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European
Prison
Education
Association



EPEA *Newsletter*

EPEA on the internet: www.epea.org

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Editor of EPEA NL 25: Kristel Varm, Ministry of Justice of Estonia

Foreword by Chairperson



Hello again to all members. This is, sadly for me, the last foreword I will write as Chairperson of the EPEA and the last time in the Newsletter you will see this face smiling at you from my office in Northern Ireland.

I've had three years of acting as Chair and about ten altogether on the Steering Committee; the time has flown by and although I have greatly enjoyed my involvement I know it's time to move aside and make way for new people with fresh ideas. Niek Willems from Netherlands will take over on 1 July and he will do a very good job as the new Chairperson. He will also have the benefit of a very supportive and enthusiastic Steering Committee, all of whom regularly give up 3 or 4 days every six months for a weekend meeting and work tirelessly in between these to keep the EPEA's business on course.

There will be some changes within the committee – commencing in July, Knut Lage Bø from Norway will take over as Secretary from Sean Wynne, whilst Anne Costelloe (Ireland) has already been co-opted to replace Svenolov Svensson (Sweden) as North-West representative. Svenolov and Sean will be greatly missed for their experience and steadying influence and the EPEA owes them both a great debt of gratitude for their long-standing contribution.

Over the past year some exciting developments have taken place that will have a significant impact on the EPEA. The first is a grant by the European Commission, under Grundtvig, to help establish effective branches in different European countries

over the next couple of years. Tony Vella has developed a project plan which committee members will start to take forward at the next meeting in Malta in March. Another is the new EPEA Internet Website at www.epea.org which is now up and running, and is much more professional and interactive than the previous one. The new Webmaster is Per Thrane from Denmark.

Please take the time to check out the information there and, if possible, use the forum to strengthen the links with other members – this will steadily become the point for contact within the EPEA. The association also continues to make excellent progress in the Council of Europe, where it is recognised as the voice of prison education for Europe (Janine Duprey-Kennedy makes regular appearances at the Strasbourg seminars) and we have been contacted from as far away as Omsk in Russia for assistance and advice.

The 9th EPEA International Conference on Prison Education (*All of Me! Prison Education In A Holistic Perspective*) will take place in Norway in June, and will include a seminar for European Co-ordinators of Prison Education as well as the usual heady blend of workshops and social events. There should be around 130 participants in the lovely seaside setting of Langesund, and it promises to be a most memorable event.

I wish to thank all members for their support and friendship over the years. I have found the EPEA to be much more than an organisation of teachers and professionals, as the blurb says, but more a fellowship of open, warm and sociable people who care passionately about their work and who want to promote their professionalism in the most agreeable and enjoyable way – a bit like all good teaching should be! In particular I extend my sincere thanks to the various

members of the Steering Committee who have sustained and encouraged me in the last three years – they made the job a lot less difficult than it could have been. Of course I will remain as a member and continue to support the EPEA in its work.

Best wishes to each of you in the years to come. I sincerely hope to see you from time to time.



Paddy Rocks

The conduct of elections of EPEA Officers

The Steering Committee at its recent meeting in Paris adopted some new procedures for the elections of the Association's officers. The following is an outline of these new procedures:

Who Can Vote?

A person who has paid his/her subscription for the current year will be deemed to be a member and eligible to vote.

How are the Elections to be run?

Step 1

The Liaison/Contact Person will receive a single ballot paper from the Membership Secretary.

Step 2

This will be copied by the Liaison/Contact Person and sent to each of his/her members together with an envelope containing the signature of the Liaison /Contact person.

Step 3

A member will vote using a single transferable vote i.e. he/she inserts 1,2,3, in

order of preference depending on the number of candidates.

Step 4

The member then places the ballot paper in the envelope already supplied, seals it and signs it at the back over the seal.

Step 5

This sealed envelope is placed in another envelope and posted to the membership secretary.

It is important to note that a vote sealed in an envelope other than the one supplied by the Liaison/Contact Person will be deemed an invalid vote.

This new procedure will, we hope, make our elections more secure.

**Sean Wynne, Ireland
Secretary, EPEA**

EPEA: Association with consultative status - what does it mean?

1. Quick presentation of the COE

2002: 44 states

Aims: promotion of democracy and human rights in different matters.

Main bodies:

- Committee of Ministers: foreign ministers of the different countries. They meet twice a year and take decisions.
- The Parliamentary Assembly: representative of the national parliaments. They meet four times a year. They address propositions, recommendations to the Committee of Ministers. They send experts in different countries.
- The Congress of Local and Regional Authorities (CLRA): Consultative body of 306 members. Representatives of local and regional authorities of the different countries. They meet once a year in plenary session and work in 4 commissions to prepare texts, resolutions, reports, recommendations. They bring information to the Council of Europe on local political and participate to its works.
- The European Court of Human Rights: Deals with any complaint from Members. The judges are elected by the Parliamentary assembly

2. Relationships between the COE and NGOs

The division of NGOs and civil society is connected to the directorate general of political affairs.

2.1 Organisation of the division of NGOs

374 NGOs with consultative status.

- Liaison Committee: 24 members elected every 2 years by NGO's representatives.

It represents the NGO's and implements global strategies.

- 10 groupings working on specific fields: They produce resolutions which are examined by the plenary session of NGO's. Then, they are brought to the Committee of Ministers through the Liaison Committee which works with the Parliamentary Assembly.
- Plenary Session: Representatives of all NGO's, reports on main works.

2.2 Relationships

NGOs to COE: NGOs bring concrete information as experts in their fields. The representatives bring the information in the concerned grouping. Contact with national parliamentarians elected to the COE's Parliamentary Assembly to push forward demands. Contact with the experts sent by the monitoring service of the parliamentary assembly in the countries to follow application of general politics.

COE to NGO's: NGOs give their members information about the COE's projects to encourage participation. All information about these projects can be found on the websites: www.coe.int or www.coe.int/ONG

3. Information about main projects

The COE will be working on 2 programmes until 2004 called "integrated projects". It means that the different sections of the COE and NGOs will work together on particular questions. All information about these projects on the web:

- Project 1 "Making democratic institutions work";
- Project 2 "Responses to violence in everyday life in a democratic society".

3.1 Events around these projects

Forums in Strasbourg:

November 4-5, 2002 (project 1)

November 18-19, 2002 (project 2)

Discussions on examples of good practices. Financial support for the NGO member willing to report an experience.

Joint conference NGO/CLRA: from February 28 to March 1, 2003 in Budapest.

Examples of cooperation between the NGOs and the local or regional authorities. Same kind of financial support.

4. EPEA as an NGO with consultative status

With the participative status which will be given soon to NGOs, EPEA can have a real action to promote education in prison according to the recommendations. It means a greater collaboration of everyone at different levels:

- The representative of EPEA at the COE: makes a report to the Steering Committee about the meetings attended: Plenary Session, groupings (human rights, education and culture).
- The Steering Committee: take decisions about action or type of representation.
- Liaison Persons or Members: Bring all kind of information about prison education in their countries (good practices but also difficulties, demands). Get informed through the web sites (EPEA and COE) to increase collaboration.

Janine Duprey Kennedy
Mediterranean representative
COE representative
Dupreyj67@aol.com

Relationship between EPEA and the Council of Europe

EPEA was represented at 3 meetings in the Council of Europe in Strasbourg.

November 2002 : Forum against violence (integrated project 2: Prevention against violence) where members of NGOs made a presentation about good practises in their different fields. Note was taken about the importance of education in prison and should appear in the report.

January 2003: Plenary session of NGOs with consultative status

Information was given about the work done between NGOs and the COE:

- Work about a new status for NGOs, a participatory status instead of consultative which means more involvement, more professional work and a better action. A resolution should be published on the COE's website in the coming months.
- Quadrilogue between the Committee of

Ministers, the Parliamentary Commission, the Congress of Local and Regional Authorities and the NGOs. A joint meeting was held in Budapest in February between the Congress of Local and Regional Authorities and the NGOs where examples of collaboration were given by members of NGOs. In November, a meeting will be organized between NGOs and parliamentarians about exclusion.

- Common work involving different NGOs on the integrated projects 1 and 2 to define principles of preventions and of actions

January 2003: Grouping "Education and culture"

It was decided to hold 3 meetings a year and to focus on a specific project with a person responsible of the project. For the moment the grouping will work on a general declaration on education and training. All

members of NGOs concerned by this subject are invited to send ideas or requirements to the person responsible: edouardjacodnikfede@fede.org

If you wish to participate by giving your opinion or attending some meetings which can be financially supported by the Council

of Europe consult the news on EPEA's or on COE's websites (connected between them). You can join me also.

Janine Duprey Kennedy
Mediterranean representative (France)
Dupreyj67@aol.com

A report from the 10th Nordic Conference on Prison Education in Helsinki, Finland, 5 – 8 September 2002

The theme of this conference was “Prison Education and the Creative Human Being” and the setting was Hanaholmens Cultural Centre at Esbo outside Helsinki in Finland.

Because of limited space, this report will mainly have to concentrate on two of the presentations, Finnish professor of education Jussi T. Koski's lecture on the theme “Creativity as a Resource” and Finnish writer Märta Tikkanen's presentation “Freedom to Create!” In addition we had the pleasure of listening to Mr. Hannu Lauerma lecturing on the biological background for learning difficulties and Norwegian researcher Tone Pettersen's presentation of the project “An evaluation of Prison Education in Norway”. This project will be finished in the autumn of 2003 and hopefully also presented in a later edition of “Newsletter”.

Professor Koski used the expression “flow” to describe your mental state when you are focused on a singular engaging task of your own choice. When you do this the result is high productivity and a feeling of sheer pleasure while performing your work. In other words, people are most creative when they perform an act of their free choice, i.e. when they are not told by outside forces to do something. Freedom and playfulness are a necessary basis when one wants good results from a production process. Creativity

must be nurtured and cannot be forced. Basically there are three ways of being creative: One may be “brilliantly, personally or unconditionally creative” and only the third variety will be intuitively understood by others as a form of social creativity. Many of our students in prison will probably experience the feeling of “flow” as described by professor Koski during the process of planning and executing criminal activities. Our challenge and our task will then be to create situations in the classroom which will enable our students to feel “the flow” while working with projects of a more constructive nature than the ones which made them our students. How can this be done? By giving them a basis of knowledge and skills to solve problems and by encouraging them to be creative in the process of studying and learning.

Märta Tikkanen's presentation on the topic “Freedom to Create!” should rather be experienced than reviewed. Having regarded herself as a writer since she was six years old (!), she has always enjoyed the liberty of moving around in a fictitious world – describing reality on a basis of facts but constantly reshaping it as a part of a creative process. However, she has done so in her capacity as a writer not only for her own joy, but also to expand the horizons of her readers and to influence them in ways she has considered to be worthwhile. Her

production includes books based on her personal experiences as a woman, a wife, a lover and a mother and her voice and pen have had a great influence on the debate on related topics in the Nordic debate for many years. To conclude she asked us to remember that many of our students have suffered emotional problems that we need a lot of creativeness both to understand and address.

Attending conferences of this nature has a dual purpose – formally to expand on the lectures and topics of discussion, and informally to meet other teachers and

organizers in the field of prison education. Both aspects are equally important. Arranging such conferences in Finland also adds the touch of enjoying the original Finnish sauna experience (according to the Oxford Dictionary: “A special room heated to a high temperature to clean and refresh the body”) – believe it or not, both in the early morning hours and far into the Nordic nights . . .

Asbjørn Støverud
Norway

EPEA Project: Strengthening the European Prison Education Association throughout the continent

The EPEA has been expanding all over Europe ever since it was set up in 1990. Within ten years it had a presence in almost thirty countries. The number of members which has always been on the increase did not, however, reflect the spread of these thirty states. We still have countries with a very small number of members.

Experience has shown us that the raising of standards in prison education always followed the setting up of prison teachers' organisations in their respective countries. Some of the fine examples are given by Norway, Germany, Northern Ireland and the Republic of Ireland. Where regional or national associations are set up, prison teachers feel less cut off from what is going on in other penal institutions and from mainstream education in the country. Teachers get to know each other at regional or national meetings and conferences. They share expertise, challenges and worries... strength and comfort in numbers! Teachers stand to benefit from these national associations while at the same time they lose their isolation and frustrations. Prisoners, in turn, benefit from a better quality education.

Mindful of these considerations the EPEA applied for funding from the European Union under Grundtvig, one of the Socrates programmes, that caters for adult education. In autumn 2001 the Steering Committee approved the plan of the project. The application was submitted by the end of January 2002 and notification of approval by the EU Education Commission was received at the end of June.

The project aims to facilitate the setting up of regional and national associations of prison teachers in twenty two European states. It will also familiarise the EPEA with prison education systems throughout Europe. This information will make it easier for us to assist our colleagues in these countries if and when they need and help. The project will also produce an updated informative directory of EPEA membership and prison education in Europe.

In order to reach our first aim we will be inviting very senior officials from the ministry responsible for providing prison education. The countries involved in the

project have been divided into three groups. The first group will meet in Malta in November of this year, the second in Lisbon in mid-January 2004 and the third in Budapest in mid-February. The project planning group met in Malta between the 5th and the 9th March. It was an intensive week during which we finalised the details of the project. It was a collective effort which paid off. The second aim will be reached with the co-operation of the invited officials. They will bring to the meetings a comprehensive description and explanation of the prison education system in their country. The products of the project, our third aim, will be the task of the co-ordinator and the planning group. The planning group will meet in Prague during April to conclude the project.

As can be expected a lot of work has already gone into this project and there is lots more ahead. But then this is one of the main

characteristics of the EPEA. It grew and developed thanks to the voluntary hard work and wisdom of a large number of prison education practitioners. The larger aim of both the EPEA and the EU Education Commission beyond this project is to see our Association together with its branches in Europe embarking on projects that will benefit our prisoners and civil society as a whole. My personal thanks go to the planning group, EPEA chair Paddy Rocks, Deputy Chair Niek Willems, Secretary Sean Wynne, Deputy Secretary Knut Lage, Membership Secretary Torfinn Langelid and in particular to my colleague Mr. Joseph Giordmaina who assists me closely in my tasks.

Anthony Vella
Project Co-ordinator
anthony.vella@um.edu.mt

Report on the participation in the working visit of INGO representatives from Central and Eastern Europe, 21-26 September 2002

INGO: EPEA
Participant: Valentina Petrova – Bulgarian
EPEA representative to the CoE and
accompanying person: Janine Duprey
Kennedy - France

1. Expectations

- a) Learn more about the Council of Europe, its Institutions and its activities;
- b) Meet colleagues from other NGOs
- c) Find ways for cooperation with international partners in the development of Civil Society oriented projects.

2. Useful experience

During this working visit that was the first one in which I took part I learned a lot of

things and all the information and discussions were very useful for my future work. However, I can point out the things that were most interesting to me:

- a) How the NGOs have an impact on local, national and international level; how they promote and foster the regional and international cooperation, how the NGOs can play a political role in the new Europe.
- b) Meetings with representatives of diverse organization and having the opportunity to exchange experience in different spheres and ideas about future common activities;
- c) Information about the INGO Groupings and the more active role which EPEA could play to promote the COE's recommendations in the field of education.

- d) Information about the nature of the Integrated Projects and the opportunity of the NGOs from Central and Eastern Europe to contribute to their development.

3. Results

After the working visit at the Council of Europe, Strasbourg, a regular meeting of the Steering Committee of EPEA was held in Paris. All the participants were acquainted with the results from the Working visit. We decided:

- a) To publish an article about the Strasbourg meeting in the Newsletter of the organisation, which is spread in 28 European countries.
- b) The information about the structure of the COE, the role an NGO can play, the Integrated projects will be send to the

Liaison persons of EPEA in all the 28 countries.

- c) The Steering Committee took the decision to present to your opinion the activities of the National branch of EPEA in Norway FOKO as an example of good practice.

In the end I would like to thank you for the perfect organization, which, together with the friendly accompaniment of Ms. Janine Kennedy; the nice weather, the delightful city and the interesting and useful informal conversations, contributed to the friendly atmosphere, conducive to fruitful work and future cooperation between the participants.

Respectfully yours,

Valentina Petrova, Bulgaria

Grundtvig sponsored educational trip to Stara Zagora, Bulgaria to promote “MABEL” project, October 02

The European funded “MABEL” (Multi-disciplinary Approach to Adult Basic Education and Learning) project sponsored by the Grundtvig initiative is led by Jim Turley, Senior Teacher at HMP Maghaberry in N.Ireland. This is the first project that has been coordinated from N.Ireland.

The main aims of the Grundtvig programme are to promote European cooperation in lifelong learning, to improve the training of adult educators, to encourage the development of innovative materials and resources and to stimulate debate on lifelong learning and encourage the sharing of good practice.

Nikolai Frederik Grundtvig (1783-1872), a Danish clergyman and writer, is regarded as the founder of the Nordic tradition of lifelong learning. His ‘folk schools’

promoted the notion that education should be available throughout life and should embrace citizenship alongside personal and cultural development.

The “MABEL” project involves six partners from seven prison schools. HMP Maghaberry in N.Ireland is the largest prison in the country, housing over 600 inmates. Maghaberry is a multi-purpose jail incorporating female sentenced, female remand, male remand, male sentenced and illegal immigrants (of both sexes). The prison school in Stara Zagora houses 1000 inmates, all of whom are first time offenders who have been sentenced to more than six years. Curragh Prison is situated in the beautiful Curragh Park in Co Kildare, Republic of Ireland. The prison houses 100 sex offenders, mostly long term. Lancaster and Morecambe College in England looks

after two prisons, Lancaster Farms is a young offenders' institution with inmates up to 16 years old. Lancaster Castle houses inmates from 18+. The prison school in Drammen in Norway is a small unit dealing with male and female inmates who are near the end of their sentences. The prison school in Rzeszow, Poland, houses 1000 inmates, male and female.

The aims of the "MABEL" project are: to explore the potential of a multi-disciplinary approach to ABE and learning with emphasis on a common core involving basic numeracy, literacy, ICT, and Social and Life Skills; to meet with partners to exchange ideas on different cultures, traditions, history, future cooperation; to establish networks with partners. On a practical level we have agreed to produce one collaborative magazine at the end of the first year with input from all partners on the themes 'Isolation' and 'Society'. The first magazine will be printed in Maghaberry in May 03. Our students have been encouraged to write introductory letters to commence a pen-pal exchange with inmates in the jails throughout Europe.

The initial response from students to write introductory letters has been very promising. Practical problems have meant that the pen pal idea has not been as successful as we had envisaged. We realise that students are disadvantaged in being unable to attend inter-prison group meetings. We intend to involve students fully in all stages of the production of the magazine. In Maghaberry, three students are working on improving their desktop publishing skills to allow them to produce the magazine. Three teachers lead the editorial team, Mrs Carmen O'Hagan, assisted by Mrs Valerie Newell and Mrs Sally Dorman. The team includes three students who will determine what pieces will be selected for insertion into the magazine. The first magazine will be restricted to five A4 pages from each partner. We are delighted to report that many articles, recipes, poems crosswords have already been submitted.

Our writer-in-residence, Carlo Gebler, called me aside one day and said that as a result of their work there has been a noticeable increase in our students' self-esteem. By producing their work they had been given morale and self-confidence boosts which, though not measurable, was significant. The men appreciated that they were contributing in a positive way to helping others less fortunate than themselves. This was not an immediate objective but we are all very pleased with this outcome.

The first visit took place in mid October to the prison school in Stara Zagora. The Maghaberry party consisted of Jim Turley, Mrs Sally Dorman a part-time teacher with many years experience working with adults and Clinton Parker, Education Advisor N.I.Prison Service. The English party comprised the Ms Debi Twist, Education Manager Lancaster Castle and Ms Deb Scaife, Education Manager Lancaster Farms. Ms Nuala Connolly and Ms Denise Rafferty represented the Curragh Prison. Gisle Grahl-Jacobsen led the Norwegian delegation with Ms Anita Storm Olsen and Ms Eva Styve Solberg. Our party was completed when two Polish representatives arrived unannounced! Their funding arrived the day before and allowed Marek Potepa and Krzysztof Kulczycki to join us.

The trip was extended to allow more time for discussion on the main aims, as well as giving the large party the chance to get to know one another and become friends. These aims were fully met and will continue to be developed as the project continues. The participants engaged fully in all the meetings, formal and informal which allowed us to discuss the problems we face and produce clear timetabled goals. I am delighted to report that strong friendships have been established between all the partners. We have clear aims and are aware of the deadlines we have to meet. I was impressed by the commitment and enthusiasm for the project. We are determined to succeed, while realising that

there are whole arrays of challenges facing us.

Our host was the principal of the prison school in Stara Zagora, Bulgaria, Mr Venko Voev, ably assisted by his intrepid translators Tonii, Lily and Vlado. Venko met us in Sofia, ensured we had a wide-ranging and interesting itinerary and made us feel very welcome. Throughout our visit, we ate together and spent many hours in one another's company, affording us the opportunity to find out about our cultures, traditions, how our prisons are run. The formal and social aspects constantly interwove. All the partners got on well with one another. I was concerned that with a fourteen strong group there could be problems. I need not have worried. Everyone accepted what we are trying to do and fully joined into the whole spirit of the Grundtvig programme. I emphasised the importance of continuity within the teams to facilitate good working practices and allow us to get straight into work at subsequent meetings.

One of the formal meetings took place in Venko's office in the prison. Venko is keen to develop worthwhile training programmes that will increase his students' chances of employment upon their release. We find that there are common problems facing our prisons, illiteracy, lack of motivation, lack of finances. In Stara Zagora, students are encouraged to attend education from 2 – 7p.m. Monday to Friday. Although students are not paid, every three days attendance reduces two days off their sentence. We were admitted to a variety of classes. The students were interested to meet foreign teachers. I told them that I brought good wishes from our students in Maghaberry, some of whom had volunteered to join me on the trip! We met the Governor and Deputy Governor of the prison who thanked us for coming to the prison and hoped that we would return. In Varna, on the Black Sea, we were to meet the Bulgarian Financial Director of Prisons who welcomed us to Bulgaria and thanked us for our help.

He knew about the "MABEL" project and wished us every success throughout the length of the project.

Bulgaria is a fascinating country. Situated at a crossing point, Bulgaria has been invaded from all points of the compass! If you were wandering around Europe to or from Asia you left something in Bulgaria, as well as taking as much as you could carry from it! Romans, Thracians, Turks and most recently Russians have all left their mark on Bulgaria. The museums tell of a complex past with stories of heroism, savagery, brutality and passion. The Bulgarians are a proud, noble people who are emerging from many years of oppression, not just from the recent Communist rule but a savage period under the Turks.

Sofia, the current capital, is an ancient city comprising the impressive old, the rebuilt equally impressive 'old' and the ugly high-rise buildings which blot landscapes and remain a legacy of the recent oppression. The rebuilding and refurbishments of the beautiful cathedrals is in marked contrast to the decaying edifices that besmirch cities and landscapes. Huge monoliths built to celebrate communism are crumbling and falling down.

Yet, the Bulgarians we have met are by no means depressed. Initially, they tend to be somewhat reserved, formal, even wary. Five minutes later (!!), you discover a wonderful mixture of warmth, happiness, fun, enjoyment, openness and friendliness that makes you forget about the massive economic problems they must face. Instead, you want to embrace these lovely people, share their enjoyment for impressive works of art, wonderful music, marvellous food, beautiful wine and a love of life which makes you very humble. You also want to alleviate inherited problems which are not of their own making.

We would like to thank Venko for his time, patience and good craic! To our translators, Tonii, Lily and Vlado, thank you for

comprehending what we were trying to say, despite English being spoken in Norwegian, Lancastrian, “Norn Irish”, Polish and Kildare English! In fairness, Norwegian and Polish English was more grammatically correct than we native speakers managed!

This is the second Grundtvig project in which we have been involved. I recommend participation in the projects to everyone. We have had great support from our National Agency, Dawn Long, Luke Buffery and Karen Davis in London and our own,

incomparable, Bernie McAllister in Belfast. The work is demanding but the rewards make it worthwhile.

Look forward to seeing you in April in Ireland.

I think back to our trip to Bulgaria and a warm glow wells up with a happy smile.

Jim A.Turley, N.Ireland

18 Jan 03

Some reflections on a new prison in Estonia - Tartu Prison

- Opened on 15.11.2002 (first prisoners arrived on 16.10.02);
- Type of prison: maximum-security prison, cell-type;
- Clients: adult prisoners on remand and convicts;
- There are 549 prisoners on remand and 335 convicts as of 01.03.03;
- Staff: 358 posts.



I have been working at Tartu Prison nearly 1.5 years. I joined the Tartu Prison project at the time when four people were working at the prison and only the foundation of the building had been constructed. Why did I quit as Head of Probation Supervision of Tartu Region and started to administer the area of social welfare in the prison?

Four years at probation supervision gave me a picture of prisons. Frankly speaking - I was certain that some areas in prison needed more attention. A regional (near the place of residence of prisoners to maintain their positive social contacts) cell-type prison was being built in Tartu – this was something basically different from the previous large prison-camps built in the Soviet times, where imprisonment resembled (and is still resembling) rather a non-systematic and enormously huge luggage room of a railway station of some industrial town than individualised and purposed way of serving one’s punishment. A prison was under establishment, which architectural solution allowed the implementation of modern imprisonment principles laid down in Imprisonment Act that took effect in 2000, according to which the purpose of punishment is the direction of the prisoner on law-abiding path and the principle of maximum level of individualization of imprisonment must be applied.

During probation supervision I encountered more than once, that failure to serve punishment at large caused the attitude - „there’s no hope, you belong to prison“. The prison was like the waste bin of the society

and when somebody ended up in prison, it meant permanent disappearance of the person for the society. I am speaking of disappearance, because ending up in those circles really meant something permanent and also because prison was a vague formation behind high walls and the events that took place there constituted a big secret for those remaining on the other side of the wall. This was the image created by the totalitarian society – there was no place in the Soviet society for the disabled and for the persons who had committed a crime – they and their deeds were jealously concealed.

Alas the prison cannot exist separately from the society and the public must accept the fact that prisons existed in the Middle Ages, they exist now and will most probably be existing during the next couple of decades. Isolation of people from the society actually meant the isolation of prison as an organisation together with all its functions. Separate schools were established in prisons, which, by bearing the impression of the organisation they were located, became isolated from the educational system in the course of time. Loose connection with the general education system gave rise to the birth of a new term – prison school. Education at prison school meant adapted, lower standard education than elsewhere and a lifelong mark in the document certifying education. The amorphous fear felt by the public considerably reduced interest towards prison life. It was also reflected in the selection of staff and not only in the sphere of education but also in other areas. We were in a situation where the fear and indifference towards prisoners, depreciated buildings together with isolated organisations and low motivation level of the staff caused by all these factors and the constantly lowering standards imposed on the staff created a snowball effect. The establishment of Tartu Prison as a totally new (built especially for the purpose of prison, that is not too common at all) building and organization considerably increased public attention – initially in the

form of comparison of the living conditions of the less secured members of the society and that of the prisoners – inspiring lively public discussion over prisons and the treatment of prisoners. Tartu Prison played its own role in the process – we organised the so-called open door days for the citizen and governmental agencies related to prisons.

As I said, Tartu Prison is a regional prison, which means that only the people whose place of residence is relatively close to the prison serve their punishment here. This guarantees simple and frequent opportunities for the prisoners to meet their closest ones.

This is a new grouping system of prisoners. Such change in the lifestyle of prisoners was difficult as, in general, all changes tend to be. From the one hand there were many prisoners who, long ago, had expressed the wish to serve their punishment in Tartu due to far better living conditions. From the other hand the opposition of new arrivals was immense, for previous ties between the members of communities consisting of 200-300 prisoners and living in close relations, who were often divided into smaller “families”, were broken. New adaptation period awaited all prisoners. Previous relations, inner “division of tasks” were no longer valid. New people now filled relatively small sections.



As about 80% of the staff work for the first time in prison, mutual acclimatisation lasted for several months. Hence the beginning of school was deliberately postponed.

Organisation of education in Tartu Prison was planned in a different way. It is supposed to guarantee general education and vocational education on the basis of local municipal schools.

The following circumstances speak for it:

- The teachers remain in contact with their colleagues and professional cases at large; hence all possible methodological solutions and requirements can always be compared to that of the schools outside the walls;
- The person having obtained education in prison will be issued a certificate bearing the name of the institution that does not label his/her future.

An agreement on general education was concluded with local adult upper secondary school and on vocational education with local vocational education centre. Taught specialities were planned primarily pursuant to the needs of labour market and the opportunities of the practice base. The practice base will be provided by *Estonian Prison Industry*, a state-owned company, which task is to guarantee the employment of prisoners at all prisons.

At the preparatory meetings with teachers security was the main issue. In the light of attitudes prevailing in the society it was but natural – nobody had visited a prison, let alone taught there. As a result of joint seminars we reached a common understanding, according to which one cannot give lessons in bullet-proof vests and equipped with radio transmitters.

By today tuition has been provided at our prison for two months already. Teachers have obtained good experiences and managed excellently. Their first big fears are gone – our teachers are even slightly surprised – they found that the prisoners

were like most regular pupils and they say that some more „difficult“ pupils can be found outside the prison walls.

School staff, acting in close cooperation with employees of the social department of the prisoner, easily adopted the attitude and methods of communication that guarantee a secure educational environment. The attitude of prison staff wearing uniform is strange - the lower position in the hierarchy, the more convinced they are, that prisoners are not sent to prison as punishment but to get punished and they perceive the complaints and wishes of prisoners rather like some sort of protest against punishment than their actual needs. They find difficult to understand this plain truth - when the prison cannot find acceptable activities for the prisoners, the prisoners will find activities for the prison that need not be acceptable ... This is an enormous section of work where progress is hard to come but which inevitably determines the value of a prison. Changes in attitude cannot be triggered in a short time. I hope that the inner culture and purposeful work with the staff will be fruitful – current improvements promise progress.

Opening a prison is a long and complicated process. These are the words of my experienced Swedish colleague, who advised us in the start-up period: „valuations on the success of the launching of a prison can be given not before three-four years.“ True – a prison is not just a building and an organisation, but a bundle of human relations. Prison is life itself. And we are only in the beginning.

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Social rehabilitation programmes in Estonian prison system

The aim of this article is to give an overview of the social rehabilitation or learning programmes in Estonian prison system – to describe the present situation and to introduce the future directions of that field.

Some background about the Estonian prison system

During the last decade there has been a radical change in the Estonian prison system policy, which is result of the reform of the penal system. The aim of the penal reform is the development of flexible and individualized penal system, where the emphasis is concentrated on the causes of the criminal behaviour, regarding each single case. This remarkably increases the importance of the re-socializing (educational and social) programmes for the prisoners. It means that during the imprisonment it is becoming more important to maintain and increase the coping ability of the prisoner by developing relevant – pro-social - attitudes, skills and knowledge. In other words: the policy makers and prison management are started to consider the imprisonment not only as the isolation of the person from the society but as an opportunity to try to interfere to the criminal mind and change his/her attitudes and values – social rehabilitating – with the aim to prevent recidivism.

Present situation in social rehabilitation programmes

Social learning programmes or activities can be divided into two categories. Firstly, the centralized programmes, which are implemented in the whole prison system. Secondly, decentralized social programmes, which are initiative of every single prison and characterizes single prison social training activities. For example such activities as “family days”, “communication skills” trainings and “positive thinking” trainings are the decentralized training

programmes and are also guided from the aim to diminish recidivism.

At the present time there have been implemented only one centralized social learning programme into the Estonian prisons – “Anger Management” (AM) – starting by psychologist of Murru Prison, Laura Hallik. Now it has spread out in six prisons from nine. As a first evidence-based programme implemented in Estonian prisons, Anger Management, is meant for the aggressive and easily irritated prisoners to improve their self-control and to manage their anger. The aggressiveness and anger management problems are common for the whole offender contingent from all prisons, that’s why AM technique is suitable for quite big amount of prisoners (detailed description of the AM programme can be read from Laura Hallik’s article “Two years of Anger Management in Estonian Prisons”).

Future directions about the rehabilitation programmes

Under the EU PHARE project “Crime Prevention” the Ministry of Justice of Estonia with the help of Swedish experts from the Swedish Prison and Probation Administration chose two other social rehabilitation programmes besides Anger Management, which we started to implement in prisons from the beginning of year 2003. These are “Aggression Replacement Training”- ART, (Goldstein et al) and “Motivational Interviewing” concept - MI, (Miller and Rollnick).

Aggression Replacement Training is a multimodal intervention design to alter behaviour of chronically aggressive youth. It consists of skill-streaming, designed to teach a broad curriculum of pro-social behaviour, anger control training, a method for empowering youth to modify their own anger responsiveness, and moral reasoning

training, to help motivate youth to employ the skills learned via other components (Goldstein and Glick, 1994)¹. So, ART compared to AM is much wider technique, which is meant for the same contingent of clients – aggressive and with low impulsive control. For the same reason ART duration is much longer than AM's, whole training programme lasts for 10 weeks with three sessions per week. According to the research results, ART technique has appeared a powerful and appropriate tool not only for young people, but has proved suitable for adult people too. As research results have also shown, ART is an effective method in many environments, including prison environment and its effects persist beyond institutional walls.

Motivational Interviewing is a technique that supports all other programmes or techniques aims to achieve. As the name – motivational interviewing – tells us, it's a particular way to help people recognize and do something about their present and potential problems. It is particularly useful with people who are reluctant to change and ambivalent about changing. MI technique is intended to help resolve ambivalence and to get a person moving along the path toward change, leaving the responsibility for change to the individual. In other words: MI could be appropriate technique to use if a person does not see the need for change attitudes and behaviour no matter what kind change is needed - to cope with aggressiveness or to break the addictive behaviour or anything else. Characterized cases when a person is reluctant to change are very common in prisoners. So, MI may be very useful as a first step for any kind of interventions, especially in prison environment.

How to move on?

Soon, in the Estonian prison system, we have activated already three social rehabilitation programmes. It raises a lot of

questions about the topic, how to move on - are these techniques also effective in Estonian prison environment; will they work here? How to make them work or make them work better? What programmes or intervention techniques we need in future; which ones are most effective to choose? In order to answer these questions the Prison Department of the Ministry of Justice have planned to start a long term research project in cooperation with universities and with Estonian famous psychometricians. The research results should give us information about what the psychological profile of the prisoners look like, which are the essential psychological problems or weak links of criminal minds, which we can try to change or relieve with the help of planned intervention techniques. In other words: on the one hand, when we know, which kind of psychological problems we have to face in criminals and on the other hand we have knowledge, which kind of intervention techniques or psychotherapeutical programmes exist, we can consciously make intervention technique choices for all problematical fields generally as well as for every single case.

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¹ Goldstein, A.P., Glick, B. (1994). Simulation & Gaming, Vol 25 No. 1, March 1994 9-26.

Two years of Anger Management in Estonian prisons

“Teach it also to prison officers” could be read on a feedback sheet of an inmate participating at an Anger Management course. Considering the overcrowded condition of Estonian prisons it is obvious that all the inmates know what anger is but most of them do not know how to cope with it. Both researches and life prove that the majority of inmates can be characterized by high emotional distress, high irritability and low level of impulse control - the characteristics that have caused many violent crimes but also numerous disciplinary violations inside the prison.

How it began

To start from the beginning, I will talk about the last months of year 2000, when I received an invitation to participate in a training for Anger Management group leaders which was being organized by the Finnish Prisons' Service Training Centre. At first I was amazed, since as a young and inexperienced prison psychologist I had been dreaming about some sort of violence control training for the whole autumn. Receiving the invitation I gladly accepted it and was sent to Helsinki together with Ilmar Puskar, a guard from Pärnu Prison. Since the training was impressive the first Anger Management courses were held in parallel at two prisons by Ilmar and me already in March 2001. The experience was encouraging for the courses raised a lot of curiosity among inmates as well as prison workers.

Group leaders' trainings for Estonian prison staff

As a pre-requisite for Finnish training the Estonian Ministry of Justice had written into the contract the obligation “to share the acquired knowledge with Estonian prison workers.” As the first outcome of this obligation Krista Künnapuu from Helsinki remand prison and I, together with the

Prisons' Department of Estonian Ministry of Justice, organized the first group leaders' training for Estonian prison psychologists. My memories from this camp training are contradictory. The essence of the leaders' training was to give the participants the opportunity to lead a group session with psychologists in prisoners' roles. Our group took the roles of the most problematic prisoners, acting as hyperactive and verbally highly aggressive inmates. Despite serious attempts the session was not a success. The psychologists playing prisoners remained stuck in their aggression and we did not succeed in bringing them out of their roles. It gave the psychologists predominately frustrating experience of Anger Management group leading. Out of about a dozen participants only three had enough courage to try the program with a group of real prisoners. The inactivity was partly caused by technical problems as well.

The next group leaders' training was held with prison social workers in March 2002. The group was promising, consisting of both experienced and new, enthusiastic workers. In addition to social workers there were also chiefs of prison social departments, a chaplain and a psychologist. This time we made an agreement not to act as prisoners but as ourselves. This arrangement guaranteed a non-prisonlike atmosphere which gave the participants courage to experiment and make mistakes. As a result of this training session six social workers had held at least one Anger Management program for prisoners by the end of November 2002.

About the statistics

According to my data, during 2001-2002 the Anger Management program has been held in six Estonian prisons: in Murru, Pärnu, Viljandi, Harku, Maardu and Ämari Prison. Altogether, 28 Estonian prison workers have

passed the leaders' training. Eleven of them have held altogether thirteen courses where about 70 inmates have attended. Three of the courses have been held in Russian language and the others in Estonian. Regarding the gross population of Estonian prisons (about 4350) the number is microscopic but the social rehabilitation programs cannot be designed and arranged for masses. It would simply eliminate their possible effect.

In addition to prisoners also prison officers are taught to manage their anger in Viljandi Prison where the course was held by that prison's psychologist. The basics of the program have been introduced to the workers of Pärnu Prison and the students of the Prison Service.

What is Anger Management about?

In its essence Anger Management is a short-term (9 group sessions) treatment method for problems of anger and aggression. It is a cognitive-behavioural model that follows a more general therapeutic model known as stress inoculation. Anger problems are understood in terms of human stress, because, similarly to stress, anger is an emotional state defined by the presence of physiological arousal and antagonistic cognitions and it can be prompted by outward stimuli. In the framework of Anger Management the stress inoculation is a coping skills therapy that aims to provide the client with cognitive and behavioural resources for dealing with irritative situations and personal anger reactions.

What works in Anger Management?

Probably it is the holistic approach where the body and mind are of equal importance and mutually interactive. This approach is reflected in the main topics of the program, which are:

- Recognizing the anger-triggering situations;
- managing body language;
- finding new, non-aggressive thoughts and self-statements;

- relaxing mind and body;
- assertiveness training;
- coping with critics and insults;
- managing group pressure;
- identifying self-arousing;
- self-motivation.

The above topics have been presented here in a progressive order, so that first the inmates are taught how to recognize the situations and stimuli which trigger in them the chain of anger. Then they are taught what the body does in a state of anger. Prisoners badly need to be more aware of the connection between mind and body. The topic of thoughts and other cognitions is one that is deeply studied in order to identify anger-triggering thought patterns and attitudes as well as seeking for new ways of thinking.

A whole group session is committed to mind and body relaxation, which is trained by muscle relaxation exercises and individually modified mind images. Dealing with group pressure and motivating oneself in case of drawbacks is also studied.

About the program's positive effects

The handbook of Anger Management was edited in Great Britain where the effects have been studied and it was found that the participating inmates have comparatively less institutional discipline violations and fewer conflicts with other inmates and prison workers. No such research has been made about Estonian prisoners. The two programs I have held with prisoners have proved that in the first place the program teaches them introspection and self-analysis. These skills may seem non-important but in my opinion self-analysis is the first step in any change. This is how Anger Management in the form of a short course offers basic skills on which something more profound can be built by deeper and longer programs. If a prisoner participating in Anger Management has experienced that group work can be interesting, his thoughts are appreciated and he has learned something

new and useful, then he will be more motivated to develop himself and to participate in other programs.

Summary

To sum up it is to be said that as the first social rehabilitation program in Estonian prison system Anger Management has fulfilled its duty offering a certain group of inmates a complex methodology which can be applied with the help of comparatively few technical resources and little time. The last mentioned characteristics are of no little importance, considering the lack of resources in the Estonian prison system. As the first program of its kind, Anger Management has faced a lot of birth pains

from lack of writing paper to the attitudes of prison chiefs. Let us hope that the next programs are easier to start, and in case the initiators seem to face unbearable barriers they could remember an old piece of Estonian folk wisdom which says: “Kui mitte kuidagi ei saa, siis kuidagi ikka saab” (“if you can’t do it at all, then you can still do it somehow.”)

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Changes in Denmark

Background

Since the 70's the Danish Government has imposed new ideas in public administration, as it has been the case for many of the other OECD countries. The driving force behind the modernization has been to revitalize often stiff and old-fashioned public administration. Some of the leading ideas behind this renewal process are known as NPM, an acronym for New Public Management. NPM is a mix of classical business theories about competition, contractual leadership, outsourcing and evaluation founded on research and stimulation. Much of the theories behind NPM are contradictive in an academic view, but the soul of NPM is not to be cogent, but to bring virtues from the corporate world into public administration. Therefore critics often in a spicy way mention that there is nothing “New”, nothing “Public” and no “Administration” behind New Public Management.

Despite of the critic words the theory proved its usability in the structures of public administration. And it now has to stand its

test in the Department of Probation and Prison Service of Denmark.

Some of the ways in which The Department of Probation and Prison Service in Denmark has adopted the theory are,

- Management must be on the basis of contracts, evaluation, statistic and control. Key figures are now accessible on the Intranet for the prisons to compare with each other and see if the agreed initiatives are achieved. A comprehensive investment in new technology shall secure better control and higher levels of information.
- New methods of payments that allow to reward employees. Under the slogan “New Salary” it is not possible to have a raise only depending on the years employed, but also on the assiduous behaviour.
- The prisons must have more responsibility and must therefore have full control over funds. Decisions will be made in the local prison according to the possibilities in the budget.

- The leadership must be one-stringed. The Governor has the full responsibility for the functions of the prison. All other chief functions are consultants for the Governor.
- Decisions must be founded on valid data. A large scale monitoring programme on work environment has been started to make conditions better for the employees.
- The Department must be output orientated. One of the next contracts with the Ministry of Justice will focus on implementing and developing more correctional programs.

The benefit for Governments is to have a system that is easier for them to manage and control and to adapt with the policy they have with crime, and not exclusively, as it is often presumed, to control economy.

From 1999 the Danish Department of Probation and Prison Service had to adopt the new methods and The Department was given 5 years to implement the new ideas that were negotiated with The Agency for Governmental Management. This first phase of changes will end with 2003 and a new contract will be prepared for 2004 and onward.

New times for the prison schools

The new management theory brought many structural changes to the institutions of The Department of Probation and Prison Service and also for the prison schools. First of all, the prison schools' role as a part of the leadership in the prison was given less importance. This was hard to swallow for many of the school leaders that saw their importance in the leadership disappear. The schools had to find a new role in the prison system and focus more on what they were good at.

A report on the general employment situation in the Danish prisons also addressed the situation of the prison schools. The report suggested more flexible education, more vocational training and short courses. The report also mentioned that a greater integration of databases with teaching materials would help specially closed prisons to overcome the disadvantage of not being able to use the Internet in their education practice. On the basis of this report, the prisons try to find the right combination and mixture of education offers for the inmates that apply to local tradition and what is possible with the limited resources.

Flexskolen – The Flexible School

On the basis of the report the prison schools made a joint initiative according to the recommendations in the report and opened the web site www.flexskolen.dk in January 2003. "Flexskolen" is an abbreviation of the words The Flexible School. The Internet site provides background information for a Danish audience on prison education and has a closed area with material for practical use for both teachers and the inmates that take part in education.

The leaders of the prison schools highly felt that their work and efforts in educating the inmates needed more attention and appreciation, not only from the Department of Probation and Prison Service of Denmark due the degradation of their importance in the prison leadership, but also from the general public that regards the prison service as a problematic work place with society's most troublesome inhabitants. Actually the schools have over the years produced a lot of good and effective work for very little funds, and some of all this work must be presented for the public to show that the prison schools contribute to a much brighter and more positive view on the matter. Therefore the public part of www.flexskolen.dk consists of articles of all the good sides of prison education.

Prison art

By now www.flexskolen.dk airs different articles, and many more are planned. The inspiration for articles is the Recommendation No. R (89) 12 of the Committee of Ministers to member states on Education in Prison. Of course the recommendation is translated into Danish and published on the web site with regards to the EPEA web site as well as reports and research that influence prison education are referred to from the site.

One article illustrates the use of art in prison with the Copenhagen Prisons as an example. The Western Prison (Vestre Faengsel) was erected in 1895 and considerably enlarged in 1918. The prison is a cross-shaped panoptic cell prison of four storeys and has a capacity of 433 inmates. The Western Prison contains a hospital with 36 beds, a women's unit with room for about 30 inmates and the entire administration of the Copenhagen Prisons. In April 2000 a special unit with room for 22 negatively strong inmates was opened.

The Western Prison also has a school. About 150 inmates take part in school activities daily – some on full time, others take individual courses, including physical education.

During the summer, outdoor sports are offered to the inmates, such as various forms of ball games. The individual wings also offer limited forms of leisure time activities, such as table tennis.

Educationalists working in a prison context are aware of the wealth of underdeveloped



talent and creativity to be found in those in prison. The special task of the adult educator is primarily to help the prisoner-students to recognise and then to develop these untapped resources within themselves.

The long time prison teacher and potter Lennart Frandsen has understood this in a very essential way and with the inmates of his pottery class decorated the Western Prison in a remarkable way. As Lennart says: “It is all the works of the inmates. Their own inspiration is behind all the art work done”

The benefits of his work can be identified: creative activity has greatly helped in the inmates’ emotional development, allowing a means of expressing and exploring feelings in an acceptable and non-threatening way. The works with arts are also a means by which individuals learn self-discipline and how to interact socially, learning to work together in a team. When the works of the pottery class of Western Prison is evaluated, it is very hard to argue against having an art class as an education offer in all modern prisons.

On www.flexskolen.dk/vf-kunst.htm more examples of the art work in The Western Prison can be studied. The article is written in Danish, but there are plenty pictures not only of the work of the pottery class, but also from the renovation of the Prison Church. It’s worth a visit.

The purpose of www.flexskolen.dk has also been to provide better opportunities for students and teachers to access education material and improve the quality of education. From the start the flexskole.dk have through membership to the Danish ICT education system, Sektornet and SkoleKom with access to a bank of databases like Britannica Online, a database with 200.000 press photos, 8 million articles from the most important Danish newspapers written over the last 10 years, online dictionaries, literature and author bases, online fact books and more.

All this information can be used by the teachers and students of the prison schools.

Lately www.flexskolen.dk joined The Centre for Flexible Adult Education (CFV) a joint venture between Denmark's counties on development of education material for the adult education centres around the country. Through the years CFV has developed a large base of material for use in the special field of adult education at all levels from adult vocational training for beginners to high school and college levels. The access to this database is a good boost for all prison schools in their effort to base their teaching on the newest and most relevant material at a very affordable price. In the fields of ICT education the CFV materials are the best available in the country, as it with the structure of CFV is possible to update it to the always changing new versions of software. All materials are available in PDF and Word formats. The Word format secures that the teacher can change the materials to his personal teaching

style. If requested the CFV will sell the materials at an affordable price.

It is not only the hope that the Flexskolen.dk will enforce the importance of prison education and show to decision makers and the public that it is worth spending money on prison education, but also attract progressive staff to work in prison education.

Links related to the article:

www.flexskolen.dk

www.kriminalforsorgen.dk

www.cfv.dk

www.sdb.dk

www.kriminalforsorgsforeningen.dk

<http://eng.uvm.dk/education/Adult%20Education/adult.htm?menuid=1530>

www.sektornet.dk

www.skolekom.dk

Per Thrane PD

Prison Teacher

State Prison of Soebysogaard, Denmark

Learning a language in prison

Learning a new language opens a window on to a different world, on to a different culture. It widens the horizon. It broadens the mind. It gives you a different perspective on things and makes you see your own world in a new light.

This is the wider image. In a narrower, practical sense, it allows you to communicate with people who do not speak your language, to get by in their country, to buy food, to order drinks, to read signs, newspapers, to ask for and understand directions etc. In Ireland, immediate practical concerns such as these when planning a holiday abroad are the main motivation which drives most adults to attend language classes.

In prison, the situation is quite different. Why do prisoners tick 'French' on their subject list at the start of the school year? The reasons are varied. I recall some of the reasons given to me over the many years I have been teaching French in Portlaoise Prison.

For some prisoners, whose release date is in the not too distant future, a holiday in France may be the goal. Others want to learn how to chat up French girls in Dublin, or even just to understand what they are saying on the bus. One of my students was planning to join the Foreign Legion. Another one aims to buy property in France. Another one is in deep correspondence with a French girlfriend. Someone was doing research into heraldry, and as much of the jargon was in

French, he needed get to grips with the basics of the language. Others just like to give the French class a try, or want to see what the teacher is like, or sometimes just want to see a new face.

Some, and this concerns the more long-term prisoners, are looking for a meaningful way to spend their time and pick a subject which is not purely theoretical, but which also develops a skill. Some studied French at school, and want to build on that foundation. Some lived in a French speaking environment, where they picked up good speaking and listening skills which they wish to maintain, while also developing their written knowledge. Some want to be able to read 'Le Monde', or 'Les Misérables' in the original version.

In addition to this wide range of reasons which motivates people in prison to attend the class, the students' educational backgrounds are also widely varied, ranging from students with literacy problems to those with university education.

The obvious conclusion is therefore that there is not one way in which French can be taught in prison. In each case, the reason why a person wants to learn French and his education level will determine how to approach the learning process. Flexibility is essential on the part of the tutor. There is no absolute recipe, just a few guidelines by which I try to fulfil my part of the contract.

Adult education is learner-driven. As a tutor, I need to find out why students attend the class, what their priorities are, how their learning experience has been in the past, how they wish to develop their learning. Taking the time to discuss these issues, to explore learning strategies and to develop a learning plan prepares the students by making them take on a part of the responsibility for the task ahead.

To establish a comfortable student-tutor relationship from the very start is

important. Language learners, especially adults, can feel very foolish and vulnerable trying to get their tongue round awkward sounds in a foreign language, so from the very start the tutor needs to create an atmosphere where people feel at ease. For example, a simple exercise is this: we start with familiar words in French, which everybody knows because they are commonly used in English, such as 'chauffeur', 'café', 'croissant', 'déjà vu' etc. We then compare French/English pronunciation, meaning etc. For absolute beginners, it is reassuring to start with something recognisable.

After assessing the student's needs, the tutor needs to decide what materials will be appropriate. At all levels, there is a wide variety of materials available, from photographs, magazines and maps to tapes and video's, from school books to Open University study packs. In many cases, no textbooks are required, the emphasis is on spoken French and a blank tape on which new words and phrases are recorded in class is the most helpful learning aid. In other cases, an advanced dictionary may be necessary, or for the autonomous learner, a 'teach yourself' method which allows him to progress independently.

Maintaining enthusiasm and motivation can be difficult, especially when students realise learning a new language is not so easy and they will not achieve fluency in a few months. Setting short-term, achievable goals and regularly looking back on the progress made so far definitely helps to boost morale. In prison, the total lack of opportunity to practise the language in any real life situation can also lead to loss of motivation. Tutors should create these opportunities by bringing in a variety of authentic materials, such as films, songs, newspapers etc. If at all possible, the tutor should encourage situations where French is used for real communication, for instance in a game or

role-play, or in a practical activity, such as cooking or art or craft. Having a study partner can also encourage communication practice. An exam or certificate can be very motivating as an aim to work towards, but should by no means be a necessity. In my experience, the majority of students in prison will never achieve the level required for even the most basic exam.

Finally, even if students give up after a couple of lessons, it is important to keep in mind that whatever has been learned is a step forward. Every learning experience is positive and in a negative environment such as prison this should be emphasized. Knowing a few words, a few phrases, counting up to ten in French can be a huge

achievement. And this is merely the newly acquired knowledge which can be measured. What cannot be measured, but is equally if not more valuable, is the broadening of the

mind, the opening of a window on to a different world, a different culture. And for someone in prison, being able to open a window is worth a lot.

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Different ways of teaching in Swedish prisons - suggestions about improvement

In Sweden, as well as in many other European countries, the increasing bad economic situation has forced the prisons to new ways of solving problems. A dominant way of solving problems in Sweden has, for a long time, been to decentralise the economic responsibility into smaller units. The result of such a decentralisation has been that each prison can role the education in their own way. Earlier there was a government decision witch implied in what way the education should be carried out. That isn't valid any more.

As a researcher with special interest of teaching and learning I got the commission to carry out a study focusing what actually happens in three different schools in three different Swedish prisons for men. The methods used were familiar to me because I had applied them before in other educational settings. I made a phenomenological life-world study and used so called qualitative methods; interviews and observations (van Manen, 1990). Each prison were visited two times; two or tree days each. The protocols

from the observations were sent to the staff in the different schools so that they, from their point of view, could tell me whether I was wrong or not. Also I interviewed some teachers and clients.

My work resulted in three case studies witch describe the life in three schools and especially I focused on the teacher's intentionality; towards what they were directing their awareness (Claesson & Dahlgren, 2002). The names of the prisons and the names of the teachers and clients are all made up so it should be hard to identify them. In this article I will just give you a very brief description of what it was like in each school, witch of course don't give justice to the complexity and the shades in each of the three contexts and, the end of this article, I will suggest some consequences of the study.

The first prison

The first thing you see when arriving to the first prison is a huge old building. Here most

of the men stay for many years because many of them have committed difficult crimes. The school is situated almost in the middle of the building, and it has a long corridor, many small classrooms, one room for the teachers and one for the men where they can have a smoke or drink coffee. All the teachers also have some teaching outside prison where they teach their subject to groups of grown-ups. Some of the teachers have been teaching in this prison for many years and they all teach different subjects and on different levels; lower or upper school level. They are all employed by a school outside prison, and from that school the prison buy each hour they teach in prison. This means that they formally belong to a school, not a prison. It also means that they continuously ought to get education about and contact with what is happening in school outside prison. The teachers are also familiar with the routines of the prison and they seem to be very satisfied and self assured when teaching. They take for granted that all men who come to school want to learn a subject and also that they want to get marks. Still, the teachers don't hurry on and when teaching they take into account that there are bad as well as rather good days for the clients inside prison. So the atmosphere is calm and the teachers' awareness is very much on the subject being taught. This is obvious both from the interviews with some of the teachers as well as the clients and from observations in the classrooms.

In this prison, in another building, you will find not only education in traditional school subjects but also in engineering works. However, the focus of the teachers who teach engineering is a little different. These teachers teach how to weld and how to work with different metals, but in interviews they do not emphasize the subject but rather the social part of teaching. They say their focus is on talking with the clients about life and how to live without committing crimes.

The clients in school very much appreciate the education, both the traditional and the

engineering works. But, they say, there can be difficulties with other clients who don't like school and education. For example it can be hard to join the jargon belonging to the clients inside prison when you are studying yourself. To study is to be able to express yourself which means that you are widening your language and also you see things in new ways. Also, some clients say, there are guards who haven't studied themselves and because of that they neither like the school nor the clients who use to go to school.

The second school

Let's enter the second school of this study. This is a smaller and a more modern prison. The school has its own building in the prison area. Here the clients mostly depend on drugs. They are not here for so long time and all of them should be motivated stop using drugs. That is the focus of the prison as a whole; a prison of motivation. The school also has a special interest for those clients who can't read and write or who haven't been to school very much when growing up. When the prison has this policy of motivation it includes the teachers who are employed by the prison. The teachers, who are educated as class-teachers for smaller children and with a focus of special needs among pupils, don't teach in any other school but here.

Mostly all the clients are doing different things during lessons. They have a choice of their own concerning subject and what to do with that subject. The teachers are more like supervisors than traditional teachers. Their awareness is directed towards social aspects. They care very much about each client's health and know the life story of each and one of them. That is homogenous with the policy of the prison; to motivate. This means that the school subject isn't in focus, it is in the background.

The lessons are not as calm and focused as in the first prison. Each lesson is lasting for rather long time and the prisoners take a

break of their own now and then. Because the teachers are employed by the prison they wear uniforms and have telephones which are ringing during lessons form time to time. The overall impression is that there is restlessness in the room. That can be related to the clients who depend on drugs, but also to the character of the lessons. In interviews, most of the clients say they are satisfied with the education. One of the clients however, is very critical to what is going on in the classroom; “it is like being in a playground”, he says.

Here is not only this education but also an advanced teaching of art where two artists are working. In an interview one of these artist teachers tells about her strategy of teaching. That strategy is to listen to and look at the client and wait for the client himself to ask her for advise, and when talking to the clients she shows that she is extremely open to different ways of starting up learning to paint. Her focus is on painting, but not on painting in a general meaning, but from the point of view of the learner; the client.

The third school

What about the third school? It is situated in a forest close to a small lake and it is as open as a prison can be; I can't even see any fence. Here most of the men stay the last time of their punishment. So, as one well can understand, some of them are motivated to start up something witch they can continue when coming out of prison. The school is situated in a building of its own and there is a huge sign proudly telling everybody that this is the school. As they did in the first prison the teachers teach different subjects on different levels and also the teachers are teaching both at a school for grown ups and in prison. The teachers are bought from that school each hour they teach. Here I find a great enthusiasm among the teachers; enthusiasm for the subject they teach as well as for the success of their pupils. The school includes both traditional subject teaching and engineering works. The

teachers in the two different settings are trying to find issues which can make them work together. When teaching how to weld sometimes one has to use mathematics and that is the moment when a traditional subject, like mathematics, has a special meaning to the client and the client might be interested in going into the maths class. The teachers have a focus on the subject, but the subject as it is understood by the clients. This is obvious in both observation and interviews. There is also an agreement among the men about this. One of the clients:

Actually, there are three things witch are characteristic for the teachers here. The first is that they are burning for being teachers. Many teachers burn for their subjects and that leads them to become teachers. But, in this case, those who are working here can also see the social dimension of being a teacher. The second thing is that they are practical. All the time they are prepared to change methods. “If this doesn't work lets try something else”. Very unusual! And the third thing is that it is okay to be bad. Many of us in this place have different experiences of being pupils. Perhaps you even connect being bad in a subject with being bad as a human. And that way of thinking may end in not going to school at all. But here it is okay not being on the top all the time. “Sit here and try as much as you can today”. There is always space (Mårten).

Some reflections

The main conclusion from this study is that there is a figure – background relation concerning the different focuses of the prisons.



At this picture you can see the profiles of two black human being looking at each

other. But you can also see a white vase. You can, as in the first prison, look at education as knowing a subject. That is the metaphor for focusing the vase. Or you can, as in the second prison, look at teaching as a social skill. That is like focusing on the faces of the picture. But, as the client, Márten, in the third prison expresses, teaching can be subject and social skill at the same time, as in the picture; there are two motives but only one picture.

It is obvious to me after studying teaching and learning in different prisons that teachers can hardly be persons who are socially bad equipped. All the teachers in my study have a very good interaction with their pupils. That seems to be the thing the teachers in prison have in common. But how come that there are such big differences between the education carried out in those three different settings? One reason is for sure the different sort of clients. Those men who depend on drugs are perhaps more restless, and this gives some of the character of the classroom of the second prison. But perhaps that isn't the one and only answer. The character of employment of the teachers might also be important. If you are employed by a prison which has a certain policy, as a professional you belong to the staff of the prison and you are probably doing your very best to follow that policy. That might, in the end, lead you to find it more important being a part of the policy than teaching a subject. The conclusion of this is, as far as I can see, that the best alternative is an employment that leads the teachers to continuously have a connection with teaching in other settings outside prison. Doing so also may lead teachers to have independence in their own special profession.

For the moment in Swedish prisons there are discussions about employing teachers by the prisons. This is, from the point of view of the prison, a cheaper alternative than paying for each single hour the teacher teaches. But from the clients point of view it doesn't seem to be the best solution. And if it is

absolutely necessary to employ teachers, let's discuss what kind of teachers there should be. Therefore first, let's have a look at what kind of different teachers exist in the Swedish system of education. There are teachers who are not so very much specialised at a subject, but specialised for taking care of classes of younger children. Those teachers know much about how pupils learn to read and write. Secondly there are teachers who are specialised on subjects, on different levels. In the choice between the two I would suggest that those teachers who are specialised on one or two subjects are best equipped for being teachers at prison. I think so because the clients they are supposed to teach are grown-ups. Today almost all young people in Sweden are studying till they are eighteen or nineteen years old. That means that teachers in prison should be able to meet those clients who have an education or; very often, half an education. Also, of cause, as is pointed out in many documents, there is an important task for those teachers who can teach clients how to read and write. And we all know that there are some clients who can't do that.

Suggestion from some people working with questions about employment in prisons has been to employ so called "special teachers" at prison. That indicates that there are "special pupils" in prison. Of course, many clients have different problems, but the question must be what kind of problems they have. In Sweden, some years ago there was an alarm about prisoners having more dyslexia than other people in the rest of the society. Some research studies were carried out showing that there was no more dyslexia among clients than in the rest of the population. I can't see that clients, educationally, have so many more problems than other grown-ups who start to educate themselves late in life. That means that the education needed is not in the first place education for pupils with special needs, but a teacher education with focus on both subject and didactical improvement.

The client in the third prison said: "The teachers are practical. They are always prepared to change methods. If this doesn't work let's try something else". I would suggest that this openness to new situations and knowledge of how to work with the subject in many different ways is the best equipment for teachers inside prison. But how do the teachers learn to do that? There is didactical literature focusing different ways of teaching in a general way. For example teachers have invented methods in the spirit of Dewey, Montessori, Freire, Frinet, Piaget, Wygotskij and so on. Those different ways of thinking of reality and of teaching are worth knowing about because it will help teachers to be able to vary their teaching. That variation can leaven their teaching or it might help a certain student in a certain moment of learning. Also, there are ways of teaching which are more suitable for special subjects. Traditionally the pedagogy of teacher education has focused on psychological and sociological knowledge. To know much about psychological and sociological matters is of course always a good thing. But there are certainly other groups of professionals inside the prison who have special knowledge in those areas. Primarily I think teachers ought to have a philosophical focus

which will lead to a good overview and deeper knowledge of different ways of teaching. Finally I would like to suggest the heads of the prisons to let groups of teachers meet some days every year and systematically study different directions of pedagogy, telling each other about how they teach themselves and discuss this in order to improve teaching in prison.

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Recent development and improvement of prison education in Sweden – some comments

The Swedish Prison and Probation Administration really appreciate the work done by the researchers from the Dep. of Education, University of Gothenburg, Silwa Claesson and Hans Dahlgren. Their survey was done at the same time as two internal investigators, Hans Sjöberg and Markku Roitto, analysed the system and framework for the prison education in Sweden. These two reports together with other experiences formed the base for a project aiming to revitalise the prison education in our

country. The project was set up during the year 2002 and will continue for a couple of years. The main focus is to develop a situation where we have a higher and more even quality of the education, "supervision" and educational guidance from the school system outside the prison world, higher access for the inmates to a wider range of subjects and easier ways to find continuity within the prison system as well as between the prison system and the school system on the outside.

Project leader is Birgitta Persson from the SPPA (Swedish Prison and Probation Administration) and other members of the project are Hans Sjöberg, Markku Roitto, Roland Staffans and Svenolov Svensson. The project is divided into five subprojects;

1. Pilot project in the south-west of Sweden with teachers employed by the prison system but under supervision from the Swedish Agency for Flexible Learning
2. Internet-based learning as a complement of the ordinary adult education, for the moment in six pilot prisons
3. Development of vocational training (this part is done in cooperation with the National Labour Market Board)
4. Development of both inmate and staff guidelines for higher education (University level)

5. Developing and implementing new general guiding principles for prison education in Sweden.

All in all, these efforts will hopefully create good educational possibilities for inmates to use time in prison for personal and professional growth as well as giving them a firmer base to take important steps from criminality and drugs.

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Norwegians' visit 'La Santé' Detention Center

There are many advantages to holding biennial symposiums. First and foremost it enables participants to compare their teaching practices during various workshops; breaks which are more informal but just as important allow people to get acquainted and exchange addresses.

Last spring, a delegation of Norwegian teachers on a fact finding trip led by Leif Lyngstad who teaches at the Skien Detention Center arrived at the Paris jail where they were welcomed by a few members of the EPEA. They were stunned by the obvious dilapidation of this jail located in the heart of Paris and just as surprised when they were told that incarcerated there were 900 inmates, the equivalent of Norway's total prison population!

During the visit, our foreign colleagues repeatedly asked questions when they saw many prisoners doing nothing in their cells.

It gave us the opportunity to compare two "philosophies". Indeed, prisoners incarcerated in Norwegian prisons cannot be "assisted" by people on the outside, and the only possibility they have of making some money to purchase various things is by working, vocational training or taking courses. All these activities are paid the equivalent of 8 euros a day. Those who happen to refuse are kept in single cells and are deprived of all activities. Our colleagues took as an example the closets in the Santé cells. In some cells, shelves are overstocked with food, in others there is very little: it justifies in their eyes the choice made by the Norwegian Corrections Department which wishes to eliminate a social hierarchy inside the prison walls.

Meeting with the Santé teachers allowed them also to exchange views on the use of computing in teaching and our foreign colleagues were particularly astonished by the quality and the technical nature of the

work produced by the students of the school prison. Since that meeting, the two groups of teachers have kept exchanging ideas but e mails do not replace the warmth and the richness of face to face encounters. So,

when will the French go to Norway on a fact finding trip?

Philippe Ménager
(translated by Mariette Todea)

Claudia's story

We won't give her name. It's not usually done. Claudia's her first name. In February 2001, she was incarcerated in Bourges, in the Bordiot Detention Centre. Thinking she would be there for a whole year, I suggested she register for the DAEU (college entrance exam).

The deadline has just passed. The Tours Registrar's Office agrees to register her. We will give her a series of tests, plus a midterm exam. Claudia has decided to study; she's 26 and the mother of a little boy. Being in prison for the first time doesn't thrill her but it doesn't discourage her either. She wants to keep busy. She has a sufficient study level and she failed her 'baccalaureate' exam in Mexico because she was missing only a few points. Why go so far to take an exam? It turned out to be a wonderful idea because she is bilingual, speaks Spanish as well as French with no mistakes. She even uses expressions like "dead easy" when she gets an exercise right. And she dares use a neologism, a portmanteau word "difficulteasy". Not found in the dictionary. I advise her to get rid of shortcuts that take longer and keep preparing for the exam.

Claudia is funny and very serious with her school work. Some colleagues teaching in the detention centre agree to give her the exercises I prepare for her in Spanish, history and geography. It enables her to meet the requirements of continuous assessment.

Unfortunately for me, her teacher, she is transferred one day in May. Justice can be kind. No Claudia any more. All this work for nothing? No! A few days later, I receive a call from Arras in Pas de Calais. Claudia wants to take the DAEU final exam. I call the University in Tours. No problem. She just has to be there on examination day. More phone calls are needed to finalize things and we quickly reach the following conclusion: "Don't sweat it. I'll look up hotel addresses on the web. If not, I'll find a youth hostel. I'll let you know. Ciao."

In June, during the final deliberations, I sent some written remarks on Claudia's work and her remarkable story. Something like an end of term report with the grades she got during her continuous assessment. Finally, in spite of the difficulties encountered while preparing for the exam, Claudia passed. She was overjoyed. Normally, she should get a short sentence.

This anecdote shows that if you have motivated students and if you don't abandon them, they can succeed. May Claudia's story be an example for all those who are despairing. In October 2001 anyway, we had two female students who wanted to prepare for the DAEU in Bourges.

Rolland Hénault
(translated by Mariette Todea)

EPEA AUTUMN 2003 NEWSLETTER - Norway

The next EPEA Newsletter will be published in autumn 2003 by Norway. We intend to maintain the high standard that our newsletter has reached thanks to the efforts of our colleagues spread throughout Europe. However, we cannot do it alone.

This is the Association's newsletter. And the Association is you.....and all the other members together. This is your newsletter!

We invite you to contribute to this issue by sending material for publication. This may include:

- Articles on topics related to prison education
- Articles related to prison issues in general
- Poems and short stories written by staff and prisoners
- Description of projects dealing with prison education
- Description of new initiatives in your prison
- Book reviews
- Information about research into prison education by undergraduate and postgraduate students
- Announcements and requests for partnership and collaboration with other penal institutions
- Your experience and impressions of the EPEA conference in Norway (June 2003)
- Appeals for assistance from colleagues (this newsletter is distributed all over Europe and beyond)

Your contributions may include pictures. You may include your contact details if you wish. We welcome contributions in English.

We are looking forward to working together on this publication.

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Deadline for contributions is October 1, 2003

The new EPEA Website is -

www.epea.org

- ✓ make a regular visit for up to date member information
- ✓ find out about current projects
- ✓ links to research on prison education
- ✓ use the forum to exchange ideas with other members
- ✓ add your ideas to develop the EPEA

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 2003). 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:

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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.**