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**EPEA Newsletter**

European  
Prison  
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Association



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Editor of EPEA NL 26: Jon Erik Rønning and Asbjørn Støverud, Norway

## FOREWORD BY CHAIRPERSON



Hello to all members of the EPEA,

This will be my first foreword to a Newsletter, since I took over as a chairperson from Paddy Rocks. As you will know, and some of you may not, I was elected the chair of EPEA, and was installed during our last conference in Norway. I will get back to that conference later.

Let me start off by thanking Paddy for his 10 years in the Steering Committee, of which 3 years as a chairperson. He is a very hard act to follow; his skills and his great personality will be remembered by all of us for a great length of time. Also, his musical contribution to the various conferences and meetings is something to remember this great guy: he will be missed! So, here's to you Paddy, and to everything you did and achieved to make the EPEA what it is now. I wish you all the best for the future, both private and "in business".

As you will understand, I can only try, as the new chair, to get as close at Paddy as possible. But the knowledge that I have a very strong steering committee, and outstanding members, makes me confident in leading this great association the right way.

Many of you have participated during the last conference in Langesund, Norway. And

a great conference it was. A fantastic venue, a very enthusiastic organizing committee and some 130 participants made this conference a big success. I would like, on behalf of everybody, to thank the organising committee; they have done such a great job.

The Steering Committee was elected, and we hated to see some of them go: Paddy, and our secretary Sean Wynne shall not return. Per Thrane, our webmaster, was elected, together with Péter Ruzsonyi, from Hungary, and Marinela Sota from Albania. Anne Costelloe was re-elected, so was Joe Giordmaina from Malta. Janine Duprey-Kennedy is still on the committee (she has a special link to the Council of Europe), Torfinn Langelid is happy to do the membership administration for another term, while Dominic Henry will stay our financial wizzard. Last but not least, Knut-Lage Bo from Norway is the new secretary, after being a deputy secretary for some time. Anthony Vella is our project coördinator for Grundtvig, and he does a swell job there. Per Thrane, our webmaster and newly elected SC-member, has constructed for us a website which is very professional at [www.epea.org](http://www.epea.org), and he also maintains the site his own way, which is excellent. He has many great plans to even improve the site during the time to come.

So here before you is issue number 26 of the EPEA Newsletter, and I am confident that it will be a good and informative one. It has been produced by our Norwegian colleagues, under the supervision of Mr Asbjørn Støverud and Mr Jon Erik Rønning. I wish to thank them for all the work involved in making this issue a success.

So here we go, EPEA people, let's try to make EPEA even stronger. I wish you all lots of success in your work, and privately all the goodies you deserve.

Niek Willems

## GRUNDTVIG 2 – "A brief look into the MABEL project"

by Gisle Grahl-Jacobsen, Norway

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 "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 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.

On a practical level we have finished one collaborative magazine with input from all partners on the themes 'Isolation' and 'Society'. The students wrote different texts. This magazine was first released in June 03 on the EPEA conference in Norway. In Ireland one inmate spoke of "being chuffed!" to see his work in print, another commented that "it is nice to see yourself in Europe!" One student commented about the overall magazine "There was lots of sadness but I could really relate to it." We saw many inmates that were proud of the product!

The students have also been encouraged to write introductory letters to commence a pen-pal exchange with inmates in the jails throughout Europe. . The exchange of letters gave the students a chance to learn about 'real life' experiences of people like themselves who are in prison. The "real people" factor gave this learning a further spur. It helped raise students' self-esteem and promoted

learning. One Norwegian student commented "If he (his Bulgarian pen pal) can learn a foreign language so can I!"

In the different prisons there have been all types of exhibitions. From England we can read: "Lancaster Castle and Lancaster Farms produced special exhibitions showing details of the partners' countries, location, culture, music and food. Local colleges and prisons were invited to attend these exhibitions showing details of the different partners countries, location, culture, music and food."

In all the prisons "Agreed Activity Days" were held the 29. of August, to allow as many as possible to learn about the new friends they had met, or written to. Norway tells:" The Activity day was 29 August where land hockey, table tennis, aerobics etc. took place."

Barbara from Poland, a 36 year old female inmate, wrote "By taking part in the programme I learnt the location of countries like Bulgaria, England, Norway and Ireland." Headmaster, Venko Voev in Bularia, wrote "It is impossible to teach a foreign language without teaching about a culture too." The multi-disciplinary approach was used to produce a special curriculum incorporating English Language, ethic behaviour, health education, social and life skills. The success of this project has led to the production of two groups engaging in production of the second magazine.

Hopefully we will get many more European meetings where we can share practice, work and friendship! In the Mabel project we are specially thankful to our hosts and the introduction to the nature and culture in Bulgaria and Ireland, and we're looking forward to the next meeting in Poland!



*Participants in the MABEL project outside Curragh in Ireland.*

## NGOs MEETING AT THE COUNCIL OF EUROPE

1st of October 2003

### Meeting of grouping: Human rights

We had first an information about the participatory status. It has been accepted by the parliamentary assembly and by the committee of local and regional authorities (CLRA). It has now to be examined by the committee of ministers in about a month's time.

This meeting was a workshop about national human rights institutions (NHRI) and NGOs

#### 1st session:

We had a short presentation of the national institutions for the protection and promotion of human rights (NHRI) as well as of the activities of NGOs operating in the field of human rights (HR-NGOs) in the following countries: Germany, France, Denmark, Northern Ireland. Beyond the differences, there were common points:

- Independence and pluralism
- Function of vigilance and proposal towards national programs

NGOs (and some are working in the national institution) can refer to the existing institution to ask it to work on certain subjects

#### 2nd and 3rd session

Survey of the relations between NHRI and HR-NGOs: Cooperation or coexistence? International aspect?

Different examples were given by NGOs in the audience. What came out was that the national commissions in this institution use the informations given by the NGOs. Then, they make a report to the government, which can use it for the country or for international relations through the ministry of foreign affairs or international institutions.

*At the end of the day, the chair Pierre Boulay (chair of the grouping "human rights") and Markus Jaeger (Deputy director of the office of the commissioner for human rights) stressed the necessity for NGOs to organize networks for a better involvement since the institutions need their informations about what happens in*

## NGOs MEETING AT THE COUNCIL OF EUROPE IN STRASBOURG

1st of October 2003

-Information of the state and of civil society

*everyday life in society.*

### Meeting of grouping: Education and culture

You can follow the work of this grouping where EPEA is represented by looking at the report of the previous meeting (2 April 2003) and the agenda of the present meeting on COE website (document NGO E 2003 CR2 and NGO E 2003 OJ3).

Among different matters, we were reminded of the importance of the work of the NGOs in the COE because most of the decisions of the European Union come from the work prepared in Strasbourg..

Some matters are treated for the moment and NGOs are asked to bring information to the person responsible of the project as they need to pool their experiences. EPEA can be concerned by 3 subjects

1) Formal, informal non formal education: Anne Marie Franchi

am.p.franchi@wanadoo.fr

2) Intercultural education and education for dialogue: Frederic Duret

frederic .duret@coperation.net

3) General declaration on education: Edouard jagodnik

fede@fede.org

All members of EPEA are invited to participate to this work by sending all useful information, article experience...to the person in charge of the project .Prison education has to be known to progress.

## Learning Management Systems: new opportunities for learning and development?



By Andreas Lund, Norway

*Law enforcers are used to robbers and guns. There are now new criminals out there that don't have guns. They have computers and many have other weapons of mass destruction.*

*Janet Reno, State Attorney*

We all employ a particular perspective when we approach the use of ICTs in learning and teaching. The above quote may appear unintentionally funny the way it equals ICTs and weapons of mass destruction. However, it represents a not too uncommon view of ICTs: such technologies represent a security risk and they can be used for criminal purposes. Nevertheless, learners, teachers and policy makers in the educational sector have seen the many opportunities for professional development, self-expression, creativity and socialization that can be triggered by such technologies. In particular, Learning Management Systems (LMS) have produced great expectations for educational opportunities. The following text is a description of how such a digital extension of the classroom is currently employed within correctional education in Norway, and in particular with 10 post-release classes.

### What is a Learning Management System?

Learning Management Systems are a digital extension of the physical, co-located learning environment, and where participants become part of a network. Only registered users are given access. In Norway, we have 10 post-release classes (some offenders can also be sentenced to participate in these) and these are currently using the LMS. However, the plan is to extend this project to include education inside prisons. Consequently, lessons learned from the post-release classes are important when planning integration in prison education.

Three aspects of Learning Management Systems are particularly interesting:

- They offer a series of tools that makes it easy to design, exchange, and collaborate on *subject content*. This represents a valuable potential for learners as well as teachers in terms of access to resources and opportunities for collaboration across time and space.
- They offer a series of powerful *administrative tools* that makes it easy to monitor and guide learners and groups of learners; their assignments, submitted work, commitment, and evaluation of their work. Although this might seem like increased surveillance, the system is intended to increase learners' own responsibility for their learning by making their efforts visible to themselves as they progress.
- They offer several opportunities for communication between participants,

e.g. in the form of internal bulletin boards, discussion lists for a particular topic or group, and for teachers and learners to (virtually) participate in activities that are organized at a different school (or prison). Such opportunities can be individually tailored according to the privileges you have in the system (administrator, teacher, learner, guest).

Of course, this but a brief outline of existing possibilities in LMSs. Currently, there is some interesting work on how to develop more flexibility and standards (SCORM) for transferring content from one type of LMS to another.

As for the actual LMS product, correctional education in Norway has opted for *It's Learning* supplied by the Norwegian company it:solutions. Reasons are found in the fact that several counties, schools, businesses, and public service are using the same system (cf <http://www.itslearning.no>). In addition, the company can develop their design to accommodate the concern for the increased security that education inside prisons requires. Along with the development of a "firewall" at Bredtvedt prison these efforts should produce solutions where security is good that all prisons can benefit by Learning Management Systems and the Internet.

## Perspectives

Choosing technologies is never a purely technical issue. When a Learning management System is currently introduced into correctional education it is due to educational as well as social concerns.

At the time of writing many middle schools and nearly all senior high schools use such platforms, and they are an integrated part of all higher education. This means that subject content as well as the way we learn and teach are intimately linked with the use of such tools. LMSs seem to be a staple ingredient of education at all levels. To master such a learning environment becomes a prerequisite for fully participating in educational practices in the 21<sup>st</sup> century. Besides, we see how exams increasingly adjust to the use of digital tools

(ICTs are mandatory at local and national exams in the 10<sup>th</sup> grade as from spring 2004).

In business life and service sectors, too, the use of LMSs is on the rise. The implication is that for correctional education it is especially relevant to offer such tools in order to prevent recidivism. It is extremely important to fight a possibly emerging gap between education in the correctional system and in "ordinary" school. Another aspect is the way mastery of such learning environments prepare for work and represent new types of socialization. The combination of the many possibilities for individual and collaborative work along with the structuring elements in an LMS make such tools well suited to guide, support, and supervise learners. At the same time, they are conducive to making learners responsible for and aware of their own work.

Since LMSs bring together so many different – but complementary – activities, they are especially well suited for versatile working practices, individually as well as collaboratively. For instance, from inside an LMS we can get access to a series of courses and educational programs that are being offered for the Norwegian educational system.

The bottom line is that what we see is the emergence of a shift in our concept of it means to be competent or *literate* in the 21<sup>st</sup> century. The ability to take part in joint efforts, to adopt cross-disciplinary approaches, and to master various new communication channels become increasingly important. With LMSs the use of ICTs in schools and society at large has made a qualitative leap in this direction. Mastering networked environments is just as important as mastering word processing and email. The efforts to find flexible but secure solutions for LMSs in correctional education are currently highly prioritized work regarding the integration of ICTs. Therefore, the conference for post-release correctional education (Stjørdal 22-23 September) represents an important step on the way to integrating such learning environments. Instead of regarding ICTs as potential weapons of mass destruction, we want to place emphasis on technologies as flexible, constructive, and cultural tools.

## Some impressions from the 8<sup>th</sup> Annual Conference of FOKO, the Norwegian branch of EPEA

By Knut Lage Bø, Norway

Some 20 miles south of Oslo, Norway's capital, some 125 members of FOKO and a handful of invited speakers were gathered from 30<sup>th</sup> October to 1<sup>st</sup> November 2003 to learn, to share experiences and ideas and to socialise. The beautiful Sørmarka Conference centre, idyllically hidden in the woods just a few minutes' walk off the Oslo-Stockholm highway opened its doors to us, just the way it did last year on the same occasion – FOKO's Annual Conference.

The Chairperson of FOKO, Ms Ingunn Eitrheim, welcomed all the participants and Mr. Trond Helleland, an active and involved member of the Justice Committee of the Norwegian Parliament, performed the official opening of the conference. Following Mr. Helleland, the National Coordinator of Prison Education in Norway, Mr. Torfinn Langelid, updated us on the situation in his area of responsibility. The first invited speaker, the



Right Reverend Gunnar Stålseth, Bishop of the Oslo Diocese, then entered the rostrum to share his thoughts on the topic "What is Man – before God

and beyond his confinement in prison?" As an experienced, respected and outspoken member of the Norwegian clergy and as a prominent humanist on the international scene, Bishop Stålseth shared his thoughts with us stressing the universal ideals of acceptance, tolerance and compassion. A most thought-provoking and inspiring lecture.

The rest of day one was spent on planned and improvised get-together activities where new and old faces met and smiled.

Day two: Getting out of bed regretting the late hours from the night before, a shower, a cup of coffee and then the rest of the day was spent in workshops of one's own choice learning more about and discussing topics like:

- Education, language and prison – an introduction to the teaching of minority language students in prison
- Presentation of a research paper on the instruction of female prisoners
- An evaluation of educational programmes in prisons (a research document)
- Workshops in prison
- The Grundtvig II Programmes
- Inmates as a teaching resource
- Music activities inside prisons and after release

Two more important items on the program of day two: First the Annual General Assembly of FOKO with reports on economy, activities, perspectives for the future and with elections of officers. Mrs Ingunn Eitrheim, FOKO's national chairwoman for 8 years, left her office and Mr Jon Erik Rønning took over as our next chairman. Thanks a lot to Ingunn and good luck to Jon Erik! Then finally – the grand annual FOKO dinner for the participants and guests of the conference. Food, entertainment, a few short speeches suited to the occasion and then dancing, singing and socialising till the hour of everyone's individual choice.

Day three: Theologian, researcher, writer, and lecturer Dr. Paul Leer Salvesen reflecting on the theme "Punishment, guilt and atonement in an educational perspective". Dr. Leer Salvesen has spent several years doing research on inmates who have been convicted of murder, interviewing them in depth, and we all appreciated the opportunity to listen to him sharing his findings and thoughts with us before the moment of departure was there.

FOKO's 8<sup>th</sup> Annual Conference – a lot more than a couple of days going somewhere else: Moments of reflections, enlightenment and new discoveries and loads of inspiration before going back to meet our colleagues and students again. Practitioners, administrators, librarians, dedicated men and women: Goodbye, farewell and we'll meet again next year at FOKO's 9<sup>th</sup> Annual Conference!



*By Bjørn O. Andersen, Headmaster at Ullersmo prison Norway*

Ullersmo prison is a high security prison located approximately 40km (26miles) north of Oslo. The prison houses 180 inmates, many of which are long term, but in the resent years these have been mixed with short term inmates. The school department consists of 9 full time teachers including myself as the headmaster. I have been working at the school department since 1994, and constantly been pressured by reduced funding.

I have from the very beginning made use of inmates with sufficient academic skills as tutors, to be able to increase the standard of the prison education. The long term inmates have various background. Some are highly educated and with extensive skills, and several can do a good job as educationalists. It all began in February 1995, when one of the inmates came to me with his complaints. He had word-processing expertise, and a lot of the other inmates asked for his advise, to an extent where this came in conflict with his studies. He asked if he could organize a course in which he could teach the others word-processing. In this way, he would be able to spend more time with his own

studies. We started this and it became a immediate success.

During the public holydays, with absent teachers, there was no educational offer for the inmates. Based on the success of the word-processing course, I got the warden's permission to initiate a similar course in these periods.

This advanced into courses in computer knowledge, language (Norwegian, English and Spanish) and mathematics. This was also an unconditional success and has continued since then.

Based on these experiences, the full time teachers made use of inmate tutors the whole semester. Now we use the inmates as educationalists the whole year through.

We can offer subjects the fulltime teachers do not cover, like German, French, corporate economics, advertising and physics. We also organize extended courses in computer knowledge and Spanish. In addition to this we have the opportunity to offer extra help to students with learning difficulties. Several of our students have not been attending any form of education for many years, and need counselling in the initial phase. We also make use of the inmate tutors to help late starters catch up with the syllabus. Some of the inmate tooters are also capable to fill-in when the full time teachers are absent.

It is my experience that this means a lot for the whole school environment. We can offer each inmate a better form of education, in addition to the constructive outcome this responsibility and trust gives the inmate tutors. The inmates develop a better self-image, and make everyday life in prison somewhat more significant. Needless to say, not all inmates are suited to be tutors, one has to choose with caution, as well as giving them guidance. If one accomplishes this, the results are, in my experience, good.

I absolutely recommend trying this.

## “All of me!” The 9<sup>th</sup> EPEA International Conference, Langesund, June 14<sup>th</sup> - 18<sup>th</sup> 2003

By Isabel Hernadez, Liv Rogstad, Asbjørn Støverud and Jon Erik Rønning, Norway

County Governor of Hordaland, Department of Education, Norway, was organising the conference in cooperation with Prisons and Probation Service in Denmark, Criminal Sanctions Agency, Prison Service in Finland, Swedish Prison and Probation Administration in Sweden and the Steering Committee of the European Prison Education Association.

The title of the conference was “All of Me! Prison Education in a Holistic Perspective”.

The conference had focus on the following themes:

- Does Prison Education Benefit the Needs of the Inmates?
- ICT – a Gateway to the outside World. Possibilities and Pitfalls.
- Vocational Training in Prison – from Swords to Ploughshares. Habilitation as a Mental Process.
- The Creative Human Being – Art Education in Prison. Creativity and Re-Creation.



*The Organising Committee: (from left) Torfinn Langelid, (Norway) chair Liv Rogstad, (Norway) secretary, Svenolov Svensson, (Sweden), Vuokko Karsikas, (Finland) and Kaj Raundrup, (Denmark)*

### ”All of Me. Prison Education in a Holistic Perspective.”

Professor Ole Thyssen from the Danish Business School presented an interesting and thorough speech titled *Punishment and Care*. He started his talk bringing up reminiscences of his childhood. He told that his grandmother made an impression on him when she volunteered to visit prisoners. According to her, inmates were not only the persons whose punishment was well deserved, but also humans “capable of social and spiritual improvement”.

This image became of primary importance in Professor Thyssen’s life and influenced his own views. Even if he has never been in a prison (you’ll be granted the honour to do so here in Norway, Professor!), the picture he has of prisons in general, backed up by the American filming industry is very much focused on punishment.

Professor Thyssen makes mention of two theorists, who wrote on the issue of punishment, its causes and effects, Foucault and Bentham. According to the latter, punishment is considered an irrational procedure, which should be replaced with re-education.

Prisons, in the Professor’s words had a double job: “to protect society from the criminal and to readapt the criminal to society”.

The central issue of the Danish Professor is to present a picture of the prison system. On the one hand, from the perspective of punishment (i.e. bars, doors with handles, guards, etc), and on the other, from the perspective of resocialisation (where education and care-taking are to change the mental setting of the inmate). These opposing views function as a tennis ball among the Conservatives and the Liberals, whose sides diverge from the public opinions of brutality and insensibility to compliance and rewarding.

Professor Thyssen’s speech focuses on the perspective of resocialisation, that is, the Prison system as an educational institution. In this respect he mentions four interesting dimensions:

The very existence of prisons (where the idea that a prison is a visible place for society: walls, wires and bars).

Specific educational institutions (libraries, workshops, teaching areas and also social workers, chaplains, psychologists, etc).

The structure of a prison as a whole (where social activities come in -sport matches, eating rituals, etc).

Political competence (where informal competences, such as how to handle informal information, hierarchies between weak and strong etc. are brought in).

Professor Thyssen ended his talk by concluding that both perspectives, punishment and resocialization, rather than excluding each other, they co-exist together.



*Tone Pettersen and Ole Thyssen*

### **”Does Prison Education Benefit the Needs of the Inmates?”**

Tone Pettersen from the Univ. of Trondheim, presented a great deal of data collected from inmates, teachers and other personnel in her research work. Her results are based on a survey where 64 students and 117 inmates from three different prisons participated. This project is part of a more thorough evaluation of Prison education in Norway.

In order to benefit from Education, Tone Pettersen mentions the following points to be of main importance in order to meet the needs of the inmates:

That the schools improve the knowledge of the inmates’ desires by doing syllabuses that meet their needs.

Short-term courses for inmates with short sentences, as well as long education for those who have long sentences.

A great deal of flexibility on the part of the teachers.

Course organization.

More inmates able to participate.

More Vocational levels available.

Continued education after their release.

She concluded saying that by comparing what works from what doesn’t, we can make a well functioning organization to function even better.

We realized that the rich and informative facts presented by researcher Pettersen aroused the curiosity of the audience and many contributed with a lot of interesting questions and constructive comments.

Prison Education is still a challenge and the teaching methods can still be improved by a higher degree of flexibility.

### **ICT- a gateway to the outside world, possibilities and pitfalls**

Leikny Øgrim, Associate Professor at Oslo University College, presented us with a controversial topic that has caused criticism and comments from the Penal and



governmental Institutions.

Associate Professor Leikny Øgrim belongs to the Department of Education and she stressed many important points concerning the importance of computer use in prisons.

Ms Øgrim believes in ICT as a pedagogical tool. This, she affirms, because in every job computers are used and thus widens the possibilities of the inmates to integrate to the work market when released.

Life long learning and learning for using and vice versa have become key terminology in actual pedagogy. This is all based in the Constructivist thinking that allows students to construct their own learning to their own rhythm. Something that is extremely relevant seen in the arena of prison Education.

According to Ms. Øgrim, inmates should have access to the internet. She is however aware of the difficulties that it poses due to security reasons. However, there are ways of controlling the net. The inmates should learn to handle the information found and sort it out. She does agree that some inmates should be denied access to the web world, for instances, those that have earlier misused the media for communicating cryptic messages. Chat programmes, on the other hand, should be treated as telephone conversations and must be therefore supervised.

Associate Professor Øgrim ended her talk stressing that from her point of view, there isn’t any choice. It is not a matter of asking whether the inmates should or should not use computers. They simply have to be able to do so. Computers are essential to society, she adds.

Their use is a necessary part to the gateway to the outside world, she wisely concluded.

### “Vocational training in prison –from swords to ploughshares. Habilitation as a mental process”



Sonja Kurtén-Vartio from Vasa Prison in Finland talked this afternoon about the importance of Vocational training in prisons. She thoroughly explained that to offer vocational training is to give prisoners a choice about the

future. In Finland, one out of ten is able to get vocational training and she believes the situation is very similar in other European countries.

Mrs. Kurtén-Vartio believes that providing Vocational training is a basic human right. And this also applies to prisoners. Nevertheless, it is common to hear comments such as “prisoners are not interested in vocational training”, “criminals shouldn’t be provided with education”, etc. What these people show, she adds, is their lack of understanding because the basic human rights of the prisoners are not dependant on the good or bad qualifications he or she posses.

There are three approaches of looking at mankind. Firstly, the deterministic perspective summarizes the phrase “once a criminal, always a criminal”. Secondly, the technocratic perspective looks at the prisoner as an object about to be formed or manipulated. Mrs. Kurtén-Vartio stresses that this apparently human point of view, is not. And thirdly, the deterministic perspective means that a human being acts like a subject with free will. It is the latter that should be used when working with inmates.

It is of primary importance to offer vocational training to inmates in a realistic way. A weakness that she finds in the system is that the prisoners are trained mostly in professions existing in the prison’s workshops and not in the realities of the labour market outside. There is a dichotomy between the labour market outside the walls and the Vocational training offered inside.

The system is more concerned with the inmates’ past than their future. “The future and destiny of the person does not depend on the skills of authorities, but more of the acts of the person himself”.

Sonja Kurtén-Vartio mentioned two interesting examples of prisons with vocational centres that

have succeeded in the training of inmates. One of them is Leira open prison in Trondheim, Norway, and TAMU in Denmark, where inmates get vocational training by taking part in “real work” and training centres. All this backed up by Jens Bay’s consequence pedagogic.

Mrs. Kurtén-Vartio’s reflections on the inmates’ responsibility, trust and choice reminded us of a popular phrase “we cannot choose when or how we are going to die, but we *can* choose when and how we want to live”.

### The Creative Human Being. Art Education in Prison Creativity and Re-Creation



Professor Jon-Roar Bjørkvold gave his keynote speech without any kind of manuscript and it can therefore not be printed. Further it is very difficult, not to say absolutely

impossible, to recapitulate his lecture which was a splendid multimedia performance rather than a speech. Through songs, lectures, short glimpses from CDs, tapes and live music - bound together by stories from his own experiences and interaction with the audience, he gave an understanding of the effect of music on man and his development, and showed that personal growth and development is possible for every one, given meaningful challenges, support and possibilities.

A well-known book by professor Bjørkvold is called “Det musiske menneske”. The American edition “The Muse Within” (HarperCollins, New York) is sold-out for the time being, but can be ordered directly from Jon- Roar Bjørkvold, he has the remaining editions. His e-mail address is [jbr@freidig.no](mailto:jbr@freidig.no) This book has been translated into Swedish, Danish, Dutch and Russian.

#### Conference report:

Conference report can be ordered from:

**County Governor of Hordaland**

**Department of Education**

**Post box 7310**

**5020 Bergen**

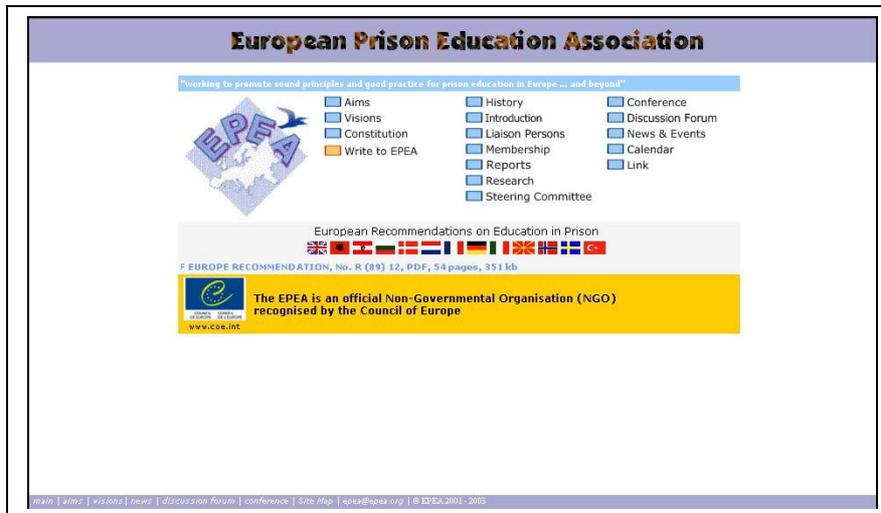
**Norway**

Price: 15 euro

ISBN 82-996793-0-3

EPEA homepage: [www.epea.org](http://www.epea.org)

By webmaster Per Thrane



The website of the EPEA has been online for a year and as time has passed the site has developed into a meeting place, not only for the EPEA members and associates but also into a place for an international audience.

### Presentation

Central on the page are the recommendations of the Council of Europe. We have the 17 recommendations in English and 11 other European languages. The full memorandum to the 17 recommendations is available on the site in English, and a French and Norwegian translation is expected to be online within the next couple of months. The Recommendations, especially the full memorandum, have proven to be of great importance in the aim to set up national branches. At the moment the 17 recommendations are available in English, French, German, Italian, Albanian, Bulgarian, Danish, Dutch, Estonian, Norwegian, Swedish and Turkish. If you miss the language of your own country and have the ability to translate the 17 central recommendations you are very welcome to contact the EPEA and you will get the satisfaction of having it online at the website for everyone's enjoyment.

To give possible members a chance to get an impression of the EPEA the web site offers its visitors pages with an introduction to the EPEA, aims, visions, constitution and the history of the organisation. This should give a fair impression of the organisation. To recruit new members the list of Liaison Persons gives a coming member a chance to find a contact in

her own country and getting networked with other members of the EPEA within the country. The membership form can be printed directly from the Internet or downloaded in the handier PDF format, which allows a distribution via the Internet. Notice that the form has an expiration date printed. Before distributions of a membership from please

assure you that it is valid and identical with the one on the website.

At the news section of the site you can be updated with news from EPEA. It is the place to follow the election of officers, hearing what is going on in the regions and see when newsletters are published. Newsletters can not be downloaded from the website as they are reserved for the members. A sample Newsletter (Spring 2001) can be downloaded as a pdf from the website.

### Discussions

A Discussion Forum is an interactive meeting place that allows you to offer ideas, suggestions or observations concerning education in prisons and correctional facilities, to stimulate constructive debate and dialogue. Actually it is not complicated to take part in a discussion forum. Beneath all messages you will find a message box. Taking part in discussions is as easy as just entering your comment and press the button "Post Reply". A more detailed help to use function like editing and deleting your own messages can be found on the website.

Newest feature on the forum is a section where you can find information from your region and address the regional members of the Steering Committee if you have questions or want subjects brought up on the agenda.

Use the forum and be as provocative as you like, within the bounds of decency, of course.

### Statistics

The growing number of visits to the web site tells that we have raising attention

Among the visitors most popular pages on the EPEA website are the recommendations, research, membership and conference information.

All countries from Europe visit the web site and among the most frequent visiting countries count UK, Norway, France, Germany, Spain, Ireland, Denmark, Belgium, the Netherlands, Estonia, Turkey, Finland, Sweden, Slovenia and Greece. Countries with few access points to the Internet do not visit us as often as countries where the Internet is widely used. Most visits come from private homes, but also a large number of universities from all over the world, governmental and research institutions study the web site.

### The future of the website

In development is a boost of the research page. At the moment we have descriptions of Grundtvig and Cordis projects dealing with prison education and a prison education book list with books in English, German and Danish. A list of books in French is waiting to be tipped in and projects from other programs are expected to appear soon. A little group of Steering Committee members are trying to find research work that can be published on the site. Of course you are very welcome to contribute with your own research or just a short summery of your work if you prefer. We hope this will help and encourage making good quality research on prison education, and spread the findings. The conference section will expand with selected speeches and workshops from the conferences.

The website is worthwhile to explore, and if you want a view on all pages on the site, please notice the blue banner at the bottom and click "Site Map".

Welcome to [www.epea.org](http://www.epea.org)

## PRISON EDUCATION IN TURKEY

By Yusuf Ögmen

### Dear President and Distinguished Delegates.

I am Yusuf Ögmen, Deputy Director General of General Directorate of Prisons and Detention Houses in Ministry of Justice of Turkey.

Welcome to the 9th EPEA International Conference on Prison Education.

I would like to give some brief information about Turkish Prisons and Detention Houses, and the Education System.

The population of Turkey is 68 million, according to the 2000 census. It has eighty provinces, and there are 507 prisons and detention houses. Of those, 37 are open prisons, 3 are reformatories, 2 are children and women prisons. The rest are closed prisons. There are 63.959 prisoners. Of those, 7.403 are terror and 1.125 are mafia convicts and detainees. The capacity of prisons is seventy three thousand.

### Prison Staff

The number of prison staff is 24.964. There are some specialists and experts among these, for example: 1.046 prison governors, 20.587 guardians and chief guardians, 183 doctors and 71 dentists, 67 social workers, 119 specialists of hygiene and 57 psychologists, 126 accountants and 683 clerks.

### THE PRISON EDUCATION SYSTEM

There are three divisions of General Directorate of Prisons and Detention houses, which are responsible for education.

These are:

- a) "The Division of Training unit"
- b) "The Division of Juvenile Probation, Training and Rehabilitation Affairs"
- c) "The Post-Release Protection Division"

## **I. THE ACTIVITIES BY TRAINING UNITS OF THE GENERAL DIRECTORATE OF PRISONS AND DETENTION HOUSES**

In the advanced societies of today, the rehabilitation of the individuals who commit crime, and re-integrating them into the society have gained great importance. As having committed a crime creates a great obstacle for reintegration into the community, enabling the individuals to reintegrate into society and making them productive, creative and useful individuals for their families are the basic aims of our treatment programs.

Upon the approval dated 22.04.1981, a “Training Unit” of the experts has been established within the structure of our General Directorate with a view to performing execution plans on “the training and education of the sentenced and the prisoners in the Penal Execution Institutions, the improvement of their spiritual status, and their betterment”, to prepare curricula, to direct, administer, audit, and finalize the training and education activities, to cooperate with relevant institutions and organizations, and to execute the necessary regulations, protocols and all other activities within this scope.

The activities of this Unit can be summarized as follows:

### **A-1 – Writing and Reading Courses**

Illiterate prisoners have the right and opportunity to attend writing and reading courses, which are provided by the educational staff within the institutions.

### **A-2 – Completing the Elementary Education Courses**

The prisoners who wish to attend elementary education courses can take a certificate of basic education after having completed the courses.

### **B – Open Education Secondary School**

The prisoners who pass open education secondary school examinations, can take a secondary school diploma.

### **C – Open Education High school**

Every sentenced person has a right to apply and attend open education high school.

### **D – Activities in the field of Higher Education**

Some of the prisoners are already graduated from high school when they are incarcerated. For those who wish to continue their education, the necessary

administrative arrangements are made. If it's necessary, the right of education is safeguarded till they are released.

### **E – Reading Room and Library Activities**

The aim is to make the prisoners get a habit of reading books, as so to insure that they make good use of their spare time and to contribute into the rehabilitation process by these means.

In each on the institutions located in provinces, there is a library. There are bookshelves in other small prisons.

### **F – Social and Cultural Activities**

The aim is to improve the creative skills of prisoners by means of the facilities in the institutions and to assist the rehabilitation process with the goal of reintegrating the prisoners into the community by means of the activities.

In our prisons the social and cultural activities such as the courses for theater, music, folklore, handcrafts, and foreign language, conferences, concerts, discussions, information contests, literary activities, etc., are held with a view to socialize the sentenced and prisoners and to train them as they are enjoying themselves. Moreover, several stars give concerts in prison.

### **G – Courses for Vocation Education**

The aim is to maintain and improve the current level of vocational and artistic skills of the prisoners, and to provide unqualified ones with vocational qualifications. We also pay a daily salary to the prisoners and give support to their economic status by these means.

In our institutions, several courses are held for vocational education in order to help the convicts and detainees to earn their living after they are released. This education is applied so that the prisoners could contribute positively to the economy of the country. Hopefully he could find a job after release, and earn a living without needing any help from anyone else, to establish his own business and be eligible for loans and a job acquisition for the banks, cooperatives and agencies.

### **H – Sports Activities**

The aim is to encourage the prisoners to take part in sport activities in various fields, so as to contribute to their well being psychologically, mentally and physically.

For mental and psychical development of the prisoners, several sport activities such as volleyball, football, basketball, table tennis, and weight training are regularly offered.

**I – Religious and Moral Information**

The aim is to boost self-confidence of the prisoners by means of strengthening their religious and ethical sense, and to help them feel spiritually strong with regard to their re-integration into community.

This course is held for two hours per week. This is given by religious officials with higher education.

**J – Activities for Training Through Video and Closed Circuit Television Systems.**

This system is mainly used in some institutions in which it is considered beneficial and suitable.

**K – Psycho-social Services**

The aim is to help the prisoners strengthen their personalities and re-integrate them successfully into the community after release, by means of providing education that is appropriate to their individual characteristics, life conditions and motivations behind the committed crime.

These include the psycho-social techniques performed by the psychologist and social workers in charge of the institutions with a view to rehabilitate the prisoners and re-integrate them into society by determining their personality characteristics, and psychological, emotional and social problems and by applying the proper professional techniques.

**L – In-service Training Activities**

These are held by way of seminars, courses, meetings, and publications or in practice, this in order to train and improve the personnel of the institutions.

In order to illustrate the points mentioned above, I would like to present some charts, tables and figures.

**II. THE PRISON PERSONNEL TRAINING CENTERS**

*The new prison personnel training center was established in Ankara on October 2000. This is the only educational institution in the Prison Education Administration in Turkey. Training prison personnel is a matter of great importance.*

The basic task of “The Prison Training Center” is to produce and develop professional skills and know-how within the prison administration.

“The Prison Training Center” works in cooperation with “The Training Unit” of the General Directorate of Prisons and Detention Houses of Ministry.

200 persons may attend the lesson at the same time. As two-month period, totally 1200 persons take part

in correctional treatment program or in the fields connected to it in a year.

This year we established the second prison-training center in Istanbul. Also in this center, 200 persons may attend the lessons at the same time.

We would like to establish new prison training centers like these in other regions of Turkey, according to geographical position of provinces. They will give regional training service For example: these training centers can accommodate personnel from nearly 15 provinces.

When regional training centers begin training, the Ankara Centers can supply them with teachers, master professors, educational materials and also provide other facilities.

These centers are also going to cooperate with the international institutions.

**III. THE ACTIVITIES CARRIED OUT BY THE DIVISION OF JUVENILE PROBATION, TRAINING AND REHABILITATION AFFAIRS**

In Turkey, the Division of Juvenile Probation, Training and Rehabilitation Affairs, which is under the General Directorate of Prisons and Detention Houses, was established in 1993.

This division is responsible for the implementation of the programs regarding the treatment and post-release activities for the arrested and convicted boys and girls of just under the age of nineteen.

**A – *The Treatment Activities Applied To The Children Under Detention***

Juvenile Institutions were established to shelter children between the ages of twelve to eighteen who are under arrest, in 1997 and 1998 in Istanbul and Ankara respectively. Children arrested in other provinces are kept in certain allocation of the prisons for adults. Such institutions are the ones for which the external security is provided by the Gendarmery and where the training activities are conducted within the institutions.

These institutions have been continuously warned that the arrested children should be housed separately in special parts and have no contact with the adults. As soon as they are sentenced, they should be immediately transferred to the reformatories without delay.

**1 – Elementary literacy and elementary school certificate courses:**

Through literacy courses, illiterate persons can acquire reading and writing skills and obtain a certificate.

First and Second Phase Education Programs are applied as prepared by the Ministry of National Education. The teachers of the institutions give the courses. Both phases are free of charge. Following the completion of the courses, the committees of the mentioned Ministry are sent to institutions to conduct examinations. This is the first eight years of Primary Education.

#### 2 – Support courses for open high school:

These courses are conducted in cooperation with the Ministry of National Education. They last for three years and are free of charge for the children who are located in the institutions. Such right to free education also continues after release as long as they keep passing classes. The examinations are carried out by the Ministry of National education in the institutions.

Among the students registered to such schools, those whose age and other standards are appropriate, can continue their education by registering themselves with formal education institutions either after release or after their dispatch to the reformatories provided that they are successful in whole lessons of the classes of which they have taken examinations.

#### 3 – University entry examinations:

Among the children who had already graduated from high school when they entered the institutions and for those who wish to continue with their education, the necessary administrative arrangements are made. The examinations take place in the institutions. As a result of the examinations, the ones who become eligible to enter into educational institutions with compulsory attendance are enrolled and their right of education is safeguarded till they are set free. The education of those who gain the right to study schools with no compulsory attendance is provided within the institutions.

#### 4 – Vocational training courses:

Attendance to such short term courses are conducted in cooperation with the official, private and public institutions with the supply of master trainers or vocational teachers. The courses are organized by the Ministry of National Education and are voluntary.

#### 5 – Religious culture and morality lessons:

These lessons are given in the institutions two hours per week, either by Muftis or by Preachers appointed by the Provincial Islamic Directorates. Foreign prisoners can also take religious education in their own religions and upon their request they can be provided with religious staff or materials.

#### 6 – Social and Cultural Activities:

The necessary studies are conducted in order to enable the children to spend their spare time within the institutions by dealing with handicrafts, sports, cultural and art activities etc. Attendance to such activities is voluntary for all prisoners.

#### 7 – Library and Reading Activities:

In each of the institutions located in provinces, there is a library. These libraries are improved and enriched by means of grants and contributions obtained from various other institutions.

#### 8 – Activities of psychosocial services:

In those institutions designated as heavy penalty centers there are psychosocial service departments, which have psychologists and social workers on duty. Such experts are primary required to deal with the children in the institutions. There was a psychosocial service program prepared in 1981. However, this program needs to be restructured.

The juveniles in need of more professional mental health care are sent to Adolescent Psychiatry Clinics in State Hospitals treatment.

#### B – Treatment activities applied to convicted children

The boys between twelve and eighteen years of age sentenced to imprisonment are sent to one of the reformatories located in Ankara, Elazig or Izmir, according to the geographical closeness of their home of residence.

The reformatories are open institutions. The same treatment activities applied in indoor institutions as the reformatories who are eligible, may attend other educational institutions in the provinces like their peers within the framework of formal and non-formal education programs.

The girls between twelve and eighteen years of age sentenced to imprisonment are only placed in Izmir Reformatory. There is a special facility allocated for in this institution.

The examination of Open Elementary and High School and Universities are not held in the institutions and the students attend such examinations in the centres outside their institutions.

They may also learn foreign languages, computer skills and attend pre-examination and vocational courses conducted outside their institution. They do the same for social activities like theatre shows, concerts and sport contests organized for the other members of the community. They participate these events in groups or all together under supervision of the institution trainers.

The juveniles, whose behavior and attitude are developing in a positive manner and who have been offered formal or non-formal education possibilities in the reformatories, can stay there till the completion of the age of twenty-one to continue with their education. Others who have reached the age of nineteen are sent to open institutions for adults.

#### C – Vocational training studies in reformatories

The children accommodated in Ankara Juvenile Reformatory take vocational training out of the institutions. According to the new policy, the children above the age of fifteen, who have no possibility of following any type of regular (formal) education program, are oriented to an appropriate occupation based on their wills, skills and abilities as well as the employment opportunities of the region that they will reside in following their release.

They are enrolled in the appropriate Apprenticeship Training Center of the Ministry of National Education in accordance with the relevant law. The juveniles are employed with a wage in a workshop and receive practical training four days a week and theoretical training in “the Apprenticeship Training Center” one day a week.

The Trustee Money Officer of the Institution receives the wages of these children on their behalf. This money is then deposited in a Trustee Money Account with a bank as an individual personal saving of each of them. They may withdraw money from their account up to a certain limit certified by legislation. The remaining amount of money is saved and may be withdrawn after their release. From time to time the Ministry’s inspectors inspect these accounts.

Such vocational training activities shall be extended to Ankara, Izmir and Elanzig Juvenile Reformatories. Under the existing apprenticeship training programs in these institutions, the juveniles continue their practical training activities in workshops of institutions. Once a year they receive a total wage based on a profit ratio determined by the Ministry.

#### D – Protection activities after release for children

At present, there is neither legislation nor an appropriate official institution in our country to implement the necessary care, protection and support activities for post-release. However, since 1986, the General Directorate of Prisons and Detention Houses has been implementing a pilot project in this field.

Within the framework of this project, which has been implemented with the support of volunteered individuals and institutions, some of the released juveniles are placed in dormitory schools and the ones who are not eligible for schooling are placed in employment facilities and thus monitored. Guidance is provided to some children who are destined to live with parents in order to facilitate their re-adaptation to family and community life. They will receive help and support to overcome the problems they may face during their social-life.

Children who are continuing with their formal education, but who lack a home or community may not be appropriate. They are placed in student lodges that are run with the financial support of voluntary institutions and hence their education programs may continue.

At all stages of this program, the necessary measures are taken to keep the status of these juveniles, in line with the principal of “confidentiality of the private affairs” as started in Article forty of “The Convention on the Rights of the Child”.

#### IV – THE ACTIVITIES CARRIED OUT BY THE DIVISION OF POST-RELEASE PROTECTION

Today, the sentenced persons released from prison face a number of problems. It is difficult for them to be accepted by the social structure to which they re-enter after release and it is necessary to take a number of measures to minimize such negative conditions.

The Post-Release Protection (Formerly Sentenced) Division, has been established in order to continue the betterment activities held in prison in a different dimension, to re-integrate them into society, make them individuals who are productive and useful for society, and who are able to earn their living without needing help from others, thus protecting the society.

4054 formerly sentenced persons (3390 men and 64 women) who applied to the Turkish Employment Institution and to the Ministry of Justice, the Post-Release Division and asked for work of help. 2099 persons (2068 men and 31 women) were placed

into jobs in 1997, either in private or public organizations and enterprises.

In 1998, of 3393 formerly sentenced prisoners who applied to the Turkish Employment Institution and the Ministry of Justice to ask for work or help, 1540 were offered work.

In 1999, of 220 formerly sentenced prisoners who applied to the Turkish Employment Institution and the Ministry of Justice to ask for work or help, 36 were offered work and 17 supported by money or aid in kind.

In 2000, of 246 formerly sentenced prisoners who applied to the Turkish Employment Institution and the Ministry of Justice to ask for work or help, 37 were offered work and 25 supported by money or aid in kind.

In 2001, of 335 formerly sentenced prisoners who applied to the Turkish Employment Institution and the Ministry of Justice to ask for work or help, 60 were offered work and 36 supported by money or aid in kind.

In 2002, of 452 formerly sentenced prisoners who applied to the Turkish Employment Institution and the Ministry of Justice to ask for work or help, 123 were offered work and 70 supported by money or aid in kind.

Most of these aids are supplied by “The Social Solidarity and Mutual Aid Foundation” in the provinces and districts, in accordance with Law 3294.

The Foundation of Religious Affairs and other foundations also supply a small part of these contributions.

Since it is necessary to establish a sound coordination between the Turkish Employment Institutions, Provincial Labor Directorates and other private and public institutions, more rational and efficient activities by the Post-Release Division are needed. This can only be possible by the allocation of telephone, fax, etc. Provision of job, money and aid in kind for the formerly sentenced persons in the private and public institutions and organizations by the Post-Release Division was achieved with the help of Turkish Employment Institution and above-mentioned organizations.

The Post-Release Division has prepared a “Post-Release Protection Handbook” for the formerly sentenced and a “Prison and Human Rights Handbook” to be used in the in-service training courses for the prison personnel.

## NEWS FROM THE RELATIONSHIPS BETWEEN EPEA AND THE COUNCIL OF EUROPE

April to October 2003

By Janine Duprey Kennedy, Strasbourg France

EPEA as an NGO enjoying consultative status has to attend the different meetings which take place in the Council of Europe (COE) in Strasbourg, meetings organized by the NGO's department of the COE and the liaison committee of the different NGOs working with the council.

As a representative of EPEA and a member of the steering committee, I attended 5 meetings:

### **1st of April 2003: Meeting of the grouping: Human rights**

There were presentations of work done by some NGOs on different topics concerning human rights and declarations to be transmitted to the COE's bodies by the liaison committee.

### **2nd of April 2003: Grouping: Education and culture**

We had a survey of different activities underway and information about a project of a general declaration on education. Contributions would be collected in August for writing in September.

The groupings are the place for NGOs representatives to express themselves, bring information or make requirements. All members are invited to cooperate in this work.

### **25th of June 2003: Extraordinary plenary conference:**

We adopted a general opinion about the draft resolution concerning the new participatory

status for the NGOs. It was approved by the committee of ministers and had to be examined by the other members of the "quadrilogue" (parliamentary assembly, congress of local and regional authorities)

We adopted 2 draft declarations about the following up of the 2 forums which took place in November (violence and citizenship).

**1st of October 2003 Morning: Meeting of grouping: Human rights**

This meeting was a special workshop about the national human rights institutions which exist in some countries and how the NGOs could cooperate to bring the information they need about what happens in everyday life

**1st of October 2003: Afternoon: Grouping education and culture**

Some questions are treated for the moment and NGO's members are asked to bring information to the pilots of the projects as they need to pool their experiences. EPEA can be concerned by 3 topics:

Formal, informal, non formal education. Pilot: Anne Marie Franchi

am.p.franchi@wanadoo.fr  
Intercultural education and education for dialogue. Pilot: Frederic Duret

frederic.duret@cooperation.net  
general declaration on education. Pilot:  
Edouard Jacodnik  
fede@fede.org

The pilots of the projects will collect all information, articles, experiences...

You can find all the full reports about these meetings on the COE's web site ([www.coe.int](http://www.coe.int)), then look for the item NGOs and the COE. The next meeting is due in January 2004; it will be the annual plenary conference for NGOs where there will be a partial election of 8 NGO's representatives at the liaison committee and election of a new chair. It was decided at the last steering committee that we will apply to be in this liaison committee which works directly with the bodies of the COE.

Living in Strasbourg, I can attend the different meetings, you can contact me for any information you need.

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## EPEA PROJECT 2003/4

By Anthony Vella, Project Co-ordinator, Malta

**Implementing Lifelong Learning Policies: Promoting Education in European Penal Institutions.**

The conclusions and recommendations of both the Lisbon European Council and the Feira European Council do not refer to the exclusion of any person or group of persons from the Knowledge Society. The Member States, the Council and the Commission were urged to identify coherent strategies and practical measures with a view to fostering lifelong learning for all. The EPEA responded to that call through this project.

Prisons all over Europe are home to enormous numbers of men and women, mostly young, not educated enough, not skilled enough, scarcely employable. This waste of human potential needs to be addressed with more vigour, determination and imagination. Sound educational programmes in prisons can contribute to the inclusion of these people into civil society.

The project seeks to promote and support education in prisons. We believe that this can best be done by winning the active support of the authorities (Justice and Education Ministries) in European States.

This should be followed by the bringing together of teachers and others involved in

providing education in prisons. This is what the European Prison Education Association was constituted for. This expansion and strengthening of the EPEA is vital to the ideal of the Association of providing quality education in prisons. It is also a necessary condition for devising, planning and implementing useful co-operative projects. This project is particularly targeting EU member states and candidate countries mostly from the South, Central and Eastern Europe. The project involves three regional meetings where officials of the Ministries of Justice and Education come together to discuss and develop strategies for achieving the aims stated above. The EPEA's mission is to put its expertise and resources behind these strategies. Participants will bring to the meeting information about educational provision in their respective countries so that the EPEA can plan and advise them on projects and co-operation in our field. The meetings will help the EPEA in identifying the most pressing needs, both national and regional, and plan projects and activities accordingly. The outcome of ensuing initiatives should include mainly the development of attitudes, skills and knowledge in prisoners. The project includes two meetings of the planning group made up from EPEA officials and the production and dissemination of a booklet providing information about the EPEA, the Council of Europe's Recommendations on Prison Education and a directory of branches and members of the EPEA.

Education provision in prisons is both a Cinderella and a yo-yo in many countries. Too few countries give it enough importance and resources. In a number of states invited to this project prison education is not developed enough. In states where it is provided practitioners feel isolated and stressed particularly as the context is not an easy one. The EPEA embraces all persons whose work impinges on prison education. Since its primary aim is to ensure the implementation of the 1989 Recommendations of the Council of Europe on prison education and thus the provision of quality education it seeks to organise practitioners in the invited states into regional and national organisations acting as branches of the Association. Over the years the EPEA realised that in many countries the authorities cannot or do not afford the funding

for their practitioners to attend its activities. Therefore real productive communication with them has not been established.

The project aims to bring together officials involved in prison education. During the meeting the history, statute and ideals of the EPEA will be explained. The planning committee will also describe how best to set up an EPEA branch tailored to the context of each particular country. The importance of input by officials from these countries is obvious. The objectives include facilitating contact and communication between prison educators at national level and at European level, the exchange of information and expertise, fostering solidarity among prison educators. Another objective of the project is, through education, to influence authorities to improve the general conditions of prisons. Where living conditions, including food, clothes, work and relations with staff are bad motivation for educational activities is very low.

The project is clearly complementary to the overarching objective of Socrates (Grundtvig), that is, the further development of adult education. It is only complementary in as much as it is not aiming to develop directly the teaching of a particular discipline or the development of teaching/learning resources etc. It is also complementary in another sense. The commission is striving to better the living standards and social standing of emarginated groups. It is a fact that a substantial part of prison population in Europe is made up of gypsies and other groups, mostly immigrants. Prison education contributes to the Commission's aims.

The activities are mainly three meetings bringing together officials from countries in South, Central and East Europe and two meetings of the planning group of the project. The meetings will facilitate formal and informal discussions of individual states' difficulties, problems and strengths. Exchanges and small scale initiatives in the area of solidarity and co-operation may be initiated during the meetings.

The project is targeting prison teachers, education co-ordinators, prison directors, regional and central administrators involved in prison education. Indirect, but close, beneficiaries are the inmates and more

remotely the general public if education reduces recidivism. The EPEA expects to motivate all those involved in prison education to come together and realise the strength in co-operation and that there are many who are working to raise the profile of prison education and its practitioners. This should produce a ripple effect on the prisoners in that they will be catered for better.

The project is intended to remove any misconceptions about the EPEA. This is not an association for the few wealthy European states. It will demonstrate that given the resources we can make our efforts truly European in their widest geographical sense. The long term aim is to be in a position to help state authorities develop prison systems (or Educative/Correctional systems) that respect the human rights and dignity of every person. The envisaged outputs include:

- (a) Making governments in all European states aware of the fact that education is a key element (among others) in the fight against criminality. At a time when not only the EU but so many other institutions are clamouring for openness in governmental and societal business, prisons should not remain the closed, shrouded 'islands' they have been for the last 250 years. Education is open and an opening instrument.
- (b) Prison teachers and education officers from the national prison service will form an organisation as an EPEA branch to promote prison education and improve the educational services for adults in their country.
- (c) More communication and exchange across Europe in this field with the hope that those who have a lot will help those who have a little to raise standards so that differences in prison education quality in Europe are narrowed (upwards).
- (d) The EPEA will strengthen its lobby for greater investment in prison educational services which ultimately benefit society in general.

A successful project will make governments (regional and national) realise that just as they are influenced by prevailing public opinion so they also have the duty to influence public opinion by advertising the benefits to society accruing from investment in prison education. It will also foster solidarity among teachers, co-ordinators and administrative officials within a country and between states. This, it is hoped, will lead to sharing resources and expertise which, in turn, will bring about a raising of standards in prison education services by creating the framework for this to happen. All this will bring about the raising of the EPEA's profile on Continental Europe and beyond so that it will be an influential force in the efforts to make prison (or alternatives to it) work.

The project involves three regional meetings. The first being held in Malta will bring together Greece, Bulgaria, Cyprus, Slovak Republic, Austria, Germany and Malta. The second group will meet in Lisbon and will consist of Italy, Slovenia, Portugal, Spain, France, United Kingdom, Belgium and Iceland. The third group of countries will meet in Budapest. These are Rumania, Hungary, Latvia, Lithuania, Estonia, Poland and the Czech Republic.

The project seeks to impact on prison teachers, co-ordinators and administrators together with prison inmates. In wanting to organise prison teachers, co-ordinators and administrative officers into an organisation (as part of a European parent body) the EPEA wishes to provide a forum for them to air and discuss problems, solutions to problems, anxieties, suggestions etc. related to their work. It hopes to foster a sense of solidarity and mutual assistance when needed. It will make these educators feel part of a large European family populated by like-minded men and women pursuing the same goals. It provides an official voice for collective discussion with authorities re: improving the service. It provides educators with access to people and resources from other areas of Europe. The more some or all of the above succeeds the better will be the educational service in European prisons. The ultimate beneficiaries are the prisoners themselves and their families.

## A brief summary of The EPEA Steering Committee Meeting 19 – 21 November 2003

in Malta

By Knut Lage Bø, EPEA Secretary, Norway

The Steering Committee of the EPEA met for a three-day session in Malta 19-21 November 2003. Present at the meeting were SC members Niek Willems (Chairperson), Torfinn Langelid (Membership Secretary), Knut Lage Bø (Secretary), Anne Costelloe (NW Region), Per Thrane (NW Region) Peter Ruzsonyi (Central Region), Valentina Petrova (Central Region), Janine Duprey-Kennedy (Mediterranean Region) and Marinela Sota (Mediterranean Region) and. Also present were Anthony Vella (Research Coordinator) and Joseph Giordmaina (Project Advisor).

- In the tradition of these meetings the reports from the Treasurer and the Membership Secretary were presented. The Treasurer reported that our economy is in good shape and the Membership Secretary told us that our present membership figure which stands at 504 members is the highest ever. We are now looking forward to expanding our activities and membership enrolment into new member countries!
- Mr. Anthony Vella and Mr. Joseph Giordmaina updated us on the EPEA's engagement in the ongoing Grundtvig I "Project Promoting Education in European Penal Institutions" which involves participants from 22 countries. The purpose of this project is to promote prison education by sharing our experiences in this field with the invited partners. The first of three regional meetings were arranged in Malta 21-23 November 2003. (See special report on pages 19-21).
- Ms Janine Duprey-Kennedy updated us on the activities we are involved in at the Council of Europe, where the EPEA is one of the participating International Non-Governmental Organizations. (See special report on pages 18-19).
- Our June 2003 Langesund Conference was summed up by Mr Torfinn Langelid who held a central position in the Organising Committee of the conference. The evaluation forms filled in by participants show a great amount of satisfaction about the arrangement, both regarding contents and social activities. A comprehensive report made after the conference was handed out and has also been mailed to the conference speakers and participants. An attempt will be made to put parts of the report on our website. Our challenge is

now to find the venue for the 2005 Conference.

- The EPEA Newsletter # 26 will shortly be published by FOKO / Norway and mailed to all members. The next issue of the Bulletin will hopefully be published in February /March 2004.
- Webmaster Per Thrane gave a report on the state of the EPEA website and also handed out a report which gave the details. All members (and everybody else) are encouraged to visit our website. It gives the key facts about the EPEA, has a number of useful links to related organisations, gives a great number of references to pages with topics of interest and is continuously being updated with new entries! The address: <http://www.epea.org/>. (See special report on pages 12-13).

Finally: A special event in the history of the EPEA: On the evening of 20 November the Steering Committee and other guests were invited to attend the official opening of our new, and first permanent EPEA office, located at the Department of Education at the University of Malta in Valetta. We were welcomed by Mr. Tony Vella who together with Mr. Joseph Giordmaina hosted the reception and by Dr. Carmel Borg, Dean of the Faculty of Education who on behalf of the University expressed his pleasure in providing a "home" for the EPEA at the University of Malta. The office was officially opened by our Chairperson Niek Willems, who also expressed the gratitude of the entire Steering Committee to Mr. Vella and Mr. Giordmaina for their efforts and their success in establishing a permanent office for our organization. Now the EPEA has its official address, its files and its own office space in Malta! We feel very happy and satisfied about that!

The Steering Committee wishes to express their gratitude to Mr. Anthony Vella and Mr. Joseph Giordmaina who acted as hosts for the entire Steering Committee at the same time as running the first session of the Grundtvig I Project "Promoting Education in European Penal Institutions"! Their responsibility was to see to it that everybody was given food, shelter, transportation and a general feeling of well-being – a challenge which was tackled to the satisfaction of all.

## DOES PRISON EDUCATION BENEFIT THE NEEDS OF THE INMATES?

By Tone Pettersen, Researcher, University of Trondheim, Norway

The heading of this article poses a question: Does prison education benefit the needs of the inmates? Before I analyse this question I will give some general information about the Norwegian prison education. To answer the question I also have to define what kind of needs the inmates have. Then I will present some results from a study on inmates in three Norwegian prisons: A big sized prison with about 150 inmates, a medium sized prison with about 50-60 inmates, and a small prison with room for about 25 inmates.

Data are collected from teachers, prison staff and inmates. I will try to answer the question from the inmates' point of view, so I will focus on data collected from inmates, who both participate, and do not participate, in a prison education program. We have interviewed 10 students twice, the last time right before release. In addition to the interviews, we did a survey, where 65 students and 117 other inmates, who were not studying, participated.

### Background:

The Norwegian prison system is organized after the import model. This means that services like education and health care are offered by the same organizations as outside the prisons. The idea is that the import model will insure that the services offered to inmates hold the same quality as the services outside the prisons. The education authorities both manage the prison education and employ the teachers.

Prison education is considered as one of several rehabilitation programs in the Norwegian prison system. Other day activities considered as rehabilitation programs are work programs, which occupy the highest number of inmates, and cognitive skills programs, which occupy a small number of inmates. About one third of the prison population participate in some kind of prison education program. This

makes prison education the second largest day activity offered to the inmates.

The majority of Norwegian inmates serve sentences shorter than three months. Prison education is supposed to benefit the needs of inmates with both long term and short term sentences. This is one of the major challenges for organizing the prison education.

The following education programs are offered in Norwegian prison schools (2001):

- Lower secondary programs. 9% of the courses are offered on lower secondary level.
- Upper secondary programs. 54% of the courses are offered on upper secondary level. More than half of these students take general education, and less than half take vocational education.
- Short term courses: computer skills, practical living skills, vocational skills. 37% of educational programs are short term courses which are not a part of regular educational programs.

In some prisons inmates can also study college or university subjects as individual studies. College and university studies are not really considered as a part of the prison education, but teachers may help inmates to get started, and some schools offer these students the opportunity to do the individual study at school. Most of the students participate in theoretical education. Even within vocational education many schools offer only the theoretical part of the courses. The classroom education is organized in small classes, usually not more than five students on one teacher.

Participating in lower or upper secondary programs does not mean that the students have to complete a diploma – the goal might just be to participate in parts of the program. Students with short term sentences may take courses on lower or upper secondary programs – even though they may not plan to complete the diploma during the prison stay or after they are released.

Prison education is given in 34 of 42 prisons. In addition, there are 11 “follow-up classes” outside the prisons. Students attending follow-up classes are mostly inmate students serving the last part of the sentence and released students who would like to continue the education started in a prison.

### **What kind of needs do inmates have?**

#### *Educational needs*

The average education level in the prison population is much lower than in society outside the institutions. Some studies also indicate that the average inmate is more in need of learning basic skills, like reading and writing than the population as a whole. Also, the unemployment rate is very high among the prison population. All these elements may indicate that the prison population is in great need of education.

A large number of inmates have negative school experiences. In this perspective some inmates need help to become motivated to start school. During the first phase in school, this group will most likely be in great need of mastery experiences. The students will need a teacher who teaches and gives them tasks that are suitable for their level, and they will need a teacher who does not rush through the syllabus.

Inmates’ need of education may also be seen through the degree of participation in education programs, through the courses they ask for, and the educational goals they have. In this perspective, the prison education needs flexibility in which courses to offer. A great deal of flexibility would have consequences for how to organize the courses – I will get back to this in a moment.

The majority of inmates have too short sentences to complete a high school diploma. However, many do have long enough sentences to *start* an education while in prison, or to complete an education they may have started years before the prison stay, or while serving a former sentence. Short term sentences do not reduce the need of education or practical living skills. Therefore, prison education also offers short term education

courses which can be completed before the release.

#### *Other needs*

The majority of inmates have needs that can not be satisfied by education only. Many of the inmates are drug addicts, and the number of ex-inmates returning to crime-related activities after the release is high. The need for treatment programs preparing inmates to live in society without committing crime is crucial. Many inmates also need help to plan the release: find a place to live, get a job, organize their financial situation and so on. Unless needs like these are met, the ex-inmates most likely will not benefit from the new knowledge or the high school diploma after they are released.

Which role should the prison education play in dealing with these kinds of needs?

It is important to stress the fact that teachers are not therapists, nor social workers, but still they will often be exposed to their students’ personal problems. To meet all the inmates’ needs, prison staff, teachers and other staff, like social workers and therapists, must work closely together, and with the inmate, in an organized way.

Before I present results from our study, I would like to say that Norwegian prison education in general holds a high quality standard. Even though I will talk about “what works”, I will focus even more on the problems/ challenges in Norwegian prison education. Only by comparing “what works” with “what can be improved”, we get the opportunity to make a good organization become even better.

### **Prison education: Extent and courses**

#### *Do all inmates get the opportunity to participate in prison education?*

Prison education does *not* benefit the needs of inmates who do not get the opportunity to participate. About one third of the prison population get the opportunity. In our study of inmates in three prisons we asked the inmates who did not participate in the prison education the following question: Would you like to participate in the prison school? 44 % answered “yes”. It therefore seems obvious

that in order to fulfil the needs of this group, prison education has to expand.

*Do the students get the courses they ask for?*

About half of the students attending prison education get the education they prefer. This means that the other half would prefer a different course than the one they attend. Mainly they ask for vocational studies. Some of these students already participate in vocational courses, while others attend courses within computer skills, practical living skills and general education courses. When they say they would prefer a different course, they either ask for vocational courses other than what they attend or a course the school in the particular prison do not offer.

In order to meet the inmates' educational needs, it seems important that the schools must improve their knowledge of what the inmates prefer to study. This must be done prior to the inmates' participation in a prison education program, and the programs must be adjusted according to their needs.

We have seen that almost half of the inmates who do not participate in prison education would like to attend the school. What courses does this group ask for? Like the students, the majority ask for vocational courses. Many inmates in this group also ask for short term computer courses, and some of them ask for general education, high school level courses.

To meet all inmates' needs of courses, it seems prison education would have to expand the offers in vocational training, and to some degree also within computer courses. To expand the courses within basic computer skills would not be complicated, because the syllabus is well defined. Expanding vocational courses, however, to include all the different directions, would be very complicated. It would have consequences for how to organize the courses – both the theoretical part and the training part. For the training part, prison education could cooperate with the work programs already existing in prisons. If school and prison cooperate, training within already existing occupations like cooking, cleaning, building trade and mechanics could lead to formal competence. This would expand the training courses available without high costs.

Expanding the offers within vocational courses would also have consequences for how to organize the theoretical part of the program. Now I will look at the different methods of teaching theoretical subjects used in the prisons studied.

### **Teaching method: Do the teaching methods fulfil the needs of the students?**

Roughly we can divide the organization of classroom activities given to the students in two completely different methods: Classroom teaching and individual studies. I will present data from the interviews to show how the interviewed students evaluate the teaching method they have experienced while participating in prison education. Based on the students' experiences I will reflect on advantages and disadvantages of the different teaching methods.

#### *Classroom teaching*

In one of the prisons *classroom teaching* is the main method in the general education program. All students in each class usually have the same subjects/syllabus. The teacher varies between giving lectures, asking questions, and giving group or individual tasks. Four of the ten interviewed students have experiences with classroom teaching – two of them felt this teaching method fulfilled their needs. Both students participated in the lower secondary program. One of the students needed the courses being lectured, to finish the lower secondary education diploma. An advantage with classroom teaching, he says, is that all students get help exactly when they need it because all students are working with the same topics. The other student who was satisfied with classroom teaching, had very low self-confidence after having failed the final exam in upper secondary education. The student handled the defeat in a very negative way, and he started to abuse drugs again. His goal by taking a class on lower secondary level was to build enough self confidence, so he could take the final exam later.

Based upon these students' experiences, it seems reasonable to claim that at least two groups of inmates may profit from classroom teaching: (1) Students who need help to

become motivated, e.g. by getting mastery experiences. Because many inmates have negative school experiences it is reasonable to believe that several inmates will profit from participating in a “motivation class”. (2) Students who need exactly the courses offered, and at the speed the teacher teaches. Classroom teaching might be relevant in courses many inmates ask for. A challenge would be to adjust the instruction to all students in class.

### *Individual studies*

Two of the other interviewed students, who had participated in classroom teaching, changed to *individual studies* after some time because the teaching speed was not adjusted to their needs. Both students have similar reasons why they prefer individual studies to classroom teaching. Unlike most other students in their class, their goal was to take an exam, and the long term goal was to achieve the high school diploma. In this prison individual study is organized in a classroom *without a teacher present*. However, teachers come by to see how the students are doing.

Both students have similar experiences, so I will focus on just one of them. While participating in classroom teaching, his teacher started from the beginning of the book. When students serving short term sentences were released, new students were accepted into the class. Then the teacher started from the beginning again. The teacher encouraged the student, who had a long term sentence, to go on to the next chapter, but the *instruction* started from the first chapter again. Because the classroom teaching did not suit his needs, he changed to individual studies.

This student had also at one point postponed an exam for a long period of time. Finally, he was offered tutoring (individual teaching) in this particular subject, and the individual lectures helped him finish the final exam and achieve the high school diploma.

No teacher present in the classroom seems to give low efficiency. The student experienced that some days the students on individual studies worked well. Other days they were just talking and having fun, doing no school work at all.

Even though no teacher present resulted in low efficiency, both students profited when they

changed from classroom teaching to individual studies. And both students experienced to profit when they got tutoring in addition to individual studies. Another prison school studied, offers this combination as the *main* teaching method.

### *Individual studies in combination with tutoring (individual teaching)*

In this prison, *individual study* is the way the school organizes the classroom activities for all students. Advantages of individual studies are that the students may study the courses they prefer, even theoretical subjects within vocational education, and they can study at the speed they prefer. This school offers individual studies with a teacher present, and the students also get *tutoring* in a separate classroom about once a week. We have interviewed two students from this prison.

One of the students I mentioned earlier who prefer classroom teaching is now in this prison. Here he is the only student who takes courses on the lower secondary education program. Unlike participating in classroom teaching, he does not receive help exactly when he needs it. The teacher present can not possibly be capable of answering questions related to all kinds of subjects the students have chosen to study. Therefore, the student experiences he has to wait until the tutoring, before he gets answers to his questions. The student is not very pleased with individual studies. What he is not aware of is that changing the school’s teaching method to classroom teaching would force the school to prioritize courses many inmates ask for. If the school changes to classroom teaching, this student, and many others, would most likely not get the courses they prefer.

The other student from this school is very satisfied with classroom activities based on individual studies in combination with tutoring. He is used to this way of studying from the regular adult education program outside the prison, and he appreciates to be in charge of his own learning process. An advantage, he says, is that in the time given to tutoring, the teacher can focus on what the student does not understand, instead of repeating things he already understands.

*Vocational training*

We have seen that many inmates would like to participate in a vocational education program. Until now I have only talked about theoretical education. In only one of the prisons studied, the students may take practical courses within vocational training. Many inmates with learning disabilities would probably profit from practical training instead of only taking part in theoretical studies. One student, who participated mostly in practical training, and some in theory, experienced that when he did not understand the theory, he could prove his knowledge through practical activity.

Even though the school in this prison offers practical training courses, the number of courses offered is very limited. After the data collection was done, this school has started to cooperate with some of the work programs in the prison.

Cooperation between school and prison gives the students the opportunity to participate in practical training within some of the occupations that exist in the prison. In contrast to work programs where only the prison is in charge, the cooperation between school and prison can lead to formal competence.

**How do the students benefit from prison education?**

Data from the survey and the interviews show that the inmate students point out two major categories of benefits from participating in prison education: Educational benefits and situational benefits (benefits other than those students outside prison can possibly experience).

*Educational benefits:* When talking about how they benefit from prison education, many students focus on knowledge – what they have learned. Students working towards achieving formal competence are much excited about passing tests within computer skills etc, passing an exam or achieving a high school diploma. Some students also focus on the opportunity participation in prison education gives them to continue in a follow-up class after they are released.

*Situational benefits:* Most students participating in prison education benefit in ways students outside a prison could not possibly do. Many inmate students experience that participating in prison education makes the time pass faster, or that going to school is better than to participate in a work program which often consists of routine work. Participating in prison education also makes them feel they are doing something positive, that the time in prison is not totally wasted. In this way some students feel that the school prevents negative psychological effects from the prison stay.

Most students also experience other kinds of benefits like better self-esteem or that teachers put in a good word for them in order to get into a rehabilitation program after the release. Still, educational benefits and situational benefits are the most commonly mentioned.

**Summary – conclusions and recommendations**

The last few minutes I will make a summary of the main conclusions and recommendations already mentioned, and bring some of the conclusions further.

Prison education can not possibly fulfil needs of inmates who do not get the opportunity to participate. We have seen that many inmates who do not go to school would like to do so if they got the opportunity. To fulfil these inmates' needs the prison education has to expand. Based on data from this study it seems like expansion is most needed within vocational education courses, and some within basic computer skills.

About half of the students would like to participate in a different course than the one they attend. Some of them ask for courses the school offers, while others ask for courses the school does not offer. Therefore, it seems reasonable to improve the collection of information on what the inmates would like to study, and to adjust the offers accordingly, before the inmates begin school.

Expanding the offers to include all educational needs is a challenge, especially in small prisons with low school budgets and where most inmates serve short sentences. It will

require a high degree of flexibility, implying consequences for teaching methods, and teachers' employment.

We have seen that the teaching method can imply different degrees of flexibility. Individual study as a teaching method gives high flexibility in which courses to offer. Individual study also makes it easy to include new students in the middle of a term. Tutoring in addition to individual studies will be a good combination for many students. Even though individual study is the method giving highest degree of flexibility, the method also requires students who are quite motivated and independent in the learning situation. It is very likely to believe that many students would profit from classroom teaching. Therefore, classroom teaching might be a good method within courses many inmates ask for. A challenge with classroom teaching is to adjust the level and speed to all students in class. I will stress that classroom teaching should be in addition to, and not instead of, individual study. If not, the prison education can not possible fulfil the needs of inmates asking for different courses than those being lectured.

Flexibility within theoretical education is important, but we can assume that many inmates who ask for vocational courses will profit from practical training. I have stressed the importance of cooperation between school and prison in order to expand the offers within courses in practical training. The work programs already existing in prison would have to adjust the activities to the defined syllabus within cooking, mechanics and so on. It would take some effort to adapt work programs to the syllabus, but it would certainly raise the quality. Higher quality on work programs, in combination with the opportunity to earn formal competence, could make work programs more motivating for inmates to attend. In this way school, prison and inmates would all benefit from cooperation.

A high degree of flexibility in which courses to offer will not only have consequences for how to organize the classroom activities and practical training. It will also have consequences for teachers' employment. If all teachers are permanently employed in the prison education, the school can offer only

courses the teachers are qualified to teach. To become able to offer tutoring within the variety of courses the inmates ask for, the prison education would have to hire tutors within the different subjects. However, *complete* flexibility of teachers would create chaos. A mix between permanently employed teachers, who have the competence within courses many inmates need, and temporarily employed tutors, would give both stability and flexibility in the prison education.

In this speech I have focused on educational needs and how to improve the prison education to fulfil the educational needs even more. Even though we have seen that the school also fulfils other kinds of needs, prison education can not possible fulfil all needs of the inmates. To meet all the inmates' needs, prison staff, teachers and other staff, like social workers and therapists, must work closely together, and with the inmate, in an organized way. I will like to stress the importance of a comprehensive plan – a holistic future plan – for each and every inmate, where education plans, treatment plans and plans where practical questions like housing, economy, employment, and leisure activities are included. In Norway inmates serving sentences two months or longer are supposed to get the opportunity to make a plan like this in cooperation with their primary prison officer. Some do get this opportunity, but still many inmates do not. If all needs are met, the inmates would profit even more from participating in prison education, both while in prison and after they are released.

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## 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:

Torfinn Langelid

County Governor of Hordaland, Department of Education, Box 7310, 5020 Bergen, Norway.

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

torfinn.langelid@fm-ho.stat.no

The Treasurer is:

Dominic Henry, Education Officer

HMP Limavady, Magilligan, BT49 0LP Northern Ireland.

Tel: +44 1504 763311. Fax: +44 1504 750581

Email: magilled@campus.bt.com



EUROPEAN PRISON EDUCATION ASSOCIATION

## Membership Application Form

Name:

.....

Job Title

.....

Function:

.....

Organisation:

.....

Place of Work:

.....

Type of Membership (Please mark one)

Full

Associate

Organisation

Contact Address:

.....

.....

.....

Telephone: ..... Fax: .....

E-mail: .....

I agree to my contact address, telephone, fax numbers and E-mail address being included in the EPEA Directory for general circulation

Signed:

*Please forward with your subscription fee to your Liaison person*



## COUNCIL OF EUROPE COMMITTEE OF MINISTERS

RECOMMENDATION No. R(89)12  
OF THE COMMITTEE OF MINISTERS TO  
MEMBER STATES ON EDUCATION IN  
PRISON (adopted by the Committee of Ministers  
on 13 October 1989 at the 429th meeting of the  
Ministers' Deputies)

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

Considering that the right to education is  
fundamental;

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

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

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

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

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

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

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

1. All prisoners shall have access to education,  
which is envisaged as consisting of classroom  
subjects, vocational education, creative and cultural  
activities, physical education and sports, social  
education and library facilities;
2. Education for prisoners should be like the  
education provided for similar age groups in the  
outside world and the range of learning  
opportunities for prisoners should be as wide as  
possible;
3. Education in prison shall aim to develop the  
whole person bearing in mind his or her social,  
economic and cultural context;

4. All those involved in the administration of the  
prison system and the management of prisons  
should facilitate and support  
education as much as possible;

5. Education should have no less a status than work  
within the prison regime and prisoners should not  
lose out financially or otherwise by taking part in  
education;

6. Every effort should be made to encourage the  
prisoner to participate actively in all aspects of  
education;

7. Development programmes should be provided to  
ensure that prison educators adopt appropriate adult  
education methods;

8. Special attention should be given to those  
prisoners with particular difficulties and especially  
those with reading or writing problems;

9. Vocational education should aim at the wider  
development of the individual, as well as being  
sensitive to trends in the labour market;

10. Prisoners should have direct access to a well-  
stocked library at least once per week;

11. Physical education and sports for prisoners  
should be emphasised and encouraged;

12. Creative and cultural activities should be given  
a significant role because these activities have  
particular potential to enable prisoners to develop  
and express themselves;

13. Social education should include practical  
elements that enable the prisoner to manage daily  
life within the prison, with a view to facilitating the  
return to society;

14. Wherever possible, prisoners should be allowed  
to participate in education outside prison;

15. Where education has to take place within the  
prison, the outside community should be involved  
as fully as possible;

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

17. The funds, equipment and teaching staff needed  
to enable prisoners to receive appropriate education  
should be made available.