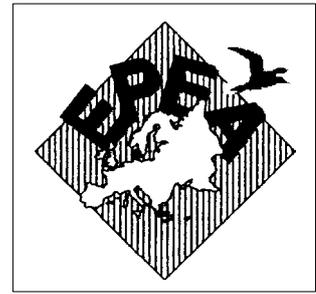


21 Spring
2001

European
Prison
Education
Association



EPEA

Newsletter

EPEA on the Internet: <http://users.tibus.com/epa>

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Chairpersons foreword

Dear Friends

Another 6 months has quickly gone by, we are already in the spring of 2001 and people are starting to think of what they will do in the summer.

So far this year has been a busy one for the EPEA.

Since the last Newsletter the EPEA Steering Committee has had two important meetings, both of them in Northern Ireland. The first of these was the usual one to discuss and make decisions about managing the organisation, and in that meeting it was decided to hold a Liaison Persons meeting as soon as possible to focus on the important work of setting up and developing a local EPEA branch. This Liaison Persons meeting will take place in Paris, 1-3 June.

The second meeting of the Steering Committee concentrated on planning for the future, and from the analysis some important strategies were identified -

1. Improvement of EPEA's networking
2. Promotion of Council of Europe Recommendations on Prison Education
3. Research
4. Stabilisation of the Organisation
5. Interfacing with other languages
6. Placing EPEA in a secure financial position.

You will see that the focus is very much on what the EPEA is doing to for the members.

Later this year will be the 8th European Prison Education Association International Conference on Prison Education. This will take place in the



excellent "De Leeuwenhorst" Conference Centre, Noordwijkerhout, Netherlands October 10-14.

The Conference is being organised by a very efficient team, in collaboration with the Dutch Ministry of Justice and will be a very exciting event. As usual expert speakers and a range of relevant workshops are organised. I look forward to seeing some old faces and, hopefully, many new ones there.

Finally, thanks to Svenolov Svensson and his team for putting together this excellent edition of the Newsletter – No.21\

With every good wish

Editors Corner

It has been a great pleasure to prepare this Newsletter. Thank you very much for your contribution. Our Newsletter is never done by the editor, it's done by all you EPEA members that are willing to share some of your ideas, thoughts and experience. I hope you will enjoy this issue with, as I see it, very interesting materials from east, south, west and north of Europe. Ed / Svenolov E-mail: svenolov.svensson@kvv.se

In Focus

How to form a local branch of EPEA?

By Ingunn E. Kleivan and Torfinn Langelid, Norway

In 1995 six prison teachers got together feeling the need to meet, share and discuss their work and experiences in Prison Education. What had brought them together was a realisation that working in isolation meant depression and stagnation leading to stunted professional growth, which diminished the quality of Prison Education. This was the gathering that led to the birth of FOKO.

Three of those who were assembled in 1995 tried 13 years earlier to form an association of teachers in Prisons. But they did not succeed. The organisation died after two years, because of lack of interest and funding.

When we decided to try again in 1995 several important things had happened both national and international. In Norway the figures of teachers in the field of Prison Education had increased up to 240 fulltime and parttime teachers. The politicians were more interested than before in Prison Education. A committee appointed by the Ministry of Education in 1990, with the task to examine Prison Education suggested in 1992 a lot of recommendations with the purpose to improve Prison Education. And teachers took part in Nordic conferences on Prison Education which take place every second year. They met and discussed their experiences.

Internationally some important steps had been taken to push Prison Education further. We got the very important document "Education in Prison" in 1989 (thanks to Kevin Warner – chair, Henning Jørgensen, Robert Suvaal, Ian Benson and the other members of the

committee for their very important work) with the recommendations from the Council of Europe in 1990. This document were translated into Norwegian and sent to all prison schools and prisons in the early nineties. And the European Prison Education Association (EPEA) were formally founded in Sigtuna, Sweden in 1993.

The committee of 1995 felt that so many positive things had happened. The basis to form an organisation was much better now than in 1982. But we decided to move slowly. The self-established committee had 4 – 5 meetings where we discussed different aspects of forming a new national association for those involved in Prison Education. The first action was to send out a national questionnaire to the Prison Schools and to the Prison and the Probation Service to ascertain whether their thoughts on the need for a national association were widespread. Over 100 (110) replied expressing a strong desire for such an association and in September 1996 over 50 met for a weekend to take matters forward. The chair of the EPEA, Svenolov Svensson, honoured the conference and welcomed FOKO as a strong national branch of the EPEA. FOKO – EPEA was founded, structures were set up and solid foundations laid for what is today the strongest national prison education body in Europe.

The structures of the EPEA were taken as the model for FOKO and accordingly a general council and a steering committee came into place. These structures have since proved to be a solid framework contributing to FOKO-EPEA being an effective national association supporting Prison Education in Norway.

The aims of FOKO are those of the EPEA:

- To support Education in prisons according to the recommendation of the Council of Europe
- To promote the personal development of those in prison education through

- European co-operation
- To work with related professional organisations
- To promote research in the field of Prison Education

Members of FOKO are those involved in and associated with Prison Education, Teaching Staff, Prison Staff, Probation Staff, Education Administrators, Researchers and others. FOKO is a broad church contributing to the delivery of a good quality Prison Education Service in Norway.

To maintain its dynamism FOKO has

- **An annual conference** from Thursday to Saturday with Thursday and Friday being paid for by the Education and Prison Authorities. The school authorities look upon these conferences as "In-service training". The conferences are very popular and attracts around 70 – 100 members each year. Interdisciplinary networking is promoted through the conference.
- **Two – three newsletter** per annum thus creating vibrancy in the national system.
- **Scholarship.** Two scholarships are offered each year to the members. For example members of FOKO are supported and are going to Ireland to look at Art Education in the Irish Prison System. They came back with enthusiasm and have developed art education programmes in their prison and after care classes.

FOKO also works towards the politicians and the Parliament. Our chair and deputy chair have had meetings with the members of the Parliament trying to convince them that Prison Education play an important role in the Prison system and therefore need to increase the funding for this purpose. The Parliament asked two years ago for a researchbased evaluation of Prison Education and specified that the evaluation should also focus on the role played

by prison education, and the measures that can be taken to improve this aspect of prison system FOKO was one them which asked for this evaluation. The work started last year, and will be concluded in 2003. Five different researchmileus are involved in this researchbased evaluation.

The finances of the organisation come from the Education Authorities and sometimes also from the Prison Service and these, together with membership fees, are sufficient to run a viable organisation. Members of FOKO are automatically members of EPEA with the organisation being referred to as FOKO-EPEA. This has given the European dimension a more effective place in Norwegian Prison Education and such is the enthusiasm for EPEA that many more than can be accepted make application to attend EPEA conference every two years. The figures of members have increased from 50-60 in 1996 to 204 members today (2000) We encourage all the European countries to establish their own national branches of the EPEA. ■

Conferences and meetings, national and international

IFECSA - Conference in Australia 25-28 November 2001, Bathurst, NSW

(IFECSA - International Forum on Correctional Systems Australia)

This conference is held every two years in Australia and it brings together the academics, administrators and practitioners of correctional education in the Australian system of adult and juvenile incarceration. For more details, contact Colleen Henry, Executive Officer to the IFECSA Conference.

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Correctional Education Association

56th Annual International Conference
Doubletree Paradise Valley Resort
Scottsdale, Arizona
July 8 - 11, 2001

"The World Comes to Scottsdale"
A New "Brand" of Correctional Education

Hosted by Correctional Education Association
- Region VII & Arizona State Chapter
For information on Registration,
Accommodations, Vendor Space and presenters,
contact: Ronald P. Oulette, Conference Chair
Phone: (0480) 451-7707 Fax: (480)767-6355



EUROPEAN PRISON EDUCATION ASSOCIATION CONFERENCE 2001



Welcome to the 8th EPEA International Conference on Prison Education!

"Prison Education: A Multicoloured Palette?"

October 10-14, 2001

in the conference centre "De Leeuwenhorst" in Noordwijkerhout, the Netherlands

Organising Committee EPEA Conference
C/o Joustra Congress Consultancy
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2585 HP Den Haag
The Netherlands
Tel: +31 70 322 78 02



European Prison Education Association

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National Agency of correctional
Institutions (DJI)

8th EPEA International Conference

Organising Committee:

Torfinn Langelid (Norway), Katinka Reijnders (The Netherlands) secretary, Paddy Rocks (Northern Ireland), Niek Willems (the Netherlands) chair and Sean Wynne (Ireland). Advisors to the committee: Joke Holtgreffe and Robert Suvaal both from the Netherlands

Secretary: phone +31 76524 89 00, e-mail mannaert@bart.nl

What's on in Europe

The following three articles and photos are sent to EPEA Newsletter by Mrs **Valentina Petrova**. She is working as a teacher in Lovech Prison, Bulgaria.

(e-mail, Valentina Petrova: deos@mbox.digsys.bg)

Spasov - Social Activities Deputy Director - Lovech Prison

The dynamic changes that took place in Bulgaria after 1989 require adequate legal reforms. The sentences are executed on the basis of the Law for Sentence Execution, which is in compliance with the European and the international prison regulations.

In 1992 Bulgaria ratified the European Convention for the Protection of Human Rights and Fundamental Freedoms, and that act caused the abolishment of the death penalty. In 1994 we adopted the European Convention for the Prevention of Tortures. The country was inspected in 1995 and 1999 by the European Commission for Protection against Tortures. The two inspections did not register a case of torture or cruel or humiliating treatment within the framework of the prison system. In 1997 a considerable part of the penitentiary personnel was demilitarized, an act that allows a greater humaneness and public concern in respect of the prisoners' treatment.



"The schoolyear beginning"

One of the principal aims of the prison penalty is the resocialisation of the sentenced. Very well prepared professionals work with them - social workers, psychologists, sociologists, pedagogues. The individual and group correction activities are very important.

The carrying out of the reforms within the prison system involves a lot of difficulties, most of which are related to insufficient funding. In this respect the prison administration is constantly open to collaboration and is looking for the support of different public and non-governmental organisations for the realisation of joint projects and activities.

TSANKOV – Principal of the Secondary Vocational Prison School - Lovech, Bulgaria

It is a real challenge to be a director of a school for recidivists. The school was founded 35 years ago. It offers primary education (from first to eighth grade) and vocational education. The school is subject to two Ministries. The regime and the intern rules are in compliance with the General Direction of the Penitentiary Administration, respectively Ministry of Justice. The General Direction of the Penitentiary Administration finances the maintenance of the school (electricity, heating, school materials). The educational plan and programmes are approved by the Ministry of Education and Science, which is responsible for the teachers' salaries.

During these 35 years there were established models of teaching, of behaviour and interpersonal relations that are gradually becoming traditions. The changes in Bulgaria after 1989 caused a serious reconsideration of the already established traditions. The introduction of new rules and norms is indispensable, but is also connected with many difficulties and uncertainty. The prison school in Lovech is one of the few similar schools that

resisted the most severe difficulties of the transition. This fact does not set our minds at ease at all and we keep on looking for ways to survive and improve the efficiency of our work.

35 - 40 years ago there were founded schools in all Bulgarian prisons, with the aim to make literate the prisoners, to give them a profession and stimulate their social adaptation. The acquisition of primary education was compulsory, irrespective of the age of the people. The other real stimulus for the sentenced to study is that the educational time is counted as a working time, which reduces the sentence duration. For one school year the sentence is reduced by 80 - 85 days. Having in mind that the illiteracy and the lack of proper education are among the basic factors for criminal acts, it is easy to explain the high school attendance.



Mr Radev, Mr Tsankov and Mrs Petrova are handing diplomas to the prisoners

Since 1989 the education became compulsory only until becoming of age. Now the prisoners have the right to decide for themselves whether to study or not. During the first two or three years after the coming into force of the regulation for voluntary education the number of our students drastically decreased and many schools were closed. The stimulus "sentence reduction" is still valid. Its shortcoming consists in the fact that one can always doubt about the real motivation of the prisoners.

Being a teacher and director of that school for many years, I dare say that irrespective of the

primary motivation of the prisoners - students the longer stay at school has in general a favourable influence on them. The school does change them; it doesn't matter whether this process is conscious or unconscious!

The teaching in our school is carried out on the basis of the approved plans and requirements for all the civil schools. This makes the diplomas, issued by our school, equal to the others. This fact, however, cannot eliminate the need to acquire specific knowledge and skills in accordance with the age and individual needs of the criminals. The people, who are directly working with the prisoners (social workers, pedagogues and psychologists), are aware of this need. The work on the elaboration and experimentation with specific courses and programmes is a difficult and highly responsible task, which requires experience and financial support. In this respect, we will face a lot of difficulties in the future. The exchange of experience and good practices is a great opportunity to overcome these difficulties.

I am extremely happy at the opportunity to be in contact with EPEA. I appreciate the invitation to participate in the Grundvig programme and sincerely hope that the project will be approved. I am sure that the meetings on the project will be very useful for all the participants, because the information that you provided makes me think that we are concerned about one and the same issues. If we regard the different methods, opinions and approaches in terms of professional and personal development, then we can be really useful to one another.

What does teaching in prison mean to me?

Valentina Petrova - Teacher at the Secondary Vocational Prison School - Lovech

The prison school in Lovech was founded 35 years ago. There study only recidivists, coming from all other Bulgarian prison. I started working there as a teacher in "Technical mechanics" and "Material studies" in 1994. Up to now I had been

working in the international departments of two leading Bulgarian companies and as a representative of an Austrian company, but never as a teacher. This was my first contact with the prison system. The transition period of the East-European countries is an interesting subject for research, but for the people, living in these countries, it means a reconsideration of their values, a serious financial crisis and personal change (unfortunately with a dramatical outcome for the bigger part of them). I think that the crucial moment in my 'career as a teacher' was when for the first time I found myself in a classroom with twelve prisoners - recidivists. I was sure in my good theoretical background. I was instructed about what I shouldn't do being a teacher in the prison. The prison administration and my colleagues assured me that I was safe: "The criminals in prison are obedient." But when I looked in their eyes all my trust and preparation disappeared. I was looking at them not knowing what to say. Some of them were very young, they could be my children. That was my saving thought. "I was not born with any experience. Even the experience to be a mother is acquired with the growing up of my children." I pronounced my thoughts aloud and confessed my uncertainty and helplessness, but also my hope that we can find our common path together.

There started a lively discussion. I was sorry that the bell interrupted it. I shared what happened during my first lesson with my colleagues. What they said was quite disapproving: "You should never forget that you are a teacher and they are students - criminals. When you are at school you have to be only a teacher in your subject! Outside, you can be a human being!". I was thinking on that statement for a long time. I could not understand it and do not respect it. In spite of the difficulties that I had to overcome quite often, I am glad that I followed my intuition. I turned to my chaotic self-acquired knowledge in pedagogics, psychology, history of religions and philosophy for help. The theoretical background is a valuable support, but the work has a tangible effect only if the knowledge and the humaneness

complement one another. Starting by listening to my heart, today I am trying to follow the wisdom of Pestalocci and to work "With head, heart, and hand".

Looking back I must admit that this school is my personal, very important university of life, where I learned much more about the real life, about the people and about myself, than in the university where I acquired academic education and my diploma. Day after day I posed myself different questions that I have never thought of before. Many questions still do not have an answer. But the mere search for answers seems to change the person, who is searching. The things of life are starting to get new sense.



Prisoners in the workshop

Perhaps it sounds weird, but namely behind the solid prison walls I realised what is freedom, free will, obedience, what is to choose and to respect the choice of the others. I used to observe the students and found in them wonderful character features. Examining their personal records and lives I looked in different way at our educational and legal system, at our society as a whole. I often ask myself who is the real criminal and who is the victim in fact, when, how and why the roles do change? I admit it was painful to realise that the prison school is only a reflection of our society and that the more distorting the mirror is, the more deformed the society is. The mere thought that the society creates its criminals, that from a historical point of view the criminality and the judicial system are

determined by one another, seems like a vicious circle - with no beginning and no end, a sad predestination. I dare share an attempt to break that circle.

Some of those, who leave the prison, are really changed and are not only willing, but possess the moral basis for starting of a new life. Very often the society does not trust even them and does not give them a chance, which they really need. Our experiment was aimed both at influencing the prisoners by the power of the art and at giving a chance to the society to change its attitude. We prepared a theatrical performance in which 8 prisoners and two lovely 18 - year old girls took part. It was performed in front of a civil audience in the prison hall. 120 of the most eminent people of our town came to the prison to watch the play. But there was neither “theatre”,



A theatrical performance

nor “performance”. Everything was real. The scenario was entirely based on the lives of the prisoners.

We presented the life in prison the way it is - a mosaic of routine activities, memories and dreams. The impression on the emotions of both the participants and the audience was shocking. The media even called this performance a “revolutionary event”. An illustration of the effect is the statement of a famous businessman: “If up to now an ex-prisoner had asked me to hire him, I would have refused without even

thinking about that. Now, I am ready to give a chance to such person, also without even thinking about that.” The effect on the prisoners is also indicative of the importance of the performance: three of them have been free for almost three years, they have jobs and two of them have families.

So, there is always hope for everyone. Perhaps there are better ways for achieving that and I hope to find them throughout our work in cooperation with EPEA.

Todor Todorov - prisoner, student at the Secondary Vocational Prison School-Lovech

“I have been sentenced many times. Up to now I have been studying in Lovech for four years. I like it, because it introduces a kind of diversity



Todor Todorov (in the middle) playing different roles

in my life. I cannot learn the mathematical formula at all. But I can remember very well the roles for the performances on stage.

By playing different roles it seems to me that I am discovering the role that I like most in life. I also work as a cleaner and gardener at school. While cleaning the corridors, I often feel as if I am cleaning my soul. Every time I water the flowers, I feel as if I’m nourishing my hopes. I will be free in a few months. If I fail again, there will be no more hope for me.” ■

Prison Education in Norway

Improving After-care for Released Prisoners

By

Torfinn Langelid
National Education Office, Hordaland
County, Norway

"The prisoners belong to us, we are obliged to give them a trustworthy and complete explanation of how we have treated them, just as we have an obligation to take an interest in them when we release them. I often tell them when they are being set free that I shall show far more interest in them once they have passed through the prison gate than before, because they will now be tested on what prison life has prepared them for. Many released prisoners find strength in the knowledge that we remain interested in them."

Governor Richard Pedersen said this in 1893 when he was summarizing more than 30 years in the position at Oslo Penitentiary. His remarks on after-care are just as relevant today.

The Current Situation

During the past thirty years there has been a political consensus in favour of improving after-care for released prisoners. A series of reports and investigations have revealed the same weaknesses again and again. Even so, little has been done, and progress is slow. We have a large amount of knowledge, but we make little use of it.

Despite this somewhat gloomy picture, one can find encouragement in the fact that in recent years both Parliament and the Government have emphasised the need to improve after-care of released prisoners. The report "Back to Society?", which was published in February 1997, documented deficiencies in several areas.

In Parliamentary Bill 1 (1998-99) the Ministry

of Church Affairs, Education and Research (KUF) made it clear that the work in this field is to be improved and developed:

"Projects related to prisoner after-care

Parliament and the Government have strongly emphasised the need to improve after-care of ex-convicts. For this reason in autumn 1995 the Ministry of Church Affairs, Education and Research, together with the Ministry of Justice established a working committee whose mandate was to chart and evaluate prisoner after-care, and to propose ways of improving this service.

In February 1997 the committee delivered its report "Back to Society?", and interested parties were invited to submit their comments during the spring of the same year. The report demonstrated weaknesses in many areas, such as co-operation, responsibility, networks, financing etc. The committee discussed a number of measures to improve the situation and pointed out that several public services ought to be more actively involved. The group suggested projects that would renew and develop this field of work.

The Ministry will initiate projects designed to lead to better co-ordination, effectivity and utilization of resources in aftercare. At the same time the projects will mean a better service for prisoners and ex-convicts." (p.93)

In addition, the Ministry of Justice White Paper no 27, 1997-98 "On the Prison and Probation Service" underlines the need to establish expedient forms of administrative co-operation (chapters 7 & 8) and says among other things that it is "...important to make it clear for everyone that public services within education, social security, health care and employment have a shared responsibility to provide the services which the law requires of them" (page 93).

Development Projects

The Ministry of Education (KUF) has delegated to the National Education Office, Hordaland

County the responsibility for planning and administrating this development project, which is to have a time framework of three years.

For the year 2000 the National Education Office, Hordaland County has allocated resources to projects which may be broadly grouped in three areas:

- 1 Using information and communication technology (ICT) in prison education programmes
- 2 A broader range of courses in handicraft subjects
- 3 Projects aimed at improving vocational training and inter-service co-operation.

1 Using Information and Communication Technology (ICT) in education programmes

Training in, and the use of new technology is one of the fields upon which the Government lays great emphasis, see the proposal 1, 1999-2000 from the Ministry of Church Affairs, Education and Research (KUF): "Research shows that the use of ICT in teaching and learning contributes towards increased pupil motivation. ICT offers new opportunities to tailor programmes to the needs of individuals, and to vary the methods used so as to stimulate students to increased activity. The Government will therefore focus specifically on ICT and the further development of both content and methodology in education, learning environments and the organisation of education programmes." (page5/6)

It is important that prisoners should also participate in this development. One of the objectives for concentrating on this particular field is to discover how the use of ICT can improve the pedagogical aspect of the learning environment and thus enhance both competence and self-confidence in prisoners and ex-convicts. The National Education Office, Hordaland County has therefore decided to support projects in this field at four schools/prisons.

Klosterskogen upper secondary school – After Care Classes

Grønland Adult education Centre – Bredtvedt Women's Prison

Glemmen upper secondary school – Fredrikstad Prison (a regional prison for women)

Borre upper secondary school – Bastøy Prison (an open institution)

We have assigned a person to advise the schools/prisons during the three-year project period. Furthermore we have arranged for Oslo College to evaluate this work. In our opinion it is important that the field should be evaluated with a view to future developments for prisoners and ex-convicts.

An evaluation of this type could for example focus on three major areas:

- 1 Planning, organising and carrying out the project
- 2 The learning process and the learning result with emphasis on:
 - motivation and learning
 - ICT as a tool to increase the self-confidence of prisoners and ex-convicts
 - ICT as a tool for developing new and more effective learning environments and its consequences for the roles of teacher and pupil
 - ICT as a tool for socialisation
 - The use of ICT in relation to male and female prisoners
- 3 The effectiveness of this work, eg whether those who have participated in this programme find it easier to gain employment after release.

These are some of the possible angles

2 A Broader Range of Courses in Handicraft Subjects

Traditionally such courses have played a minor role in prison education. On the other hand countries such as Denmark, Ireland and The Netherlands have placed great emphasis on practical and aesthetic education programmes. To our mind these subjects are particularly suited

to increase self-confidence and motivation and can therefore help students to use their creative skills in a positive fashion. The National Education Office, Hordaland County has allocated resources to two schools in two prisons in order to further developments in this field. We have also asked a college to monitor, advise and evaluate the project work.

3 Projects Aimed at Improving Vocational Training and Inter-service Co-operation

Vocational training and the workshop play an important role in prison life. It is a priority that vocational training started in prison should be followed up and continued after release.

Co-operation with other public services is a prerequisite for the success of such an objective. The State education Office in Hordaland has supported projects which in various ways aim to reach this objective:

- Develop an alternative learning environment and try to co-ordinate public service resources in such a way that participants receive wages.
- Continue vocational training after release and attempt to establish forms of collaboration between different public services with an emphasis on strengthening networks and leisure activities.
- Develop students' life skills and outdoor activities. Enhance teachers' and students' total competence.
- Develop a steering-group model for inter-service co-operation.
- Develop a teaching model for drama in Norwegian lessons, among other things by relating it to working life and social skills (job applicant courses)

In several of these projects we have engaged advisers. We are also in the process of engaging colleges to evaluate projects.

Summary

The project work has a time framework of three years, starting in 2000 and is due to end in 2002. 2.5 million Norwegian Crowns has been

allocated per year – NOK 7.5 millions in all. We believe that this project work will lead to new knowledge, improve inter-service co-operation and last but not least give more ex-convicts a better future. ■

THE J.E.T. Project **Joint Educative Training**

Funded by Leonardo budget of the ESF Community Initiatives Final Report

December 1998 to April 2001

Partners:

Contractor – County Durham Training Enterprise Council – England

Co-ordinator – HM Young Offender Institution, Deerbolt – England

Partner – Mariestad Prison – Sweden

Partner – National Association for the Care and Resettlement of Offenders – England

Partner - New College - England

Partner – PSW – The Netherlands

Partner – Rentray Juvenile Treatment Institution – The Netherlands

Consultant - Rob Suvaal – Education Advisor to Ministry of Justice, The Netherlands

(CGIL – Italy - were an original partner but dropped out after the first year)

Goal

Working with offenders who are recognised as disadvantaged, not only through their offending but also in multiple ways such as drugs misuse, homelessness, poor education, poor social skills. We will work towards motivating them to learn

and obtain accredited certificates for basic and key skills to reduce their marginalisation in the community.

Introduction

This partnership has been a strong one, with good positive relationships formed during the planning stage, and even the opportunity to meet (apart from CGIL) at an international conference in 1998. There had also been co-operative work done by Deerbolt and PSW on an earlier Leonardo project, but not with the same staff.

The Target Group

In the Netherlands the client group are based at Rentray, Zutphen, and are young people who have been especially selected for the WORK-WISE project at Rentray. Work-Wise is a programme for male youngsters aged 15.5 to 23 years old, coming from all over the Netherlands. They have severe problems, often with psychiatric difficulties, and have to be treated in a closed Youth Institute. They have been marginalised in society and relationships with family have broken down. They have diverse social backgrounds and educational levels.

In Sweden the client group are based at Mariestad Prison and are male offenders aged 18 to 21 years old. In order to ensure a full group, they have sometimes had to accept clients up to the age of 24. They are all serving a custodial sentence of no less than 3 months. Most of the participants come from a socially deprived background with poor basic educational skills. They accept 6 people on each programme and the programme is 8 weeks long.

In England the client group are based at Deerbolt Young Offenders Institution and are male offenders aged 18 to 21 years old. They are serving custodial sentences of between 6 months and 4 years. They come from a large geographic area covering the North of England. Most of the prisoners come from socially deprived backgrounds with poor basic educational skills.

Most have relationship problems and a background of offending and drug use. The group chosen for the pilot programme had very low literacy and numeric skills. The programme accepted 8 prisoners on each of two courses.

Thus the participants in the JET Project have relatively similar ages and backgrounds. They are clearly marginalised in the respective societies with multiple disadvantages of poor education, poor social skills and associated problems of drug use, homelessness and offending. They are a very difficult group to motivate to learn basic skills and move towards greater integration with society and access to employment opportunities.

Activities relating to the specific objectives.

A) Consult appropriate training providers for examples of good practice

In Sweden they used a variety of external trainers to provide the expertise and the best education for their participants. They used staff from the County Labour Board to look at each individual's opportunities on the job market after release. They used a very experienced teacher for lessons in basic skills such as literacy, reading and numeracy from their Adult Education Authority. For issues on ethics and morality they have involved a priest from the Church of Sweden who is also a trained youth leader.

In the Netherlands they concentrated on the motivational aspects of the project and examined the methods of Prochaska and Di Clemente. Following discussions at the second transnational partnership meeting in Sweden, it was agreed PSW would organise a training event for partnership staff, relating to this model, which was used in all three partnership programmes in the second year. PSW organised this event in Amsterdam on Motivation, in co-operation with Jellinek-Consultancy Amsterdam, and it took place early in the second year of the project and was attended by staff who planned to run the pilotprogrammes in each country.

In England, the first year was spent collecting information from other training providers to examine the materials being used and to see what might be applicable to producing a totally new programme at Deerbolt.

B) Consult European sources for examples of good practice and in particular to examine material produced from other ESF Community Initiatives funded projects.

This will be a desktop exercise undertaken by staff within our partnership.

The English partners took the lead on this and collected a considerable amount of material, not only from other ESF funded projects. The material was provided by the JET partners and other organisations and a summary report produced.

That report was distributed among partners and used in presentations to the transnational meeting in Sweden.

C) Create a database of information about the resources available.

Information about the project and organisations contacted was placed on a shared workspace on the internet. This was an innovative concept to enable partners to access draft documents and modify them prior to acceptance as a finished product by all partners. Unfortunately the concept was ahead of the technology and all partners had problems in accessing the site and it was abandoned before the end of the project.

D) Examine what training and methods are used by our partners.

A part of the four transnational meetings has been to examine the training courses employed by our partners and look at the methods they use. This has been done through presentations and discussion and visiting various institutions in each partner country to talk to the people running the courses.

E) Understand and challenge existing practice.

This has been done through the presentations in Sweden. They were followed by considerable debate about how relevant the proposals were to achieve the results we were looking for. In the case of each partner, there has been a change to the ideas first formulated as a result of the discussion and exchange of information as a result of this partnership. In Sweden some new ideas, eg expanding the inputs on violence, and subjects were introduced to their programme and changes made to their evaluation process. In England they moved away from adopting a course already in existence to creating a totally new course. In The Netherlands they widened the original ideas of incorporating the methodology into the Workwise course to training all staff on a particular accommodation unit in motivational interviewing.

F) Working with our partners choose a particular methodology, which appears to offer an example of good practice.

In Sweden agreement was reached to incorporate motivational theory into each of the programmes. To enable this to be done on a consistent basis, a transnational training event was organised for January 2000 in Amsterdam.

G) Modify the example as required for use with offenders.

The programmes that had been developed were modified to take account of the learning from the training in January. As indicated above, there has also been a considerable amount of change resulting from the discussions at both transnational meetings in 1999. An example is that the Swedish programme would incorporate an initial interview, which uses motivational techniques but also assess the stage an individual has reached. This was followed at the end by a further assessment at the end of the 8 week

programme to provide a good instrument to measure change.

In England they started from a possible model to address dyslexia and moved to creating a totally new programme, which addresses literacy and numeric deficiencies, whilst incorporating the model of motivational theory in the one to one work undertaken.

In The Netherlands an agreement has recently been signed by 7 Dutch custodial institutions for juveniles to deliver Work-Wise and motivational interviewing will be used in the project. Rentray has also collected a budget to do further research on the appropriateness of motivational interviewing for into employment programmes in Rentray.

H) Train staff to implement the model.

In Sweden the staff have had a two day training event in the Cycle of Change and Motivational Interviewing in December 1999. That training was shared with the local Social Services Drug Team. In England two staff were given similar training in relation to working with drug users and have been using that model in both group and individual work with prisoners. In January 2000, 3 staff from Sweden, 3 from England and 7 from the Netherlands were trained in Amsterdam. Part of the training is a teaching plan, which gave the trainers a handout on how to train others in their own setting. In England and Sweden the trainers incorporated their training into their programmes and in Sweden they explored further how motivational techniques could be used in a group setting. They discovered an internet site about motivational methods that gave them information and ideas about this.

I) Implement with selected group of offenders.

All three main partners were intended to start in February 2000 to run specific pilot groups, using programmes developed locally and incorporating the methodology of motivation.

In Sweden and England the groups were of 6 to 8 prisoners and the group would last 6 to 8 weeks. In The Netherlands there were a series of tragedies with the death of the leader of the unit that was to implement the programme and a very serious illness of another member of staff's wife. Obviously this delayed their implementation considerably and the programme within Rentray had not taken place by the end of December but was still planned to proceed early in 2001.

J) Examine the effects of the model in improving learning of basic and key skills.

In Sweden the model has been used in 3 programmes during 2000. There is assessment at the start and finish relating to participants motivation and extent to which it increased as a result of the programme. The exit plan also set an action plan for further work to be done. In addition 8 sessions of motivational interviewing work has been incorporated into the Youth Programme and this will continue after JET comes to an end. The results have been encouraging. It was not possible to provide participants with accredited certificates for improvements in literacy as no equivalent accreditation process exists in Sweden.

In England selection of prisoners to participate was that they should be below level 1 in basic skills and should have multiple problems. 16 participants started. 13 completed. 12 successfully achieved certificates in Number Power and 11 in Word Power. These are nationally accredited City and Guilds qualifications. All 13 achieved a Health Certificate. Thus despite the difficulties encountered in running the group, the outcomes were very successful.

In The Netherlands there has not been the data to examine as a result of the delays experienced with their project.

K) Disseminate information throughout the life of the project.

In Sweden and England, JET Steering Groups have been established and enabled a wider number of organisations to play a part in the development of the projects and learning about the results. In The Netherlands there is the co-operative group of 7 Juvenile Institutions.

PSW and Rentray organised the first transnational meeting and provided presentations about their work. They included Governors from their group of 7 Juvenile Institutions as part of the Dutch delegation to the International Conference in England. In Sweden they organised the second transnational meeting and called a press conference before the meeting and have spread information through the criminal justice authorities internal bulletins. They have also received positive feedback from the Regional Headquarters and planned a one day conference in early 2001 when they will disseminate the results of the project to prison personnel from other areas of Sweden. In England the NACRO Prison Services Development Officer has informed a wide audience of Prison Governors about the work of the project.

An International Conference was held in England in October 2000 with 120 delegates. It was chaired by Robert Suvaal, Education Advisor to the Ministry of Justice in The Netherlands and had prominent speakers from Sweden, England and The Netherlands, including the Minister for Probation and Prisons from England. There was coverage in the press.

In England the JET Project led to a meeting that brought prisons and probation services from North East England together to plan a joint project regarding the resettlement of prisoners.

L) Seek to influence the provision of training to pay greater attention to the need for innovative methods of working in providing training for disadvantaged groups (offenders).

The project has received a great deal of attention in each country. We have already mentioned the partnership of Juvenile Institutions in The Netherlands, the International Conference in England and the National Conference in Sweden.

M) Seek to improve the access to employment, education and training for offenders as a means of increasing social cohesion and reducing offending.

In Sweden they have a well established partnership with the County Labour Board as well as the local Adult Education Authority and through continued co-operation and evaluation of their contribution, they aim to continue to improve the facilities that will increase access to employment, education and training for offenders. They are also seeking to extend their networks to assist prisoners who do not remain in the local area on release. In England there was the use of mentors from the Depaul Trust who linked with prisoners inside prison and on release and there was encouragement given to enable prisoners to have greater access to education and employment opportunities.

In The Netherlands there was the Work-Wise developments that were aimed to provide training in prison and enable greater access to the labour market on release.

N) Facilitate the smooth transition of offenders into employment, self-employment, training and educational opportunities.

As anticipated, this has not been fully achieved within the timescale of the Project. Some of the prisoners who went through the programmes are still in the institutions and it was not possible to follow up all those who

have been released as effectively as we would have hoped for. Several have managed to disappear after release and thus information about their success or lack of it has been impossible to obtain. Of those who have been traced, the results have been mixed and statistically the information is not valid. At the same time, we have been delighted to hear about a number of success stories.

Conclusions

Nobody at the planning stage envisaged so many problems arising during the implementation and the agreement of the Contractor and Co-ordinator has been that we are unlikely to plan any more Leonardo funded projects. The unpaid work has greatly exceeded all expectations and there have been many frustrations with the funding route and this limited what we could achieve.

We thought we had negotiated a clear project with the partners before the proposal was submitted but the ideas were modified from the first meeting. The result of this was a more interesting project, but it was also much more time consuming and we became rather over ambitious in what we intended to achieve.

Having said that, each partner got a great deal from their involvement. In each country the Project challenged existing ideas and led to improvements that were to the benefit of people in the institutions; both staff and inmates.

The staff became more European with the interchange of personnel leading to a greater understanding of the criminal justice systems in other countries. In particular we all gained from exchanging ideas that would lead to improvements in our own establishments.

Several staff from each country were trained in new techniques that remain as an asset to their organisations for the future.

The inmates gained from the introduction of new ideas that would sustain their interest in participating on programmes and lead to greater motivation to learn basic skills.

An International Conference and developments in each country led to greater networking of institutions in those countries and to some new international partnerships.

Programme modules have been developed that are now being used for future courses. A lot of hard work and effort from everyone has led to some very successful outcomes.

For more information, please contact Governor Ebbe Alfredson, The Prison and Probation Adm. Mariestad, Box 174,S-542 22 Mariestad, Sweden

■



MAKING CHANGES in MAGHABERRY

By **David L. Chapman**

Library Officer
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BT28 2PT

When we took charge of the Library at H.M.Prison Maghaberry, my colleague Danny Holmes and I quickly realised that a new approach was required.

One of the first things we tackled was the overcrowding of stock. Doing this had the

desired effect of (a) letting us see which stock was old and therefore not required (b) giving more space, which has been much commented on, and (c) allowing us to introduce much needed new stock. This has also been greatly appreciated by prisoners.

Another job we undertook was the physical overcrowding of shelving and library trolleys. With the reduction in stock, we were able to dispense with a number of these, thereby creating more free space.

We introduced soft seating and a coffee table for prisoners to sit and browse before they chose. The addition of soft, classical/ easy listening music (surely not in a library you ask!) has been a great success - with many prisoners making favourable comments about it.

One of our recent innovations has been the introduction of a “real” coffee Machine. This has had a two-fold effect, 1) the aroma on entering the library makes it more inviting, 2) prisoners really appreciate the offer of a cup of coffee in the quiet surroundings of the library (their words, not mine). Are we trying to create the ‘Barnes and Noble’ ambience?

A future project which we are aiming at, is the introduction of a prisoner reading group, supervised by our writer in residence and Education Officer, whereby prisoners can come to the library and read to the group or discuss books or poetry among themselves.

The sure sign that the above improvements are right has been the increased uptake in borrowing and visits to the library - an amazing increase of 60% !

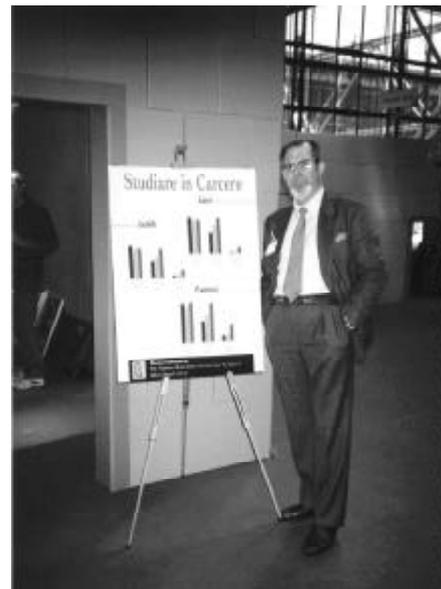
We must be doing something right!! ■

The GISCA and the educational experience in the Italian jails

By **Elisabetta Vaccaro**: Secretary to President

The GISCA (The Italian Group of Prison Schools), presided by Cav. Angelo Ruggieri, and member of EPEA, is an association that has been dealing since long with the issue of permanent education in the Italian penitentiary institutes.

Among its numerous initiatives, it aims to the rehabilitation of ex convicts and prisoners from an educational and a human point of view and, through a series of publications, it disseminates information on the so called people of “no man’s land” at a national level. Its quarterly “Humanity



Angelo Ruggieri

in the jail “ is an informative tool for those who wish to know which educational experiences and cultural activities are being developed behind the bars; which is the longed for desire of rehabilitation and the possibilities of reintegration into society for former convicts.

In this past three years the goals of the GISCA have been achieved thanks to the support of the Ministry of Justice, the Ministry of Education, some private people and a little but brave

publishing house, that has created a special series: "Notebooks from the jail" directed by Rag. Robert Boiardi. This series, along with the quarterly of the GISCA, illustrates and examines in detail thorny matters connected to some articles of the Italian Penitentiary Regulations. It also analyzes the themes of continuous and permanent education in the Italian jails.

So far, the publishing house has produced two books, entitled, respectively, *Continuous education, vocational training and permanent education in the jails. Reform and expansion of prison schools* and *Art. 41-bis. When a number is not only a number*. Additionally, thanks to the personal involvement and participation of prisoners and former convicts, the publishing house has recently published the Acts of the seminar "Who are the Jews? Getting to know the history and the Jewish culture in the light of an intercultural education". The seminar, which was organized by the Ministry of Education, was held in Rome on 15-16 March, 1999.

As a supplement to the quarterly journal of the Association and to further examine specific topics related to the Italian penitentiary system, the GISCA was sponsored by the Ministry of Education, Primary instruction department to take part to the International Children's Books Fair which took place in Bologna in 1999. Pictures, drawings, paintings, newspapers, poems, short stories, short and long films and documentaries,



as well as manufactures by prisoners of any nationality of both juvenile and adult jails were on display for a couple of days.

GISCA invites anyone who is interested to submit his/her own text, account, short story concerning his own personal experience related to permanent education in prison. ■

CONNECTION OF INSTINCT LIFE AND DRUG-DEPENDENCY

By Dr **Erzsébet Fekete**, psychologist, Hungary

Non-adequate family conditions have decisive effects for developing of teenager's toxicomania, professional literature data say. We can think about the insufficient relations between parents and children, the lack of safety and living human conditions, divorce of parents or their separate life, and other conflicts of marriage. Pamper behaviour and pedagogical inconsistency are also harmful causing psychological liability. The result of both situations is that the youngster will avoid all the troubled situations of life. There are a lot of examples when behind the looking good family-face the parents have serious emotional problems affecting the child's drug addiction.

Our research, made in the Juvenile Prison, Tököl, has been realising many consequences of the academic statements above. The main question was: What is the role of drug in the personality?

We analysed:

- Proband's demand for drug
- Quality of clinging
- Conflict of subordination
- Intention for breaking away and its failure
- Mechanism of self-surrendering.

51 sentenced young boys (15-19 years old) were investigated by Szondi-test. Probands used in the civil life almost LSD, marijuana, speed, cocaine, heroin and glue. Most of them had been in addiction for 2-3 years (spreading between 1-7 years).

Interpreting the data of the test for example in the C-axis (it gives a picture about the demand of loved subject), we found certain symptoms, as follows:

- Rigid subordination, incest type connection (in the same time there is a demand and a prohibition, as well). The connection is consciencestricken in advance, for this reason it will develop as a neurotic

relationship: for his quietness he should be let the loved person / subject, but he cannot do it. This relationship will never end, the person unable to separate himself from it, so he must play in every role a subordinated one. (In 53%).

- The proband is an infantile person, who is leaded in his connections with the world at large by getting always happiness, so he becomes defenceless. His interest ramifies in many directions, his attention is distributive and sporadic, involvable, as an adult will have a labil character. (In 28%).
- This connection will work as a scheme in his life. Ambivalent feelings (I like it – I don't like it) cause labil pair-contacts, the lack of breaking away from parents make impossible to start the life indepentently, to try himself, to know himself, to know where are the limits of his own capacities. This person cannot learn to persist, to built patiently his own future, while his personality doesn't grow up to the level of a well-developed adult's one.

The most characteristical sign is the subordinated role in male-female, chief-worker, friend-colleague connections, that cause a frustrated anguish, and to reduce the stress he seeks nonadequate methods and instruments.

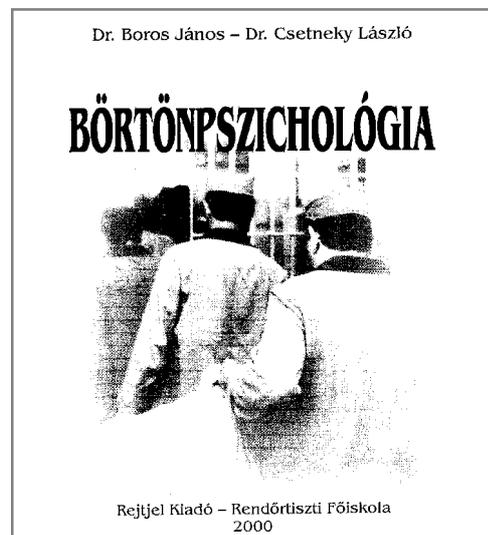
This investigation has strengthened our conception: drug-abuse is not only a problem of a single person, there are strong links to the family, to the conditions of childhood, to the developing of personality (as the socialization of instinct endowments). When a certain therapeutical cure is started, these standpoints must take into account in the prison, among juvenile boys, as well.

More information about these two articles from Hungary is available from Dr **Laszlo Csetneky**, Deputy Head of Prison Department, Police Academy, Budapest 1121, Farkasvölgyi ut 12, Hungary

NEW PRISONPSYCHOLOGY - TEXTBOOK HAS BEEN PUBLISHED

By Dr **Laszlo Csetneky**, Hungary

Two members of EPEA (János Boros and László Csetneky) are the authors of a new interesting textbook – using it in colleges and universities – published in the end of 2000. Consisting of 282 pages this work takes a unique place in the European professional literature with its systematical and comprehensive view.



According to the authors the science of prisonpsychology is an independent applied branch of the psychology with own subject, methods and theoretical background due to scientific researches of the Hungarian prisonpsychologist network existing from the early seventies with more and more effectiveness by the leading of the mentioned authors. Prisonpsychology in its wide conception is an applied psychology dealing with psychological questions of the complex system of prisons, emphasised the next themes (elaborating the newest results of the international adequate literature, as well):

- The prisoner (characteristics of inmate population – for example classification, types, mentally and emotionally disturbed, diagnostical questions).
- The prison (psychological aspects of total institutions, regimes, informal structure of

inmates, roles, effects of groups, dependency and self-determination etc.

- The treatment (accommodation, moving-area, supply, programs, education, vocational and other training's, leisure-time activities, needs for special methods, therapy).
- The staff (type of staff-hierarchy, information-change, style of governor's command, the suitability and fulfilling of staff-members, basic and further training's, mentalhygienical problems, recreational cures).



An old-type Prison, Balassagyarmat, built in 1842-45

Pictures, case studies, rich literature make to colourful the book, that is available only in Hungarian language for the moment. Beside the Police Academy it has been used first of all in the education of lawyers and social workers.

This work underlines our demand to join to the European Union, cause it has a modern way of looking at things, basic idea is humanism. One of the aims is to popularise for prison-staff the methods and technics corresponding with the European requirements. In the book readers can find more references for EPEA, as a respected international organisation that helps, coordinates and develops the matter of prison education. ■

Poetry from an Albanian Prison

By **Marinella Sota**, Inspector of the educational Department by the general Director's Office of the Prisons of Albania

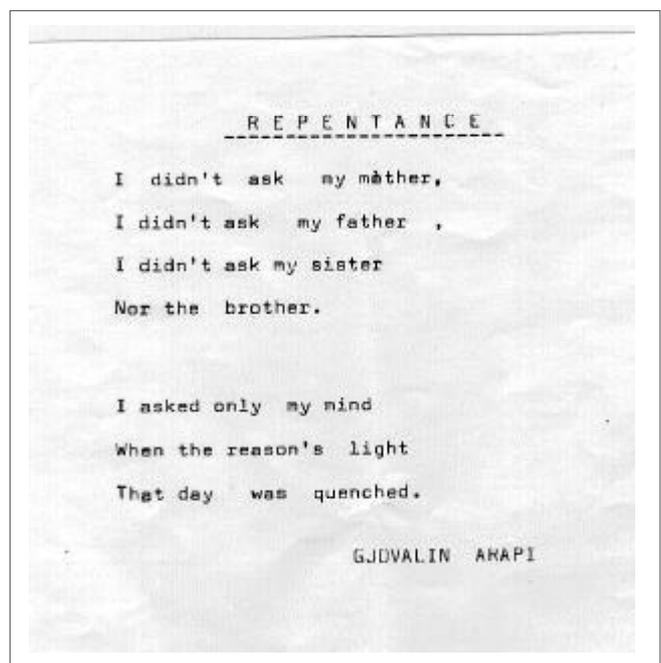
At the reform school in Vaqarr, Tirana it is accumulated an interesting and rich experience to discover and encourage the condemned persons who have an inclination or talent in the field of literacy creativity. In a special billboard are collected periodically their writings, in poetry and prose. Also the service person at the library of the institution Mr Fatmir Haka has selected for the publication a poetical volume with the best poetry of the condemned. Here are three of them.

REPENTANCE

**I didn't ask my mother
I didn't ask my father
I didn't ask my sister
Nor the brother**

**I asked only my mind
When the reason's light
That day was quenched.**

GJOVALIN ARAPI



FREEDOM

From the prison's window
I see you
But I still cannot meet you.

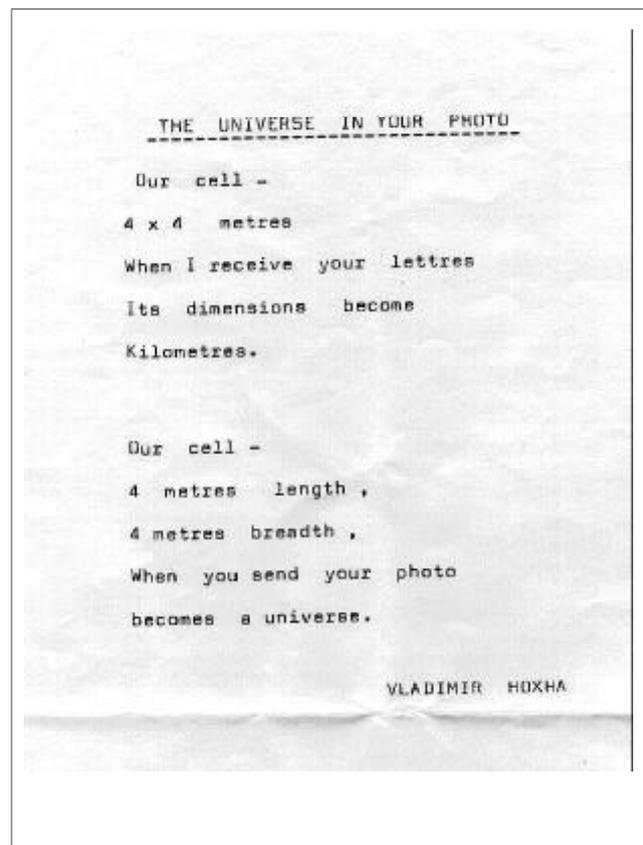
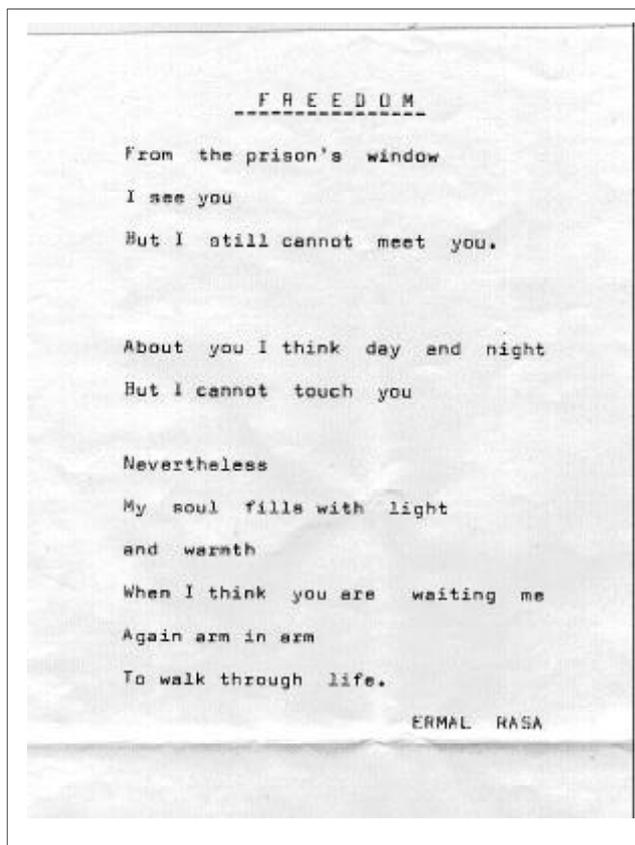
About you I think day and night
But I cannot touch you

Nevertheless
My soul fills with light
And warmth
When I think you are waiting me
Again arm in arm
To walk through life

ERMAL RASA**THE UNIVERSE IN YOUR PHOTO**

Our cell –
4 x 4 meters
When I receive your letters
Its dimensions become
Kilometres

Our cell –
4 meters length ,
4 meters breadth ,
When you send your photo
becomes a universe.

VLADIMIR HOXHA

Poetry from an Albanian Prison

"THE STUDENT AND THE GOOD HELPERS"

Working with responsibility groups, a good method in the rehabilitation process of the student.

By **Gudrun Halvorsen**, leader of Steinkjer Upper Secondary School, department "Kif-school"

I have had the leadership of the "Kif school" in Steinkjer, Nord-Trøndelag County, Norway, for 12 years. This school is a follow-up class for classes in prison. Our school is administratively linked to Steinkjer Upper Secondary School as an own branch and to the Prison and Probation Service. During the last four years our school has developed through activity with projects. By systematic integration of outdoor life, handicrafts- and drama classes we think we have improved the self-esteem of the students. The feeling of being one's own master is crucial in this work. We think that these activities mentioned influence the learning capacity of the students. In the year 2000 we have done thorough research into this. The staff has also been reeducated and thereby we have improved our skills in coping with our students. For our projects we have engaged professional authors, painters, photographers, potters, actors, musicians, physiotherapists and other students.

Working with responsibility groups as a method.

All our students are convicted and often their crimes are closely related to drug abuse. Going to school is a part of the process of rehabilitation. The success of such a process depends on the cooperation of different partners of several professions. We have to take all sides of the student's story into consideration and work on a long-term basis. We have considerable experience in our work with responsibility groups. Over the years we have developed a model where the student has the main

responsibility for the work in his/her group. Among experts this way of working has been paid a great deal of attention. In the year 2000 I have made a report for the National Education Office, Hordaland County, Norway. My report has the title: **"The student and the good helpers". Responsibility groups and cooperation across the professional borderlines enlightened by the ideology, theory and practice of our school.**

My report is also a description of our work at school.

Central questions are:

Does this work with responsibility groups contribute to the strengthening of the social network and the social ability of the students and improve their life skill?

Do we focus on the student, and to what extent and in what way does the student feel that he/she owns her own life, everyday life and problems?

In what way can we say that the working in responsibility groups is functional?

Preliminary working with responsibility groups

The cooperation with different partners at school has gradually developed. Already early in the 1990ies Probation Service in Nord-Trøndelag had a well incorporated practice of forming responsibility groups for some of our clients. During my first year at this school I took part at such meetings together with our students. I had an idea of how this ought to be organized and run by us and the student.

Other departments too had an experience with the method of responsibility groups. I particularly recall the agencies for employment and social security making use of this method on their rehabilitation clients.

These groups were called "Base teams". From the very beginning as a student and a rehabilitation client you were backed up by your own "base team". The leader of the school was also summoned to the meetings led by the agency

for social security. A doctor was also always a member of this group. I remember that the student often dreaded these meetings and therefore skipped them. I also vividly recall that during some meetings the structure of authorities was obvious. The student could be taken by surprise at an unpleasant topic being brought up, the conversation could be linear and confronting, the representatives from the different departments gained control or shirked responsibility. The student could sometimes be reduced to a passive receiving participant or other times be provoked into leaving the meeting greatly agitated.

After such meetings I reflected on crucial questions such as: What set of values does this way of working embody? Do the members have a common set of life values? I had ideas concerning the concept of responsibility, quality of life and participation of the client. What was the goal of this way of working? What thoughts did the different departments have about cooperation and to what extent did they commit themselves to the student? How far were we willing to accompany the student during the different processes? And last but not the least, how did the student like this method; was he/she a participant, was he/she a receiver, was he/she in a metaposition or in focus, was he/she an equal partner in a meeting with 4-5 "officials", did he/she feel appreciated or humiliated in his/her compulsory sharing of his/her biography with all the public servants? Could the student call the participants his/her "good helpers"? These were some of my diverging approaches to the problems enlisted.

Working with responsibility groups today.

Over the years this method has been thoroughly elaborated by us. Today it is so well integrated that both the client as well as the cooperative partners would feel awkward if we did not establish a group for one of the students. "My responsibility group" is established from the very beginning of the probation period. This is taken for granted if you want to be a student at our school.

As a student you have to gather "your helpers" for coordination and information, for sharing and joint responsibility in the process of changing. This is an exciting, a demanding and rewarding work. In relating the various levels of bureaucracy such as prison, Probation Service, employment and social services so closely together, we can also consider them as resources in the running of our school. The groups can over the years vary widely from one student to another. The regularity of the meetings is more stable. The student often convenes a meeting every 5-6 week at school. Before this calling in the student and the leader of the school have a talk. Based on the last report and the present situation the court agenda is written and sent to the participants. The meeting is held in our living-room, waffles are being made and candles are lit.

The student is the leader of the meeting and writes an own report later on. In this way the student has to take responsibility for his/her own learning and life. This is a good way of learning to handle your own life.

- Working with responsibility groups is a well incorporated method at our school
- The responsibility group is constituted as early as possible.
- The responsibility group is a coordinative, informative body assisting the students in their varying projects of life and changing processes.
- The responsibility groups are gatherings for cooperation where different agencies commit themselves according to what is needed.
- Meetings are always summoned every 5-6 week.

On the way towards a theoretical foundation

Earlier we were not that eager finding out theories about this way of working until I came across a book meant for health service workers.

In this book written by Solfrid Vatne I found the term: **Userparticipation**. The title of the book was: "Pasienten først. Om medvirkning i et omsorgsperspektiv"(1998) In English version the title could read something like : "The patient first. Userparticipation in a perspective concerning caretaking ". Even if this book mainly is meant for the helpers in the system of treatment, it is relevant for us too. Our students are in the need of help and traditionally they have been deprived of their authority.

The userparticipation is supposed to strengthen the cooperation between "the user and the helper", and to enhance the influence of change in one's own life.

Participation is a human right, the user knows his/her life best and has the right to decide how to cope with it.

That is:

"to lead one's life"

"to run one's everyday life"

"to solve one's own problems"

The user has the right to :

decide whether the problem exists or not

define what the problem is

define how to solve the problem

choose among different ways of help

establish, keep up or finish the contact with the right authority.(p.36)

This idea about the userparticipation is founded on the human rights. Enlightened by this we can probably say that the most important thing to do for the students is to find their own standard of living. What is my right way of living? The students have to define their own problems and try finding a way to solve them. Their helpers will have to give information and knowledge about the different arrangements in their life and work within the existing options. They must be aware of the consequences following their different choices. On this background the students are fit for making their decisions. If the student wants us to back out, we must be willing to do so, or if necessary to contribute once more.

It is the teacher with staff consultant functions who is in charge of the working with responsibility groups.

When working with our students we constantly find very well- known subjects on the court agenda.

- * The matter of well -being, belonging, the need of education, progress and goal as a student
- * Financial conditions, housing and the setting up of oneself.
- * Adjusted rehabilitation, payment during rehabilitation and vocational re-education.
- * Examination of the student's character, imprisonment, probation, crime and drugs.
- * Establishing of relations to family and new friends.
- * Health care and dental care.
- * Processes concerning abstinence from drugs, therapeutic conversations, medical tests and treatment.
- * Spare time
- * Focus on the future, vocational guidance and advice on education and work supplied with a further follow-up.

In one of the chapters of my report I have made an analysis of the interviews with 8 good helpers and 8 previous students who over a period of time worked as described. In this part I have tried to answer the following questions:

- Has this work in responsibility groups been successful and led to the wanted results?
- Has this work made the students more social adjustable and improved their quality of life?
- Has the student felt that he/she was the main character who was allowed to decide what to do and how to do it?
- To what degree have we succeeded in focusing on the student?
- To what extent are the prevailing authoritative structures controlling the group?
- What kind of challenges have we faced when meeting people from other professions?
- What have we learnt?

The response has been varied, but unambiguous in both groups when speaking of the method of working in responsibility groups. It would be too much to tell about all the reactions in this article .

Those who are interested in further reading can turn to the National Education Office in Hordaland County, Norway.

As far as we can understand our work with responsibility groups has been a success. To work like this is rewarding, informative, educational and self-developing to all, both to the students involved and to the "good helpers".

Through my interviews with the students much has been made quite clear to me. The students really have the feeling of being in focus during the meetings. Their way of running their own group is gradually improving. Through this work they take responsibility for running their own life, everyday life and handling their problems. The feeling of being an important person is very vital to the student and leads to a better self-esteem. At the same time they all say that sometimes it is quite necessary to be supported to get started again.

Gudmund Hernes once said:" When you have hit the wall many times, it is time to find a door." I think that the student and the good helpers together can find the doors.

The 4th European Conference for Co-ordinators / Directors of Prison Education November 2000

For the fourth time a conference for leading persons in the field of prison education met last autumn. The conference was organised by Henning Jorgensen, Kaj Raundrup from Denmark together with Anthony Wella and Josseph Giordmaina with colleagues from Malta. It was very inspiring days with focus on the Council of Europe's recommendations on Prison Education. Representatives from most countries in Europe worked in groups, analysing the recommendations, now being more than 10 years old. Suggestions (perhaps surprisingly few) on modernisations was discussed. A full report will soon be published by the conference hosts from Malta./ Ed.



Happy delegates from Ireland, Estonia, England, Scotland, Turkey and Portugal

NEXT NEWSLETTER

The next EPEA Newsletter (No.22, Autumn 2001) will be compiled and produced by Republic of Ireland

- Please send your articles on a disk in Microsoft Word, or as an e-mail attachment.
- Send them as soon as possible to:

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Information about EPEA and about membership

The concept of a European prison education association originated at an international conference in Oxford, England in 1989. The EPEA was formally constituted in Stockholm, Sweden in 1993

The aims of the EPEA are

- to promote education in prison according to Recommendation No. R (89) 12 of the Committee of Ministers to member states of the Council of Europe (1989)
- to support and assist the professional development of persons involved in prison education through European co-operation
- to work with related professional organisations
- to support research in the field of education in prisons

"Education in prison" is defined as education for all persons who are under the supervision of the judiciary whether sentenced or awaiting trial, and whether serving a sentence in prisons or in the community.

"Persons involved" are defined as professionals working in the field of education in prison and in related disciplines.

EPEA membership

Full membership is open to individuals and organisations involved in the field of prison education and in related disciplines in Europe.

Membership Rates (in £ Sterling):

Individual (Full)	£6 (£16 for 3 years)
Individual (Associate)	£12 (£32 for 3 years)
Organisational	£30

Full membership is open to individuals and groups or organisations involved in the field of prison education or in related disciplines with offenders, in Europe. Associate membership is open to others.

Please complete the attached Membership application form and return it, with your subscription, to your liaison person. If you do not have this information please use the EPEA website (<http://tibus.com/epea>) to register your interest.

Note:

If you are paying by Credit Card, please also complete Credit card application form

European
Prison
Education
Association



Membership Application Form

Name

Jobtitle

Function

Organisation

Place of work

Type of Membership (please mark one)

Full Associate Organisational

Contact Address

.....

.....

.....

Telephone Fax

E-mail

I agree to my contact address, telephone, fax numbers and E-mail address being included in the EPEA Directory for general circulation. YES NO

Signed Date

Please forward with your subscription fee to your Liaison person

European Prison Education Association

MEMBERSHIP APPLICATION (credit card only)



Declaration

I wish to take out membership of the EPEA for the Year 200__

New Member

Signature _____ Date _____

Existing Member

Please tick one

Type of Membership Required *Please tick one box only*

	1 Year	3 Years	
Individual	£6 <input type="checkbox"/>	£16 <input type="checkbox"/>	Full individual membership in Europe. Full voting rights.
Organisational	£30 <input type="checkbox"/>		Open to organisations in Europe. Limited voting rights.
Associate	£12 <input type="checkbox"/>	£32 <input type="checkbox"/>	Open to individuals (a) outside Europe (b) prison education field. No voting rights.

Note: If you are applying for membership on behalf of an organisation, please state -

name of organisation

your position

Credit Card Information

Type of card: VISA Mastercard *(please tick one)* Only VISA or Mastercard accepted

Name on card:
(please print clearly)

Card number

Expiry date

Personal Information *(must be completed)*

Address: _____

Country: _____

Phone: _____ E-mail: _____

- Please pass to your Liaison Person or if you prefer you can
- send directly to the EPEA Treasurer: (inform your Liaison Person that you have done so)

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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.