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Foreword by Chairperson

Hello again to all members. It doesn’t seem like six months since I last raised some issues about the way the EPEA is organised and where it wants to go in the future.

In the meantime I have received some interesting correspondence and there have been some significant decisions and changes in the organisation. Following the election in May/June Niek Willems from Netherlands has been chosen as the Deputy Chairperson and will take over as Chair in July 2003. Knut Lage Bø from Norway is the new Deputy Secretary. I would like to extend my congratulations to both and thank them for undertaking these new responsibilities – both jobs mean a lot of hard work ahead.

At its last meeting in Kilkenny, the Steering Committee decided to proceed with another get-together of Liaison and Contact Persons in an effort to stimulate interest and good practice in organising local branches. We are fortunate that we can hold it in Budapest in November 2002, with the support of the Hungarian branch, and we hope that we will see a good number there.

The next meeting of the Steering Committee is in Paris at the end of September, where, among all the other business, we hope to push forward the EPEA’s Grundtvig project. More information will be given to members as soon as possible.

We hope that members are now thinking about the 9th EPEA international Conference on Prison Education, to be held 14 – 18 June 2003, in the Quality Skjærgården Hotel, Langesund, Norway. The title is “All Of Me! Prison Education In A Holistic Perspective.” Official Information is currently being sent to prison systems, directors / co-ordinators, etc., and there are more details on the EPEA website at http://users.tibus.com/epea

Hoping you have a good year in prison education.

Best wishes

Paddy Rocks
Editorial Comment

To be a teacher in a prison can be so different from normal duties you have to accomplish as teacher in normal school life.

Our pupils and students are mostly psychologically burdened. Normally their school education and/or vocational training is poor, incomplete and not up to date for today’s needs. Learning is not easy in everyday’s life behind the „walls“ with all the problems which occur day by day.

We are more or less integrated in prison life. Our classrooms and workshops are part of a complex and rigorously regulated institution - the prison. But education normally needs freedom and the chance to win or fail.

Many prison educators especially in smaller institutions feel like single combatants. They have to do their very difficult job without communication, support and help from colleagues.

Crime doesn’t know any borders. So in our prisons we meet a very wide palette of different cultures, outlook of life and languages. This variety can be a great challenge and chance for integration and our daily educational work.

These few examples point out our daily problems and the need to look over the fence. The EPEA with all its members from Europe respectively around the world can help us overcome difficulties and problems in our work, to improve our knowledge and - last but not least – to find colleagues and friends.

Therefore the EPEA conferences every two years and the EPEA Newsletter are the way to keep in touch. It is always a pleasure for me to receive a new edition. Now it’s my turn to continue the very successful work of my predecessors and I hope I’ve found something interesting for each reader.

Thank you very much for your help publishing the Newsletter 24

I hope you enjoy this edition.

The Editor –
Maximilian Weidenhiller
Justizvollzugsanstalt Laufen-Lebenau –
A Prison For Young Offenders

By Maximilian Weidenhiller

In the Federal Republic of Germany the organization of prisons is the task for each federal state that means every state has its own prisons for juvenile and adult, male and female inmates.

The prison of Laufen-Lebenau is responsible for the youngest offenders in the Federal State of Bavaria. It is situated in the southeast of Bavaria 3 kilometres north of the town of Laufen near the border to Austria 20 kilometres north of the famous city of Salzburg. The over 220 male inmates are between 14 and 20 years old with an average age of about 17 to 18 years. All 14 to 16-year-old male offenders from whole Bavaria are imprisoned there regardless of their offences. The elder juvenile inmates from 17 to 20 sentenced because of murder, robbery and sexual offences must not be put in prison in Laufen and the time of imprisonment has to be less than 3 years.

The nearly 120 members of the staff consist of the management and administration, 3 psychologists, 4 teachers, 5 social workers, prison officers, master craftsmen and the medical service. Besides there are nearly 20 other additional specialists like doctors, clerics, teachers and therapists employed.

Many inmates have severe deficiencies in their school and / or vocational knowledge. So one of the focal points of education is instruction and vocational training. Inmates of school age get full time lessons. Each year two groups are trained to pass their leaving examination. Moreover computer courses, language lessons, art workshops and so on are offered. Basic vocational training is a further important target of education in prisons.

Inmates of Laufen-Lebenau have the opportunity to train their knowledge in bricklayer lessons, wood, metal and welding technologies, cleaning of buildings, farming and gardening in basic courses. Besides they can complete a formal apprenticeship as an electrician, plumber, car mechanic, farmer, painter, bricklayer, locksmith and joiner.

All other inmates, who don´t go to school or do their vocational training, have to work in several workshops or they help to keep the house running. Prisoners who work, go to school or improve their abilities by vocational
training get wages of about 1 to 1.40 € per hour.

From Monday to Friday a typical working day begins with the wake up call at 6 o’clock in the morning. Till 7 the inmates have time for breakfast and to clean their rooms. From 7 till 15.30 it’s time to work or to go to school including a 30 minutes lunch break. Afterwards all inmates have the opportunity to stay in the open air for an hour. From 16.30 to 22.00 it’s time and place for supper, to have a shower, to go in for sports, watching TV and enjoying leisure time with reading and many other activities.

On weekends there is no work or school. That is the time for visits of parents, relatives and friends and religious services and naturally enjoying leisure time.

Qualified inmates have one day off with parents or relatives or a leave up to 6 days per month with a maximum of 21 days a year.

Maximilian Weidenhiller
Hauptehehr im JVD
Justizvollzugsanstalt
Laufen-Lebenau
Forstgarten 11
D-83410 Laufen
E-Mail: lehrer-weidenhiller@jva-lf.bayern.de

Arts therapy in penal institutions
“Being seen”

A project of the Caritas advisory for dependents in Bad Reichenhall in the jail for youth (JVA) in Laufen-Lebenau

The JVA Laufen-Lebenau is a prison for male youths from 14 – 21 years of age, who are usually imprisoned for the first time for different criminal offences. Since 1989 there is the offer of an external advisory for dependents in the jail. External means, that employees of the Caritas advisory for addicts visit the JVA to give advice to youths who have any problems with either legal or illegal drugs. The scale of problems is large. Both prisoners who are long term addicted (also from hard drugs) and prisoners who only used drugs inquisitive and several times and just want to inform, use the possibility of an advisory. The aims of the work with the youth are different. Partly it is, as said, just about information, but also about mediation of stationary therapies and therapeutic treatment in the JVA during the time of custody. For this reason there are different offers. Essential parts are single discourses with the prisoners on remand and weekly groups. During these group discourses subjects are, of course, alcohol and illegal drugs, but also stuff on principle concerning the youth daily life (e.g. vocational training, sexuality, freedom, relationship with parents, and so on…). It is tried to find the reasons of drug consumption, and to develop alternatives, to find prospects for the future and to change negative behaviour.

Within this work with these young prisoners on remand there is another offer, the so-called “arts-Therapy”. In
In this context, a short spotlight on the development of this project. At the beginning of the 90’s the JVA advisor for dependents of that time found out that the youths frequently painted the walls of their booths with graffiti-like paintings. This style of painting was very popular among youths by that time and unfortunately some had conflicts with the law because of these paintings (Paintings on house-walls and trains).

This way the idea of creating an offer within the advisory for this potential artists was developed. Two fundamental ideas were essential: first there was the aim to create an active counter-part to the passive drug consumption in a legal frame. Second it was tried to contact prisoners on remand who wouldn’t have gone to the advisory voluntarily. For this project a specific educated arts therapist was employed who has been working with drug-consuming youths, who are interested in working artistic, since 1994. The first picture was a huge group-work in graffiti-style. Since then methods, materials and so on changed again and again. Now the group consists of six youths, takes place one time a week and is taken care of by the arts therapist and a dependents advisor. Selected music (from Rock to Classic) is listened to, to create a relaxed and motivating atmosphere. Achievement doesn’t play any role, it is not about painting the best pictures, the aim is it to forget the every day life in prison and – with the painting – to find entrance to ones own feelings and thoughts, which is – in the frame of the personal drug problems – essential.

Because of the many interesting pictures which were created over the years, in 1998 there was the idea to organise an exhibition. This took place at the court of Laufen in autumn of ´98 and found fans among both court employees and “ordinary people”. About four years later, a regional arts-and culture-club took up the idea of an exhibition. In may 2002 there was an exhibition with the collected works of the young artists. It was organised by the LVA Laufen, the Caritas advisory for dependents and the town Freilassing. It was a great success among the public. Representatives from politics, justice, media and so on were present and brought acknowledgement to the youths. And this acknowledgement is exactly what the project is about. This is why the title of the exhibition is “Gesehen werden” (Being seen). One has to imagine that young people in jail are not seen and every human being has the need for love and acknowledgement. Often the drug consumption of our clients is a supplication for “being seen”. Within this exhibition at least some parts of those youths could be made seen, even made transparent. And the pride of these young artists, who were allowed to show their pictures in public, was great and may give them hope for their future way to a better life. At least the youths could see, that one can receive consideration without committing a crime. This may be the first track to their future life planing.

Grill Thomas
Social Worker, Caritas advisory
Project of Power for Peace (PfP) e.V. in Munich:

CAT – Creative and Active Training

Power for Peace offers creative and active training for juveniles at risk, young and grown up prison inmates, school students, teachers, correctional officers. All active members as well as anybody interested in the project and willing to support its goals may take part in courses.

Example:
Jay is walking down the long corridor on his school floor. Suddenly another student comes up to him, quite beside himself with anger and yells, „You’re just a complete idiot“ Jay remains calm and lets him finish, then walks on, calling out to the other who by now are all staring at him like tin soldiers, „That’s the third time today that I’ve been called an fool. My father started it first thing.“ All his brother students and the school stuff watching laugh. The 16-year-old Jay has greatly contributed to his reputation as a courageous and self-confident young fellow.

We do like Jay’s attitude, and because we want to become infected by his courage and self-confidence, we are involving ourselves in an honorary capacity in Power for Peace. Because, if we do something for ourselves, we do something at the same time to others.

Please spare us a few minutes of your time so we can win you over to our project, our ideas and vision.

We believe that „every being is in a position to change and form the whole world according to their own imagination, totally without fighting. People only need to change themselves, and just look the whole world changes with them.

We want not to prescribe anything, but rather to persistently practise developing ourselves into people who don’t need to harm others, even when we are ourselves injured by others; to develop the capacity not to react to offensive behaviour with malice and violence, but rather with courage, self-confidence and humour, thus commanding respect both from opponents and observers.

CAT-courses are a journey of discovery and dynamic, i.e. they evolve in step with the life experiences of participants. There’s no pressure and there’s a lot of fun. Participation is voluntary and there’s something in them for everyone.

CAT-Courses encourages the recognition of one’s own potential for aggression, deep, personal reflection, addressing and negotiating conflicts, positive feedback, forgiveness and reconciliation, spontaneity and creativity!

CAT is a win-win project. Behaviours is encouraged which aims at consensus rather than at winning or losing.

We offer:

Basic course:
Strengthening of mutual respect, community spirit and self-respect. Constructive behaviour patterns will be built up and expanded. Conflict situations will be positively and creatively resolved.

Advanced course:
Building up of trust in order to permit free and open dialogue. Improvement of cooperation and communication
through the stimulation of consciousness-raising and vocalisation methods. Joint problem-solving will be learnt.

**Training for Trainer:**
The idea is to train as many CAT trainers as possible. Special attention is given to people who have been most directly affected by the causes and the effects of violence. These could be perpetrators as well as victims.

**CAT-courses aren’t therapy!**
Each individual participant is encouraged to be himself within the group. The course structure allows enough freedom for participants to contribute and develop new ideas. Every instructor is a participant as well.

**Feedback on CAT-courses in a juvenile prison in Germany/Bavaria:**

It is not usual that someone is so interested in prison life and is so willing to personally meet with criminals. Meeting you evoked something inside of me I thought had long died. It is LIFE. I experienced feelings, memories and scenes I had long forgotten. Through you I can discover me!

I am going to get involved because I think it’s important to talk about the topics we talked about!

At first I was sceptical but after the first CAT course I got really enthusiastic. It was a break from my daily routine as a prison guard and made me think. I’m really looking forward to the next one!

The CAT course was hard for me because I had to rethink my behaviour. You’ve accomplished something that nobody else had been able to do. Thanks!

**The practical view:**
Creativity gets a chance in CAT courses. The individual teams, working in an easy-going, relaxed atmosphere, reflect on various topics in order to arrive at a common solution.

„Suppression writes a letter to anger in the following example:

„Dear Anger:

You often wanted to visit me but never let you in. As a result, you were forced to barge into my life. Once you were there, though, I didn’t want to deal with you. I ignored you and occupied myself with other things like listening to music, sports, smoking joints, turning out...

Now I feel strong enough to look you in the eye, to get to know you, so that I can find out what it is you are trying to tell me!

Maybe I can learn from you how to understand our situation and others.

Cordially
Suppression

**Contact:**

Power for Peace e.V.
Postfach 201643
80016 München, Germany

Chairwoman: Ellen M. Zitzmann

[http://www.powerforpeace.de](http://www.powerforpeace.de)
info@powerforpeace.de
NEW CHALLENGES IN CORRECTIONAL EDUCATION

by Robert Suvaal

"Kids don’t learn from people they don’t like” (Carkhuff)

NEW CHALLENGES IN CORRECTIONAL EDUCATION
by Robert Suvaal, Senior Policy Adviser of the Juveniles Sector of the Agency of Correctional Institutions in the Netherlands

1. Introduction & preview

It is really an honour to be here and to be able to inform you on the situation concerning correctional or prison education in my country, the Netherlands. I was asked to talk about prison education for adults and for young people. I decided to focus mainly on the sector of juvenile offenders. This will allow me to be more to the point in my information and as a consequence you will be able to follow me more easily. Besides both sectors, the adult sector and the sector for juvenile offenders have the same mission and more or less the same vision and they show the same new trends. The differences are gradual, not fundamental, i.e. they differ in degree, not in essential. Now and then I shall make a brief sidestep to the adult sector to emphasize the differences but the red line in my talk will be the other sector, the one of juvenile offenders.

I started my career as a teacher in mainstream education, outside the prison system I mean. After that I worked in the adult penal sector for about 25 years and now I work in the juveniles sector since about 5 years. I always worked in the field of education, vocational education & training and into-employment programmes. As such I was an inspector, after that an adviser and now I am a policy official.

I have a rather wide international experience due to activities in the Council of Europe, the European Prison Education Association (EPEA), the Correctional Education Association (CEA) and the European Offender Employment Forum (EOEF). My international activities started in the Council of Europe when I was a member of the Committee of Experts that produced the report "Education in prison” (1989), a report consisting of recommendations and an explanatory memorandum, written on the base of an adult education approach. It was interesting to be able to get familiar with all kinds of points of view, approaches, experiences and research all over the world and to be able to compare them.

My talk will consist of:
- Introduction and preview (this one).
- The Dutch Prison Service (general information).
- The sector of juvenile offenders (general information).
- Education, training and into-employment programmes in the juveniles sector.
- Interesting trends and experiences in the relationship between education, training, intro-
employment programmes and social integration.

A brief summary.

2. The Dutch Prison Service
The National Agency of Correctional Institutions (DJI, in Dutch abbreviations) is an organisation to carry out sentences and measures under the supervision of the Ministry of Justice.

DJI has three sectors:

- The sector of prisons and remand centers for adults.
- The sector of custodial and treatment institutions for juveniles.
- The sector of institutions for mentally disturbed delinquents.

All three sectors have a central sector direction (headquarter) and a field (the institutions belonging to the sector).

All prisons and remand centers for adults are state institutions. In my country the privatization of these institutions is for the time being no issue. One has the opinion that carrying out sentences or measures is the responsibility of the state which opinion I subscribe to very much. Nevertheless both other sectors have state and private institutions but these private institutions are different from the ones we know for example in the USA and in the United Kingdom.

These private institutions in the Netherlands are set up long time ago by foundations or associations having an ideological mission. They are funded fully by the state and their work is under full control of DJI.

The mission statement of DJI is: “The National Agency of Correctional Institutions contributes to a safe society through the enforcement of custodial sentences and other penal measures, and by offering the persons entrusted to our care the opportunity of a socially acceptable way of life.”

3. The sector of juvenile offenders
The juveniles sector consists of 16 institutions. The overall management of the sector is the responsibility of the sector direction at headquarters. The sector direction has approximately 28 full time staff.

Today the 16 institutions house approximately 2000 youngsters (about 1450 boys and 450 girls). They can be distinguished - as said before - in state and private institutions, but also in custodial and in treatment institutions. The custodial institutions are closed institutions, the treatment institutions are closed or open. In most treatment institutions there is a non-official kind of units called semi-closed (or semi-open). They make a category about halfway between closed and open.

The juveniles are housed in units of mostly 10 places.

The staff - clients ratio in the juveniles sector is about 1,5 : 1.

In terms of judicial status there are four categories of juveniles and young offenders in these institutions:

- Young people suspected of committing a crime are held in pre-trial detention as long as they have not yet been convicted by a juvenile court. They stay in a custodial institution.
- Young people convicted by a juvenile court are serving out their detention. They stay in a custodial institution too.
- Young people put under an institutional order are admitted to institutions for an initial period of two years. That period can be extended by two years for juveniles who have committed a violent crime or sexual offence. Following that, institutional placement orders can be extended by an additional
two years if the offender was suffering from a developmental deficiency or a psychiatric disorder.

- Young people placed under a supervision order and temporarily removed from their parents' care by special order of a juvenile court. Nota bene: notice that this category of youngsters has a civil law status whilst they stay in treatment institutions together with categories of juveniles that have a have a criminal law status. Since about a year there is an interesting discussion about this issue.

The vision of the juveniles sector is: "The juveniles institutions make use of the opportunities and the realistic wishes of the juveniles concerning the contents of a systematic reintegration. They take over the parental care, as much as possible in a dialogue with the parents, the guardians and/or family guardians. They activate the social network of the juveniles to prevent a relapse in the former behaviour."

The juveniles sector is devoted to the principle of sentence planning or route planning, i.e. the stay of juveniles in a judicial institution and immediately after that is subject to a planning aimed at individual goals in the field of social integration.

Most young people that stay in our institutions are between 12 and 18 years old. Some are older, up to 23 years. They belong to the category of young people put under an institutional placement by a juvenile court. Some of them have committed heavy crimes and they have to be treated for developmental lacks or disturbances during a rather long time. The maximum time for treatment is 6 years. So if they are placed at 17 years it is possible they have to stay till 23 years.

The legal framework for the juveniles institutions is the new Youth Custodial Institutions Act that came into force on September 1st, 2001. It contains all issues that are important for the care and treatment of juveniles in our institutions. The law has been worked out in rules and policies.

Since the law came into force there is a new mode for carrying out the last part of sentences and measures. It is called STP (schooling and training programmes). Briefly described, a STP consists of extra-mural programmes. The participants sleep at home or at another acceptable address. The participants of a STP are guided and supervised by the youth probation service. If they do not stick to the agreements made between them and the institution they are sent back into the institution.

4. Education, training and into-employment programmes in the juveniles sector

Education
All institutions for juveniles have daily programmes consisting mainly of education. All private institutions have an official school for special education belonging to the institution. This school comes under the ministry of Education. The state institutions have their own education units but per August 1st, 2002 the situation will change to the one that already exists for the private institutions. All special schools will then belong to a regional structure of expertise centers for special education thus allowing our schools to be part of the regular school system. All schools belonging to an institution for juveniles will be funded and inspected by the ministry of Education. That is why they can offer recognized certificates.
Further since about five years there is a platform for all schools (both categories) where the school directors and leaders of the education units make agreements about mutual attunement concerning intake and assessment, contents, methods, curricula and portfolios. This platform will be continued after August 1st, 2002. As the secretary of this platform and working together closely with the chair person of the platform I can stimulate this mutual attunement, that is important because of the rather frequent turn over of students, and I can discuss things like professional development with the members of the platform.

Education takes place in classes of 7 pupils and it has a very much practically-oriented character (i.e. learning by doing). Vocational education & training is more and more going to be training on the job. That is what is most effective for most members of the target group.

Training
Training is an important part of the daily programme especially in the treatment institutions. Training courses are based on learning theories and are aimed at concrete skills, changes in attitudes, emotional expression and social skills.

The Ministry of Justice has defined the following success factors for training programmes of (ex-) offenders:
- Theoretically funded programmes, i.e. description of:
  - target group;
  - goals and objectives;
  - methods, methodology;
  - duration and frequency;
  - criteria for entrance, e.g. nature of the offence, average learning style of the target group, motivation, personal traits (e.g. gender, ethnic background), procedure for exclusion;
  - programme accountancy of treatment, guidance and specific methods;
  - founded by research and empirical support.
- Programme integrity:
  - correct implementation;
  - registration of data, like number of participants, numbers of finishers and dropouts;
  - supervision of programme integrity;
  - (self)evaluation and monitoring;
  - effectivity research by measuring (preferably by using control groups).
- Phased from intramural toward extramural.
- Adequate material and staff conditions.
- Formulation of indication.
- Aimed at the criminogenic risk factors of the individual offender.
- Intensive utilization for high risk offenders.
- Receptivity and motivation of the offender (nota bene: motivation is seen as a dynamic conception).
- After care as a necessary phase.
- Attention to the prevention of relapse.

The main used programmes in the juveniles sector are different kinds of social (or communicative) skills training, impuls control training, rational emotive training and cognitive skills training. Currently we are trying out the effectivity of Motivational Interviewing (MI). MI is: “A directive, client-centered counselling style for eliciting behaviour change by helping clients explore and resolve their ambivalence” (Miller & Rollnick). Compared with non-directive counselling MI is more focused and goal directed.
The examination and resolution of ambivalence is the central purpose
and the counsellor is intentionally directive in pursuing this goal. MI is a method developed by Miller (USA) and Rollnick (Scotland) for helping drug and alcohol addicts. In this method based on the motivational theory of Prochaska and Di Clemente motivation is seen as a dynamic concept. Our first experiences with juvenile clients are positive.

**Into-employment programmes**

Since about 5 - 8 years we understand the need for explicit into-employment programmes consisting of contents and guidance. This is a conception not exclusively for prison or penal programmes, i.e. these programmes exist inside and outside the prison service.

The recently developed policy frame work for into-employment approaches within the juveniles sector has the following characteristics:

- The trajectory approach (planning of sentence in terms of a routing): an individual route planning that is followed by the participants. This planning is developed by the vocational career officer and the participant together. The programme consists of contents, objectives and a time table. Guidance of the planning is performed by the vocational career officer.

- An integral or multidisciplinary approach: the programmes are multidisciplinary; they spend attention to the strong and weak points of the participant, namely in the fields of a) education & work; b) housing and c) relationships & networking.

- Interchange-ability and reliability of data: a simple and reliable way of data management concerning the individual trajectory by which a transfer of data can take place efficiently and effectively. Besides the privacy of the participants has to be guaranteed.

- Tailor made character of programmes and guidance: a tailor made programme but also a tailor made method of working. Attention has to be given to personal characteristics, educational and occupational experience and level and to the social environment of the participant.

- Monitoring on the base of a model of total quality management: making use of such a model focussed on self-evaluation, improvement of quality, anchoring of quality and benchmarking. This monitoring has to take place in every phase of the trajectory.

- Fitting in the concept of output steering and output measuring: the method of working should make use of performance indicators and success determining factors which are deducted from the Mission & Vision documents of DJI and attuned to our stakeholders. In 2002 for the first time performance indicators and success determining factors will be part of the annual planning and control cycle (the budget planning and activities report cycle) of the institutions.

- Commitment of the members of the target groups: the participants, their social networks and councils of clients have to be committed to the planning, developing, realization and evaluation of the individual routes and programmes.

- Strategic partnerships: we strive after co-operation contracts or agreements between relevant judicial chain partners and social partners so that the necessary expertise and funding can be used in an optimal way for the planned trajectories. Partnerships should be described in terms of division of tasks (who does what?),
responsibilities (who is responsible for what?) and competencies (who decides what?).

5. Interesting trends and experiences in the relationship between education, training, into-employment programmes and social integration

Education, training and into-employment programmes should be aimed at social integration in a multidisciplinary approach. We experienced that an integral approached is necessary to guarantee the best possible chances to success. The new Youth Custodial Institutions Act prescribes that a treatment or residential planning is made for each client within 6 weeks after the start of his/her stay in the institution. Planning of education, training and into-employment programmes are essential parts of the treatment or residential planning. The director of treatment (in treatment institutions) or the pedagogical director (in custodial institutions) is the co-ordinator of this multidisciplinary approach. The development and design of the treatment or residential planning starts by an intensive intake and assessment procedure. Education, training and into-employment approaches are important aspects of that procedure. This intake and assessment is very much integral and it consists of the following fields: social background, offending profile, health, educational background, occupational background, skills, perspective and additional needs (e.g. treatment, therapy).

As mentioned before we strive after effective and efficient partnerships in education, training and into-employment programmes but also in treatment and therapy. An extra dimension is that the complete trajectory, also the STP part and the after care part, are subject to partners who are active in the interest of the clients. This is essential to make sure that release is not the sudden end of the passionate efforts of the judicial institutions. Transition can be prepared and guided. Portfolios (or similar instruments for the transfer of data) are necessary for this approach.

We need minimal thresholds between schools, workshops, employers, etcetera inside and outside the institutions. This is not only favorable to the realization of the individual trajectories but most of all it is facilitating long term attention to the efforts toward social integration whilst it makes clear that all relevant partners are responsible to help the client to be successful.

6. A brief summary
To conclude my talk I would like to summarize briefly the most essential points of our approaches that have proved to be successful in practice:

- To make use of sentence planning (the routing or trajectory approach). This routing changes from intramural toward extramural. STP and after care are very important parts of the routing.
- To start by an intensive and integral intake and assessment procedure.
- To develop an individual treatment or residential planning in which education, training and into-employment programmes are essential parts.
- To have individual programmes that are tailor made, integral and multidisciplinary.
- To have education taking place in small groups and being very much practically-oriented (learning by doing).
To make use of portfolios to pass on the relevant data about the individual trajectories.

To make use of strategic partnerships using contracts, convenants or agreements in which we describe the distribution of tasks, responsibilities and competencies.

To make use of the conception of output steering and output measuring (success determining factors and performance indicators) to measure the results of our efforts.

Thanks very much for your attention!

Robert Suvaal
DJI
Juveniles Sector
PO Box 30132
2500 GC The Hague
The Netherlands
Phone: + 31 70 370 25 76
Fax: + 31 70 370 29 13
E-mail: robert.suvaal@planet.nl (private)
E-mail: rsuvaal@best-dep.minjus.nl (work)

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The next Newsletter – spring 2003 – will be produced by:

Kristel Varm
Adviser
Ministry of Justice
Social Welfare Division
Department of Prisons
5a Tõnisägi Street
15191 Tallinn
Estonia

Phone: + 373 620 82 18
Fax: + 372 620 82 72
E-mail: kristel.varm@just.ee

Deadline for contributions is March 15 2003.

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EUROPEAN COMMISSION GIVES MAJOR BOOST TO PRISON EDUCATION

Article for EPEA Newsletter by Alan Smith, European Commission (August 2002)

EPEA to receive Socrates programme funding

Good news from Brussels. The European Commission has just told EPEA that its bid for funding from “Socrates”, the European Union’s programme for cooperation in the field of education, has been successful. From this autumn, a grant of almost €70,000 will be provided to help EPEA consolidate its operations and extend its activities to several other European countries. The project will concentrate not only on EU Member States but also EU candidate countries in central and eastern Europe.

Three major regional meetings will be organised, at which officials from Ministries of Justice and Education will come together with representatives of the prison education community to discuss how to develop and strengthen prison education in their respective parts of Europe. A booklet will be prepared and widely disseminated, providing information about EPEA and drawing attention to the Council of Europe’s recommendations on prison education, and a complete directory of EPEA’s branch organisations and members will also be produced.

The project, to be co-ordinated by EPEA’s Research officer Anthony Vella of the University of Malta, is seen as a vital step forward in the...
Association’s mission to improve the quality of prison education in Europe.

The European Commission shares the Association’s view that this is a vital aspect of educational and social policy for the Union. We are keen to play a full rôle in helping prison education to receive the attention it deserves and occupy a more visible place in the policy – and funding – agenda.

Prison education and lifelong learning: the EU policy context

This initiative should not be seen in isolation. Rather it is part of the new emphasis on education and training in the policy debate at European level, within an overall context of Lifelong learning. The preamble to the EU Treaty, as amended in Amsterdam in 1997, contains a new commitment of Member States to provide their citizens with high quality education – and access to continuous updating of their acquired skills and knowledge throughout their lives. Successive meetings of heads of state of the EU countries since the Lisbon summit in March 2000 have recognised lifelong learning as a key factor in achieving their goal to make Europe the world’s most dynamic economy by 2010 a reality. Crucially, the Lisbon aim is to achieve this dynamism without sacrificing the social cohesion which is an intrinsic dimension of the ‘European social model’. This clearly implies the need to reach out to all groups of the population in danger of social marginalisation – including detainees.

Viewed in this perspective, prison education should not be regarded as a separate field, but rather as an intrinsic and important part of a country’s adult education and training system as a whole. People serving sentences in prison – and ex-offenders on the road to re-integration – have every bit as much right to benefit from the learning opportunities available in society as other sections of the population.

Thus the Commission’s Memorandum on Lifelong Learning, issued in autumn 2000, and the subsequent follow-up policy documents have stressed that learning must be ‘life-wide’ as well as ‘life-long’. This applies to all situations in which individuals find themselves, including prisons and detention centres. We were therefore delighted that EPEA accepted our invitation to provide a policy contribution to the intensive consultation of civil society which followed the publication of the Memorandum, and to attend the meeting of European NGOs on this subject last September.

Indeed, prison education and adult education as a whole have a great deal in common, in the sense that both tend to be a ‘marginal’ concern within their respective fields. At least until fairly recently, Prison education has tended to be a marginal aspect of prison policy as a whole, while Adult education, for its part, also tends to be rather marginalised – compared with the higher profile sectors of higher education and school education – within the overall spectrum of education systems (and funding…).

The European Union’s contribution to helping to change this situation is two-fold. On the one hand, there are the policy initiatives such as the Memorandum and the ensuing Communication on Making a European Area of Lifelong Learning a Reality, as well as the highly significant agreement among Member States on the key objectives for their education and training systems over the coming decade. On the other hand, there are
the programmes and actions funded by the Union, which are a potentially rich – and as yet to a large extent unexploited – resource for prison education in Europe.

“Grundtvig”: strengthening the European dimension of adult education

Alongside the Structural Funds (particularly the European Social Fund, including the “Equal” initiative) and the EU programmes for promoting vocational training (“Leonardo da Vinci”) and youth, the Socrates programme with its « Grundtvig » action for « adult education and other educational pathways » has a particularly promising part to play in promoting the quality of prison education by means of experience-sharing and cooperation across national boundaries.

Grundtvig is open to the 15 Member States of the European Union (Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Portugal, Finland, Sweden and the United Kingdom), but also to the 3 countries (Iceland, Liechtenstein and Norway) which, along with the EU, form the “European Economic Area” and to the 12 countries seeking accession to the EU (Bulgaria, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia). Preparatory steps are currently being taken to open the programme to Turkey in the near future. Some €160 million are available for Grundtvig during the period 2000-2006 (7% of the overall Socrates budget).

Who was Grundtvig?
Nikolai Frederik Severin Grundtvig (1783-1872), Danish clergyman and writer, is regarded as the founder of the Nordic tradition of “learning for life”. His “folk high school” concept was based on the idea that education must be available to all citizens throughout life and should encompass not only knowledge but also civic responsibility, personal and cultural development.

Grundtvig addresses all adult learners who, at whatever stage of their lives, want to increase their capacity to play a full and active role in society; develop their intercultural awareness; improve their employability by acquiring or updating their general skills; or enhance their capacity to enter or re-enter formal education. It also concerns people of whatever age who have left school without basic qualifications, and parental and family education of all kinds.

Special attention is given to encouraging activities relating to:

• persons lacking basic education and qualifications;
• persons living in rural or disadvantaged areas, or who are disadvantaged for socio-economic reasons;
• persons belonging to other “hard to reach” groups – such as prison inmates – who do not generally tend to take part in adult education or lifelong learning initiatives;
• disabled persons with special educational needs.

Grundtvig is open to all types of organisations which contribute to providing lifelong learning opportunities, whether in the formal, non-formal or informal sector. This clearly includes prisons and the other
bodies working with them in the provision of learning opportunities for detainees and ex-offenders.

**What kinds of activities does Grundtvig support?**

Grundtvig provides financial support for four different kinds of European activities:

**Grundtvig 1: European cooperation projects**

Institutions / organisations from at least three European countries work together, pooling their knowledge and experience to produce an innovative outcome or “product” designed to improve quality and strengthen the European dimension of a particular aspect of adult learning. Activities typically supported include:

- development of strategies and methods for promoting individual demand for lifelong learning among the adult population, including demand for remedial learning by individuals lacking basic skills and competencies for adult education and lifelong learning;
- adaptation, development, testing and dissemination of:
  - modules and courses, didactic materials for educational staff or learners;
  - new teaching methodologies;
  - tools and methods for assessing, validating or certifying knowledge and skills people acquire through experiential or autonomous learning or through non-formal education;
- development of information and support services for adult learners and for providers of adult education, including services related to guidance and counselling;
- conducting and disseminating the results of action-research, dissemination of innovation in the field of adult education.

**Grundtvig 2: Learning Partnerships**

Grundtvig Learning Partnerships provide a framework for smaller-scale cooperation activities between organisations from at least three European countries working in the field of adult education, usually at local level. Each partnership involves joint work by trainers / educators and learners (or the managers of adult education institutions and other staff categories such as advisers and counsellors) on one or more topics of common interest.

The exchange of experiences, practices and methods contributes to a better understanding of the topics themselves, but also to an increased awareness of other European countries. Visits and exchanges are a feature of the partnerships, and full use is made of computers to promote cooperation among the participating staff and learners.

**Grundtvig 3: Individual training grants for adult education staff**

Grants are available to enable persons working in adult education in the broadest sense, or engaged in the training of such persons, to spend from just a few days up to four weeks in another European country, either to attend a training course or to undertake some other form of training activity such as job-shadowing or the observation of good practice. Participants are encouraged to disseminate the new experience they
have obtained, and where possible to help to develop further European initiatives involving their organisations.

Typical participants include:
- teachers / trainers working with adults, and the trainers of such teachers / trainers;
- heads and managerial staff of institutions providing adult learning opportunities or remedial education;
- counsellors, tutors, mentors;
- the inspectorate;
- mediators and street educators working with people at risk of social exclusion;
- persons involved in intercultural education or performing educational tasks relating to migrant workers and travellers;
- staff assisting people who have special educational needs;
- other categories of adult education staff (at the discretion of national authorities).

**Grundtvig 4: Networks**

Each Network is a forum for discussion and exchange of information on key issues, policy or research in a specific area of adult education. Drawing together organisations participating in past or present Grundtvig projects, as well as other key players in the particular field of adult learning concerned, Grundtvig Networks provide a European forum for disseminating innovation. They also act as “information relays” to promote new projects, provide advice for organisations wishing to develop transnational cooperation, and help to make project results and products available to a broader public.

**Grundtvig and prison education: a partnership for the future**

As can be seen from the profile of Grundtvig, and in particular the inclusive nature of the Action with its emphasis on lifewide as well as lifelong learning and the priority given to disadvantaged and marginalised sections of society, prison education is not only eligible for support from Grundtvig, but is one of the priority sectors. Not only prisons themselves, but also all the other organisations working with prisons to improve the learning opportunities for inmates during detention and for ex-offenders after release, can avail themselves of the opportunities which Grundtvig has to offer.

Each of the four Grundtvig actions, as described above, have high potential for prison education:

- **Grundtvig 1 European Projects** would be an ideal vehicle for bringing together insights and expertise from a number of European countries on producing new materials and methodologies for any aspect of prison education, organising training courses for prison education staff from several countries, or sharing and further developing successful approaches and adapting them for use in other European countries. Topics such as models for training prison educators; ICT and prison education; the intercultural challenge of prison education, and the particular situation of prisons with a high incidence of inmates from ethnic minority groups; strategies for actively involving prison staff; methods of tackling
the the particular problems of young drugs offenders or the scourge of AIDS; the potential of arts and humanities education; management and funding of prison education education; evaluation and quality assurance issues in prison education; maximising the effectiveness of post-release strategies; models for improving collaboration between prisons and the local community in the area of education; the gender dimension of prison education – whatever the current and future concerns of the prison education community, the potential for improving performance through Grundtvig 1 projects is immense;

- **Grundtvig 2 Learning Partnerships** offer an exciting opportunity – with a high likelihood of funding and a minimum of red tape – for people involved in prison education to get together across national borders to exchange experience on any aspect of prison education which is of importance to them in their daily work. The local and transnational twinning arrangements between prisons and local education providers, of the kind that have been developed in the Nord-Balt project, would be a typical constellation for such learning partnerships. In certain circumstances one can well imagine that there will also be opportunities for the inmates themselves and for ex-offenders to be directly involved in the European experience-sharing process which the learning partnerships offer – a potentially exciting means of helping to boost their motivation for subsequent social reintegration. For colleagues who would basically like to set up such a partnership but do not know where to start or how to find a suitable partner, the National Agencies will be more than willing to help. **Preparatory visit grants** are also available to help in this process, as is an Internet-based partner search tool;

- Thanks to the **Grundtvig 3 training grants**, anyone engaged in prison education, directly or indirectly, whether as educators or administrators, or prison staff not directly involved but with an interest in enhancing the environment for education in their respective institution, has the chance of going to other European countries to find out at first hand how prison education functions there and, if they wish, visit their colleagues. This does not need to – though it can – take the form of a formal training course. It can also simply involve observing practices, job-shadowing or information-gathering visits. And as the minimum duration for such visits is likely to be abolished in the very near future, access has become easier still;
• Finally, Grundtvig 4 offers the prospect of networking across Europe to share and disseminate experience and good practice between prison educators across the continent, and to ensure that the projects and partnerships which have been supported in the past have a natural forum in which they can continue to meet.

A missed opportunity for prison education?

Yet these opportunities have so far been only very sparsely used. Prison educators have not been quick to avail themselves of the potential benefits which Grundtvig holds in store for them. The Grundtvig team at the European Commission is strongly committed to assisting in this process by working with the prison education community to make the opportunities better known and ensuring that this sector is given the importance it deserves within the broad overall area covered by the adult education field. But ultimately, the ideas for concrete cooperation activities must come from the ‘field’ itself: the European Commission’s approach to cooperation is very much one of ‘bottom-up’ – listening to needs and helping the good ideas to find the funding they deserve.

This is not meant as a criticism. We are all too aware of the day-to-day problems with which the colleagues involved in prison education have to contend, and the burden of work they have to bear. It is therefore not surprising that European cooperation – at least within Grundtvig – has not so far emerged as one of their major concerns.

Things are beginning to change: Recent EU-Socrates grants to support prison education

Happily, there are signs that the prison education community is beginning to recognise the opportunities available, and the European Commission is extremely keen that it should. Thus, in addition to the grant to EPEA mentioned above, the first Grundtvig 2 Learning Partnership focussing on prison education has just been launched, involving partners in Norway, Bulgaria and Northern Ireland (see report in EPEA Newsletter 23 – Summer 2002). It has been pioneered by Torfinn Langelid, an EPEA stalwart who has been nominated by the Norwegian authorities to serve on our Grundtvig steering group in Brussels. We are very pleased that in this way, thanks to Torfinn, the voice of prison education can make itself effectively heard within the Grundtvig Action as a whole!

Two other recent grant awards are also worthy of mention. They have gone to the Brussels-based Centre for the Study of International Relations (CERIS), an organisation which cooperates closely with the French-speaking Free University. The first, still awaiting final ratification from the Commission, is a large-scale award for the establishment of a Grundtvig 4 network in the prison education field, involving partners from Belgium, Portugal, France, Italy, Greece, Germany, Ireland, the Netherlands and Rumania, as well as the European Association for the Education of Adults (EAEA), the Unesco Institute for Education (UIE) and the Nordic Folk Academy. The mixed partnership of
universities working in the prison education field, government departments responsible for prison education, NGOs and the Unesco Institute for Education will collaborate on producing an in-depth study of situation of prison education (legislation, organisational structure, relations between the various ‘players’ involved, certification of acquired knowledge and competence, etc.), establish a network for exchanges of practical experience and pedagogical materials, and develop a ‘kit’ for people wishing to introduce education in a prison. Two seminars and a conference will serve as a platform for exchanging good practice and drawing up recommendations for future improvement, notably with a view to ensuring that access at least to basic education becomes a recognised right for all inmates. We hope very much that constructive cooperation can be established between the new Grundtvig 4 network and the EPEA in the period ahead, for fragmentation is the last thing we need in developing European cooperation in this fragile sector of education.

The second grant to CERIS was awarded under the terms of a one-off call for proposals issued by the Commission in 2001, the purpose of which was to promote cooperation between Europe and other parts of the world in various areas of lifelong learning. Through a number of international workshops, seminars and publications, the project aims at helping the educators and trainers working with incarcerated youths from cultural minorities, and notably young people in prison because of drugs offences. New pedagogical material will also be produced, drawing on collaboration between educators working in prison and ex-offenders. Again the UIE is actively participating in this project, the other partners being from Portugal, Mexico, Brazil and the Canada-based International Council on Adult Education.

The importance of EPEA

We hope that in future years many more cooperative activities of this kind will be forthcoming, and in particular proposals for new projects, learning partnerships and visits under Grundtvig 1, 2 and 3. The EPEA, with its committed membership of many hundreds of colleagues directly involved in prison education across Europe, constitutes a rich resource for developing concrete cooperative projects and partnerships with colleagues in other European countries. At the European Commission, we see the Association as having a vital rôle to play in helping to forge these links and to ensure that the experiences to which they give rise are disseminated as widely as possible. We look forward to working closely with you on this important task. The EPEA conference in Norway in June 2003, at which we hope to organise a session on “Grundtvig and Prison Education”, could be a further stepping stone in this direction.
FURTHER INFORMATION ON GRUNDTVIG

▪ How does one apply for a grant from Grundtvig?

The various parts of Grundtvig are managed in different ways:

> For Grundtvig 1 and Grundtvig 4, applications are submitted directly to the European Commission in Brussels. There is a two-stage selection process consisting of the submission of brief pre-proposals and, for those selected at the end of this first stage, the submission of full proposals. The Commission decides which projects and networks will be supported, with the assistance of independent experts.

> For Grundtvig 2 and Grundtvig 3, applications are submitted to and selected by the Grundtvig “National Agencies” located in each of the countries participating in the programme.

▪ Where can one obtain further information?

> The Socrates-Grundtvig Action is directly managed by and under the responsibility of the European Commission (Directorate-General for Education and Culture, Unit A1 – Lifelong Learning Policy Development). The Commission provides the general policy framework and monitors the selection and management of the projects. It is assisted in the operational management of the programme by the Socrates, Leonardo and Youth Technical Assistance Office, 59-61 rue de Trèves, 1040 Brussels, Tel.00-32-2330111, Fax 2330150, http://www.socleoyouth.be, e-mail info@socleoyouth.be. This office will also supply enquirers with all the necessary information on how to apply for support.

> Detailed information on the Grundtvig Action can be accessed directly from the Internet (http://europa.eu.int/comm/education/socrates/adult/home.htm). Persons wishing to submit a proposal should consult the Socrates Guidelines for Applicants, available from this address.

> The Socrates National Agencies provide assistance in finding suitable project partners, give guidance and advice on the submission of applications and provide feedback on the way the programme is functioning. The contact details of the National Agencies are also to be found at the Europa website indicated above.
ELECTIONS 2002

Election of Officers 2002
The election process for 2002 has been completed with the following results

- Deputy Secretary: 4 candidates

208 votes from 19 countries were received by the Membership Secretary. 2 votes arrived too late to be approved – deadline was 15 of June
72 votes were received from Ireland. In accordance with the membership list (51 members) 51 votes were approved and 21 rejected.

185 approved votes produced the following –

- Knut Lage Bø, Norway – 70 votes
- Anne Costelloe, Ireland – 68 votes
- Joseph Giordmaina, Malta – 26 votes
- Jim Turley, Northern Ireland – 20 votes

As a result of this close race Knut Lage Bø, Norway is elected to serve as Deputy Secretary from 1 July 2002, and will become Secretary on 1 July 2003.

- Deputy Chairperson: 1 Candidate

Niek Willems from Netherlands was the only candidate and is automatically elected to serve as Deputy Chairperson from 1 July 2002, and will become Chairperson on 1 July 2003.
Invitation to the Conference for European Directors/ Co-ordinators of Prison Education in 2002

Instead of the 5\textsuperscript{th} European Conference for Directors/ Co-ordinators of Prison Education, planned to be held in the autumn of 2002, there will be a couple of special Sessions for Directors/ Co-ordinators during the 9\textsuperscript{th} EPEA conference 14-18 June 2003.

The Director/ Co-ordinator conference has up till now been organised outside the EPEA. To be able to hold this important meeting on a regular basis in the year between the EPEA Conferences, it has been considered that the EPEA, as the official European non-governmental organisation in the area of Prison Education, also is a natural base for planning and preparing these conferences. The next separate Directors/ Co-ordinators conference is therefore preliminary planned to be held in 2004. However those of you being directors or co-ordinators of Prison Education might also take the opportunity to take part in the:

Special sessions for Directors/ Co-ordinators of Prison Education integrated in the 9\textsuperscript{th} EPEA Conference, 14-18 June 2003 in Langesund, Norway.

Please notice the special part of Conference Application Form and make sure that you sign up for the special Directors/ Co-ordinators seminars.

We are looking forward to seeing you, both at the EPEA Conference and at the special sessions for Directors/ Co-ordinators integrated in the same conference.
Invitation to the EPEA Conference in Norway 2003

The next EPEA Conference will take place in Langesund, Norway from 14 - 18 June 2003. You can find all information concerning our conference (the invitation letter, the preliminary programme, the application form and the abstract form) on the website of the “National Education Office, Hordaland County”:

http://su.hl.no/opplaering/kriminal

The preliminary programme of the conference:

“The 9th EPEA International Conference on Prison Education

“ALL OF ME! PRISON EDUCATION IN A HOLISTIC PERSPECTIVE”

14 - 18 June 2003, Quality Skjærgården Hotel, Langesund, Norway

Preliminary Programme

Saturday 14 June
15.00 – 18.00 Arrival and Registration
15.00 – 18.00 Meeting of the Steering Committee of the EPEA
19.00 Reception and Informal Opening:
Director Kjellbjørg Lunde, National Education Office, Hordaland County, Norway
Director General Erik Lund Isaksen, Ministry of Justice, Norway
20.00 Nordic Buffet

Sunday 15 June
09.00 – 09.45 Plenary Session:
Formal Opening
Performance: “All of me” by inmates from Skien Prison
10.00 – 10.45 Key Note Address:
"All of Me. Prison Education in a Holistic Perspective."
Professor, dr. phil Ole Thyssen, Copenhagen Business School, Denmark
10.45 - 11.15 Coffee/Tea
11.15 - 12.30 Plenary Session Key Note Speech, Topic 1:
"Does Prison Education Benefit the Needs of the Inmates?"
Researcher Tone Pettersen, University of Trondheim, Norway
12.30 – 14.00 Lunch
14.00 – 15.30 Workshops
Meeting for Directors and Co-Ordinators of Prison Education
15.30 – 16.00 Coffee/Tea
16.00 – 17.30 EPEA Council Meeting
18.00 Boat Excursion in the Archipelagio

Monday 16 June
08.30 – 09.30 Plenary Session Key Note Speech, Topic 2:
"ICT – A Gateway to the Outside World. Possibilities and Pitfalls."
Associate Professor Leikny Øgrim, Oslo University College, Norway
09.30 – 10.45 Workshops
Liaison and Contact Person Meeting
11.00 – 19.00 Prison Visits, Lunch and Excursions in Lower Telemark County
19.00 – 24.30 Dinner served at Lille Ulefoss. Boat excursion on the Telemark Canal

Tuesday 17 June
09.00 – 10.00 Plenary Session: Key Note Speech, Topic 3:
"Vocational Training in Prison – From Swords to Ploughshares. Habilitation as a Mental Process"
Deputy Governor Sonja Kurten-Vartio, Vaasa Prison, Finland.
10.00 - 10.30 Coffee/Tea
10.30 – 11.30 Workshops
11.30 – 12.30 Reflections over yesterday’s prison visits.
12.30 – 14.00 Lunch
14.00 – 15.30 The Socrates and Grundtvig Programme
EU Co-ordinator Alan Smith, Brussel, Belgium
Representatives from the Prison Schools Taking Part in the Grundtvig 2 Project
15.30 - 16.00 Coffee/Tea
16.30 – 17.30 A Nordic Approach to Prison Education
20.00 Banquet

Wednesday 18 June
09.00 – 10.00 EPEA Steering Committee meeting
10.00 – 11.30 Plenary Session: Key Note Speech, Topic 4:
"The Creative Human Being. Art Education in Prison - Creativity and Re-Creation"
Professor Jon-Roar Bjørkvold, University of Oslo, Norway
11.30 – 12.00 Coffee/Tea. Checkout
12.00 – 12.30 Plenary Session: Performance by Inmates from Oslo Prison
12.30 – 13.00 Closing Session. Evaluation
13.00 Lunch and Departure
CONTACT PERSONS EPEA

ALBANIA
Ms Marinela Sota
General Directorate of Prisons
Drejtoria e Pergjithsme e Burgjeve
Rruga ”Abdi Toptani”
Tirana
Tel: ++355 04 254 542
E-mail: refraction@albmail.com

BELGIUM
Mrs Rosemarie Nossaint
Coordinatrice des formations pour
Jamioulx
FUNOC asbl
19, Avenue des Allies
B-6000 Charleroi
Belgium
e-mail: lisromga@swing.be

BULGARIA
Mrs. Valentina Petrova
Teacher
Targovskastr. 15
5500 Lowetch
Bulgaria
Tel: 00 359 68 40407
Fax: 00 359 68 2 2464
E-mail: deos@mbox.digsys.bg

LATVIA
Ms Aina Vilcane
Vienibas iela, 44 – 85
Daugavpils
LV – 5401
Tel: 371 9484967
E-mail: gainis@one.lv

SLOVAKIA
Maria Gajdosikova
Banicova 4
010 15 Zilina
Slovakia
Tel. 421 89 5661691
E-mail: maria.g@posk.sk

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

HUNGARY
Dr. Laszlo Csetneky
Deputy Head of Prison Departement
Police Academy
Budapest 1121 Farkasvölgyi ut 12
Hungary
Tel./Fax. 36 1212 5339
E-mail: bv@rtf.hu

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

ROMANIA
Mrs. Carmen Mariana Portase
Ministry of Justice
Maria Ghiculeasa nr. 47
72228 Bucuresti, sector 2
Romania

TURKEY
Mr. Yusuf Ogmen
Ministry of Justice
Adalet Bakanligi
06659
Ankara
Turkey
Tel: + 90 312 42 56 034
+ 90 312 42 4 635
Fax: + 90 312 42 54 819
E-mail: yogmen@adalet.gov.tr
**Liasons Persons EPEA**

**DENMARK**

**Mr. Kaj Raundrup**  
Direktoratet for Kriminalomsorgen  
Straffuldbyrdelseskontoret  
Strandgade 100  
Denmark  
Tel. +45 33 11 55 00  
Fax. +45 33 11 53 01  
E-mail: 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  
Tönismägi 5a  
15191 Tallinn  
tel (372) 6 208 218  
fax (372) 6 208 272  
e-mail: Kristel.Varm@just.ee

**Mart Körre**  
School Network Bureau  
Of the Ministry of Education of Estonia  
Head specialist of the Development Dep.  
Tönismägi 11  
10119 Tallinn  
tel (372) 6 281 253  
e-mail: 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

**Mr. Peter Kenny**  
Education Manager  
HMYOI Thorn Cross  
Arley Rd,  
Appleton Thorn, Warrington,  
Cheshire, WA4 4RL  
Tel. + 44 1925 605081  
Fax. + 44 1925 605182  
E-mail: jwaite@thornxeduc.u-net.com

**FINLAND**

**Mrs. Tuula Aamuvuori**  
Kuopio Provincial Prison  
PO Box7  
70101 Kuopio  
Finland  
Tel. +017-378 366  
E-mail: 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

**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

**SCOTLAND**

**Mrs Lorna Fulton**  
Education Co-ordinator
HM Prison
Castle Huntley
Longforgan
Nr. Dundee
DD2 5HL
Scotland
Tel. + 44 01382 360265
Fax. + 44 01382360510

Mr. Peter Doyle
Education Unit
Curragh Prison
Curragh, Co. Kildare
Ireland
Tel. 353-45-441473
Fax. 353-45-441674
E-mail: edcurr@indigo.ie

ITALY
Mr. Angelo Ruggieri
Via Ezio no. 80
04100 Latina
Italy

Ms. Rosalba Falsanisi
Via E. Simini, 10
Lecce 73100
Italy
Tel. + 39-323 306 916
Fax. + 39-323 306 916
E-mail: 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
E-mail: th.hanssens@infolie.fr
France

IRELAND
Ms Fiona Crowe
Fort Mitchel Prison
Education Unit
Spike Island
Cobh
Co. Cork
Ireland
Tel: 353-21-378223
Fax: 353-21-378861
E-mail: crowefi@gofree.indigo.ie

Mr. George Russell
The Education Department
Hydebank Wood
Hospital Road
Belfast BT8 8NA
Northern Ireland
Tel. + 44 2892 614794
Fax. + 44 2892 614893
E-mail: gmsell@hotmail.com

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

NORTHERN IRELAND
Mrs. Carmen O’Hagan
Education Dept.
HMP Maghaberry
Old Road
Upper Ballinderre
Lisburn BT28 2PT
Northern Ireland
Tel. + 44 2892 614794
Fax. + 44 2892 614893
E-mail: carmenohagan@hotmail.com

SWEDEN
Mr. Markku Roitto
KVA Malmø
Box 3097
20022 Malmø
Tel. 040/6927375
Fax. 040/293678
E-mail: 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

GERMANY
Mr. Peter Bierschwale
Texas 4
D-29221 Celle
Germany
Tel: +49 5141 911350
Fax. + 49 5141 28442
E-mail: Bierschwale@t-online.de

Mr. Klaus Dieter Vogel
Nassauische Str. 19

D-10717 Berlin
Germany
Tel. + 4930 861 6545
Fax. +4930 86424307
E-mail: kvogel@t-online.de

LUXEMBOURG
Mr. Jean-Lou Majerus
Centre Penitentiaire de Luxembourg
P.o.Box 35 L-5201 Sandweiler
Tel: +352 359 621 305
Fax: +352 350 217

BULGARIA
Mrs. Valentina Petrova
Targovskastr. 15
5500 Lowetch
Bulgaria
Tel + 00 359 68 40407 and + 00 358 68 27791
Fax + 00 359 68 27791
E-mail: valentina.petrova@mail.bg
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.

Application form on page 33

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)

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
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
COUNCIL OF EUROPE
COMMITTEE OF MINISTERS

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.