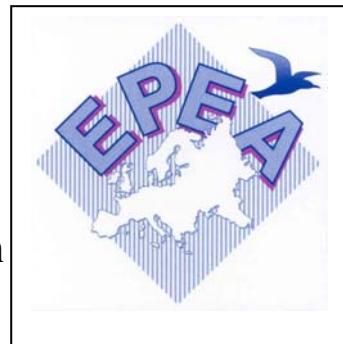


# 23

Spring  
2002

## EPEA *Newsletter*

European  
Prison  
Education  
Association



EPEA on the internet: [users.tibus.com/ep](http://users.tibus.com/ep)

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Editor of EPEA NL 23; Valentina Petrova, Bulgaria

## **FOREWORD BY CHAIRPERSON**



### **What influence does the EPEA actually have?**

Is it a collection of well-meaning but dedicated individuals or is there something extra? Is it more than just the sum of its parts?

I ask these questions, partly because I don't want just to summarise again the work of the last six months in the usual way, but also to raise the consciousness of members about some big issues that confront the EPEA.

Even though the organisation is bigger, with more members in more countries, communicates better through the use of modern technology and is officially recognised at European level as a NGO, there are drawbacks. One of these, as in all big organisations, is that there is a tendency to forget why it started in the first place.

Some years ago there were committed people working in the field of prison education who felt that some kind of organisation would better serve the interests of teachers, etc., and more effectively promote the principles outlined in the recommendations of the Council of Europe. And so today we have the EPEA as it stands, but is it imagination that with time perhaps the idealism and fervour have grown a little paler? And anyway have things improved so much? For some countries full adherence to the European

Recommendations, R(12)89, is taken for granted, for some they serve as a convenient menu from which to pick and choose, whilst others ignore them completely or are blissfully unaware of their existence. It is clear that In a number of previously supportive countries contracting-out has led to such fragmentation that there is no common approach to the provision of prison education and large numbers of teachers have no idea at all that there are collective standards.

The EPEA is doing what it can to increase membership to connect members within and with the organisation, but it is in every member's interest to look at their own situation and to think of ways to reproduce and develop the idealism and zeal of the original architects. New blood is needed, and perhaps even some small sacrifices on the way. Just being a big organisation is not enough. I ask all members to get involved, to subscribe to the debate about prison education and to make their voice heard, so that the EPEA can truly represent them.

Best wishes

A handwritten signature in cursive ink that reads "Paddy Rocks". A single horizontal line is drawn under the signature.

Paddy Rocks

## **EDITORIAL COMMENT**

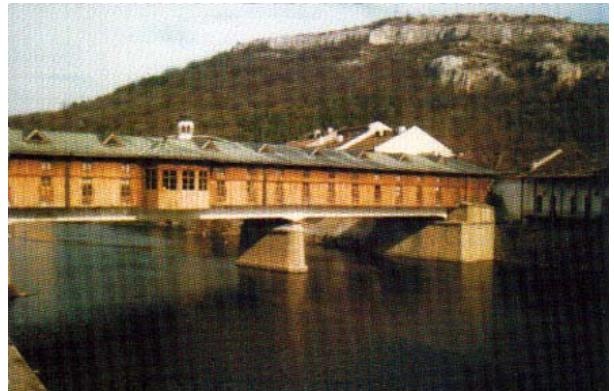
Since 2001 there are ten members of EPEA in Bulgaria. The proposal to work out the new Newsletter was an expression of our desire to contribute actively to the activities of the association. The preparation of the Newsletter was a great honour to us and we started with enthusiasm. The enthusiasm is an emotional state pushing us towards new challenges, towards a new way, towards the unknown.

It is a common phenomenon that after the enthusiasm there comes the moment of sobering down. As we were entering into the details of the work connected with the preparation of the Newsletter we realized the responsibility that we have taken up, something that seriously frightened us. The first difficulty that we encountered was the short term for preparation of the Newsletter – less than two months. The second one – what sort of news to publish? We would like to thank to the limited number of members who responded to the appeals to send articles for the Newsletter. We fully support the opinion of the Chairman of EPEA that the association needs “fresh blood” and we would like to mention the Irish editors’ proposal to “record what we do”. This is why the news in the newsletter reflect our work, thoughts, feelings, difficulties and success and are written by everyone engaged in prison education. The third difficulty that we encountered was how to express in English what we wanted to say. We received a friendly proposal on behalf of the Northern Ireland team to send the Newsletter to them for proofreading. We should admit that the temptation was irresistible, but then the Newsletter would not correspond to our real potentials at the moment. We think that our aim is not the perfect English and that it would discourage the future editors whose mother

tongue is not English. It is sure that we will be more tolerant if we know more about the real condition of each country. This is why we took up the responsibility to be what we are! If we admit that the “fresh blood” is not always perfect, perhaps more and more EPEA members will overcome their language uncertainty and will be encouraged to share with us about the situation in their countries. We hope you enjoy this edition of the Newsletter.

### **The Editors**

**Prison school  
Lovech  
Bulgaria**



**The covered bridge in our town -  
Lovech**

## **THE PRISON SYSTEM IN BULGARIA**

**By Colonel Marin Kalchevsky**

The formation and development of the prison system in Bulgaria can be divided into four periods:

### **First period /1878 – 1922/**

In that period the prison activities are regulated by the “Provisional Prison Rules” from 1879 and the Penalty Code from 1896. That period can be characterized by the bad condition of the facilities /mainly old Turkish barracks/, the inactivity of the prisoners and the lack of medical care. The only new prison facility was the Sofia Prison that was built in 1913.

### **Second period /1922 – 1969/**

In 1922 the Prisoners’ Work Law was adopted. It gave them the opportunity to be actively engaged in the working process and in training by means of work. There was set up a fund “Prison activity” to facilitate the development of the production base and the construction of new prisons. All the district prisons are built during the period 1926 – 1940. This period can be characterized with the wide utilization of the prisons as an instrument for political repression. In 1951 are abolished all normative acts that have been adopted before the 9 September 1944. A new Penalty Code and Regulations for sentence service in prisons were adopted.

### **Third period /1969 – 1990/**

The Sentence law for the first regulated the prison activities. Following the progressive trends in the penitentiary science and practice development, the Law gave the opportunity to introduce into our prisons the scientific approach, pedagogical and psychological activities.

In this period there were introduced the category differentiation system, educational and training activities, psychological and scientific service groups. All the inmates were engaged in working activities, a system for post-penitentiary support and control was developed. These changes did not bring along new construction or renovation of the facilities, which is now in a very bad condition.

A considerable part of the restraints, related to the legal status of the convicts and the defendants, result from the regulations that are inconsistent with the constitutional and European principles for lawfulness of the repressive measures included into the sentence.

### **Fourth period /after 1990/**

In 1990 – 1992 the prison reform started with a revision of these regulations. The changes that are already made in the Law for sentence servicing as well as those that are planned in the future are leading the prison system to an inevitable and continuous adoption of the civil and democratic principles in the organization of the penalty activities and their harmonization with the European standards.

**Prison Lovech  
Deputy Governor  
Regime and Security Issues Dept.  
Colonel Marin Kalchevsky**



**The old town Lovech**

## **GENERAL CHARACTERISTIC OF THE PRISON - LOVECH**

**By Colonel Ivan Ivanov**

The oldest prison in Lovech dates back from the time of the Ottoman yoke. Situated on the riverside of Ossam river it consisted of 5 rooms for about 30-40 people.

In the beginning of the 20<sup>th</sup> century a new prison was built consisting of 5 cells. The outside of the prison was guarded by soldiers, and the inside – by one senior officer and four other officers. On the second floor, in the southern wing there was a carpenter's shop, where the goods produced by the prisoners were sold. They were given 10% of the profit. The prison was situated in today's central part of the city. Nowadays, the Central City Post Office is situated on its place.

In 1933 started the construction of the new prison, which is in use today. It was built on the project of an Italian architect. The prison is surrounded by high stone walls and towers at each corner. The two-storey building and the administration wing of the old prison are preserved. In addition there was constructed two more stories and the administration wing was enlarged. In the period 1959 – 1974 there were opened up a carpenter's workshop, a metal workshop and a reduced security facility in Lovech, Troyan and Veliko Turnovo. Today the inmates are about 1000.

In 1966 there was opened up the first recidivist school in Bulgaria, where study inmates from all over the country. In the prison there is a hospital with pulmonary and psychiatric wards used for therapy by prisons from all prisons. In the psychiatric ward there is an opportunity for women – prisoners to get a proper treatment.

The changes that took place in our country during the last 10-12 years as well as in the

normative base, related to the detention facilities, necessitate a serious reform of the prison system. In spite of the financial difficulties that our country encounters, the tendency for human treatment of the prisoners is irreversible.

**Colonel Ivan Ivanov  
Governor  
Prison – Lvech  
Bulgaria**



**Prison - Lovech  
Officers and teachers**

## **REPORT FROM THE SIXTH ANNUAL FOKO CONFERENCE IN OSLO, NORWAY**

**November 1-3, 2001**

**By Inger Charlotte Bull and  
Svein Ivar Sandåker, teachers at Berg  
prison**

FOKO, the Norwegian branch of EPEA, has just concluded its sixth annual meeting, with a wide range of very interesting lectures and debates. Around 110 – 115 participants took part in the conference.

This year FOKO celebrated its fifth anniversary as an organisation, and although it is growing steadily FOKO is still a young and active little ‘rascal’. The conference was traditionally opened by Chairperson Ingunn Kleivan, followed by some encouraging words by Torfinn Langelid, National Adviser from the National Education Office, Hordaland County.

The first contribution – which really woke us up – was by Espen Schanning from the University of Oslo. In his lecture titled ‘Punishment and penal reactions in a historical view’ Schanning led us through the not very proud history of punishment – from 19<sup>th</sup> century torture and corporal punishment to the present penalising of the soul. Further, Schanning focused on the contradictory content of the term ‘care and confinement of criminals’ (punishment vs. care), in which he pointed to that society on the one hand, will punish criminals (i.e. make them feel bad), and on the other hand, help them (i.e. make them do better). This, of course is an important dilemma for teachers in prison education.

Schanning was the last speaker on the opening day, and he sure gave us a lot to think about and discuss later in the evening. It also gave us an interesting point of departure to the presentation by Erik Lund-Isaksen from the Department of Justice, who talked about the new Law of enforcement of sentence. Further, he updated us on the present government’s views on crime and imprisonment. He indicated a more strict policy, which probably will imply noticeable changes for inmates and prison officers, as well as teachers in prison education.

The rest of the second day was dedicated to penitentiary programme work in prison. This topic was introduced by Wilhelm Meek Hansen from the Prison and Probation Staff Education College. He gave an account of the different

programmes that are run, as well as the background for doing this. This was also the introduction to four parallel sessions in which we got a chance to see in more detail how these programmes work and what they actually do.

The third and final day of the conference mainly dealt with two quite different topics, namely after care and music. The first of these had the title ‘Experiencing success and society as possibility’ and was a scientific evaluation of the work done in a class belonging to the probation and after care service. Brit Arna Susegg and Oddbjørn Ingebrigtsen from Trøndelag College presented this evaluation in an engaging and entertaining manner. Finally, Gisle Johnsen from the Norwegian Music Council presented to us a musical performance under the title ‘the creative human being’. Johnsen opened with the following phrase: ‘We are teaching pupils of the 21<sup>st</sup> century with an education from the 20<sup>th</sup> century in a school belonging to the 19<sup>th</sup> century’. Then he gave us a lecture in which he showed us some possible results of the mixture of Internet communication, high-tech computers, music and a creative mind. For many conference delegates this was the perfect conclusion to an extremely varied and well-planned FOKO conference.



**Oslo, The Kings Castle**

## **ARE WE REALLY SO DIFFERENT?**

### **A personal report from the EPEA Conference**

**BY Patricia Franklin**

Having had the privilege of attending and presenting at the EPEA conference held in the peaceful Netherlands I wanted to reflect and share the pleasure with my correctional educator colleagues. In way of background information Mr. Suvall, a very strong individual, demanded that all workshops be very interactive and that they follow the multicolored palette theme. His wish was, of course, my command. I prepared a workshop that dealt with one question. Are we really so different?" With participants attending from at least 13 different countries, with almost as many languages being spoken, the answer to this question might at first to be self evident. "Of course we are!" But that did not turn out to be so.

Over 30 of us struggled for about 4 hours total to examine our thoughts as correctional educators on helping the incarcerated while supporting each other in the process. We worked in English and we told stories and past experiences that helped us answer the question. Correctional educators from diverse countries such as Norway, Finland, England, Hungary, Ireland, Bulgaria, Austria, Malta, Latvia, Slovenia, The Netherlands, Switzerland and the United States found that we are not different in one important way at least. In one way we are very much the same. We care deeply about the people we work with and the work we do.

Moreover, we actually identified 12 specific similarities that deal with offenders needs and our concerns:

1)Transitions to help offenders when they are exiting is imperative

2)Communication and respect between offenders and correctional educators is essential to the learning process.

3)More training and more jobs are needed for offenders

4)Lack of literacy is a major problem

5)Drug abuse, and with it shame, create much incarceration

6)Human contact, such as sports, massage, team building experiences is helpful

7)Relationships, particularly ones with family, need help and guidance

8)All people involved need to cooperate and deal realistically with the problems

9)Consequences for actions must be taught and maintained

10) Confronting Adversity, both inside and upon release, is an issue

11)Support groups are vital

12)Addressing the offenders issues on an individualized basis is needed

Our many different languages, cultures and life experiences made for a workshop that was extremely interactive and informative. 18 of the participants also wrote out their most memorable stories related to work with offenders. The stories are tragically powerful and again documented how similar we are. The length of all of them is too much to include here, but I will be most happy to send them upon request.

My sincere thanks to the conference leaders, especially my dear old friend Robert Suvall and to Paddy Rocks who allowed me to sing 'Summertime' with my colleagues in such a special setting. My greatest appreciation goes to the

participants in my workshops who enlightened me and enriched my world. In these most difficult of times, being with all of you and sharing gave me renewed hope and rejuvenated spirits.

## THE PRISON SCHOOL.

**School in the youth court at the prison  
of Vienna - Erdberg  
Jugendgerichtshof Wien**

**By Wolfgang Riebniger**

From the fourteenth year onwards, a person in Austria is punishable. Punishable means also, that somebody can be locked up in prison, that a person can be set into investigational custody and in further sequence could eventually receive a prison sentence. The nine year long school duty gives the possibility of locking up school aged youths. This possibility is of course being practiced in Austria. Every year approximately forty to fifty pupils take advantage of the external school branch of the SPZ 1090 – Galileigasse, situated at the youth court.

In this class the male pupils gather every day, to be handled academically. The usual current number of students is averagely between five to twelve boys. School aged girls are very rare in prison. Girls which committed criminal acts are over an extended average between two to three girls pro year. These girls are

accommodated in the prison of Schwarza and are also being handled academically. The offer for pupils can be listed systematically, and is set up of basically the following points.

### **Offer of the curriculum:**

The Study plan of the represented schooling system also has to be respected at the prison school.

- Work on the curriculum
  - Social pedagogical duties
  - Socializing or re-socializing of the youths
  - Classification after the different types of schooling levels and school types:

The different varieties of the school population requires self-evidence

Classification after the different schooling levels

### Classification after the learning deficits

## Classification after knowledge deficits

- Classification after dissolution

## Through personality development disturbance

Through neurotic developments

### Through Borderline syndromes

The big majority of the youths fulfill the school duty requirements in the prison school for the first time. In respect to this, these youths have got a lack of intellectual knowledge as well as knowledge in social areas. Because of this, the clients have to be treated with a lot of care to be lifted from their modest level, in order to gain a positive approach to learning. The following points are learnt through group work:

- Independence
  - Single coaching
  - Helping systems
  - Open learning

It is sorry to see that negative trends seem to develop since the school year of 1993/94.

A few reasons for this trend are the following:

- The school population is mutating very conspicuously to Special School
- Dissolutions and disorder are become more significant
- School certificates and Academic certificates are getting harder to gain – due to the disorders and the deficits of the clients

The work at the youth prison tends to be moving more into the sector of employment therapy, social therapy, working on the heavy disorders and lacks of knowledge and in the area of social points. This is done through the school duty and the strong bond to the curriculum.

The mentioned trend of students with big defects and bad school qualities is continuing and will do so in future. This makes it harder to receive school certificates and the reintegration into the old school system is a very complicated path.

One of many peculiarities of the prison school is that the students get a wage for their school visits. In this system school is set equal to work. By regular visits to the school the monthly income is approximately between ATS 1.000 to 1.200. Here we have an example of a wage table for working in prison.

Schoolwork at the youth prison in this situation can therefore be described in the following way:

- The treating of massive learning deficits
- Building up very extreme personal problematic, toughened through many spectacular criminal acts
- Offerings of simple context from the curriculum
- Development and training of simple school activities like reading, writing and simple math.

Due to many short-term occupations at the prison a massive “pedagogical commitment” is needed. This “pedagogical bureaucracy” or “pedagogical network” looks approximately like the following:

- Teacher contact with the regular school of the youth – First meeting and collecting of personal information
- The development of future plans with the various institutions
- Conferring with the regular school of the youth upon release – Suggestions for grades, description of the working capability and ways of helping, eventual contact with counselling teachers
- Conferring with: Youth-court helpers; Probation officials; Social workers
- Working in cooperation with the prison for youths of Gerasdorf, if youths are relocated there due to longer prison sentences
- Contact to employment institutes concerning students who succeeded the extended elementary school in form of an external exam.
- Contact to judges and prosecutors.

Here we have got a few examples for good achievements in the form of quite nice reports that were obtained from some students. It is noticeable that on the reports that the students get, no prison address is seen. Instead the address of various Viennese school institutions can be read. The reasoning for this: To avoid any conflict due to “I was in prison”

A list of Observations and thoughts, in order to understand the behaviour of imprisoned youths. In order to sensibly sort them out pedagogically.

- The whole ambient of a prison is very demanding for the youths.

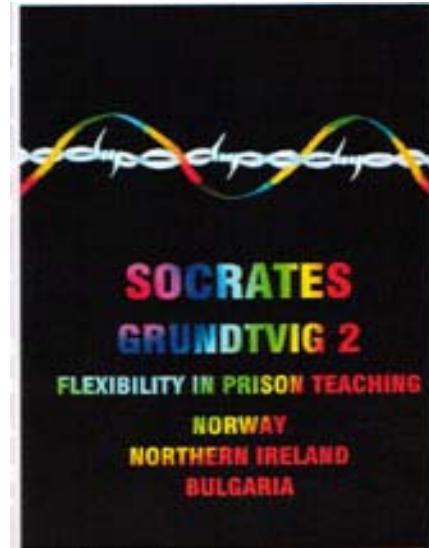
- The youths are set free to a very intensive prison dynamic, that is:  
Living with a second inmate in a 8 m<sup>2</sup> room (cell)  
Fulfilling a new frame of order  
Investigation and questioning through judges and police  
Coaching from a lawyer  
Coaching from various social workers and psychologists  
Four time weekly visits from relatives and friends  
Investigational prisoners have to await their trial  
How long of a sentence will I get?  
Compensate and accept the punishment after a trial

The teaching activities comprise daily contact with the complete spectrum of criminality. Not few robbers, thief's, burglars, murders, sat and still sit on the school benches of the "Ruden-Castle" – which is the name given to the youth prison by its inmates. The profession is not to see the criminal in the youth, but to find the person who they are. As a reflecting person you have to talk, think and discuss over the purpose and the unreasonableness of the crimes committed.

Locking criminals up and away may surely seem easier and is often also seem appropriate for society to do so, rather then preventing, taking care of, building up relationships, dealing with and understanding. If it wouldn't be cheaper and better for all concerned, criminal and victim, to invest beforehand more in for field criminality. This should be the subject of thoughts and projects. These could in some places prevent that youth slide into criminality.

**Wolfgang Riebniger**  
**SPZ 1090 – Galileig.3**  
**Expositur: Jugengerichtshof Wien**  
**Rüdengasse 7-9**  
**1030 Wien**  
**Justizanstalt Wien – Erdberg**  
**Gefangenenehaus**

## **PRISON TEACHING IN AN EUROPEAN FRAME**



**Greetings from the co-ordinator institution in a Grundtvig 2 project.**

In February 2000 senior counsellor Torfinn Langelid by SUH contacted Kvadraturen Upper secondary School (KVA) in Kristiansand. SUH is administrative responsible for training within crime ward in Norway and KVA is responsible for the teaching in prison in the town Kristiansand. Langelid informed that the prison teaching could apply for means to international projects within EU's Grundtvig 2 program.

In spite of the short limit to apply, at that time administrative leader for prison teaching, Asbjørn Tønnessen, grabbed the challenge and applied.

The largest problem was to get hold of international partners in a short time. Here T.Langelid's contacts in Europe were of great help. We started to contact four nations. When the deadline was out, we had partners in Bulgaria and Northern Ireland.

Our project is baptised "Flexibility in prison Teaching" (FIT) The goals are divided into two:

1. To develop and reinforce the contact between the institution in the project professional, pedagogical, as well as cultural and social.
2. To make the teaching for adults in institutions more flexible as far as organization and methodical teaching are concerned.

The project groups have had two gatherings, one in Bulgaria (autumn 2001) and one in Norway (spring 2002)

In Bulgaria the prison school in Lovech was our hosts. From the prison HMP. Maghaberry in Belfast in Northern Ireland, Jim Turely and Damian NN took part. From the prison in Norway, Grete Kavli, Kristian Høigilt and Odd Bue were the participants.

In Norway was the department of prison teaching in KVA host for the gathering. From Bulgaria were Mr. Petar Tsankov, Mr. Vesko Rusev, Mr. Svetoslav Valkov and Ms. Valentina Petrova present and from Northern Ireland Ms. Sheelagh Wilson and Ms. Valerie Newell represented the HMP Maghaberry prison.

The gatherings have to a large extend contributed to fulfil goal one. Both in Lovech and Kristiansand the participants have claimed the great value in connection with other prison teachers. It inspires and gives ideas to see and learn how other nations organises their training for their inmates. Between the meetings we are working towards two goals: How we can improve our teaching both methodically and organisatorically.

The project group hope to meet in Northern Ireland spring 2003.

### **Odd Bue**

**Administrative leader of prison training  
in Kristiansand, Norway**

## **REFLECTIONS ABOUT THE PROJECT WORK**

### **What influence does the project actually have for Bulgarians?**

**Project: "Flexibility in prison teaching"  
Socrates – Grundtvik 2**

**By Valentina Petrova**

Our participation in the project is due to our membership in EPEA, to our good relationship with the other members and to the personal encouragement of Mr. Torfin Langelid. This is the first project carried out within the system of prison schools in Bulgaria. The lack of experience and the delayed funding for Bulgaria caused problems in the organization of the project activities. Additional difficulty for the Bulgarian partners is that we had to overcome the old models of thinking and work, models of interpersonal relations, models of communication with the managing bodies. It is not easy to be initiative after 50 years of totalitarian regime in Bulgaria. This project represents an excellent opportunity to change even us.

Still at the first meeting in Bulgaria in October 2001 we found out that the partners have different starting points. During the second meeting in Norway the participants from Bulgaria realized how true this conclusion was. Our hosts organized visits to three prisons – the prison in Kristiansand, Aana prison, Stavanger prison and in Kvadraturen Upper Secondary School. The equipment of the prison schools was impressive and could not be compared to the conditions in Bulgaria. However, I was impressed by the people, by the warmth of their relations, by their good-willed and human attitude and attention towards all the inmates, or towards the physically or mentally disadvantaged children. I sincerely hope that international meetings like this one will serve as an impulse for more human

and tolerant relations in my country. I found out what is the real meaning and practical usage of the notion of "flexibility" of teaching. I realized that the educational opportunities are various and flexible and are applied according the wishes and educational needs of the students, in other words it is the personality that matters. In Bulgaria the educational system is strictly fixed and the student has to be flexible and to adapt his/her own wishes and educational needs to the possibilities, offered by the system. After each visit my mind generated ideas that we can introduce in Bulgaria, because the bigger part of them do not require considerable financial investment, but most of all desire, initiative spirit and personal contribution. If only part of these ideas comes true, then the conditions and the atmosphere in my prison school will change for the better.



This was my first visit to Norway. I am charmed by the beauty of this Northern country, by the majestic rocks and limpid lakes, by the beauty of the islands and the fjords. I will always remember our journey with Mr. Asbjørn Tønnessen's boat and our visit to his cottage on one of the islands. The sunny weather and the hospitality of our Norwegian partners Odd, Grete, Christian made me feel at home. I learned a lot about Northern Ireland during our talks with Sheelah and Val. I am glad that we saw the parade for the National day of Norway. I will never forget the colourful Norwegian national costumes as well as the pride and the happiness in the eyes of the children and the adults.

If I have to summarize the benefit of international projects, I would divide it into three directions: first, learning the organization and the experience of the other countries; second, acquisition of a new wider base for comparison of the national educational system; third, discovering opportunities for changes in our own school. The project work enriches and enlarges the personal horizon of the participants and I hope that the others will follow the experience of our school.



**It is worth!**  
Valentina Petrova  
Teacher  
Prison Lovech

## **EDUCATION IS MY HOBBY**

**By Laszlo Csetneky**

On workdays every morning I cross the city of Budapest by car, listening the music of engine and radio. In the dawn lightened cars flit away on the empty- look streets, outside cold wind blows, traffic-lamps stop me time after time. When I reach the slopes of Svab-hill, I'm already close to the Police Academy, there often come to my mind a new information having heard from TV yesterday night, news having picked up from some newspaper, or only an idea - where can I smuggle into the material of today's lectures in order to make the papers more interesting both the students and me. Here and now I teach for 30 years young future prison officers psychological subjects in a special system created by me. It consists necessary knowledge to their work in

prison, from the general and developing psychology across personal and criminal psychology till the favourit prison psychology. For this complet special subject are available 230 lectures /in each semester there are 30-40 ones/. Daily course lasts 6 half-year terms, correspondent course 8 ones. We begin the education at 8 o'clock in the morning and it often lasts till 4 in the afternoon. Sometimes I used to stay in the department till late night /correction of compositions/. Nowadays, in the early winter-period I arrive to my work-place in dark and leave it also in dark, when I go home to the other side of the town. I love to educate, it is a great thing to see how the students are becoming more intelligent, well-informed, their self-respect is growing, being reacher in expression verbally and in writing, or they can recognise the hidden connections of things. We admit to the Academy only youngsters /under 30/, who are working somewhere in the prison system /as a guard, for example/, so most of them already sniffed a bit from the prison-air. Although they have a lot of experiences, good and wrong, nevertheless here, in the school-desk will discover many regularities and relates concerning prison-life, here their eyes open up, they will able to see and understand the things from a new view of point. These factors could be a certain guarantee of the European-style thinking and behaviour of a new generation of future leaders. Till this day some two thousand people listened to me during the years from the desks in the classroom, and most of them became valuable member or leader of the prison system, who say me "Sir", when we meet. It is a wonderful reward for me. Sometimes it happens that one-two students being in late ask permission to sit into my car departing home, that would I so kind to transport them down from the hill to the next metro-station or bus-stop. During the way we are chetting about unserious matters, finally at the goal they burst out from the car and hurry away as

the spring wind. In such a case I feel myself fresher and younger, maybe I drive a little bit faster, make some gently slalom on the Rakoczi Street. Tomorrow everything starts again - I am waited by students, that is OK.

**Budapest  
Hungary**



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**NEXT EPEA NEWSLETTER**  
**Autumn 2002**

*Dear colleagues,*

*I will produce the EPEA-Newsletter  
in autumn 2002.  
I think the best time for the deadline  
sending contributions for it is mid -  
August 2002, 18.08.2002.*

**My address is:**  
**Weidenhiller Maximilian**  
**Fischerstr. 14a**  
**D-83416 Saaldorf-Surheim**  
**Germany**  
**E-Mail:**  
**[Weidenhiller.Surheim@t-online.de](mailto:Weidenhiller.Surheim@t-online.de)**

**or official:**  
**Weidenhiller Maximilian**  
**Hauptlehrer im JVD**  
**Justizvollzugsanstalt Laufen-**  
**Lebenau**  
**Forstgarten 11**  
**D-83410 Laufen**  
**Germany**  
**E-Mail: [lehrer-weidenhiller@jva-if.bayern.de](mailto:lehrer-weidenhiller@jva-if.bayern.de)**

***Thanks in anticipation***

## **Becoming a member**

**In Europe you can become a member of the EPEA by contacting your local Liaison Person completing an application form and paying a small subscription of £10 (Individual Member) £20 (Associate Member), and £100 for Organisations (January 2002). You will then receive a 'Welcome Pack' with further information.**

### **PROCEDURES FOR PAYMENT** **( in countries where there is no Liaison/ Contact person)**

**Eastern European Countries:** anyone who wishes to become a member of EPEA, pays for one year and the membership will be extended for a total of three years.

**New and Continuing members;** you now have the opportunity to pay for and renew your membership by credit card. You will also notice that it is cheaper to pay for 3 years (see the enclosed pages )

If you want to pay your membership fee without using credit card, you are asked to follow one of these options when sending membership fees -

1. **To the Treasurer (cheque).** Send a cheque made out to "European Prison Education Association" for the total amount. A letter should also be sent to the Membership Secretary.
2. **To the Treasurer (Cash).** Send cash (preferably GBP) for the total amount. A letter should also be sent to the Membership Secretary.
3. **To the Bank (Cheque).** Send a cheque made out to "European Prison Education Association" for the total amount. At the same time a letter should be sent to the Treasurer with a memo that a cheque has been sent to the bank. A letter should also be sent to the Membership Secretary:

**Torfinn Langelid**

**National Education Office Hordaland County, Box 7325, 5020 Bergen, Norway. Tel:**

**+47 55 57 23 66 Fax: +47 55 57 23 52 Email:**

**[torfinn.langelid@su-ho.stat.no](mailto:torfinn.langelid@su-ho.stat.no) )**

**The Treasurer is:**

**Dominic Henry, Education Officer**

**HMP Limavady, Magilligan, BT49 0LP**

**Northern Ireland.**

**Tel: +44 1504 763311.**

**Fax: +44 1504 750581**

**Email: [magilled@campus.bt.com](mailto:magilled@campus.bt.com)**



EUROPEAN PRISON EDUCATION ASSOCIATION

## Membership Application Form

Name:

.....

Job Title

.....

Function:

.....

Organisation:

.....

Place of Work:

.....

Type of Membership (Please mark one)

Full

Associate

Organisation

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

Signed:

*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

Existing Member

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please tick one*

### **Type of Membership Required**

	1 Year	3 Years	(please tick one box only)
Individual	£10	£25	Full individual membership in Europe. Full voting rights.
Organisation	£100	£250	Open to organisations in Europe. Limited voting rights.
Associate	£20	£50	Open to individuals outside (a) Europe (b) prison education field. No voting rights

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

name of organization	
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	<input type="text"/>
expiry date	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>

### **Personal Information** (must be completed)

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_ Country: \_\_\_\_\_

Phone : \_\_\_\_\_ email : \_\_\_\_\_

- 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)

Dominic Henry  
Education Officer  
HMP Magilligan  
Limavady  
BT49 0LP  
NORTHERN IRELAND

## **EPEA LIAISON/CONTACT PERSONS**

### **DENMARK**

#### **Mr. Kaj Raundrup**

Direktoratet for Kriminalomsorgen  
Klareboderne 1  
1115 Copenhagen K  
Denmark  
Tel. +45 33 11 55 00  
Fax. +45 33 11 53 01  
E-mail:  
[kaj.raundrup@kriminalforsorgen.dk](mailto:kaj.raundrup@kriminalforsorgen.dk)

**Mr. Ove Bjerg Hornum**  
Statsfaengslet Moegelkaer  
8700 Horsens  
Denmark

### **ESTONIA**

#### **Kristel Varm**

Ministry of Justice of Estonia  
Advisor of the Social Welfare Division  
of the Prisons Department  
Tõnismägi 5a  
15191 Tallinn  
tel (372) 6 208 218  
fax (372) 6 208 272  
e-mail: [Kristel.Varm@just.ee](mailto:Kristel.Varm@just.ee)

#### **Mart Kõrre**

School Network Bureau  
of the Ministry of Education of Estonia  
Head specialist of the Development Dep.  
Tõnismägi 11  
10119 Tallinn  
Tel (372) 6 281 253  
e-mail: [Mart.Korre@hmb.ee](mailto:Mart.Korre@hmb.ee)

### **ENGLAND & WALES**

#### **Mrs. Denise Turner**

Centre for Prison Education  
Crhy College Norwich  
Ipswich Road  
Norwich, NR2 2LT  
England  
Tel: + 44 1603 773301  
Fax: + 44 1603 773367  
E-mail: [dturner@ccn.ac.uk](mailto:dturner@ccn.ac.uk)

#### **Mr. Peter Kenny**

Wigan & Leigh  
HMYOI Thorn Cross  
Arley Road, Appleton Thorn

### **Warrington**

Cheshire WA4 4RL  
Tel: + 44 1925 605081  
Fax: + 44 1925 605182  
E-mail: [jwaite@thornxeduc.u-net.com](mailto:jwaite@thornxeduc.u-net.com)

### **FINLAND**

#### **Mrs. Tuula Aamuvuori**

Kuopio Provincial Prison  
PO Box 7  
70101 Kuopio  
Finland  
Tel. +017-378 366  
E-mail: [tuula.aamuvuori@om.vn.fi](mailto:tuula.aamuvuori@om.vn.fi)

#### **Mr. Claus Andersin**

Pelso Central Prison  
92810 Pelsonsuo  
Finland  
Tel. 358 8 8189111  
Fax. 358 8 818 9214

### **NORWAY**

#### **Mr. Torfinn Langelid**

National Education Office  
Hordaland County  
PO Box 7325  
5020 Bergen  
Norway  
Tel. + 47 55 57 23 66/2351  
Fax. + 47 55 57 23 52  
E-mail: [torfinn.langelid@su-ho.stat.no](mailto:torfinn.langelid@su-ho.stat.no)

#### **Mrs. Ingunn E. Kleivan**

Rud vgs, avd. Ila landsfengsel  
Box 150  
1332 Østerås  
Norway  
Tel. + 47 67 16 11 83  
Fax. + 47 67 14 05 24  
E-mail: [ingunnei@online.no](mailto:ingunnei@online.no)

### **SCOTLAND**

#### **Dr. Joan McKenzie**

Education Co-ordinator  
HM Prison  
Barlinnie  
Glasgow  
G33 2QX  
Scotland

Tel. + 44 0141 770 2000

Fax. + 44 01417709448

**Mrs Lorna Fulton**

Education Co-ordinator

HM Prison

Castle Huntley

Longforgan

Nr. Dundee

DD2 5HL

Scotland

Tel. + 44 01382 360265

Fax. + 44 01382360510

**ITALY**

**Mr. Angelo Ruggieri**

Via Ezio no. 80

04100 Latina

Italy

**Ms. Rosalba Falsanisi**

Via E. Simini, 10

Lecce 73100

Italy

Tel. + 39-832 306 916

Fax. + 39-832 306 916

E-mail: [rfalsanisi@libero.it](mailto:rfalsanisi@libero.it)

**FRANCE**

**Ms. Josianne Bottin**

8 rue de Tomblaine

54420 Saulxures les Nancy

France

**Mr. Thierry Hanssens**

44, avenue Blanche de Castille

78300 Poissy

France

E-mail: [th.hanssens@infonie.fr](mailto:th.hanssens@infonie.fr)

**IRELAND**

**Ms Fiona Crowe**

Fort Mitchel Prison

Education Unit

Spike Island

Cobh

Co.Cork

Ireland

Tel/Fax: (021) 43 78 223

E-mail: [crowefi@gofree.indigo.ie](mailto:crowefi@gofree.indigo.ie)

**Mr. Peter Doyle**

Education Unit

Curragh Prison

Curragh, Co. Kildare

Ireland

Tel. 353-45-441473

Fax. 353-45-441674

E-mail: [edcurr@indige.ie](mailto:edcurr@indige.ie)

**NETHERLAND**

**Mrs. Katinka Reijnders**

P.I.Breda

ITB Unit 1&3'

Postbus 90105

4800 RA Breda

Netherlands

Tel. + 31-76 524 8985

Fax + 31-76 524 8928

E-mail: [mannaert@bart.nl](mailto:mannaert@bart.nl)

**NORTHERN IRELAND**

**Mrs. Carmen O'Hagan**

Education Dept.

HMP Maghaberry

Old Road

Upper Ballinderry

Lisburn

BT28 2PT

Northern Ireland

Tel. + 44 2892 614794

Fax. + 44 2892 614893

E-mail: [carmenohagan@hotmail.com](mailto:carmenohagan@hotmail.com)

**Mr. George Russell**

Young Offenders' Centre

Hydebank Wood

Hospital Road

Belfast BT8 8NA

Northern Ireland

E-mail: [gmsell@hotmail.com](mailto:gmsell@hotmail.com)

Tel: + 44 2890 253690

Fax: + 44 2890 253636

**SWEDEN**

**Mr. Markku Raitto**

KVA Malmö

Box 3097

20022 Malmö

Tel. 040/6927375

Fax. 040/293678

E-mail: [markku.roitto@swipnet.se](mailto:markku.roitto@swipnet.se)

## MALTA

### **Mr. Joseph Giordmaina**

Department of Foundations in Education  
 Faculty of Education  
 University of Malta  
 Msida MST 06  
 Malta  
 Tel. (356) 3290 2347  
 Fax (356) 317938  
 E-mail: [jgio1@educ.um.edu.mt](mailto:jgio1@educ.um.edu.mt)

## GERMANY

### **Mr. Peter Bierschwale**

Texas 4  
 D-29221 Celle  
 Germany  
 Tel: +49 5141 911350  
 Fax. + 49 5141 28442  
 E-mail: [Bierschwale@t-online.de](mailto:Bierschwale@t-online.de)

### **Mr. Klaus Dieter Vogel**

Nassauusche Str. 19  
 D-10717 Berlin  
 Germany  
 Tel. + 4930 861 6545  
 Fax. +4930 86424307  
 E-mail: [kdvogel@t-online.de](mailto:kdvogel@t-online.de)

## LUXEMBOURG

### **Mr. Carlo Reuland**

Centre Penitentiaire de Luxembourg  
 Box nr 35  
 L-5201 Sandweiler  
 Luxembourg  
 Tel. 352 359 621 803  
 Fax. 352 350 217  
 E-mail: [carlo.reuland@apsch.etat.lu](mailto:carlo.reuland@apsch.etat.lu)

### **Mr. Gerry Pierson**

Centre Penitentiaire de Givenich  
 L-6666 Givenich  
 Luxembourg  
 Tel: + 352 740 460 201  
 Fax: + 352 748 644

## BULGARIA

### **Mrs. Valentina Petrova**

Targovskastr. 15  
 5500 Lowetch  
 Bulgaria  
 Tel: 00 359 68 40407  
 Fax: 00 359 68 600360  
 E-mail: [valentina.petrova@mail.bg](mailto:valentina.petrova@mail.bg)

## CONTACT PERSONS EPEA

## ALBANIA

### **Ms Marinela Sota**

National Prison Administration  
 Drejtoria e Pergjithshme e Burgjeve  
 Rr Abdi Toptani  
 Tirana  
 Albania  
 Tel: + 355 04 254 542  
 E-mail: [refraction@albmail.com](mailto:refraction@albmail.com)

## FUNOC asbl

19, Avenue des Allies  
 B-6000 Charleroi  
 Belgium  
 e-mail: lisromga@swing.be

## LATVIA

### **Mr. Maris Mednis**

Latvian Prison Administration  
 Stabu iela 89  
 Riga, LV – 1009  
 Latvia  
 Tel. 371 7208541  
 Fax. 371 2 278697

## BELGIUM

### **Mrs Rosemarie Nossaint**

Coordinatrice des formations pour  
 Jamioulx

## **SLOVAKIA**

**Maria Gajdosikova**

Banicova 4  
010 15 Zilina  
Slovakia  
Tel. 421 89 5661691  
E-mail: [maria.g@posk.sk](mailto:maria.g@posk.sk)

Tel./Fax. 36 1212 5339

E-mail: [bv@rtf.hu](mailto:bv@rtf.hu)

## **LITHUANIA**

**Mr. Skirmantas Agurkis**

Pravieniskes General Regime Prison  
4251 Pravieniskes-2  
Kaisiadorys  
Lithuania  
Tel. 37 056 56219  
Fax. 37 056 56387

## **ICELAND**

**Mr. Ingis Ingason**

c/o Fjølbrautaskoli Sudurlands  
Tryggvagata 25  
IS-800 Selfoss  
Iceland  
Tel. 354 4822111  
Fax. 354 482 3112

## **ROMANIA**

**Mrs. Carmen Mariana Portase**

Ministry of Justice  
Maria Ghiculeasa nr. 47  
72228 Bucuresti, sector 2  
Romania

## **HUNGARY**

**Dr. Laszlo Csetneky**

Deputy Head of Prison Departement  
Police Academy  
Budapest 1121 Farkasvölgyi ut 12  
Hungary

## **TURKEY**

**Mr. Yusuf Ogmen**

Ministry of Justice  
Adalet Bakanligi  
06659  
Ankara



**A memorable EPEA Conference in the Netherlands October 2001**

# **COUNCIL OF EUROPE COMMITTEE OF MINISTERS**

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

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

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

Considering that the right to education is fundamental;

Considering the importance of education in the development of the individual and the community;

Realising in particular that a high proportion of prisoners have had very little successful educational experience, and therefore now have many educational needs;

Considering that education in prison helps to humanise prisons and to improve the conditions of detention;

Considering that education in prison is an important way of facilitating the return of the prisoner to the community;

Recognising that in the practical application of certain rights or measures, in accordance with the following recommendations, distinctions may be justified between convicted prisoners and prisoners remanded in custody;

Having regard to Recommendation No. R(87)3 on the European Prison Rules and Recommendation No. R(81)17 on Adult Education Policy,

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

**1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;**

**2. Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;**

- 3. Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;**
- 4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;**
- 5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education;**
- 6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;**
- 7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;**
- 8. Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems;**
- 9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;**
- 10. Prisoners should have direct access to a well-stocked library at least once per week;**
- 11. Physical education and sports for prisoners should be emphasised and encouraged;**
- 12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;**
- 13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;**
- 14. Wherever possible, prisoners should be allowed to participate in education outside prison;**
- 15. Where education has to take place within the prison, the outside community should be involved as fully as possible;**
- 16. Measures should be taken to enable prisoners to continue their education after release;**
- 17. The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.**