships and behaviour after release. In the case of those with a low level of previous education in particular, the provision of basic education equivalent to that offered outside is a necessity if there is to be any serious attempt at encouraging such persons to find regular employment after release.

The previous educational experiences which offenders bring to prison, their social and family background, their employment history, their moral standpoint and their religious or other world views, cannot be wished away. Nor can educators determine the environment into which ex-prisoners are released, the job market or the social ties which form major elements of that environment.

Moreover, it is unrealistic to propose an extension of basic education in prisons in both scope and availability without taking into account the coercive context of imprisonment. It is hardly surprising that there is alienation and misunderstanding between many inmates and the criminal justice system, given the punitive element in the purpose of the latter. Despite this background, it may be suggested that several factors under the control of correctional systems can be conducive to the achievement of the immediate objectives and the resocialising aims of prison education. These are:

- ♦ *Motivational measures*

Motivational is crucial to active educational participation and progress. Numerous practitioners point out the central position occupied in motivation by a sensation of achievement and of increased self-confidence, both in the context of prison education and in education and training elsewhere.

Motivating measures include:

- recognition of advance from one level of achievement to the next, and certification of courses completed;
- equality of treatment in terms of pay and other benefits between education, training and work;
- the involvement of students in the assessment of their individual learning needs, and in continual assessment of their progress;
- consistency and regularity of access to education;
- the opportunity for additional recognition of progress through exhibitions and printing of students' work.

- *Continuity of educational provision*

The importance of continuity both between institutions when prisoners are transferred, and of articulation between the prison system and external educational providers as part of social reinsertion after release, can hardly be overstated. Breaks in educational progression within the prison system, which are frequently caused by moves from one establishment to another, are self-evidently counter-productive. Neither transfer nor release need mean the termination of a student's learning, since it is possible to arrange continuity within the penal system, and between it and educational providers in the community.

- *Range of activities*

Not only formal tuition in reading, writing and arithmetic can form the entry point to education. Moreover, initiatives other than tuition labelled as literacy or basic education can encourage, reinforce and even teach literacy and basic education.

The crucial importance of encouraging some form of non-verbal self-expression has been remarked: the Arts in Prisons project in the Netherlands presented in this Report is one example. In commenting on the Interim Report of the UIE project, the International Council for Adult Education insisted on the importance of the development of the whole personality, as had the Council of Europe and the United Nations in their relevant recommendations.

Sports, discussions, music, and new areas of work and vocational training can equally provide incentives, and it is inadequate to suppose that persons who failed at school will succeed the second time around if what is offered is limited to what essentially repeats their previous experience.

- *Administrative arrangement*

**The statue of educators within prison systems, and their relationship to other actors, is important.** Educators are in practice often unable to take binding **decisions in educational matters**, but must defer to prison administrations. If **this is to remain the case**, the priorities of each side need to be understood by the other.

The commitment of adequate time, equipment, goodwill and money is crucial to the success of education in systems of which the first priority is security. However, certain administrative measures can both minimise the cost of educational innovations and break down barriers between sectors of the criminal justice system, and between the system and society outside:

- The roles of staff can be changed by administrative decisions, in consultation with those affected. Teamwork can replace the strict divisions between the different branches of personnel working in prisons.
- Initial training and retraining of security staff and administrative and technical staff can be arranged so that they take a global view of the treatment of offenders, and participate in educational activities: existing training agencies have expertise which can be applied in prison.
- Links with outside partners can be increased, both NGOs, statutory bodies and international donor agencies, so that additional paid and voluntary helpers become available.
- Inmates can be trained to act as tutors, providing them with motivation and experience of professional activity, and supplementing fully paid staff where resources are short.
- Educational expertise and resources are available in all countries, and need not be kept out of prisons by artificial barriers.

There is a major role for the probation service in ensuring follow-up for those released, thus providing through-care. This has implications for staffing costs, but links with existing probation services can be built upon without significant structural changes. Non-governmental, voluntary initiatives such as associations of and for ex-offenders can also have an extensive influence on resocialisation.

### **Wider implications**

From the evidence collected, it is clear that investment in prison education is worthwhile from both a social and a fiscal point of view. However, education alone cannot be expected to prevent recidivism and to prepare offenders to lead useful and satisfying lives. Prison education works for some people. Indeed it may only be in prison that a former drop-out has for the first time a stable environment in which to develop his or her talents and learning potential. But this is a fragile process in prisons, where many factors can disturb and obstruct learning. Moreover, we do not know for whom education may prove to be the key to coming to terms with existence, and if so, when.

A consideration of the place of education within the penal system opens up wider questions concerned with sentencing policy - in particular, the treatment of young offenders and alternatives to custodial sentences.

This issue cannot be separated from that of the purpose of incarceration and other penalties. If the emphasis is placed on compensation, restitution or punishment, then the first duty of the penal system is towards the victim, either one or more individuals, a social group, or the whole of society. If, on the other hand, the



intention is conciliation and restoration of the social peace, then the concentration is on the possibility of creating a relationship between victim and offender, and of control of the offender by community agencies. Education may provide a positive experience in prison, but is conceivable that alternatives to prison, combined with education, could be more productive in certain cases.

Finally, there are much broader implications for social policies and moral standards. Matters of immediate relevance are urban planning, health and housing, as well as attitudes to gender equality and relations between the sexes, not to mention media images and laws governing the carrying of offensive weapons. Full employment is frequently seen as an effective counter to criminality, and hence employment and fiscal policies have also to be considered. All of social policy influences, and in turn is affected by, perceptions of what is criminal behaviour, of the functions of imprisonment and of the treatment of offenders. This paper has been abridged. The final report is now available from: UNESCO Institute for Education, PO Box 13 10 23, 20110 Hamburg, Germany.

## I.F.E.P.S NEWS

The International Forum for the Study of Education in Penal Systems  
(Information taken from I.F.E.P.S. News No. 3 August 1995)

- ***IFEPS Conferences Focus on Blending Practitioner Needs and Researcher Interests***

Two recent IFEPS sponsored conferences have gone a long way toward establishing the hoped for community of discourse between the practitioners in the field of prison education (teachers, administrators, volunteers and students) and researchers who aim to explore issues surrounding "what works, for whom, why and under what circumstances".

The conference in Melbourne, Australia (March 1994), organized by Bob Semmens and colleagues from the IFEPS Centre at Melbourne was attended by practitioners from across Australia and New Zealand. Bill Forster (England), Peter Sutton (Unesco), Stephen Duguid (Canada) and Art Pearl (USA) brought an international dimension to the event, but the real substance of the meeting was the sharing of experiences, ideas and objectives by prison educators. Discussions were begun concerning national research initiatives and the Melbourne IFEPS Centre took responsibility for publishing the proceedings and organizing the next event. That event, the second IFEPS conference in Australia, is being held in Hobart, Tasmania November 12-15, 1995. The theme of the conference, "What Works for Whom in Corrections? Policies, Practices and Practicalities" will feature presentations by John Ekstedt from IFEPS Centre in Vancouver and by Ray Pawson from the IFEPS Centre in Leeds.

The other major IFEPS conference was hosted by the Centre in Leeds and organized by Ray Pawson and colleagues associated with that Centre, including Norman Jepson and John Steel, two key people in the original formation of IFEPS. The conference took place in Hull in May 1995 and in addition to a number of workshops and paper presentations featured addresses by Stephen Duguid from the IFEPS Centre in Vancouver and Stephen Shaw from the Prison Reform Trust. Reflecting the research agenda of the Leeds IFEPS Centre and the work of Ray Pawson, there was a strong focus on evaluation methodologies and strategies, with participants being asked to appraise critically the relevance of different evaluation strategies for their own organizations and their students.

• ***The Simon Fraser/Leeds Evaluation of Effectiveness in Prison Education Research Project***

As Readers of earlier editions of IFEPS News know, for the past two years researchers from Simon Fraser University in Vancouver and the University of Leeds in England have been working on the first major IFEPS research initiative - a follow-up study of some 700 former students in a prison post-secondary program in British Columbia. The project continues until March 1996, after which it will take several years to digest the mass of data (both quantitative and qualitative) amassed by the research team over three years. Based on the *scientific realist* evaluation methodology being developed by Ray Pawson and his colleagues at Leeds, the project has as its central objective the research question that we hope to see become the central theme of all IFEPS research: "What Works for Whom, Why and under What Circumstances."

Interestingly, as per the literature, the group that experienced the most dramatic change was the high risk SIR \* category. When the research is completed we will be able to say a lot more about the specific points of effectiveness within this overall picture of an initiative that works.

<b><u>SIR Category</u></b>	<b><u>Predicted Success Rate</u></b>	<b><u>Actual Rate</u></b>
A (4 of 5 will not re-offend)	80%	88%
B (2 of 3 will not re-offend)	66%	81%
C (1 of 2 will not re-offend)	50%	68%
D (2 of 5 will not re-offend)	40%	60%
E (1 of 3 will not re-offend)	33%	65%

\* SIR = Statistical Information on Recidivism

• ***Report from IFEPS - Australia***

Research money is very hard to come by at present and the Australian Criminology Research Council has taken correctional education off its list of priorities for research funding. At the same time as the move to private prisons is taking place we have very limited opportunities to test the claim that private is cheaper and better.

• ***More Information about IFEPS ....***

If you want to know more about linking with an IFEPS Centre in your area, or if you want to know about starting a new IFEPS Centre, write/phone/fax any of the following:

- Carolyn Eggleston, School of Education, California State University,  
San Bernardino, CA United States 92407-2397.  
Ph. 714-880-5623/Fax 714-880-5992.  
e-mail: [egglesto@wiley.csusb.edu](mailto:egglesto@wiley.csusb.edu).

- \* Stephen Duguid, Graduate Liberal Studies, Simon Fraser University,  
515 West Hastings, Vancouver, B.C. V6B 5K3.  
Ph 604-291-5157/Fax 604-291-5159.  
e-mail: duguid@sfu.ca
- \* William Forster, Department of Adult Education, University of Leicester, Leicester LE1 7RH  
England.  
Ph 533-522-462/Fax 533-522-200.
- \* Ray Pawson, Department of Social Policy & Anthropology, the University of Leeds, Leeds LS2  
9JT England.  
Ph 113-233-4419/Fax 113-233-4415.  
e-mail: SPL6DH@lucs-01.novell.Leeds.ac.UK.
- \* Keith Scribbins, The Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.  
Ph 761-462-503/Fax 761-463-104.
- \* Robert Semmens, School of Education, Alice Hoy Bldg, University of Melbourne, Parkville,  
Victoria 3052 Australia.  
Ph 3-344-8754-390/Fax 61-3-347-3916.  
e-mail: bob\_semmens@Mac.Unimelb.Edu.Au.

## OPEN UNIVERSITY

## NORTH REGION

### PRISONERS IN EUROPE

The following notes outline the possibilities for study open to inmates of prisons in Europe.

In the United Kingdom, it has been possible for over 20 years for prisoners to study with the Open University under a scheme of arrangement with the Home Office. Under this scheme, inmates have had their fees paid by the Home Office for courses in the Undergraduate programmes. As with all other applicants to the Open University, there are no entrance qualifications. The OU'S national network of regional offices has meant that even if prisoners are moved from one part of the country to another, they can continue their studies with little interruption. At the time of writing, there are about 400 Open University students in British prisons.

On 1st January, 1994, responsibility for students in countries within the European Union, Switzerland, Austria and Slovenia was assumed by the OU's North Regional Office, based in Newcastle Upon Tyne. This region had had responsibility for administering the OU's affairs in Benelux since 1982. There are local, country coordinators based in major centres in Austria, Belgium, France, Germany, Greece, Italy, Luxembourg, Portugal, Spain, Switzerland and the Netherlands. Applications from outside the areas mentioned are not normally considered although with the accession of Sweden and Finland to the EU it is expected that operations will extend to those countries in 1996.

Prisoners who embark on Higher Education courses in UK prisons face considerable difficulty because of their isolation. Teaching in the Open University is mainly by correspondence, and the self-contained course materials means that there is rarely need for access to libraries: broadcast materials are available in taped form and to this extent prisoners in Europe may be able to study under similar conditions to those in the UK. In the UK, the OU's network means that there is almost always some face-to-face tuition and counselling available. This is not the case in Europe, where there are few tutors and local

counsellors at present and most post foundation courses are provided at a distance by UK-based tutors.

In 1994 and 1995 a few inmates of European prisons have studied with the OU: there are some applications for 1996. It is hoped that we will be able, gradually, to increase the level of support available to them but at present we have to make it very clear what the limitations of support are. There is spelt out before an application is accepted: the conditions for acceptance are that an undertaking signed by both the applicant and a responsible person within the prison, such as an education officer, is lodged with the University. The undertaking includes the following:-

*The Applicant would recognise that no face-to-face teaching is likely to be available  
The Applicant would be responsible for payment of the full European fee at present about double the UK fee.*

*The Applicant would be responsible for acquiring any set books needed for the course*

*The prison authorities would undertake to provide the facilities for examinations to take place for study time to be available to allow access to video and audio playback facilities to facilitate correspondence and communication with a tutor and/or counsellor.*

One of the difficulties is that students in prison are liable to be moved from one establishment to another. In the UK the OU's national network and good knowledge of the prison system ensures that movement need not inconvenience or interrupt the student's work. In Europe there is no such insurance against disruption. Transfer to a different prison during a year of study may result in the undertaking having no force, and time for study being disregarded. It has been practice to ask at the outset how likely movement is, what is the expected date of release and whether there are factors which are likely to lead to transfer.

Most OU students in UK prisons are serving long sentences. It is very rare for an application to be accepted from someone who is on remand or awaiting sentence, and regional staff of the OU work closely with Education co-ordinators and prison governors to try to ensure that applicants in prison are properly briefed and advised about what is involved in degree-level studies. Clearly, this advice will not be available to many prisoners abroad and welfare and education staff may not even speak English, let alone be able to offer sympathetic advice about studying. There have been applications from people who have not disclosed that their European address is in fact that of a prison and paradoxically, it is in the spirit of the University's openness that applicants should have the freedom to maintain confidentiality about their circumstances. However, it is plainly not satisfactory that applicants might not have complete control over their own studying conditions.

Open University tutors and staff usually adopt a policy of not enquiring into the reasons for a student's imprisonment: it is not relevant to their educational function, and prisoners usually welcome the chance to form relationships with people outside the prison which involve mutual acceptance and respect. OU study also often marks a commitment to looking forward in a positive way to life outside prison. There may be rare cases where a tutor may need to be advised for reasons of personal safety of the reasons behind a student's imprisonment: In the UK, this would usually come from the Education Co-ordinator. Again, in the absence of effective liaison with prison authorities, there is in Europe always the possibility of communication failing - disastrous in correspondence teaching which is tightly structured and timetabled.

**Fees.** As yet, all who have studied with the OU have found the fees from their own or family resources. The University has a Financial Assistance Fund but this is only available to UK residents. Funds from the OU Students Educational Trust (Ouset) are not intended as a first port of call for course fees but rather as a last resort in cases of unexpected hardship and unforeseen difficulty. At present, there is no charitable fund known to us which has a commitment to supporting the educational needs of prisoners abroad.

**Courses.** Not all OU courses are available to UK students in prison. There are a number of courses which include home experiment kits, the components of which have been deemed to be prejudicial to prison security. By the same token, there are several courses mainly science-based which are not available outside the UK because of customs or safety difficulties. There are some courses which involve projects or visits where the student needs freedom of movement and action - and advice may be given against attempting to take these. On the other hand the majority of courses including three of the five foundation courses (Arts, Social Science and Maths) should be available to prisoners in any of the European Union Countries. From 1996, UK students in prison cannot study the Technology Foundation Course (T102) because the computer specification provides for a modem or communications facility to be an integral part of the course. Home Office security rules are that prisoners cannot use modems. An inmate of a prison in Europe who is given clearance to use a modem may be able to take T102, however numbers of European prisoners who decide to become Open University Students are likely to remain small but that they should be free and able to study is an important aim which we in Region 09 of the University are concerned to uphold.

Further enquiries in the first instance to Peter Regan, Senior Counsellor, The Open University, North Region, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne, NE3 3PW. Tel: Tyneside (091) 2841611.

## THE SECOND EUROPEAN CONFERENCE

ON

**THEATRE AND PRISON**

APRIL 1996

University of Manchester

Speakers, workshops, discussion groups, performances and exhibitions will provide an opportunity for the exploration of different approaches to the use of theatre and allied art forms in criminal justice settings.

The conference will examine the application of theatre in relation to: offender education; text based and improvisation work as a medium for encouraging personal and social change; enhancing cultural identity; and developing an understanding of offending behaviours.

The conference is hosted by Geese Theatre Company, The Unit for the Arts and Offenders, and the Theatre in Prisons and Probation Research and Development Centre on behalf of the European Association for Theatre and Prison.

*If you wish to receive further information please complete and return this form*

.....  
**FORENAME.....SURNAME.....**

**ADDRESS.....**

**POSTAL CODE.....TELEPHONE.....FAX.....**

Please tick as appropriate if you would be prepared to contribute:

*a paper.....a workshop.....a performance.....an exhibition.....a video.....*

*or make publications available.....*

Please return to: TIPP, Drama Department, University of Manchester, Oxford Road, Manchester, M13 9PL

**Appendices**

- Appendix 1 - Conference Programme
- Appendix 2 - Briefing Notes for Prison Visits
- Appendix 3 - List of Participants
- Appendix 4 - Abstract of Papers - a brief outline of workshops offered in October '95
- Appendix 5 - Liaison Persons and Contact Persons for EPEA 1996
- Appendix 6 - EPEA Steering Committee for 1996



## Conference Programme

### Sunday 1 October

- 10.30      Arrival and Registration at the Mendip Centre
- 12.30      *Lunch at the Mendip Centre*
- 14.15      Welcome to FEDA  
Val Davis, International Programme Co-ordinator, FEDA
- Opening of the 5th EPEA International Conference on Prison  
Education "Bending Back the Bars"  
Kevin Warner, Chairperson, EPEA
- 14.30      

<b>KEYNOTE ADDRESS</b>
------------------------
- |   |
|---|
| <b>"Why Educate?"</b><br>James McKinnon<br>Director, The Butler Trust |
|---|
- 15.30      *Tea/Coffee*
- |                 |
|-----------------|
| <b>Theme 1:</b> |
|-----------------|
- |  |
|--|
| <b>"Promoting the Growth of the Individual through<br/>a Broad-Based Curriculum"</b> |
|--|
- 16.00      Workshops
- Papers are presented and discussed in smaller groups.
- 17.30      Meeting of the EPEA General Council  
(Liaison Persons and Steering Group)
- 19.30      *Dinner at the Mendip Centre*
- 21.00      Drama Performance:  
Mike Moloney  
Drama Teacher in Northern Ireland Prisons
- 23.30      Transport (back to where you are staying)

**Monday 2 October**

07.45 Breakfast (where you are staying!)

09.00

Plenary Session on Theme 1:

**The Wide Concept of Prison Education: Luxury or necessity?**  
**Robert Suvaal, Education Adviser,**  
**Ministry of Justice, Netherlands**

09.30 **Workshops II**

10.30 *Tea/Coffee*

11.00 **Workshops III**

12.00 *Lunch at Mendip Centre*

13.00 Study visit to a selection of prisons in the general Bristol area

Bus departure at 13.00 (1.00 pm) from the car park at the Mendip Centre

Please choose your prison visit from the lists on the EPEA board on Sunday. You can only visit one prison and some places are limited. Please be prompt in order not to miss the bus!

18.00 (approx) Return from prison visits. Time to dress up in your gingham, ready for tonight's Barn Dance at Coombe Lodge

18.45 Pick-up time for dance

19.00 Drinks at Coombe Lodge

19.30 *Buffet Dinner*

21.00 Barn Dance - Music by "The Velvet Bottom Band"

24.00 Transport (back to where you are staying)

## Thursday 3 October

- 07.45 *Breakfast (where you are staying)*
- 09.15 

Plenary Session on Theme 2
"Encouraging Ownership by Staff and Prisoners" Ian Benson, Chief Education Officer HM Prison Service, England and Wales
- 10.15 *Tea/Coffee*

Theme 2
---------

"Encouraging Ownership by Staff and Prisoners"
--
- 10.45 **Workshops IV**
- 11.45 Time for discussion on Theme 2 or a visit to the EPEA office/shop
- 12.30 *(Lunch at Mendip Centre)*

Theme 3
---------
- 14.00 

"Building Bridges with the Community" a brief introduction, Paddy Rocks, Deputy Chief Education & Training Officer, Northern Ireland Office
--
- 14.15 

Plenary Session on Theme 3:
-----------------------------

"The Blantyre House Experience" Staff and Prisoners from Blantyre House talk about an alternative approach to 'doing time'
--
- 15.30 *Tea/Coffee*
- 16.00 **Workshop V**
- 17.00 Henning/Jorgensen - A Summary of the First Conference for the Co-ordinators of Prison Education in Europe held in Poland, September, 1994
- 17.30 "Big Boys Don't Cry" - a video from Norway
- 18.00 Optional transport (to where you are staying)  
Relax and prepare yourself for tonight's official dinner at Coombe Lodge
- 19.45 Transport to Coombe Lodge for Conference Dinner
- 20.00 *Conference Dinner (at Coombe Lodge)*
- 23.30 Transport (back to where you are staying)

**Wednesday 4 October**

07.45 *Breakfast (where you are staying)*

Theme
-------

"Building Bridges with the Community"
---------------------------------------

09.15 **Workshops VI**

10.30 *Tea/Coffee*

11.00 **Summary and Conclusions**  
**Svenolov Svensson**  
**Swedish Prison and Probation Administration**

11.45 **Evaluation and Conference Close**  
**Kevin Warner**  
**Chairperson, EPEA**

12.15 *Lunch and Departure*

## BRIEFING NOTES FOR PRISON VISITS

### HM Prison, Bristol

Bristol Prison is a typical Victorian local prison with a CNA of 477 and a population of 521 at 31 July 1995.

There is an ongoing building programme to bring the prison up to the requirements of the 21st century. To date A Wing (now A and G wings), C Wing and D Wing have all been refurbished.

**20 visitors**

### HM Prison, Erlestoke

HM Prison, Erlestoke is a closed category 'C' training prison near Devizes, Wiltshire, for male offenders, with an occupation capacity of 270. The population including prisoners on home leave has been in excess of 98% of this capacity. All prisoners have individual, single cells and 24 hour access to sanitation.

A new Category 'D' unit, Sarum, was commissioned in April 1994 for 50 prisoners. Up to 30 Lifers, allocated by the Lifer Management Unit and all Rule 43 prisoners transferred from other prisons are fully integrated with the Category 'C' population in the accommodation units Wren, Wessex and Alfred.

**12 visitors**

### HM Prison, Gloucester

Gloucester is a local prison and remand centre, located on the edge of the city, adjacent to the Docks area. It also has a Young Offender Wing (C Wing) and a Gate Lodge Museum, opened in 1994.

For 1994 its CNA was 211, the Operational Capacity 271.

**12 visitors**

### HM Prison and Young Offenders Institution, Guys Marsh

HM Prison and Young Offender Institution Guys Marsh is located approximately 3 miles from Shaftesbury, Dorset on the B3091 road to Sterminster Newton. It was originally built as an American military camp although in recent years, has been almost entirely rebuilt.

Guy Marsh operates as:

- a) A Young Offender Institution holding 120 trainees in secure, decent and safe conditions. An active regime is provided which includes opportunities for work; self-improvement through the addressing of offending behaviour; the provision of a wide range of formal education and training courses and a physical education

programme. Procedures are in place to monitor throughcare and to maintain links with other Criminal Justice Agencies.

The young offenders spend, on average, about 5 months at Guys Marsh. Some of them will serve only a few weeks of their sentence there whilst others may spend up to 2 years. The vast majority of the trainees are received from courts or other establishments in the South West of England, South Wales and the London area. A high percentage of the trainees are released from custody from Guys Marsh rather than transferred to other establishments.

b) A Category 'C' prison holding 180 adults who have been sentenced up to and including 3 years. The facilities existing for young offenders are also shared with the adults. However, the adults are accommodated in separate living units from the young offenders. The catchment area from which the adults are received is similar to that of the Young Offenders.

**15 visitors**

### **HM Prison, Leyhill**

Leyhill Prison is an open prison in Avon on the Gloucestershire borders. It has a CNA of 410. Leyhill is the only open prison in the country which takes all types of offences. The population includes a maximum of 125 lifers and somewhere between 30% and 40% of the populations have sexual connotations in their offences. There is no segregation at Leyhill and no holding cell.

**16 visitors**

### **HM Prison and Remand Centre, Pucklechurch**

Pucklechurch's main function is that of a female remand centre with some short sentenced women being retained to assist with kitchen and garden duties.

It is located in a small village some 10 miles north east of Bristol. Its nearest female units are at Holloway in London and Drake Hall in Staffordshire. It can be seen therefore that it covers a very wide geographical area. Its remote geographical situation does not readily lend itself to the maintenance of family and community ties. The average population has been 53 with a CNA of 56.

**12 visitors**

### **HM Prison, Shepton Mallet**

Shepton Mallet is a Category 'C' prison with a CNA of 200. It is a training prison and the oldest continuously occupied prison in Britain. During the war it was an American Prison for servicemen. Shepton Mallet also has a small unit for weak and vulnerable prisoners likely to be bullied.

Shepton Mallet is situated in the heart of Shepton Mallet, Somerset.

**14 visitors**

**LIST OF PARTICIPANTS****BELGIUM****Serge N Tolin**

Adeppi, Rue Prosper Bathys  
25, B-1170 Brussels, Belgium

**DENMARK****Aksel Christensen**

Head of Work and Education  
Statsfaengslet i Jyderup,  
Post-box 20, DK 4450 Jyderup,  
Denmark

**Elsebeth Conradsen**

Daily Leader of the School  
The State Prison Vridsloselille,  
Faengselsvej 39, Post-box 31,  
2520 Albertslund, Denmark

**Henning Jorgensen**

Director of Education  
Ministry of Justice, Klareboderne 1,  
1115 Copenhagen K, Denmark

**Kaj Raundrup**

Educational Leader  
Ministry of Justice  
Department of Prisons and Probation  
Klareboderne 1,  
1115 Copenhagen K, Denmark

**ENGLAND****Valerie Abell**

Education Co-ordinator  
HMP/Y01 Moorland, Bawtry Road,  
Hatfield Woodhouse,  
Doncaster, England

**Pam Bedford**

Assistant Director  
HMP Doncaster, Marsh Gate,  
Doncaster, England

**Ian Benson**

Chief Education Officer  
HM Prison Service, Room 701,  
Abell House, John Islip Street,  
London SW1P, England

**Geoff Bradbury**

Education Co-ordinator  
HMP Ashwell  
Oakham, Leicestershire, England

**Ann Deane**

Head of Continuing Education  
City College, Ipswich Road, Norwich  
Norfolk NR2 2LT, England

**Stephen M Gravett**

GIV Head of Regimes  
HMP Camphill, Clissold Road  
Newport, Isle of Wight, England

**Julie Jones**

Out Placement Specialist  
HMP Doncaster, Marsh Gate,  
Doncaster, England

**Barbara Large**

Education Co-ordinator  
HM Holding Centre Haslar,  
1 Dolphin Way, Gosport, Hants, England

**David Marston**

Education and Training Adviser  
HM Prison Service, Room 1601,  
Calthorpe House, Hagley Road,  
Birmingham B16 8QR, England

**Pam Martston**

Lecturer  
HMP Ranby, Retford,  
Nottinghamshire, England

**Clive Martin**

Education Manager  
HMP Everthorpe, Brough,  
N Humberside HU15 1RB, England

**Anne Peaker**

Director of Unit for the Arts  
and Offenders, Research Fellow,  
Centre for Research in Social Policy,  
Social Science Department,  
University of Technology,  
Loughborough LE11 3TU, England

**W David Poole**

Education and Training Adviser  
Rm 1601 ETAS HM Prison Service,  
Calthorpe House, Hagley Road,  
Birmingham B16 8QR, England

**Christina A Poulter**

Manager-Prison Education Service  
The Isle of Wight College, Newport,  
Isle of Wight PO30 5TA, England

**Jenni Read**

Head of Prison Education  
HMP Garth and Wynott, Wynott Prison,  
Ulles Walton, Leyland, Lancashire, England

**Paul Ripley**

Education Co-ordinator  
HM Prison Whatton,  
Nottingham NG13 9FQ, England

**Wendy Sargeant**

Education Co-ordinator  
HMP Wayland, Griston, Watton, Thetford,  
Norfolk IP25 6RL, England

**Wendy Sinclair-Gieben**

Programme Co-ordinator  
Pucklechurch Remand Centre  
Pucklechurch  
Bristol BS17 3QJ

**Anne Smith**

Education Co-ordinator  
HM Prison Frankland, Brasside,  
Durham DH1 5YD, England

**Gillian Squirrel**

Director  
Prison Research and Education Unit  
University of Bristol, 22 Berkeley Square  
Clifton, Bristol BS8 1HP, England

**Peter Sutton**

Consultant, UNESCO Institute for  
Education, Hamburg, Germany  
Hillside, 30 Grundys Lane, Malvern Wells,  
Worcestershire WR14 4HS, England

**Denise Elizabeth Turner**

Education Manager  
The Adult Education Centre  
HMP Hull, Hedon Road, Hull, England

**Anita Wilson**

Researcher  
Linguistics Department,  
Lancaster University,  
Bailrigg, Lancaster, England

**FINLAND****Claus Magnus Andersin**

Education Governor  
Pelso Central Prison,  
Pelso Keskusvankila, 92 810 Personsuo,  
Finland

**Kirsti Kuivajarvi**

Prison Inspector  
Ministry of Justice,  
Department of Prison Administration,  
Post-box 62, 00811 Helsinki, Finland

**Sirkka Parosmaa**

Headteacher  
Main School: Morkelonrinne Adult Education  
Morkelonleatu 47, 00550 Helsinki  
(also Central Prison of Helsinki),  
Finland

**Eeva Virkkunen**

Inspector General  
Ministry of Justice, Prison Department,  
Post-box 62, 00811 Helsinki, Finland

**Sonja Kurten-Vartio**

Assistant Governor  
Vasa Provincial Prison, Post-box 30  
SF 6535 X, Vasa, Finland

**FRANCE****Yves le Guennec**

Teacher  
Allee ds Tayats, 94 Fresnes, France

**GERMANY****Martin A Drueke**

Teacher  
International Fund for Socialwork  
Hofame 67, D-42103, Wuppertal,  
Germany

**Gero Kofler**

Educational Supervisor  
Justizministerium (Ministry of Justice)  
Baden-Wurtemberg, Schillerplatz 4  
D-70173 Stuttgart, Germany

**HUNGARY****Tibor Bartha**

Prison Chaplain  
H-6721 Szeged, Kalvin-ter 2, Hungary

**Lazzlo Csetneki**

Department of Research and International  
Relations  
Ministry of Justice,  
National Prison Administration  
1054 Budapest, Hungary



**ICELAND****Hjaiti Zophoniasson**

Head of Corrections  
Ministry of Justice, Arnarhvoll,  
150 Reykjavik, Iceland

**IRELAND****Anne Costelloe**

Mountjoy Prison  
North Circular Road, Dublin 7, Ireland

**Terence Doyle**

Education Officer  
CDVEC, Town Hall, Ballsbridge, Dublin 4,  
Ireland

**Pat Kelleher**

Education Unit  
Fort Mitchell Prison, Spike Island,  
Co Cork, Ireland

**Pam Lorenz**

Teacher  
Education Unit, Fort Mitchell Prison,  
Spike Island, Co. Cork, Ireland

**Vincent Sammon**

Organiser of Prison Education  
Teachers Centre, Mountjoy, NC Road,  
Dublin 7, Ireland

**Kevin Warner**

Co-ordinator of Education  
72 St Stephen's Green, Dublin 2, Ireland

**Sean Wynne**

Portlaoise Prison, Portlaoise,  
Co. Laois, Ireland

**ITALY****Maria Armellino**

Teacher/Interpreter  
Via E 210, 80-04100, Latina, Italy

**Angelo Ruggieri**

Teacher  
Via E 210, 80-04100, Latina, Italy

**LUXEMBOURG****Martine Fuchs**

Educator  
Centre Penitenciaire Agricole,  
L-6666 Givenich, Luxembourg

**Carlo Reuland**

Inspector Principal  
Centre Penitenciaire Luxembourg  
Post-box 35, L-5204 Sandweiler,  
Luxembourg

**NETHERLANDS****Leonie de Bot**

Teacher  
P.I. Noordsingel  
Noorsingel 117, 3035 EM Rotterdam,  
Netherlands

**Detlef Greinert**

Art Teacher  
P.I. Noordsingel  
Noorsingel 115, 3035 EM Rotterdam,  
Netherlands

**Joke Holdtgreve**

Art Education Adviser  
Ministry of Justice  
Post-box 30132, 2500 GC Den Haag,  
Netherlands

**Katinka Reijnders**

Librarian  
PI Haarlem  
Harmenjansweg 14, 2000 GH Haarlem,  
Netherlands

**Robert Suvaal**

Education Adviser  
DJI (Room N 218)  
Post-box 30132, 2500 GC Den Haag,  
Netherlands

**Piet van Houten**

Chief Education  
P.I. de Marwei  
Holostmeergweg, 7, 0900 CB Leeuwarden,  
Netherlands

**NORTHERN IRELAND****George Fleeton**

Teacher  
HM Yocentre, Hydebank Wood,  
Hospital Road  
Belfast, Northern Ireland

**Dominic Henry**

Education Officer  
HMP Magilligan, Point Road, Limavady,  
Co Derry, Northern Ireland

**Paddy Rocks**

Deputy Chief Education and Training Officer  
Prison Education & Training Branch  
Northern Ireland Prison Service  
Dundonald House, Belfast BT4 3SU  
Northern Ireland

**NORWAY****Per A Birketveot**

Headmaster  
Gronland Voksenopplaeringssenter  
Post-box 9274 Gronland, 0134 Oslo,  
Norway

**Inger Ch Bull**

Teacher  
Tonsberg Yokesskole  
Box 115, Lofts-Eile, 3109 Tonsberg,  
Norway

**Kare Edvardsen**

School Inspector  
Borre Videregaende Skole  
Post-box 2213 Pt, 3103 Tonsberg,  
Norway

**Anne-Marie Egeland**

Teacher  
11a Landsfengsel Skoleavd  
Post-box 1, Road, 0702 Oslo,  
Norway

**Grethe Fodstad**

Senior Executive Officer/Editor of  
Staff Publications to Prison and Probation Service  
Ministry of Justice  
Prison and Probation Department  
Box 8005 Dep, 0030 Oslo, Norway

**Alfhild Heldal**

Inspector/Administrator  
Asane Videregaende Skole  
Post-box 911, 5001 Bergen, Norway

**Marit Hogasen**

Teacher  
Gronland Voksenopplaeringssenter  
Post-box 9274 Gronland, 0134 Oslo,  
Norway

**Kristian Hoigilt**

Teacher  
Kvadraturen Videregaende Skole  
Redhusgt 34, 4600 Kristiansand,  
Norway

**Lars Anders Hoinen**

Chief Probation Officer  
Kif i Sor-Troudelag  
Post-box 4415, 7002 Trondheim,  
Norway

**Anne Meret M Holand**

Executive Officer  
Ministry of Justice and Police  
Kriminalomsorgsavdelingen  
PB 8005. Dep, 0030 Oslo, Norway

**Nils Isaksen**

Consultant  
Kriminalomsorg i Frihet  
Storgt 14, 8000 BODO, Norway

**John Johansen**

Responsible for Prison School in  
the School Administration  
Oslo Kommune Skolesjefen  
Post-box 6127 Etterstad, 0602 Oslo,  
Norway

**Tor Kittilsen**

Teacher  
Gronland Voksenopplaeringssenter  
Post-box 9274 Gronland, 0134 Oslo,  
Norway

**Ingunn Kleivan**

Assistant Headmaster  
11a Landsfengsel Skoleavd  
Post-box 1, Roa, 0702 Oslo, Norway

**Asbjorn Langas**

Assistant Director General  
Ministry of Justice and Police  
Kriminalomsorgsavdelingen  
Post-box 8005. Dep, 0030 Oslo,  
Norway

**Torfinn Langelid**

Senior Executive Officer  
National Education Office in Hordaland  
Post-box 614, 5001 Bergen, Norway

**Kjell-Ole Myrvoll**

Student  
Kriminalomsorg i Frihet  
Nordland, Post-box 500  
Norway

**Kari B Poppe**

Teacher  
Erik Borresengate 20  
3015 Drammen, Norway

**Svens Rognaldsen**  
Assistant Professor  
University of Bergen  
5020 Bergen, Norway

**John Einar Runa**  
Teacher  
Horten Yrkesskole og Tekniske Innskule  
Skinnergt 6, 3187 Horten, Norway

**Erik Saaheim**  
Governor  
Bastoy National Prison  
Bastoy, Post-box 100, 3191 Horten,  
Norway

**Anne Marit Thorsrud**  
Chief Probation Officer  
Kriminalomsorg i Frihet  
I Oslo Sentrum, PO Box 6835  
St Olavs Plass, 0130 Oslo,  
Norway

**Hilde Beate Tornby**  
Teacher  
Bastoy National Prison  
Bastoy, Post-box 100, 3191 Hortn,  
Norway

## **POLAND**

**Miroslav A Nowak**  
Senior Inspector  
Central Prison Administration  
UL Rakowiecka 37A,  
02-52A Warszawa-Mokotow,  
Poland

## **SCOTLAND**

**Anne Cameron**  
Education Co-ordinator  
Education Unit, HM Prison  
3 Edinburgh Road, Perth  
Scotland PH2 8AT

**Janet Ivol**  
Lecturer  
Education Unit, HMYO  
Polmont, Falkirk,  
Scotland FK2 0AB

**Michele Malone**  
Lecturer  
HM Remand Institution, Longriggend  
Nr Airdrie,  
Scotland NL6 7TL

**James O'Hare**  
Senior Lecturer  
HM Remand Institution, Longriggend  
Nr Airdrie, Scotland NL6 7TL

## **SWEDEN**

**Agneta Bergendal**  
Education Officer  
Kriminalovordsanstalten Osteraker  
Post-box 568, S-18424 Akersberga,  
Sweden

**Majbritt Dahle**  
Teacher/Lecturer/Instructor  
Kriminalvardsanstalten Osteraker  
Post-box 568, S-1824 Akersberga,  
Sweden

**Markku Roitto**  
Education Officer/Deputy Chief  
Kriminalvardsanstalten Malmo  
Post-box 3097, 20022 Malmo,  
Sweden

**Hans Sjoberg**  
Regional Head of Prison Education/Head of P.E.  
The Prison of Tidaholm  
S-52285 Tidaholm,  
Sweden

**Lis Somander**  
Researcher/Senior Administrative Officer  
Swedish Prison and Probation Administration  
S-60180 Norrkoping, Sweden

**Juga-Lill Stigels**  
Study Assistant  
Kriminalvardsanstalten  
Mariefred Prison, Study Department  
Post-box 104, 64700 Mariefred, Sweden

**Svenolov Svensson**  
Regional Head of Inmate Occupation  
Correction Region of Gothenburg  
Post-box 5423, S-40229 Goteborg, Sweden

## **USA**

**Errol Craig Sull**  
President  
The Correctional Education Company  
370 Franklyn Street, Buffalo New York  
14202, USA

## ABSTRACT OF PAPERS

### DENMARK

#### **From Inferiority to self confidence - *Elsebeth Conradsen***

This paper looks at the importance of the individual. As a starting point everyone should be treated as an individual with individual wants and needs. It is important to look at each offenders situation and background and develop an education programme - including useful spare-time activities - that caters for each ones personal requirements.

#### **Career Guidance Counselling in Denmark - *Aksel Christensen*.**

How do we in the prison educational system handle guidance/counselling and career guidance. This subject is increasingly growing in importance on the informational agenda. Efforts made in Denmark and internationally will be described.

### England

#### **Creative Activity is a Process at Saying "What if" - *Ann Peakes***

Promoting the growth of the individual in prison by means of creative arts. The workshop will consider some of the innovative ways in which the arts are currently being used in British prisons. It will draw on information gathered for the production of the 3rd Directory of Arts Activities in Prisons and on recommendations made at four seminars run by the Unit for the Arts and Offenders.

#### **The value of creative art in a multi-lingual cultural holding centre/prison - *Barbara Large***

This workshop will relate to the promotion of the growth of the individual in prison by the introduction of creative arts. This talk will define creative art, using example of work, which will include painting and drawing, using various mediums, three dimensional design using card, paper mache, plaster and clays, textile workshop using tie dyeing and screen printing techniques as well as creative writing, both prose and poetry and musical compositions. Through structured workshops, with assessment of achievements recognized by in-house certification, students have improved their competences, realized individual goals, recognized new self worth and identified a commercial value for their work which can be exploited on release.

#### **Reading, Writing or Rhetoric - The place of Literacy in the Prison Community - *Anita Wilson***

Literacy - a non-educational perspective. Are assumptions about prisoners' non-literacy accurate? What part does literacy ability play in prisoners' decisions to use oral rather than written communication? Do prisons provide a 'literacy friendly'

environment? My study of day-to-day literacy events and practices within the prison community seeks to address such questions.

**Delivering an integrated service with the education contractor, in a penal setting - Christina Poulter and Steve Gravett**

The paper will examine the methodology adopted by a penal establishment and Education Contractor which enables them to work closely and effectively together to design and deliver an integrated Education programme (in the broadest sense) and which seeks to address identifiable inmate needs.

**Sexual offending behaviour - Recidivism and Education Programmes - Paul Ripley.**

The Whatton curriculum provides a wide range of studies and opportunities for inmates to undertake work specifically designed to challenge sexual offending behaviour. The prison is committed to the concept and belief that work in prisons is able to effectively reduce recidivism. Teaching and learning supports the sex offender treatment programme by assisting inmates to acquire cognitive, academic, social and vocational skills.

**Addressing Offending Behaviour: Treatment Programme at HMP Wayland - Wendy Sargeant**

There is no one panacea for confronting and addressing offending behaviour. A multi-disciplinary approach is the most effective. Prison 'educators' need a toolbox from which a variety of methods and techniques can be selected in an eclectic approach to a very complex, but essential, aspect of the work of all prison personnel in their duty 'to look after them (inmates) with humanity and to help them lead law-abiding and useful lives in custody and after release'.

**Finland**

**Looking at skills necessary to reintegrate into society - Claus Andersin**

Is promoting the growth of the individual in prison essential in planning the programme with the inmate? The resources of the individual is the starting point of the work we have to do in prisons today. From the point of view of the prisoner, life outside is diffuse and he needs skills to get along there. The need for skills is individual and that's why we need to use all the possibilities in his environment to work for this aim - how to get along in society.

## **Germany**

### **German Classes for Foreign Inmates - *Martin Drueke***

Around 40% of the inmates in Germany are foreigners. This paper will look at the teaching of German for foreign inmates in order for them to take part in the Basic Education programme offered by the prison.

### **Go in for Sport - A help for Controls from Within - *Gero Kofler***

Many prisoners see their body as a guarantee and source to master life (examples: tattoos, extreme body-building, extraordinary emphasizing of masculine roughness). It is necessary to recognise this behaviour and accept this way of sport. The common (out-door) sport give chances to learn controls from within (Redl/Winemann) without rigid compulsion. It is rather a way for learning by doing.

### **The "Basic Education in Prisons" Project of the UNESCO Institute for Education. The final report - *Peter Sutton***

The Final Report is a document of 250 pages containing an overview of the context, practice and apparent effects of prison education at basic level, together with 9 country studies from all world regions and summaries of UN and other international resolutions, and comments by the International Council for Adult Education.

## **Ireland**

### **European Reflections on Californian Corrections and Correctional Education - *Kevin Warner***

California is incarcerating more people than any other US state and this is expanding rapidly. It represents an extraordinary regression for the society, for prisoners, for staff and especially for education in prisons - coupled, as it is, with a very vengeful false stereotyping of those in prison. It raises large issues as to what our core principles and values are regarding prisons and prison education.

### **Taking Responsibility for our own behaviour - an addiction awareness and counselling programme for young offenders - *Pat Kelleher, Pam Lorenz***

This presentation looks at group work in prison with young offenders who have addiction problems.

The facilitators, a prison teacher, and an addiction counsellor from the community, are certified in Reality Therapy - a counselling approach which places emphasis on "responsible behaviour" by helping people examine their own behaviours and evaluate them in order to take better control of their lives. By acknowledging that we all have choices in life and must experience the consequences of our choices, we can begin to identify how our actions are directly related to the consequences. What

we do and what we think affects how we feel about ourselves and the world around us. In order to achieve realistic wants and needs it is essential that we create possibilities for choosing new behaviours by positive planning with small achievable steps.

## **Luxembourg**

**A report of educational projects in Luxembourg Central Prison - Carlo Reulend**

Education programmes offered in Luxembourg.

## **Netherlands**

**Art Education in the Prison of Rotterdam - *Detlef Greinert and Joke Holdtgrefe***

The main aims of art education are to learn to express oneself, to develop creativity and to encourage cooperation and self-effectiveness. After a short introduction by Joke Holdtgrefe, adviser for Art Education of the Ministry of Justice, Detlef Greinert, art teacher in the remand house in Rotterdam, will give a workshop. The participants of this workshop become an assignment so they can experience the aims of art education themselves.

**Network/Support Function Foreign Languages - *Katinka Reynders***

In the Netherlands there are a lot of prisoners who can't read or write in our language. We the Librarians) set up a network, so we can provide approximately 40 languages for our multicultural groups in Dutch prisons.

## **Northern Ireland**

**From Street-wise to media-wise - *George Fleeton***

Promoting the growth of the individual in prison by means of creative arts. Where skills and training in self-expression are built around the video-camcorder, the teaching principle is learning by doing, so this paper will be illustrated with material scripted, taped and edited by young offenders and the questions to be raised are the classic one of evaluation: What works? How do we know? How can we measure it? (This initiative began in January 1995 for remanded offenders and was extended to sentenced in May.)

## **Norway**

**Self-Development and coping with life - *Nils Isaksen and Kjell-ole Myrvoll***

Information about the way we work and how we evaluate this programme - with slides and music!

**The Prison Officers in Norway and their Training Focus on Physical Education, Health, Coaching and Security - *Asbjorn Langas***

A video, length of 15 minutes from the prison and probation staff education centre in Oslo. The centre educates about 100 prison officers every year. The main goal of achievement is to ensure best possible recruitment and qualification of the prison officers under training. Physical education gives the trainees valuable skills that enables them to function as sports and activity instructors.

### **Ways of building bridges with the Community - Torfinn Langelid**

The presentation tries to discuss ways of building bridges with the community. The Norwegian Government notes that most crimes today are committed by people who already have a criminal record. The main challenge is, therefore, to reduce the incidence of recidivism. In this connection, the Government believes, it is important to make it clear that other social institutions, such as schools, social services, health centre and employment authorities are jointly responsible for providing the services which the law imposes on them as a duty, and so contribute to reducing the danger of former offenders relapsing. The paper will focus on how schools together with other institutions can follow up released persons.

### **Scotland**

#### **Remand education for young offenders (Short stay education) - James O'Hare**

This paper will look at education in the life of the young offender and consider its potential for effecting change and instilling hope. It will look at education in very broad terms.

### **Sweden**

**Title:** *Industrial Technical Education*

**Speaker:** *Juga-Lill Stigels*

Looking at Learning and Study Skills - ITU - An education to find out what students are interested in. The contents of the course include new technics (computer etc) group co-operation, maths, language, electrical and telecommunication technics, pneumatic and hydraulic.

#### **Vocational Training in co-operation with the National Labour Market Board - Hans Sjoberg and Svenolov Svensson**

Our contribution will focus on the fruitful co-operation between the correctional system and the Labour Market Board. It will also present a couple of practical examples and end up with a discussion to look at how experiences with this will have implications on "normal" prison education.



**USA**

**Bridges and parachutes: How to develop and implement a successful transition programme - Errol Craig Sull**

This programme is crucial for any correctional provider in offering an up-to-date look at employability/transition for the incarcerated male and female with a specific focus on developing a "three tier" programme, understanding the global marketplace, the special problems of youth/minorities/women/the older inmate, the job interview and the ex-inmate, developing a comprehensive "resources portfolio", and exercises and role playing in the classroom.

### **Liaison Persons for EPEA 1996**

**Denmark:** Aksel Christensen and Bjorn Petersen  
**England and Wales:** Dave Marston and David Poole  
**Finland:** Tuula Aamuvuori and Claus Andersin  
**France:** Yves Le Guennec  
**Ireland:** Pam Lorenz and Sean Wynne  
**Luxembourg:** Carlo Reuland and Martine Fuchs  
**Netherlands:** Joke Holdtgreffe and Katinka Reijnders  
**Northern Ireland:** Dominic Henry and Paddy Rocks  
**Norway:** Torfinn Langelid  
**Scotland:** Janet Ivol and James O'Hare  
**Sweden:** Rolf Blomberg and Hans Sjoberg

### **Contact Persons EPEA 1996**

**Belgium:** Nadine Janssens  
**Estonia:** Made Kirtsi and Mart Korre  
**Germany:** Maximilian Weidenhiller  
**Greece:** Alexandros Athanassopoulos and Helen Koukopoulou  
**Hungary:** Laszio Csetneky and Atilla Hevenyi  
**Italy:** Angelo Ruggieri  
**Latvia:** Vacheslav Kirzhanov and Olga Salfetnikova  
**Lithuania:** Igoris Zareckis and Valdemaras Vadoklis  
**Malta:** Mark F. Vella  
**Spain:** Pilar de las Heras and Pedro Perez Hortiguella  
**Switzerland:** Claude Neuhaus  
**Turkey:** Yusuf Ogmen and Bulent Dogan

**EPEA Steering Committee for 1996**

<b>Chairperson</b>	Kevin Warner Dpt. of Justice 72 St. Stephen's Green Dublin 2 Ireland	until summer 1996  Tel: 353 1 6789711 # 490 Fax: 353 1 6761799
<b>Deputy Chairperson</b>	Svenolov Svensson Correction Region of Gottenburg Postbox 5423 S - 40229 Goteburg Sweden	Chairperson from summer 1996)  Tel: 46 31 358455 Fax: 46 31 833922
<b>Secretary</b>	Kaj Raundrup Department of Prisons and Probation Klareboderne 1 1115 Kobenhavn K Denmark	Tel: 45 33 11 55 00 Fax: 45 33 14 03 45
<b>Treasurer</b>	David Marston 41 Brookside Belper Derbyshire DE56 1UR	Tel: 44 1773 880488 Fax: as above
<b>Membership Secretary</b>	Sonja Kurten-Vartio Vasa Provincial Prison Postbox 30 SF 6535, Vasa, Finland	Tel: 358 61 3221676 Fax: 358 61 3230476
<b>Regional Reps</b>		
<b>Region 1 (North West)</b>	Agneta Bergendal KVA Osteraker Box 568 S 18425 Akersberga Sweden	(to summer 1996)  Tel: 46 8 540 60000 Fax: 46 8 540 60669
	Paddy Rocks Prison Education Dundonald House Belfast BT4 2SU N. Ireland	Tel: 44 1232 525145 Tel: 44 1232 525141

Region 2 (Central)	Robert Suvaal Ministry of Justice PO Box 20301 2500 EH The Hague Netherlands	(to summer 1996)  Tel: 31 70 370 2576 Fax: 31 70 370 2910
--------------------	--	--

\*Vacancy to be filled by  
Steering Committee

Region 3 (Mediterranean)	Yves le Guennec 12 Rue Isabeau 94240 L'Hay Les Roses France	(to summer 1996)  Tel: 33 1 46 64 41 56
--------------------------	--	---

\*Vacancy to be filled by Steering Committee

Region 3 (Mediterranean)	Yves le Guennec 12 Rue Isabeau 94240 L'Hay Les Roses France	(to summer 1996)  Tel: 33 1 46 64 41 56
--------------------------	--	---

\*Vacancy to be filled by Steering Committee

\*Martin Druke (Germany)  
\*James O'Hare (Scotland)

From Summer 1996:

Pam Lorenz (Ireland)  
Katinka Reijnders (Netherlands)  
Janine Duprey Kennedy (France)

Deputy Secretary position to be filled by ballot of members (Spring/Summer 1996)  
The person elected will be Deputy Secretary 1996/1997 and then Secretary from 1997/9.  
Nomination details etc will appear in the next bulletin.

The 6th International EPEA Conference on Prison Education will be held in Budapest, Hungary, 2 - 5th November 1997.

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

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities.
2. Education for prisoners should be like education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible.
3. Education in prison shall aim to develop the whole person bearing in mind his or her social economic and cultural context.
4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible.
5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by 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 and writing problems.
9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market.
10. Prisoners should have direct access to 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.