

27

Autumn
2004

European
Prison
Education
Association



EPEA

Magazine

EPEA on the Internet: <http://www.epea.org>

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Chairperson's Forward

Dear Friends,

This time our Magazine is produced by our friends from Malta, Anthony Vella and Joseph Giordmaina. Two hard working guys, who recently managed to get their PhD. On behalf of the EPEA-family I congratulate them with this fantastic result!

The Officers of the EPEA had a meeting in Oslo half September; our secretary Knut Lage Bo treated us like kings in his home. This event was in preparation of the next meeting of the Steering Committee of EPEA, in Strassbourg France, in the beginning of November.



From Oslo, I flew directly to Athens, Greece. The Ministry of Justice of that great country had invited me, as the chair of EPEA, to attend the opening of a new school for young offenders in the Juvenile Prison at Avlona, about 50 kilometres from Athens. It was a great happening. Mr. Petros Damianos, the headmaster of the school, (and very well known in EPEA-circles) had organised a great opening ceremony. Clergymen of the Greek-Orthodox faith conducted a service, after which a few speeches were held, among them one by your chairperson. I expressed my pride on behalf of the EPEA and wished the education staff good luck with their new school. The Minister then formally opened the school, and the approximately 100 guests were led around through the beautiful building. The next day I flew back to Holland, very happy and satisfied!

I have the feeling EPEA is getting stronger on the map than ever. Europe knows about us. Don't forget to visit our website! We are looking forward to our next international EPEA Conference in Sofia, Bulgaria, which, like its predecessors, promises to be a very successful event.

I wish you a lot of reading pleasure, both on the website and on this Magazine!

Niek Willems

Chairperson EPEA

The EPEA and the Council of Europe

Janine Duprey Kennedy

France

EPEA representative at the COE

January to December 2004

Since January 2004, EPEA is a member of the Liaison Committee of NGOs which means a greater involvement in the work our association is doing with the Council of Europe.

This year, the liaison Committee held 4 meetings, the main lines being:

- 1) The writing of new rules for the structure of NGOS and their representation in the COE since they have now not only a consultative status but a participatory status. The structure and role of the Liaison Committee, the plenary conference and the groupings have to be redefined. These new rules will be presented for definitive adoption during the next plenary session of NGOs in January 2005. The texts will be published on the COE website.
- 2) The preparation of the 3rd summit of heads of states and governments which will be held in Warsaw in May 2005.

This summit must define the role and action of the COE in the new enlarged Europe for the coming years. The chair of the Liaison Committee who will attend this conference is working hard to assure a right place for the NGOs at this summit to implement the new participatory status. The NGOs are invited to bring their contributions and a common position will be discussed and adopted at the plenary conference in January. Our chair, Niek Willems will attend this meeting in Strasbourg to represent EPEA. Already, a general declaration about education has been written by the Education and Culture grouping to be presented at the summit.



Besides these main points, news were given about next year which will be the year of education and citizenship. EPEA will try to get the patronage of the secretary general of the COE for our international conference in Sofia which will enter in the different manifestations which will be organized on this topic.

The COE encourages NGOs from central and eastern countries to participate in its work and therefore organizes every year a week training session for representatives of these NGOs who are fully financially supported for their travel and stay in Strasbourg. The information is given on the web site in June for the session in October. You can contact me for more details if you wish to apply.

During the steering committee which was held in Strasbourg in November, the members spent half a day at the COE to meet the different persons responsible for the NGOs unit, the liaison Committee and the groupings. This meeting should be a good start to a greater cooperation between EPEA and the COE.

The Dream Factory

Remarks by **Sir David Ramsbotham**, Formerly Her Majesty's Chief Inspector of Prisons, prepared for 29.6.04 Dream Factory Launch Announcement.

Throughout the time that I was Her Majesty's Chief Inspector of Prisons, I was very troubled by the high re-offending rate. To find that 58% of adults, 70% of young offenders aged between 18 and 21 and 80% of those aged between 15 and 18 re-offended within two years of release seemed to me to be a record of failure about which no one should feel proud.

When I looked for the reasons for this state of affairs, some stood out very clearly. Many offenders come from chaotic and dysfunctional backgrounds to which they return. Unemployment, debt, poor physical or mental health take their toll. Lack of employable skills, compounded by incomplete education cannot be disregarded.

But all these were made more lethal by the treatment and conditions that offenders experienced in too many of our prisons: Incomplete assessments of their abilities as well as their problems: Inadequate facilities to occupy them in a way that might help them to lead useful and law abiding lives, in prison and on release – the Statement of Purpose of the Prison Service. Too many are locked up for 23 hours a day, with nothing to do. Too many experience frequent moves, often far away from their home area; Too many have a lack of preparation for release. In sum in many instances they are treated as measurable commodities rather than individual human beings.

Then, every so often, I came upon an individual or an organisation that was refusing to conform to this pattern. Appreciating that every offender was an individual, who could be motivated to improve their chances in life, I noted that the arts in particular shone out like a beacon wherever they were introduced. Every work of art – be it painting a painting, writing a poem or taking part in a play – is a personal achievement. Recognition of personal achievement encourages self-esteem. Self-esteem is an essential conductor out of the circumstances that encourage re-offending. It therefore seemed to me that those who encouraged the arts were performing a real public service because, by enabling offenders to see another course in life, they were genuinely protecting the public by preventing crime, the aim given to the Criminal Justice System as a whole.

No individual or organisation that I have come across has a better track record in this respect than Bruce Wall and the London Shakespeare Workout. No one who has seen an LSW play in a prison - professional actors alongside offenders who have done nothing like this in their lives - can have failed to be moved by hearing, from the offenders themselves, what the experience means to them. The films that you have seen are but the latest in a series that are remarkable because of the truths they tell and the hopes they engender.

The Dream Factory will add yet another string to the LSW bow, by enabling offenders to go on from initial involvement with the stage, to undertake vocational arts training initially in prison and then on release. It shall involve vocational mentoring

by professionals and, crucially, ex-offenders, such as is now an increasingly used method of helping prisoners to lead useful and law-abiding lives in a number of different



activities with a burgeoning record of success.

In wishing Bruce well in this, his latest venture, I hope that the powers that be will realise that they have a part to play in what the project can achieve, by ensuring that offenders are made available to take advantage of what he has made possible. I hope too that those who are in a position to do so, will ensure that the project is sufficiently resourced to take advantage of what the professionals have offered through the generous commitment of their time and enormous experience. In other words, as with everything else to do with the London Shakespeare Workout, I commend it to everyone who can make it happen and look forward to seeing it in operation.

Sir David Ramsbotham

(<http://www.londonshakespeare.org.uk/Othello2/sirdavid.htm>)

The Times: December 11, 2004

Poetry

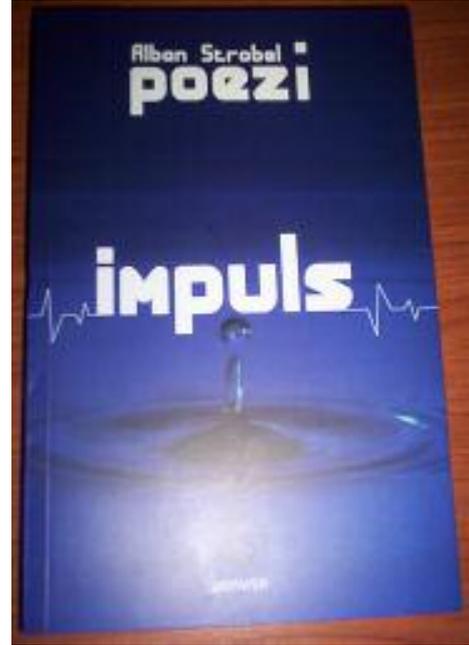
Marinela Sota

Albania Mediterranean Representative – Steering Committee

All of us know that poetry comes to humans sometimes as a spiritual liberation in very specific moments of life. The poetry is a way to be free, to be understood, a way to communicate with own self and others. Imprisonment is one of the worst situations a person could be in, but at the same time it is a period when a human being could perceive, reflect, and talk about the main issues of all humanity such as love, life, eternity.

Personally I have always thought that poetry is something that if you find, you are blessed, because it is like an eternal hug you need and you can always have with you once found. The prisoners are quite often persons not used to love, not used to having positive feelings and poetry can make those changes that we try hard to achieve.

We have 2-3 publications per year in poetry in Albanian prisons and these are of a good quality. But I want to say a few words about a new book (the second one) published in Tirana by a detainee of Pre-detention Center of Tirana. It was the second book written by A.Strobel. We celebrated the publication in the new library of the Pre-detention Center and I want to share some of his poems with EPEA magazine readers.



He writes about his love:

I know
You think of me
You love me...
And I love you,
Love you...

I know
When you brush your hairs
you think of me...

I know
You are waiting for me
Wait...
But I can't
And that hurts me
Hurts...

He writes in front of the mirror:

I shaved
Fast, fast
I can't see myself in the mirror
I know pretty well this face.
Wait..
Try to smile,
No, what happens to the lips?
That is the worst.
You shouldn't smile,
I see in the mirror
Only a dirty, dirty
Smirk...

Caught in the Act

Tom Gatti

In Brixton, prisoners are holding hands, dancing a pavane and finding theatre a liberating and humanising experience.

Can imprisonment breed creativity? It did for Sir Thomas Malory. As a free man in 15th century England, his activities included rape, extortion, burglary and attempted murder. In the confines of his cell, however, the “Knyght Presoner” was engaged in writing what is perhaps the first piece of modern fiction: his epic Arthuriad *Le Morte Darthur*. And Malory is not alone: Anne Frank, Oscar Wilde and Jean Genet have all produced enduring pieces of literature from captivity. (The less said about Jeffrey Archer the better.)



But the real, lonely, desperate experience of prison seems to find its most forceful and cathartic expression in the more communal activity of drama. The South African playwright Athol Fugard based *The Island* on the experiences of two former prisoners who performed a two-man version of *Antigone* when serving time on Robben Island, while records of a play staged in the Port Jackson prison colony in Sydney are at the heart of Timberlake Wertenbaker’s *Our Country’s Good* — a play that has struck a particular chord in schools, where it has become a set text.

Drama, these plays suggest, is a humanising and empowering activity that can take place in the most inhumane and totalitarian environments. But despite all the democratising efforts of visionary practitioners like Fugard, it rarely reaches the people who need it most — the poor, the oppressed, and the imprisoned.



An organisation called the London Shakespeare Workout (LSW) is determined to change this — not only to bring theatre, and especially Shakespeare’s theatre, into prisons, but to make it a central part of prisoner rehabilitation. Founded by Bruce Wall in 1998, and chaired by Gayle

Hunnicutt, the LSW holds weekly workshops in 65 prisons throughout Britain, led by professionals, including Fiona Shaw and Jonathan Miller, and involving a significant number of convicts — almost 2,000 last year. They have also staged three major productions in prisons: highly successful adaptations of Shakespeare and Lorca, in which professional actors have been indistinguishable from inmates.

Last month, the LSW embarked upon its latest and most ambitious project at Brixton prison: the Dream Factory, the first vocational arts programme in a British prison. It is billed as a “place of play”, but arriving at the prison to see the first work-in-progress performance, playfulness is not much in evidence. Rolls of razor wire top the high, grey walls, and the audience’s mobile phones are removed and zipped into plastic bags before we are ushered through several heavily locked doors into a room which we are told was the prison mortuary in the 19th century.

The stench of cadavers has, thankfully, been replaced by the lively hum of pre-performance nerves. When the eight physically commanding young men, seven inmates and one former offender, step forward, it is to the unlikely sound of a courtly Renaissance motif on a piano. They hold hands and dance a sober pavane, dividing a Shakespearean sonnet between them. The lines instantly chime with our surroundings, as they “moan the expense of many a vanished sight” and we glimpse, through the window, another grey wall. In a moment, the men break their couples and begin a primitive chant; circling and cackling as citizens of Rome. Their blood-lusting cries of “Tear him!” echo around the room, sending shivers through the audience as Cinna the poet hugs himself in terror.

Later, Hazel — a huge man with a shrub of an Afro — confirms the production’s flair for accomplishing the improbable, as he crouches, springs and leers his way through a scene from *As You Like It*, bringing patois wit and amorous menace to an unforgettable “Rossslin”.

Seventy per cent of the show is written by inmates — either adapted from Shakespeare, or entirely original, as in a scene in which Hazel turns the tables on a hypocritical prison official. Meanwhile, Fabian, a reggae songwriter, has turned his hand to iambic pentameter. The show ends with his touching sonnet “To Doubt” a touching statement of self-determination, read by his fellow inmate Chris.

“Confidence is our common denominator,” says Bruce, and it’s a theme that the inmates return to again and again.



The wiry Mancunian Chris was previously cripplingly shy, unable to make eye contact with others, especially black inmates. He was a skinhead, he says — he still has a buzz-cut, but he has now rid himself of the associations: working with LSW has given him not only confidence but a raft of good friends, of all races. I met him in Leicester Square — setting a historical precedent, he had been granted day release to attend the screening of an LSW documentary. After a year in prison, Chris was expecting to be anxious outside, but instead he was relaxed and energetic, admiring the bright colours of the Trocadero centre and consuming his cappuccino with relish. He has no doubt as to why he's coping so well: the Dream Factory.

Workshops, Chris tells me, begin with breaking down barriers, playing games, creating an environment in which communal laughter — so rare inside the prison's walls — becomes a possibility. Rehearsals are intense: "There's an electricity, an aura around you. It's like you've got a secret, a good secret." And why Shakespeare? "Initially, the difficulty itself is inspiring. But then when you get to the words, they're just so deep. I'm a criminal, for God's sake, but Shakespeare has taught me to put words to my emotions, to communicate." Chris, like many others, will be returning when his sentence is over, to be a mentor to others and keep the chain unbroken. "We know this is history in the making. We want to make it work."

So far, the signs are promising. The Dream Factory now has a dedicated

room in Brixton jail to run workshops and rehearse productions. For the first time in prison history, inmates have been transported "for purposeful activity" in order to take part in the Brixton programme. At the end of the year, the core group of 20 offenders, of whom Chris is one, will graduate and receive Equity cards — Chris has also earned a scholarship for a month's training with the British American Drama Academy at Balliol College, Oxford. And the enthusiasm among the participants is overwhelming. "I'm in it for life," says Brian (who played Cinna), citing former offenders like Gary, who is now working as a professional actor. Given the dauntingly high re-offence rate — 58 per cent for adults — the sense of purpose among Dream Factory participants is an encouraging first step towards rehabilitation and reintegration.

Paradoxically, confinement has given these young men a space in which they can be more creative than ever before. But, as Chris points out, the blessing is also a curse: "Your senses are open for the first time in ages, and all you can see is a tobacco-stained wall."

When time is called at Brixton, the Dream Factory is closed. The performers, still buzzing with energy, are led back to their cells, and the audience files off, out into the damp autumn air.

The LSW's next major production will be Othello at HMP Brixton, Feb '05

(www.londonshakespeare.org.uk;
020-7793 9755)

Greece Shows The Way

Petros Damianos

The new school premises in the Juvenile Prison in Avlona - Athens
A revolutionary educational unit for the Greek standards

On 21/09/2004, the Minister of Justice Mr. Anastasis Papaligouras inaugurated the new school premises in the Juvenile Prison in Avlona (J.P.A.). The president of E.P.E.A Mr. Niek Willems, who was invited by the Minister of Justice, members of the ministries of Justice and Education of Greece, teachers and members of the local authorities attended and honored the ceremony.



The Minister of Justice, during his speech, pointed out: *“It is needless to say how happy and moved I am for, once more, I am here, among and close to you”*. He continued saying: *“Instead of Prisons I’d rather build Schools! ”*. Closing his speech he stressed: *“I am watching – and I will be watching – your efforts and progress. I stood – and I will always stand by you – in the “beautiful” battle you give to re-conquer your life and future”*.

The President of E.P.E.A., Mr. Niek Willems, during his speech pointed out the fact that he was feeling proud that the Juvenile Prison Education in Greece is making such an important step towards the European goals of the Organization and stated that all the people of the Organization, support and will support in every possible way the efforts that take place in Greece.

In his turn, the director of the Secondary School, Mr. Petros Damianos, called the day *“historic”* and declared on behalf of all his colleagues that he is proud of the title he carries as *“Prison Teacher”*.

Education in the Juvenile Prison in Avlona is significantly reinforced with the construction of the new school premises, which were provided by the Ministry of Justice, fulfilling a promise given by the Minister at the end of the previous school year. The two- storey building will support the function of the Primary and Secondary School, a fact that constitutes a significant quality upgrading of the Prison Education in Greece. It includes a multiple – functioned hall, ten classrooms, two computer science classrooms, offices for the teachers, storerooms, toilets, a laboratory and sports facilities. The Primary and Secondary school are staffed with 16 teachers - employees of the Ministry of Education -covering all the needed educational fields. The Ministry of Education has also provided all the needed equipment.

Today, in the J.P.A. 243 juveniles are held. Among them 103 are Greek (53 accused pending trial and 50 convicts) and 140 foreigners of various nationalities (61 accused pending trial and 79 convicts). In the Primary School 42 youngsters (9 Greek and 33 foreigners) are registered. In the Junior High School 61 youngsters (18 Greek and 43 foreigners) are registered while in the 1st, 2nd and 3rd grade of the High School 32 youngsters (14 Greek and 7 foreigners).

The Secondary Education in the Juvenile Prison began in 1997 with a group of volunteer teachers. The rising number of students wishing to attend the courses intensified the need of the creation of a school unit and, therefore, in 2000 a Secondary School branch was founded, equal to every other Greek School unit, as far as the titles issued are concerned. The constant growth of both students and teachers, led to the re-foundation of the Secondary School of Avlona as an autonomous school unit in 2003. For the first time the school offers to its students the opportunity to take part in the Pan Hellenic Exams in order to achieve entering the University.



In addition, the educational process in recent years has been completed with numerous cultural and artistic activities. It is worth mentioning that the school has been awarded several National awards concerning the publishing of students' newspapers and magazines (award of school newspaper), the creation of theatrical

performances (2nd award in the students' artistic competition). Its rich cultural and publishing activity continues up to the present day.

The Secondary school's teachers are members of E.P.E.A. and attend closely the progress in the activities of the organization taking part in the meetings and in the effort of promoting the goals of the organization in every possible way.

Even though education isn't only composed of buildings and equipment, in the J.P.A., there exists the fertile ground to sow the seeds of knowledge and civilization and the appropriate circumstances so that they can root and grow. It is of the utmost significance to have dreams but still more important to watch them being fulfilled.



The International conference:

Interaction of Penitentiary Establishments and Non-Governmental organisations in the Field of Education

Svenolov Svensson

7-10 October 2004, St Petersburg, Russia

The Conference was held at a hotel outside St Petersburg and gathered participants from different parts of Russia, Uzbekistan and Sweden. In total 48 people shared experiences during four days including a visit to a prison for young offenders and an interesting visit to a museum of a famous painter, Ilya Repin (1844-1930).

Irina Knyazheva, chair of a Non Governmental Organisation in St Petersburg, "Centre for woman's initiatives" was responsible for the conference and was also chairing it. Irina is for the moment the only EPEA member in Russia. The NGO 'Centre for Women's Initiatives', organize some educational programs in a women's prison near S-Petersburg and this conference was a way of meeting other NGO's from Russia and discuss experiences and also try to find ways of future co-operation between the

organisations in Russia and states from former USSR. The foreign input to the conference came from Sweden and from the EPEA. (I had the honour of being representing the EPEA organisation).

The conference was a combination of short "expert" reports, discussions in small groups, workshops/"master-classes" and feedback in plenary sessions. It was an excellent mixture of methods which engaged most of the participants. In one session experts on prison education from the three countries, Russia, Uzbekistan and Sweden were in focus of "journalists" (all the other participants in three groups). After 30 minutes of asking the journalists should (in seven minutes) make a short plenary report. This should simulate a short radio or TV report focusing on what was done concerning links to schools and Universities outside the prison system.

The conference program in brief:

- Education as a factor of successful prisoner's adaptation after release.
- Individual approaches to prisoners' interaction of penitentiary establishments with NGOs in the field of prison education.
- Development of effective correctional systems through prison education
- Provision of prisoners right to education in the Northern-west Russia, in Sweden and in the former states of USSR. *(This was done in group-discussions reflecting the Council of Europe's recommendation on education in prison R(89):12)*
- Study visit at Kolpino colony for teenagers
- Prison education as a tool of social adaptation and reintegration into society
- Network co-operation as a way to promote professional level of specialists in the field of prison education *(during this theme I presented the EPEA)*
- Interaction of penitentiary establishments and NGO's
- Master-class: Motivation to education, Dialogue as a tool of educational work with prisoners

- Master-class. Motivational Interviewing. Methods of training as a chance to change prisoners' values

It was all in all a very good and interesting conference and you realise that though we work in different systems and circumstances we all share almost the same problems and that we all can learn from each other. I was impressed by the way they handled the conference – it was perhaps sometimes a little bit loose in structure but it came together in a nice, friendly, interesting and generous way. There will also be a report from the conference but I am afraid this will be in Russian.



Appreciation

Jim Turley, Senior Teacher at Maghaberry Prison in Northern Ireland, died in August this year of cancer of the pancreas.

"Big Jim" had been ill for some months, but in his usual way he kept up a very brave face and his death largely took his colleagues by surprise. He had taught in prisons in N Ireland for over 20 years, and was also a very popular figure on the European scene, either leading or being involved in a number of Grundtvig projects, in particular the much admired MABEL project which involved partners from Bulgaria, Norway, England, Poland and the Republic of Ireland.

Jim poked fun at everything and everybody, and his gentle mockery won the hearts of everyone who came into contact with him, and inevitably people followed where he wanted them to go. Despite this outward caricature, Jim was a very

dependable hard worker, methodical and forward looking. He exuded enthusiasm. But he was equally attentive to the students in his care and his natural charm made him just as popular with them.

For those who knew him well, Jim had a huge zest for life, and enjoyed it to the full. He could light up any occasion (and often did) and could turn a boring meeting into something memorable. He was also a talented golfer.

He is greatly missed by all his friends, colleagues, his wife Sandy and his children Scott and Aisling.

Paddy Rocks

Education of the Convicts in Remand Prison Brno

Gabriela Coufalova

Education and special training play a significant role in prison regime for a long time focused on education, if you like convicts' re-education. Education of convicts in incarceration (execution of a punishment imprisonment) is an integral and important part of the treatment programme concept.

In Remand Prison Brno there is no established secondary special school, any special training centre or re-qualifying courses of the Prison Service with accreditation of Ministry of Justice of the Czech Republic. All the educational activities of the convicts are provided through the special educational activities and in no small measure by the way of hobby groups. Out of strictly organized collective educational activities of the treatment programme further special pedagogues, educators, psychologists and other specialists working on department of pre-trial detention and incarceration support all further particular convicts' effort focused on education.

The convicts can borrow study materials, textbooks for foreign languages education, historical, geographical, technical and other special literatures. An increasing trend of education in our prison conditions has led to an increase of reading and a number of persons interested in books in prison library. Convicts can choose books from a wide book fund (more than 10 thousand books) according to their interests, spiritual needs and religion.

In the year 2000 through the offer of Academy Mentor (domestic form of education) a corresponding form of study - assistant of housing and garden architect was negotiated for one convict. Further in 2002 another convict was accepted to Remand Prison Brno, who passed an entrance exam at the Masaryk University in Brno, branch bachelor, course psychology – sociology. This study was realized by the individual study plan with the frequent visits of the faculty and with the maximum support of the specialist of the department of pre-trial detention and incarceration and management of our prison too. Today this prisoner has been released for some time and as far as we know has finished bachelor study at the faculty successfully. As part of these activities we can offer requalified course for convicts, branch cook, which is provided by the Prison Znojmo and lasts 3 months.

1. Special educational activities:

These are individual, collective forms of pedagogical and psychological incidence directed by psychologist, special pedagogue, educator – therapist, social worker and other employees of our prison.

Čím vším

Marek „Slávek“ Gajda

Čím vším pro mě jsi ?

*Kdybych byl stromem,
byla bys pro mě zemí,
zemí, co drží kořeny,
byla bys pro mě mrakem na nebi
co přináší déšť, tak potřebný.
A i tím deštěm bys byla,
deštěm co zbaví mě prachu
deštěm co dá mi vláhu.
Byla bys pro mě jarním teplem
co vzbudí mé pupeny a obsype mě
květem,
i tou malou včelkou,
co prokáže mě službu velkou.
Také sluncem, co nade mnou bude
stát
a dávat teplo, aby mé plody mohly
zrát.
A když mé listy opadnou a přijde
mráz,
byla bys sněhem, co ozdobí mě zas.*

*Jsi pro mě zemí i nebem,
jsi pro mě vodou i chlebem,
zimou i teplem.*

*Jsi pro mě vším,
vším co musím mít
a bez tebe nemohu žít.*

Activities in department of pre-trial detention and incarceration:

1. Adaptation course
 2. Treatment programme focused on convicts with high security
 3. Treatment programme focused on convicts with supervision
 4. Educational programme
 5. Civil minimum
 6. Social minimum
 7. Disputable club
 8. Working therapeutic activity
- therapeutical activity (working therapy, art therapy, ergo therapy, psychotherapy, individual therapeutical talks, social training, social communication, non-verbal communication, coping aggressiveness, stress, depression trainings, assertive behaviour and the others.
 - social law consultancy (formation of positive social relation to social community, active preparation on a civil life)
 - family education (partner and family relationships)
 - cultural education (topical blocks connected with discussion about problems healthy style of life, drug use, alcohol, sexual education)
 - topical walks to knowledge of location and history of the town Brno
 - others – according to convicts' interests

2. Educational activities

Study of:

- English language
- German language
- Spanish language

These activities are organised as hobby activities, which are led by convicts as well, with an external control of educators or special pedagogues. Convicts, who attend these groups, are divided into groups for beginners and advanced. The purpose of this activity is to have necessary knowledge of foreign language, which can help the convicts after their release to communicate with a citizen of other nationality, during their stay abroad or in case of looking for a job as a part of various abilities presentation.

What everything

Marek „Slávek“ Gajda

What everything are you for me?

*If I were a tree,
you were a land for me,
the land, which holds roots,
you were a cloud on a heaven
which brings rain, so needed.
And you were this rain,
the rain which destroys dust,
rain which gives me humidity.
You were spring warm for me,
which will wake up my browses and
fill me with flowers,
and you were a small bee,
which will prove a big service for
me.*

*You were and sun standing above
me
and giving warm for my fruit to
ripen.
And when my leafs fall down and
frost comes,
you were snow, which will decorate
me again.*

*You are land and heaven for me,
you are water and bread for me,
cold and warm.*

*You are everything for me,
everything what I have to have,
and I can't live without you.*

Education at the Corradino Correctional Facility - Malta

Desmond Zammit Marmara`
Head of School

Today, as we live in more enlightened times, it is widely accepted that the notion of a 'prison' to punish errant members of society is an obsolete one. Instead, we have the concept of a 'correctional facility' where persons who break society's norms such that they pose a danger to society are helped to reform themselves in order to lead a better and more fulfilling life and become more productive members of society.

It was with these aims in mind that the Education Unit of the Corradino Correctional Facility was officially inaugurated on 18th November, 1997. Its aim is to provide an educational programme for residents of the Corradino Correctional Facility as part of their rehabilitation process. The Corradino Correctional Facility falls under the jurisdiction of the Ministry of Justice and Home Affairs that is also responsible for providing education in the Facility.

In Malta there is only one correctional facility that is divided into male, female and juvenile sections. Residents of these sections do not mix together. Each resident has his/her own cell. The average number of residents is around 287 with 16 being female and 26 juvenile. Around 40% of the residents are foreigners.

The educational programme at the Corradino Correctional Facility is organised on a voluntary basis. During the first week of October 2004, the number of residents taking education courses amounted to an average of sixty. Only residents considered to be a potential high risk to the security of the teachers are denied access to education.

The courses offered by the Education Unit of the Corradino Correctional Facility range from the first years of primary school to sixth form level. Furthermore, one resident and two former residents of the Corradino Correctional Facility also attend a degree course at the University of Malta.

The subjects taught at the Education Unit are the following :

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Art and Pottery | <input type="checkbox"/> Life skills |
| <input type="checkbox"/> Chess | <input type="checkbox"/> Maltese |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Maths |
| <input type="checkbox"/> Electrical | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> French | <input type="checkbox"/> Spirituality |

The Education Unit of the Corradino Correctional Facility opens four hours daily, five days weekly (from Monday to Friday). Educational achievements for the period 2000-2004 were the following:

Year	No. of Residents	Achievement
2000	3	Secondary Education Certificate
2000	2	Advanced Level
2000	1	Entered University
2001	8	Secondary Education Certificate
2001	3	Advanced Level
2001	1	Entered University
2002	6	Secondary Education Certificate
2002	2	Advanced Level
2002	2	Electrician's Licence "A" Examination
2003	6	Secondary Education Certificate
2003	3	Advanced Level
2003	1	Electrician's Licence "A" Examination
2004	1	Electrician's Licence "A" Examination
2004	1	Electrician's Licence "B" Examination
2004	1	Entered University

The library at the Corradino Correctional Facility opens from Monday to Friday for an hour daily. All residents have access to this library which is stocked with books in various languages. Books are either donated or bought by the Ministry of Justice and Home Affairs.

The Corradino Correctional Facility is also equipped with a modern gymnasium for the use of both Correctional Officers and residents. The Facility also has its own football team which as yet is only made up of male residents and which plays friendly matches against visiting teams, sometimes even Maltese Premier League teams.



The present Director of Correctional Services, Mr Alessandro Gatt, has implemented a wide-ranging reform within the Department of Correctional Services. Correctional Officers have received training to be in a better position to assist in the rehabilitation of residents of the Corradino Correctional Facility. Furthermore, full encouragement is given to those residents who show an inclination to further their education. This modern approach to rehabilitation, based on the needs and motivations of the residents, has already produced impressive results as shown in the Table reproduced above.

From Estonia

Family-Rehabilitation Programme In Tallinn

Laura Kikas

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Project manager, socialworker

Tallinn Prison, Estonia

74% of all prisoners in Estonian prisons have been in prison twice or more. It demonstrates that prisoners often leave prison with very poor coping skills. Because of this, they have a large risk of becoming socially excluded, thus resorting back to familiar criminal behaviour. As a complement to general and vocational training currently delivered in prison, there is a need for development of a rehabilitation programmes for prisoners. Currently, various inmate rehabilitation programmes are being developed in Estonia. Our aim is to develop them to be more effective and research based. Also we try to consider socio-economical background of Estonia. All programmes, which are currently in the test phase, have been developed as a result of a specific need and are directed towards reducing various risk factors. There are several factors affecting repeated offences: e.g. drug-addiction, HIV/AIDS, insufficient education etc. However, inmates still have positive resources which might assist in reducing the rate of repeated offences if used in a proper way. Therefore our aim is not only to develop programmes teaching new skills, but also the ones assisting to retain existing resources in order to reduce the probability of repeated offences.

One good example is the programme initiated in Tallinn Prison it is to inmates in wedlock. The aim of this programme is to raise the awareness of

inmates and their families about the emotional tensions which might develop after the release of the inmate and possibilities for relieving them. Regardless of the fact that they have carefully planned and calculated their opportunities for economic subsistence, they have not considered the possibility of an emotional crisis, the changes of roles and relations in the family. Besides, their conflict-solving abilities are insufficient. Inability to manage in the family might change the protective factor (the existence of a family and family support) into a risk factor (insufficient interpersonal skills and lack of empathy to estimate the situation of him/her and the others, which may end up in a divorce).

The programme consists of two parts. The first part represents a series of group work about relations in a couple and in a family, communication with the inside and outside world, for inmates in the prison. One group consists of approximately 10 inmates. The series consist of 12 to 15 3x45-minute group work sessions. Group work shall not be conducted in the form of a lecture, theory is rather being presented through sharing experience, in the form of situation games, generating dilemmas etc. Topics that are handled include personality development theories, communication theories, various family theories, divorce, the role of a parent.

In the second phase of the programme we take the inmates and their spouses to a seminar outside the prison. Participants for the seminar shall be selected from the inmates who have finished the first phase of group work. This is a three-day seminar where by means of various activities we try to raise the knowledge of the inmates and their partners about different situations and to fix the knowledge and skills the inmates have acquired in the series of group work. One seminar is planned for 5 inmates and their spouses. We consider it important to conduct the seminar outside the prison as the participants are taken out of their everyday routine and are able to participate without any disturbing factors. Also trust of the personnel enhances the sense of obligation of the inmates and motivates them to learn and make progress to minimise the possibility of repeated committal.

The three-day seminar constitutes of very different and variable activities. The couples have to compile a budget for a family with limited resources; participate in conversation groups; solve various unexpected situations which might arise after release; they can test each other's trust and express their thoughts and feelings about each other. In addition, during these three days, each couple has to talk at least one hour with the family counsellor, although in reality the counselling sessions take up much more time. The seminar takes place in free and easy atmosphere, thus facilitating the inmates' obtaining of positive experiences and new knowledge.

Currently, we have decided that children are not included in the outside seminars. On one hand this is unfair

and definitely negative, as children are a part of the family and should also be able to participate in the processes happening in the family when one member rejoins. On the other hand, we have reached a conclusion that participating children would rather be a disturbing factor at the active seminar. If children were included, families would like to dedicate a lot of time for children and being together as a family. The obtaining of new knowledge and experience would become second rate. Besides, organising activities for the children would be problematic as the children of different families are of different ages. Having observed the processes of the seminar, we are convinced that for participating wives the opportunity to spend three days alone with their partner offers a brilliant possibility for having a rest and get out of their everyday routine.

So far, we have devised the programme with the probation department and chosen the participants from among inmates having the perspective of pre-scheduled release. This has two major reasons. Firstly, to enhance the co-operation between different institutions and develop network co-operation in order to unify tasks and support each other's activities. Secondly, while developing a programme, it is essential to evaluate its necessity and efficiency. The most objective estimate to the results of this programme can be given when the inmates have already been dismissed and spent some time with their families. Therefore in the development phase the cooperation with the probation department is essential in order to facilitate the evaluation of results.

In a longer perspective, all pre-dismissal inmates in wedlock make up the target group for this programme. We assume that they have participated in programmes teaching emotions management and other necessary skills (if it has been made mandatory for the inmate in the initial phase in individual sentence plan). In the theoretical part of the programme a lot of time is devoted to considering various theories (personality, standards, conflict), but in order to achieve better results it is essential that the knowledge acquired here could be used for enhancing the already existing knowledge and connecting it with real situations (in one's own life).

By now we have conducted seven programme cycles in Tallinn Prison. Initial assessments of the programme are excellent. Analysing the feedback from inmates and their partners has

shown that they have acquired new knowledge, have become more aware of each other (the partner) and the programme has helped them to assess the reality better. The prison officers have noticed changes in inmates attitude and behaviour. Also the change is seen by the other prisoners. "Skeptical" inmates want to be in the program to see, wheatear it is possible to for someone to change them as well in such big amount.

Currently, we are compiling manuals for conducting the group work inside the prison and the seminar outside the prison. In addition to Tallinn Prison, we have extended the programme to the other prisons. We are planning to start follow-up control among the released prisoners and their families who have completed the programme in order to give an adequate estimate of the need for such a programme.

New EPEA Branch

An Irish branch of the EPEA was established recently with 42 members. It is called the Irish Prison Education Association (IPEA) and its inaugural conference was held in Butler House, Kilkenny, on Friday the 12th and Saturday the 13th November 2004. On Friday, the election of officers to the Executive Committee took place, a draft constitution was discussed, amendments were proposed and the IPEA constitution was finalised and ratified.

On Saturday morning a presentation on the EPEA; its aims, objectives and future developments, was delivered. This was followed by a discussion on

the future of the IPEA, its plans and aspirations. Dr. Ted Fleming, Acting Head of Department of Adult and Community Education, National University Ireland Maynooth, delivered the keynote address for the conference. The address was titled "Prison and Civil Society: A Dialogue with Educators" and a copy of this wide-ranging and insightful talk will be published in the next EPEA Magazine. The elected officers of the IPEA are:

Chairperson and EPEA Liaison Person: Cormac Behan, Secretary: Paula Egan; Treasure: Marie Breen and EPEA Liaison Person: Zac Sex.

Funding Prison Education: A submission to the Review of Prison Education Funding

by NATFHE.

1. Introduction

NATFHE, the University and College Lecturers' Union represents prison education lecturers. We are the principal union in prison education representing education managers and full and part-time lecturers working across the prison estate. We welcomed the establishment of the Prisoners' Learning and Skills Unit in the DfES, and have built a close working relationship with the Unit. We consider that the establishment of the Unit with a clear educational brief has and will greatly assist the development of prison education.

We believe that prison education makes and could make an even more significant contribution to the rehabilitation and resettlement of offenders. Research quoted in the recent Social Exclusion Unit Report "Reducing re-offending by ex-prisoners" bears this out. The SEU's Report also collates the information on the education background of prisoners as compared to the general population and demonstrates the gap in positive education and learning experiences between prisoners and the rest of the population. Prisoners are far more likely to have truanted when in school and to have been excluded from school, have no qualifications and have very poor basic skills. NATFHE welcomes the Government commitment to prison education and the place of prison education at the heart of its social inclusion policies.

NATFHE considers that prison education has been a neglected part of the prison service, and has suffered over the last decade from the changes resulting in the contracting and re-

contracting of prison education services. NATFHE research in 1996 showed that contracting out of prison education services led to a reduction in prison education staff and severe cuts in education programmes. (NATFHE "a Soft target for cuts" 1996). We recognise that the position of prison education has improved from this low point. NATFHE believes that the funding of prison education, both in terms of the quantum of resource available to prison education, but also in terms of the manner in which prison education funding has been dealt with by Prison Services, lies at the root of a number of serious and long standing problems concerning the status of prison education and its delivery. NATFHE therefore welcomes this review of the funding of prison education and the opportunity to contribute to it.

In this submission, NATFHE has not sought to outline a specific funding methodology. Instead we have tried to draw attention to various aspects of prison education that must be taken into account, as well as measures that will need to be taken if prison education is to receive the status and attention and reach the quality that all those involved in its delivery wish to see.

We would wish to state at the outset of this submission that quantum of resources for prison education is insufficient to provide the quantity and quality of service that is required to put prison education at the heart of offenders' rehabilitation and resettlement. Whatever the methodologies of allocation of funds for prison education is, the amount of

money spent on prison education will need to rise substantially to meet the challenges that the Government has set for the Service.

2. Uncovering the facts

NATFHE believes that the first task of the PLSU's review of funding must be to discover what is actually spent on prison education in total. This must include not just the actual costs of prison education contracts, the delivery of the actual service, but also the additional necessary and associated costs. These would include such items as the maintenance and upkeep of prison education accommodation and the provision and maintenance of proper safe and healthy accommodation. The cost of libraries and other support for learning needs to be identified. Despite the clear problems about the use of ICT in prison education, the benefits to both the management of prison education and to prisoner's access to educational programmes and learning materials are so great as to necessitate a detailed estimate of the costs of proper access to suitable ICT networks across prison education provision and management.

Recent Inspectorate reports as well as the SEU have reported on the poor state of much vocational training in prisons as well as the lack of synergy between prison education and vocational training programmes. NATFHE would urge that vocational training is combined with prison education, and its delivery is placed under the same funding systems and service providers as prison education services. An estimation of the costs of prison education should also include the costs of vocational training.

NATFHE would also suggest that some estimation of the hidden costs of

prison education should be made. These would include:

- An estimation of how much it costs prisons to escort and supervise prisoners in education work;
- An estimation of what it would cost to pay prisoners on a comparable rate for education as for work in prisons. Both the NATFHE/AoC research and the SEU Report called attention to the lack of incentive in terms of pay for prisoners to attend education programmes;
- An estimation of introducing proper electronic communications to ensure that educational records of prisoners are easily moved with the prisoners between establishments.

Alongside these costs, we believe that the review would be a good opportunity to estimate the costs of redressing certain aspects of prison education that can undermine the quality of provision. In this we would include an estimation of the following:

- The costs of proper initial and on-going educational assessment of prisoners;
- The costs of proper pre-release education advice and guidance of prisoners;
- The costs of paying prison education lecturers comparable pay as is paid to mainstream lecturers in the employing colleges;
- The cost of paying the equivalent of the environmental allowance paid to other prison service staff, to act as an incentive to lecturers and teachers to work in prisons;

- The costs of fractionalising all part-time hourly contracts above 8 hours a week.

3. Funding the totality of prison education

One of the issues that has beset prison education is the diversity of provision, partly, of course this reflects the diversity of prisons and their populations. However as the recent research commissioned by NATFHE and the AoC, "Shared Responsibilities: education for prisoners at a time of change" (NATFHE 2001) showed all too often prison education provision and funding is based on a "one-size fits all approach". Our research report "Shared Responsibilities" stated:

"The model adopted appeared to be based on the needs and circumstances of a medium sized Category C training prison for men" The smallest and the largest, as well as the short-stay and the long long-stay establishments and those with a typical populations found this model ill suited to their situations"

NATFHE would argue strongly that prison education funding must be a national system, but its funding methodology must be flexible enough to properly resource a variety of situations and circumstances within the Prison Estate. The Prison Service is a national service and prisoners move across the prisons estate. There will be particular local circumstances including those of locality as well as the type of prison and type of prisoners. These can be addressed by funding measures over and above a clear national system. Such a system must be based on an entitlement to suitable educational provision that is

part of and integrated into the rest of sentence planning and management.

3.1. Funding methodology

Funding for prison education must be adequate to provide the proper education and training needed by each prisoner, subject to a proper and on-going assessment of their educational and learning needs. We do not advocate any particular funding methodology, but believe that funding must be sufficient to fulfil an education action plan, which would implement the learning goals that are particular to each prisoner.

The starting point of this plan would be the initial educational assessment, which we believe to be an essential part of the induction process for each prisoner at the start of her/his sentence. It may be that some aspects of the funding methodologies used by further education might be useful. For example, the use of set sums of resources that could be applied to particular learning programmes might be used as part of the funding of prison education. In a similar way, cost-weighting factors that reflect the differential costs of particular learning programmes could be investigated.

We do feel however, that the form of demand-led funding as used in further education would not be appropriate. Given the diversity of prison education NATFHE would advocate that each prison education service should be given a set per capita amount of funding which would fund proper assessment of prisoners educational and learning needs, and provide a firm basis for funding education programmes. This would provide funding for a minimum entitlement to education provision. A funding methodology could then build on this funding of a basic entitlement. This

would assist in evening out disparities of both the amount of time for education each prisoner receives and disparities between costs of provision. The SEU Report comments critically on the disparities in each of these aspects of prison education provision.



The use of targets in prison education has been problematic, and although NATFHE acknowledges that action is being taken to redress past mistakes in this area, we would urge that funding was not linked to crude targets linked to the acquisition of particular qualifications. Targets should be aligned to the aggregation of individuals' learning goals made after proper assessment and integration with the rest of sentence planning and management. Thus targets for individual prisons would be appropriate for their type and the type of prisoners and programmes delivered. Target setting on an Area basis would also be helpful in being able to measure achievement of both prisoners and of prison education departments in a more holistic way and with a longer time frame. If it were felt that some funding recognition of achievement was necessary, then NATFHE would strongly urge that this be in the form of a "bonus", rather than in a punitive way. Prison education is still in a delicate enough condition as to need encouragement not punishment.

NATFHE would urge that whatever funding methodology/allocation system is finally used, it be fit for purpose; that is it be flexible enough to

fund various forms of education/learning programmes that are suited to the type of establishment, prisoner population within that establishment, and patterns of movement to and from that establishment. For example local prisons with high prisoner movement and short prisoner stay should be funded in such a manner as to be able to provide proper initial full assessment, possible action plans following assessment and short "taster" and "access" programmes that could lead into longer learning programmes when the prisoner is settled in a training prison. This first assessment could include the initial planning to integrate other aspects of sentence planning and management, such as training and behavioural programmes. This assessment and planning should then follow the prisoner throughout her/his movement in the prison establishment. Training prisons would be funded for longer education and training programmes, and the funding of high security and for prisoners on long sentences would be need to take account of the fact that employability may not be a high priority in these situations, but that education and learning still had an important place in sentence planning, management and implementation.

3.2. Funding assessment and guidance

NATFHE strongly believes that prison education must be part of a whole process of rehabilitation and subsequently resettlement, once a prisoner's sentence is complete. This leads us to advocate funding prison education on the basis of an entitlement to a learning programme that is part of a whole process of sentence planning and management, and various programmes of education, training and behaviour modification.

Seeing prison education as part of a whole process of rehabilitation and resettlement will place a considerable emphasis on assessment both at the start of a prisoner's sentence, during that period and towards the end of the sentence when the prisoner is preparing for return to the outside world. This means that the whole process of assessment needs to be properly resourced.

This must include the infra-structure to enable prisoners' education records to move properly and in a timely manner between establishments. The NATFHE/AoC research showed that 72% of respondents declared that there was an adequate system for transferring records in their establishment, 61% of respondents reported that they sent always sent records. Yet 67% said they only received records irregularly. Whatever these figures mean, something is amiss and a proper electronic form of transfer could resolve many of the problems associated with the safe and timely transfer of information.

3.3. Funding learning support and for special needs

Given the facts about the mental and physical health of prisoners as compared with the general population, prison education must have funded the full costs of proper learning support in all of its aspects. With the kind of educational disadvantage that most prisoners have experienced, such support is all-important. Problems of mental health may lead to problems with learning and concentration. There may be specific learning difficulties, which will need to properly and professionally assessed and appropriate learning support must be available.

We would suggest funding this in a similar manner that further education has used for a decade, and that the Learning and Skills Council is now applying to the whole of post-16 education and training. This system funds through additional resources, the learning support that flows from proper assessment. This support can take the form of additional teaching support and/or equipment and modification of plant and equipment.

Juveniles and young offenders who may have received special needs statements in their schooling, must have such support continued and funded whilst they are in custody. Physical support and access to education are equally important in prison education as in education and learning in the outside world. Many prison education departments especially in the older prisons may not be physically accessible to prisoners with mobility problems. Funding of prison education must demonstrate at the very least to take on board these issues and seek their remedy. Blind and prisoners with sight impairment will need materials that they can use. The SEU report highlights the work of the Deaf Prison Project, but no mention is made of the work of the project in prison education.

3.4. Accreditation costs

The NATFHE/AoC research showed that whilst there was support for the moves within prison education to extend access to nationally recognised qualifications, the added costs of external accreditation did not seem to be funded adequately, if at all. This must redressed and resources found to fund this aspect of education programmes properly and not at the expense of existing provision.

3.5. Payment for prisoners attending education

The SEU Report and the NATFHE/AoC research both reported the disincentive that the disparity in the payment prisoners received when attending education programmes compared to payment received for other prison activities caused. The definition of funding under review in this current process must include this aspect of prison education provision. If prison education is part of rehabilitation of offenders, and the redressing of previous education under-achievement a crucial element in resettlement of ex-offenders and one of the causes for a reduction in re-offending, then it must not only be valued but it must also be seen to be valued. Providing comparable payment with other prison activities would be one way of making this recognition public, as well as being an incentive for prisoners to attend education programmes. It may also be possible to build into such a system additional payments to the prisoner for particular educational achievements. Such payments have been used in the outside world in some of the Educational Maintenance Allowance pilots.

3.6. Payment for escort and security duties in prison education

A problem that is reported to NATFHE on many occasions is one of lack of prison staff to escort prisoners to education programmes, and of prison staff to be on duty in prison education centres for security duties. The NATFHE/AoC survey found that 51% of education managers reported regular difficulties getting students to classes. The lack of prison officers to supervise security in education accommodation can pose a serious safety risk in some prisons. NATFHE acknowledges that these problems stem from

circumstances that are not always in the control of Prison Services or prison governors. However we would suggest that some of the problems might be overcome and there might be a greater willingness to for prison officers to undertake these duties and for governors to give them a higher priority, if prison education had an allocation of resources from which it could make an allocation for the undertaking of these escort and security duties.



3.7. Funding for new forms of custody

The rise in numbers of the prison population, and the consensus that is building, repeated again in the SEU Report of dubious value of short prison sentences is leading to the development of different forms of custodial sentencing such more use of community sentences and the use of combined community and custodial sentencing should lead to different patterns of prison education provision. Whatever forms of funding and funding methodology that are developed in the future, they will need to be flexible enough to fund the different forms of education provision which will be appropriate to new types of regimes and sentencing. Links with outside providers of education and training will be of paramount importance in the delivery of these new forms of provision. There will need to be liaison with particularly the Learning and Skills Council to ensure that funding whether of provision

outside prison education, or funding of prison education does not become a barrier to participation in learning programmes.

3.8. Stability in funding

NATFHE considers that one of the primary requirements of funding for prison education is stability of funding. On the establishment of the PLSU, one of the positive developments was the ring fencing of prison education funding to education purposes. This needs to be continued. But the conditions and application of such ring fencing needs to be made clear to all concerned. If the ring fencing is at establishment level or at area level needs to be clear and transparent. We would argue that all prison education should be given a base line budget, under which resources should not fall. We believe that the power of prison governors to alter education provision made by contractors at short notice should be terminated. Clearly there will be occasions when operational matters may lead to alterations in contracting arrangements and provision of educational matters. However such occasions rarely occur without some advance warning, and there should be discussions between Prison Services, Prison Procurement and educational contractors about the correct amount of notice that should be given for alterations in programmes. We will return to issues around contracting later in this submission.



4. Funding for the diversity of prison education

NATFHE has tried to stress in this submission our desire to see the funding of prison education move to a basis of funding an entitlement of prisoners to high quality, well-resourced education provision which part of whole sentence planning, management and implementation. We do not consider that a funding methodology that is based on stimulating demand as in the LSC system would be appropriate or relevant to the circumstances of prison education. We have tried to give examples of how funding should be appropriate to the type of prisoner and type of establishment.

4.1. Funding different modes of education

Prison education needs to be able to offer its provision in different modes; as full-time programmes, as part-time programmes, as open and distance learning provision, and as day and evening provision. In this way it will be able to attract the maximum participation and prisoners will be able to participate alongside other activities. Some prisoners will require intensive full-time programmes, whilst others will require programmes alongside vocational training, prison work and behaviour modification programmes. Funding should be flexible enough to resource properly all these different modes. We would also argue that successful distance and open learning requires good tutorial and other support to be successful. The funding arrangements for these modes of learning will need to recognise this and fund it adequately.

4.2. Funding the wider curriculum

The facts about the educational underachievement of prisoners are well

known, and have been identified again in the SEU Report. Clearly there must be a great emphasis on basic skills work in prison education. However developments around a core curriculum, which was introduced in 1997, have not been unproblematic. One of the principal conclusions of the NATFHE/AoC research was that there were high levels of dissatisfaction among all respondents to the narrowing of the curriculum. One governor quoted in the report regretted “the positive contribution made by creative education when dealing with very damaged individuals with low self-esteem and a low opinion of formal education”. An education manager spoke movingly of the impoverishment of the education programme as a result of the demands of the core curriculum. “We have no other educational provision than that required by the core curriculum. This is a major deterioration in the programme. Our curriculum is narrower now than at any time in the last 30 years”. Many respondents made the point that the offering literacy and numeracy “straight” was not going to lure the prisoner, no matter how much s/he may need it. Other respondent spoke of how often those prisoners with poor experiences in school, would only choose practical education programmes. These had been lost and thus opportunities to build up prisoners confidence in their own abilities to learn. We acknowledge that the PLSU has recognised many of the problems with the core curriculum, and is positively seeking ways of delivering the basic skills that many prisoners need in a variety of ways. The relaxation of some of the worst use of key performance indicators and targets around basic skills achievement have been ameliorated as well.

Within the understandable focus on basic skills provision, prison education must be able to offer a wide curriculum and the funding regime must support this. This cannot mean that every establishment can or will be able to offer a wide range of subjects, but there must be a balanced educational programme offering a range of creative and practical subjects which can be studied in their own right, and as well being platforms for delivering basic skills. A further point about a wide curriculum within prison education being funded is the fact in the SEU Report that black prisoners tend to be more highly qualified than white prisoners, and so benefit relatively less from the emphasis on improving basic skills. The provision of a wider curriculum will allow black prisoners to develop appropriate skills at the relevant level. The wider curriculum with provision of creative programmes will also assist black prisoners in realising their cultural identity and thus assist in improving their self-confidence and esteem.

4.3. Vocational training

This submission has referred to the criticisms contained in the Inspectorate Reports on prison education and training and in the SEU report concerning vocational training in prisons, and in particular the gaps between education and training programmes. To counter this NATFHE would urge that the definition of prison education be widened to one of education and training. Funding for both training and education should be brought under the overall direction and management of the PLSU at national level, and of prison education providers and education managers at establishment level. Only in this way would the kind of required integration actually happen. We realise that there will be fears from both education

workers and trainers that their provision will be cut in favour of the other provision. To allay such fears we would advise that baseline provision in both education and training is identified, and then ring fenced. So each category of provision would not be able to fall below that base line. The appropriate provision could then be developed for each establishment from this base line.

4.4. Integration with other programmes

We have tried to emphasise throughout this response that prison education must be central to the totality of regimes, and that it and prison education workers integrated into other programmes aimed at rehabilitation and equipping prisoners with the full range of skills that are needed for successful re-entry into wider society. Prison education must be funded into such a way as to facilitate this. The funding must be sufficient to allow prison education workers to make a full contribution to a multi-disciplinary approach.

4.5. Young offenders and juveniles

NATFHE prison education members work predominately in youth offender institutions and adult prisons. We will not therefore make many comments about the issues of education in the juvenile estate, except where juveniles are present in YOIs and in adult prisons.

The NATFHE/AoC research found that 20% of education managers worked in establishments containing juveniles. The research did find that respondents to the survey were struggling with some of the operational consequences of the Detention and Training Order system that was recently introduced. Many of the

problems stemmed from a perception that staff and premises were unequal to the new demands being made upon them when dealing with the younger age group. Some of these problems could be ameliorated through more resources for staff development and more development of appropriate premises. We do acknowledge the additional resources that the Government is making available to meet the demands and challenges set by the very low levels of educational attainment among juvenile prisoners. We also recognise the measures that Youth Justice Boards are making for these young people including setting new targets for the delivery of set numbers of hours for education per week, and the new monies that are being made available to achieve these targets.



NATFHE is more concerned about the education offer available to young adult offenders, many of who are in adult prisons. Again the SEU report highlights both the need for the lack of educational achievement and attainment among young prisoners and the way that education provision can play a crucial role in rehabilitation and reduce the re-offending. The SEU also reported that in 2000/1 a fifth of YOIs failed to meet the target for purposeful activity including education programmes. The NATFHE/AoC research also found that young offenders were often being “squeezed” out of education provision where they were housed with juveniles and with

adults by the demands of the other groups. In relation to situations where young offenders were housed with juveniles, the statutory demands incumbent on providers could damage the educational opportunities of young offenders. The funding of proper provision in YOIs must be a very high priority for a new funding system.

4.6. Women

Although the numbers of women prisoners in increasing, they still represent only 5% of the prison population. Yet as with other categories of prisoners the educational attainment and achievement, the degree of physical and mental health problems are far greater than in the general population. Many women's prisons are small, with a mix of ages and sentence length. There are then problems of being able to provide balanced rational education programmes. Some of issues could be addressed by providing additional resources to provide a better mix of education programmes to meet the variety of needs and issues that arise in the women's estate. Any new funding system must recognise the special circumstances that can occur for meeting the educational needs of women prisoners.

4.7. Black and prisoners from ethnic minorities

Prisoners from black and ethnic minority communities are represented among the prison population in far greater proportions than they are in the general population. The NATFHE/AoC survey found that prisoners from these communities constituted a significant proportion as those prisoners needing special provision. The SEU Report found that prisoners from black and ethnic communities were far more likely than their white counterparts to have taken

part in further education outside prison and to have attended education classes whilst in prison. We have made reference to this in calling for the provision of a wide curriculum offer. There will also be a need for a funding system for prison education to recognise that some black and ethnic minority prisoners will need English language programmes for those whose first language is not English, and language support whilst attending the full range of educational provision. There also will be the need for education programmes to provide a range of creative and cultural programmes aimed at black and ethnic minority prisoners that will assist in building their self-confidence and self-esteem. A new funding system will need to take onboard these particular special needs and the need to develop curriculum materials to respond to the needs of these prisoners.



5. Funding quality

NATFHE is committed to provision of high quality prison education services, and to on-going programmes that are aimed at improving and maintaining standards and quality. We consider that an essential component of a quality service is the recruitment and retention of professional and committed education staff. The basis of this must be that such staff are valued and recognised by a proper national salary system and conditions of service. Many prisons are in remote locations and all prisons present a set of teaching and learning situations, which can

offer great satisfaction to staff, also present extremely challenging circumstances. The funding of prison education must recognise this and offer both salaries and conditions of service that will attract the best and most committed of teachers and lecturers.

5.1. Recruitment and retention of staff

Recruitment and retention of prison education staff both reflect the current situation in post-school education, and present a more challenging set of circumstances. The pay gap between school teachers and college lecturers has increased in recent years and is now on the point of becoming a significant barrier to the sector meeting the challenges set by the Government. Colleges are increasingly losing qualified staff to schools, and adult education services and work-based learning providers are losing staff to colleges. The situation is particularly acute in basic skills provision. Prison education is part of this difficult, worrying and worsening situation. It also suffers from being perceived as not the easiest place to teach, and where conditions of service can exacerbate recruitment and retention problems.

5.2. Pay

Some college prison education contractors are paying less to their prison education staff than their mainstream staff. Prison education funding must be sufficient to eliminate such anomalies, and at the very least the pricing of contracts for prison education must be based on pay parity between prison education staff and mainstream college staff. In addition the pricing of contracts must include an element to enable contractors to pay nationally negotiated pay increases to prison education staff.

A long standing grievance of prison education staff is that there is no financial recognition of the difficult circumstances in which they work. Other Prison Service staff either receive an environmental allowance or have such allowances consolidated into their salaries. Prison education staff have never received such an allowance. The funding of prison education must be increased to enable a financial recognition of the particular circumstances in which they work. The NATFHE/AoC survey found that all respondents reported that staff pay and recruitment was a major concern. We understand the Youth Justice Boards have made suggestions that some form of additional payment is made teachers working with juvenile offenders. If this happens it needs to be properly funded so that the costs of this is not borne solely by the providers.

5.3. Conditions of Service

A similar problem presents itself in regard to conditions of service. NATFHE would urge that there be national conditions of service drawn as well as best practice guidelines for contractors employing education staff.

5.4. The use of part-time staff

As in post-school education outside prisons, the last decade has seen an increase in the use of part-time staff and casualisation. NATFHE is not opposed to the use of part-time staff per se. They can be invaluable in bringing particular skills to education delivery, and are very useful in meeting sudden changes in circumstances and demand for particular programmes. However there is a great deal of evidence built up over the year in post-school education that the over and mis-use of part-time staff can lead to a lowering of quality. Part-time staff are usually paid only for the actual teaching they undertake. They

are often not paid for curriculum and material development and attending meetings. Consequently they either undertake these duties in their own time and risk being exploited, or do not undertake them. In the kind of quality prison education that we would wish to see developed, there will be an overwhelming need for all prison education staff to undertake a full range of duties and work. We would urge that active consideration is given to increasing funding so that at least those part-time staff undertaking a regular commitment of 6 hours a week or more have the opportunity to moving to fractional salaried contracts. An additional issue for part-time staff in some establishments are the time in can take to go through necessary security checks. This can lengthen the working day for many part-time lecturers for which they are not financially compensated. Other circumstances in prisons outside the control of those managing prison education programmes such as shut downs can affect the pay of part-time staff and there will need to be recognition of this in the funding.

5.5. Staff development and training

The key to raising quality is increasing the levels of professionalism among prison education staff. Since 2001 there has been a requirement that all new staff in further education colleges should have a professional teaching qualification or acquire one within a set time scale. NATFHE considers that prison education staff employed by colleges would come under the scope of this requirement. However where contractors are not FE colleges, their staff fall outside this requirement. This is anomalous and there should be a requirement that all new prison education staff have or will obtain a teaching qualification. All contractors should have access to the Standards

Fund, which funds providers in ensuring that all new staff gain these qualifications. This still leaves the problem of existing unqualified staff. The Standards Fund provides up to 50% of the costs of assisting such college staff gain the required qualifications. Again this needs to cover all unqualified prison education staff.

The particular circumstances of prison education will require additional staff development and training programmes in addition to the range of programmes open to pos-school education and training staff. The second contracting round did contain provision for up to 6 days of staff training. NATFHE welcomed this. However some investigation needs to be made as to the take-up of this provision. We would recommend the establishment with additional monies of a Standards Fund for prison education that could support the particular staff development and training needs of prison education staff. There are particular problems when using part-time staff in having sufficient funds to release and provide cover for such staff when they undertake development and training. This must be recognised by the funding system.



In the circumstances of prisons, it is essential that prison education staff have access to a range of training programmes that are organised for prison staff, for example security training and proper induction. Again it

is important that there is recognition in the funding of prison education that participation in such training is essential for all prison education staff, and that release and cover for staff absent for such essential training.



5.6. Accommodation

Accommodation and equipment for prison education are the bedrock on which the system rests. Poor accommodation and inadequate and obsolete equipment can hamper the provision of learning programmes. Given the age of many prisons, and that prison education has not always been seen as a high priority, the PLSU should stage an urgent audit of all prison education accommodation and then with Prison Services plan a staged programme of improvement and refurbishment where this is necessary. The PLSU should also enter into discussions with the Prison Service as to where the responsibility for the prison education accommodation should lie, with the PLSU or with Prison Services. If with the PLSU, then its funding should be increased to deal with this. If it remains with Prison Services, then it should not shirk its responsibilities in this regard. The funding of prison education should contain a capital stream that could be used for minor repairs, if the prime responsibility remains with Prison Services, and for purchasing and upgrading equipment.

6. Contracting prison education

NATFHE has never viewed with favour the system of contracting out of prison education started in 1993. We consider that it has led to instability, destroyed long-standing and valued arrangements and providers of prison education, and led to a reduction of learning programmes, staff redundancy and demoralisation. It also has meant more difficult communications between prison governors, education managers and staff and prison education contractors with some contractors being up to 200 miles away from the establishments they are delivering learning programmes. NATFHE would prefer to system a return to a similar system as before contracting out, with the Home Office/Prison Services grant aiding providers. However we accept that this is probably unachievable. NATFHE would wish to see modifications to the contracting out to produce shorter management lines with better communications. We also would wish to see more integration of prison education to the rest of post-16 education and training, not least to ensure better co-ordination of education and learning programmes for those being released from custody. The SEU Report comments critically on the lack of co-ordination and the many barriers to prisoners continuing their learning on release. One way of bringing this integration closer would be to involve the Learning and Skills Council and local LSCs in the contracting process. One way might be for the LSC to undertake the contracting. Certainly we believe that all providers of prison education should meet the quality standards set by the LSC on the providers it funds.

If the contracting out of prison education is to continue, then it needs to be a far clearer and more transparent process. The NATFHE/AoC research

showed that many contractors had difficulty with the pricing of prison education and in dealing with Prison Procurement Services. 79% of respondents to the survey reported that their prices had not been resolved for the year of the contract they were operating in. (this was some 3 months after the start of that contract year). 63% of contracts reported difficulty with budgets and pricing. There has seemed to be little relationship between the budgets set and the pricing in the contracts, with budgets having been set according to establishment and historic precedent rather than need and actual programmes delivered.

We have indicated above pricing of contracts must be set at levels which can include a wide range of costs that are incurred in the delivery of prison education, and to provide a high quality service with proper pay and conditions of service, and that allow for staff undertaking a range of other duties crucial to the education process.

NATFHE would wish to see greater stability in the management and budgets of prison education. In the past one of the greatest problems faced by contractors and education managers were sudden changes to the education programmes because of changes imposed by prison governors often for non-educational reasons. The transfer of responsibility to prison education to the PLSU, and the ring fencing of funding to education purposes has greatly helped in establishing more stability. NATFHE would argue if contracting is to continue then contracts should run for a longer time period. With OFSTED and the Adult Learning Inspectorate now regularly reviewing quality in prison education, there are the means to remove responsibility for prison education

from those providers who fail to meet the quality standards.

NATFHE would wish to see prison education being contracted to providers that were in the same locality as the establishment to which they were providing services. However we acknowledge that some providers have



now built up a considerable expertise in the delivery and amazement of prison education and this should not be lost. Perhaps consideration might be given to such providers becoming the lead provider in their locality, and where it is necessary to have other providers, these “experts” could act as sponsors and guides to less experienced and smaller providers.

7. Funding for rehabilitation and resettlement

The SEU Report critically commented on poor links between education and training inside and outside prison. NATFHE has already expressed its wish to see greater integration and involvement with the LSC and prison education. One aspect that would help

prisoners on release continue their participation in learning would be better education advice and guidance pre-release. Given the fact that many prisoners may be returning on release to areas some distance where they have been serving their sentences, there needs to be links between prison education departments and providers in the areas that prisoners will be

returning to. Both of these activities will need funding. The SEU Report also commented on the lack of funds for community based learning opportunities for Category D prisoners in open and resettlement prisons was limiting the numbers who could attend such programmes. This should be remedied urgently.

The Ad hoc Conference of Directors of Prison Administration (CDAP) and Probation Service

Mr Guy De Vel

Director General of Legal Affairs of the Council of Europe

(Rome, 25-27 November 2004)

Minister, Distinguished Guests, Ladies and Gentlemen,

It is both an honour and a pleasure for me to welcome you on behalf of the Council of Europe, the oldest European organisation, on the occasion of this Conference of Directors of Prison Administration (CDAP) with the participation of the Probation Services. We are indeed fortunate to find ourselves in the splendid environment of Campidoglio, in the "eternal city" of Rome, one of the oldest cradles of European civilisation. I would like first of all to thank the Italian authorities for their invitation two years ago to host this Conference in Rome. Since the 13th CDAP Conference, which was held in Strasbourg in November of 2002, Europe has further progressed in its integration. Indeed, the Council of Europe now numbers 46 member states. Serbia and Montenegro joined the Organisation in April 2003 and Monaco just recently, in October of this year, making our Organisation the only pan-European organisation, representing 800 million Europeans.

The recent significant enlargement of the European Union also brings to the forefront the question of how to ensure that the unifying of Europe can further promote democracy, human rights and the rule of law on the Continent as a whole. The Council of Europe has a very important role to play in this respect. The Third Summit of Heads of State and Governments in Warsaw (16-17 May 2005) will be of crucial importance for taking stock of the eight years which have passed since the Second Summit for determining the future role and place of the Council of Europe and for strengthening the synergies of European co-operation.

Among the priorities for the Organisation, as defined by the Committee of Ministers, are the current reform of the European Court of Human Rights (the 14th Protocol to the European Convention of Human Rights was recently opened for signature and ratification), as well as the intensified co-operation to combat terrorism and the absolute prohibition of torture.

The ongoing revision of the European Prison Rules is closely related to these priorities. It is clearly time to update the current rules, which were adopted in 1987, when the Council of Europe numbered only 23 member states and several years before the Organisation realised its new vocation as a pan-European body. European society has changed significantly in the course of these past seventeen years and this has had an important impact on prisons and probation, especially in Eastern Europe.

It should also be stressed that the Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment established under the terms of the European Convention of the same name (opened for signature also in 1987) has carried out a significant number of visits in different places of detention in the Council of Europe member States. This Committee relies, *inter alia*, on the European Prison Rules in assessing compliance with the Torture Convention. It furthermore draws up each year, apart from the country reports, also general reports, containing very detailed observations and recommendations on substantive issues pursued in the course of its visits. These so-called “substantive” sections reflect the current European standards of treatment of persons deprived of their liberty and they thus need to be taken into account when revising the European Prison Rules.

At the same time, the European Court of Human Rights has recently turned its attention to conditions of detention, treatment of prisoners and prison regimes. One of the leading cases in this respect is *Kalashnikov v Russia* (judgement of 15 July 2002), where the Court found that the applicant's conditions of detention, in particular

the severely overcrowded and unsanitary environment and its detrimental effect on his health and well-being, combined with the length of the period during which he was detained in such conditions, amounted to degrading treatment and a violation of Article 3 of the Convention.

In addition, the Council of Europe has conducted, and indeed continues to conduct, very intensive co-operation programmes with Eastern European prison administrations, aimed at assisting their prison reform and at promoting Council of Europe standards and values. It has also been able to encourage the establishment of contacts and exchange of experience with Western European prison administrations. These useful contacts and exchanges are to the benefit of all participating prison administrations, as well as to the Council of Europe itself and have brought new ideas to all of us.

These developments, both in society in general and in the standard setting of the Council of Europe in particular, have an important impact on the penitentiary policy of our Organisation's member States. These states seek indications at a European level on how best to improve prison conditions, minimise the negative effects of imprisonment on detainees and at the same time promote good prison management (including ensuring good working conditions for prison staff) and assist prisoners in reintegrating into society as law-abiding persons after release.

Prisons are rarely at the centre of public attention except in cases of major problems such as prison riots or daring escapes. However, we can note with satisfaction that parliamentarians both from the Parliamentary Assembly

of the Council of Europe (PACE) and from the European Parliament have recently turned their attention to prison matters. Thus, the PACE adopted on 27 April 2004 its Recommendation 1656 (2004) on the situation in European prisons and pre-trial detention centres and the European Parliament adopted its Recommendation 2003/2188 on the rights of prisoners in the European Union. Moreover both Parliaments are following closely the current revisions of the European Prison Rules and urge for the adoption of a European Prisons Charter.

The Prison Rules are, to my mind, a major achievement of the Council of Europe in that, in particular, they have a direct impact on the everyday lives of an (unfortunately) large number of our citizens, and represent the protection of human rights and dignity in action “on the ground”. In the course of the past years the European Prison Rules have become a guiding manual for all European prison administrations. Their place is incontestable and their importance should not only be preserved but enhanced.

As you may know, the Ministers of Justice of the Council of Europe’s member states are meeting in Helsinki in April 2005. The general theme of the Conference is “Social Aspects of Justice”. Two substantive themes have been selected: “The social mission of the criminal justice system” and “Seeking legal solutions to debt problems in a credit society”. Under the first heading the scope of criminal policy and the role of restorative justice will be discussed. The theme is a key element in any discussion as to how the Member States of the Council of Europe – and especially the Ministers of Justice – can develop our societies so that they are truly societies

of active citizens and, in particular, to avoid any marginalisation. The Committee of Ministers has considered it appropriate that the European Ministers of Justice are informed on the occasion of this Conference of the updating of the European Prison Rules, and indeed we hope to be able to provide the Ministers with a near final draft of the revised rules and their explanatory memorandum.

To date, the work of updating the European Prison rules has been carried out by our standing committee, the Council for Penological Co-operation - the members of which are all, I am very happy to say, present at this Conference - along with their scientific experts who are also here and who, indeed, will be addressing you in the course of the day. However, before continuing with this exercise, and, for the first time, it has been decided that the revision merits a direct consultation with Directors of Prison Administrations and Probation Services coming from all over Europe. Thus, over the next three days you will have the opportunity to express your opinion and also to hear the opinion of your colleagues.

The association of the probation services in this important discussion aims at broadening our vision as regards treatment of prisoners, the role of prison staff and the reintegration of former inmates back into society.

As I alluded to earlier, one issue of major concern to all of you engaged in the important work of prison and probation management is the severe overcrowding of prisons in today’s Europe. Indeed, the question of prison overcrowding has been discussed at length at previous CDAP conferences and at other important international fora.

This phenomenon of overcrowding obstructs most efforts to develop humane prison systems. The remedies for dealing effectively with overcrowding lie largely outside the realm of prison administrations. Hence it is necessary to change not only the culture of prisons but also that of the wider criminal justice system. A number of solutions are feasible but the concrete choices to be made will inevitably depend on the political and economic climate of your various societies.

During the course of this conference you will therefore also be informed in greater detail of two recent Council of Europe recommendations, which relate to important questions having an impact on prison overcrowding, namely Recommendation (2003) 22 on conditional release (parole) and Recommendation (2003) 23 on the management by prison administrations of life sentence and other long-term prisoners.

While prison and probation administrators are rarely the originators of the decisions which lead to prison overcrowding your ideas on how to promote and better implement these Recommendations will be of great value.

Recommendation (2003) 22 in particular addresses both prison and

probation authorities and we all are looking forward to having interesting and lively discussions on this issue.

Recommendation (2003) 23 deals with a special category of prisoners, namely, those who serve life sentences or other long-term sentences. Its main concern is treatment of these prisoners but it also deals with prison management and prison staff dealing with them.

We are indeed fortunate in that these texts, as well as the work on the updating of the European Prison Rules, will be presented to you by the highly qualified speakers who will intervene in the course of the next three days. The majority if not all of them are well known to you and they are renowned for their everyday efforts to contribute to improving prison standards.

It is also important to stress in this respect that the mere fact of your presence here today shows your shared interest and concern as regards the present situation of the prison system as well as your desire to agree and develop further the common European standards in the penitentiary field.

I wish you a very productive and successful conference!

Prisoners' Relief Fund

Victoria Beklemicheva.

Our practical seven-year experience with the penitentiary system indicates that as the democratization of the post soviet society takes place, the democratization of the penitentiary system of Russia is also under way. This activity particularly has accelerated after Russia became a member of the Council of Europe. The problem of the citizens' freedom and the basic rights has come to the foreground.

Convicts have to come back to the society, which they have left. But long imprisonment, however, leads to such changes in the social and psychological characteristics of a person, which make his comeback to the society more difficult. On the other hand, because of the lingering stereotype of negative attitude towards people who have been imprisoned, the society itself is not yet ready to accept them.

To reverse this socially dangerous tendency it is necessary to make the penitentiary system more open, better understood by the population. The fund, which is the first public charitable organization, concluded a cooperation agreement with the Central Prison Administration of the Ministry of Justice in 2002. Being one of the connecting links between state institutions and the public the fund is an active participant of the reformation process of the penitentiary system.

Nowadays the problem of the social rehabilitation of the former convicts and changing of the existing public opinion about this category of citizens is one of the fund's priorities.

There is no state system of social work

with former convicts. Under the initiative and by the direct participation of the fund a working group has been formed in the Russian Parliament's State Duma for the preparation of the draft of the law "About social adaptation and rehabilitation of the individuals being released and released from penitentiary institutions." The law is created on a new humanistic and democratic basis, adequate the standards of international law with regard to convicts that have served punishment in prisons. The law implies a wide range of measures intended to create an effectively operating system of social adaptation and rehabilitation of the people released from penitentiaries.

In order to bring the person who has committed a crime back into the society it is necessary to restore his or her dignity, to create favorable environment, which would be conducive for development of personal resources, positive social relations with the family, non-criminal community, help to create his/her professional and personal perspective.

Creation of the network of social and psychological rehabilitation centers for the convicted should become one of the most effective instruments, which would allow them to adapt to the society after serving punishment. The project of such a Center has been prepared by the fund together with specialists from the Central Prison Administration of the Penitentiary System. It is specifically designed for the convicted whose term in a prison is coming to an end. The test of the center's model took place in Mojaiskaya and Mordovskaya

women's prisons (where a great number of AIDS infected convicts are imprisoned). Financial support of all the necessary works and technical equipment of these centers had been provided by the fund. Now the centers are already functioning. In the nearest future such centers will be created in the number of the other prisons.

The possibility of restoring and maintaining positive connections with the outside world contributes to the involvement of the civilian population in the process of the rehabilitation of the people who have served punishment in prisons. For these purposes the fund allots cell phones with prepaid talking time to the prisons. Now a convict can make a call to her children, husband, other relatives and friends.

But the participation of the fund in the process of rehabilitation of the former convicts after serving the punishment does not end here. From the first of January 2005 a special center for the assistance in finding employment and providing social support for the individuals who have served punishment will start to operate in Moscow. In this center former convicts (residents of Moscow and Moscow region) will be able to receive a consultation on choosing a profession, develop professionally or to get a new profession free of charge, and they will also get assistance in their job search.

Being a member of the Public Council at Minister of Justice of Russia for the Penitentiary System Issues, the fund actively participates in development and passing of Recommendations for cooperation of penitentiary institutions and public organizations.

The complex of social rehabilitation measures used in the fund's practical

activities is diverse. It includes the following aspects: physical, intellectual and moral health, cultural and educational work, professional development, high and professional technical education, provision of humanitarian and legal assistance. And, in the case of women's prisons, relations between a mother and a child play a particularly important part in this process.

Convicts should come back to the society physically healthy if possible, that is why the fund assigns means to obtain necessary medicines and preparations for diagnostic procedures.

Taking into account the role of religious organizations in the intellectual and moral education of convicts, the fund is working on a special project intended for the support of the prisons' chapels and priests conducting the liturgies in prisons. It organizes meetings for religious prisoners with their spiritual mentors, appropriate services and meetings. With participation of the fund a church has been erected on the territory of the women prison in Mojaisk. At the request of the fund the Chairman of the Russian Muftis Union holds meetings with convicted Muslim women. Every convict can satisfy her spiritual demands and use her own religious literature.

At Christmas and Easter the fund traditionally announces the results of contests in different nominations: the best seamstress, tailor, fashion designer, musician, singer, poet, artist, orderly, cook, nurse, etc. The winners get the prizes and gifts on the red carpet.

With the active participation of the Fund the first and the second in Russia international exhibitions of children

and youth fashions were held in Moscow. The best works of fashion designers from penitentiaries were shown at this exhibition. Convicted women got rewards and diplomas of the exhibition as well as the opportunity of long distance learning for the profession of the designer of children and youth fashions. Nowadays the fund is working on the organization of the All-Russia competition for fashion designers in women prisons in March 2005.

The specialists of the Moscow State University of Culture and Arts (with which the appropriate agreement was signed by the fund) constantly provide help in preparation and staging plays, concerts and evening parties.

With the financial support of the fund zonal television is going to be installed in the Mojaiskaya women prison to show the institution's everyday life and to organize a telebridge between former prisoners and those who are still in prison. This is essential for specifying the circle of problems women face in the free world.

The fund was creating computer classes in a number of prisons to organize distant learning courses for the convicted in colleges and institutes.

By its activities the fund tries to:

- change the existing in the society stereotype of negative attitude towards people who have been imprisoned;
- make the public understand that aversion to former prisoners, their rejection, and unwillingness to provide help in solving their social and other problems for law-abiding citizens often lead to such undesirable phenomena as permanent uncertainty of their

own security, great probability of becoming the victim of a crime, criminalization of all aspects of life, etc.

However, apart from general problems related to reforming all the penitentiary system, the fund has to solve problems concerning the interests of particular people.

In 2000 on the initiative and with the participation of the fund in the town of Bogorodsk near Moscow the first in Russia municipal-church orphanage was built where most children are those whose parents are serving punishment. Each of these children has had a hard life: some lived in the streets and some have already been in orphanages. All these children have poor health, mental problems. Now after 4 years it is possible to say that the social experiment has been successful. The kids have noticeably changed: they have become kinder, softer, and more cheerful and most importantly - they exert positive influence on their ne'er-do-well parents. The fund encourages family correspondence, exchange with photos. The appointments of children and condemned mothers are organized. At the meetings children ask their parents to change and become together again

Once there was an incident. The administration of one of the prisons turned to the fund with the request to assist to place a 10-year-old Ukrainian girl Christina K. to an orphanage. It turned out that after the arrest and conviction of her mother this girl lived for some time with a mother's friend. But soon this friend brought her to the prison gate and left her there. Since this girl is a foreigner (Ukrainian), none of the children's institutions could take her officially. It was late autumn, it was rather cold, and girl was poorly

dressed. The fund dressed her, provided with shoes, and sent her to the Bogorodsk orphanage. The girl settled down and began to do well at school. She found an artistic talent in herself. She writes poetry, sings songs, and she was playing one of the main roles in "The Snow Queen" written by Andersen. The fund organized a meeting with the mom for her. The mother stopped to worry about the daughter's life. She started to work hard and get good references. Became appointed of a brigade leader at the workshop. Later on the fund helped her to get released before her term expired and to take her daughter home. Today all is well with them. The mother is working. The daughter goes to school. They go to church together. They write grateful letters to the fund and to the orphanage.

Another example can serve as a proof of the trust in the fund. Two boys escaped from a prison. One was 16 and the other 17. Police were looked for them everywhere. This case made headlines in newspapers. And they turned to the fund via their parents. After the negotiations with the parents, with the administration of the prison and with the Central Prison Administration we persuaded the boys to come back, since because of the escape their term could have been extended up to 8 years. With the help of the fund they were transferred to another prison. The fund took part in the trial. By the court's decision the teenagers received additional punishment of three months only. Today the fund still looks after these boys, calls to their parents, and rejoices at the boy's achievements in studies and sports.

Education and Vocational Training in the Penitentiary Institutions of Lithuania: Present Situations, Problems and Future Perspectives

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IFECSA Conference 2003 Keynote address – Papers IFECSA Conference 2003

This paper presents the situation of the vocational training and general education at the penitentiary institutions of Lithuania in the eve of joining the European Union. The paper provides some statistic data relevant for the topic and gives a general idea of the legal basis that regulates education and vocational training in the penitentiary system. There is also a short overview of the legal reform that took place in Lithuania. The reorganization of the penitentiary system played an important role in the

reformation process bringing the whole jurisdictions as well as its separate laws in conformity with the requirements of the European Union. Best practice of the neighboring countries and the documents issued by the European Council were taken into consideration. Further on the paper describes the organization of the general education and vocational training in the correction houses of Lithuania. The paper also clearly states the problems in this sphere and the

ways to overcome them in the coming years.

Present situation

Lithuania is going to join the European Union – and this is not only a great honor to become a member of the most powerful European organization, this is an immense responsibility as well. Lithuania will have to ensure the conformity with the European standards in all the spheres of life.

The penitentiary system of any country is one of the most socially sensitive problems. The people with their freedom temporarily limited or devoid are a part of the community, and after having served their sentence they will inevitably find themselves within the same community again. What really might change the situation is the quality of the personalities of the former inmates – a lot depends on the activities within the penitentiary facilities. And one of the missions of each and every prison as well as the entire penitentiary system is to assist the former inmates to reintegrate into the society after their release. The desirable result can be achieved only on condition that the complexity of the whole spectrum of the penitentiary measures is applied while in prison. Education and vocational training play an important role in this system.

The crime rate statistics clearly indicates the fact that the offenders in most cases are people with little or no education at all, without any professional qualifications or working skills. In 2002 there were 25,8 thousand offenders registered in Lithuania and about two thirds of them (63,4%) neither worked nor studied anywhere at the moment of the commitment of the crime.

According to the statistic data collected in the penitentiary system of Lithuania, 1% of the inmates had no education whatsoever, 15% attended primary school only, 37% had high school education, 10% went to college and only less than 1% had a university degree. According to the European Prison Rules approved on February 12, 1987 by the Committee of Ministers of the Council of Europe Recommendation No. R (87) 3 one of the main objectives of a penitentiary system is “to provide opportunities for all prisoners to pursue at least some of their individual needs and aspirations, to improve the prospects for their successful social resettlement, the morale and attitudes of prisoners and their self-respect.” In order to achieve these objectives it is necessary to implement all the correctional, educational, spiritual and moral measures meeting the individual needs of the inmates (spiritual guidance, support, possibility to work, professional guidance, vocational training and education, physical training, development of the new social habits, meeting sessions, collective work and the proper organisation of leisure activities).

These provisions of the European Prison Rules stipulated the legal basis of the penitentiary system of the Independent State of Lithuania. In 1993 the Parliament of Lithuania adopted the resolution “On the Draft of the Legal System And the Ways of Its Implementation”. Later on some adjustments of the Draft have been made, and in 1998 the new edition of “The Draft of the Reform of the Legal System” was approved. One of the chapters of this document gives the characteristics of the reform:

- Legal status of a sentenced person (his/her rights, freedoms and duties) is determined by the Penal Enforcement

Code and other laws as the standards of the Council of Europe provide;

- During the period of the implementation of the Reform the greatest attention is paid to the way the imprisonment is executed. The basic changes are related to the classification of the inmates, increased number of the incentives changes in the methods of the vocational education and training that is being orientated to the realistic perspective to find a job after release. Thus the vocational education and training as well as the work of the inmates becomes voluntary and has a great significance in the evaluation of the personality correction process and the possibility to apply certain privileges;
- The prison workshops are organized in such a way that they are fit not only to ensure the daily working process of the inmates but also to give them the possibility for the vocational training. While engaging them in work it is of vital importance to select such work and technologies that the skills and the knowledge acquired during the process would be easily used after release.

The laws provide for the priority of the penitentiary institutions in getting the state orders as well as the subsidies for the private enterprises that supply the inmates with work. The whole penitentiary policy is being orientated to the application of penal measures alternative to imprisonment. In 2001 the Government of the Republic of Lithuania have adopted the Resolution which obligates the bodies responsible for the distribution of the state financial assignments to allot no less than 10% of the assignments to buy goods and various services from the state enterprises at the penitentiary institutions, from the enterprises created by the public organizations uniting the disabled and also from the enterprises at the health care

organizations. This provision is compulsory in all cases unless the above-mentioned enterprises do not manufacture the required goods or do not provide the required services. It is also planned to apply the same provision in the new Law of the Public Purchasing in the Republic of Lithuania. The latter law is in the conformity with the requirements of the European Union. It would allow the state enterprises at the penitentiary institutions to get more orders and, at the same time, to create more working places for the inmates as well as to enable them to acquire a profession or certain working skills while the prison term service.

Practically, this provision has already been put into practice in all the three new codes: the Criminal Code, the Criminal Procedure Code and the Penal Enforcement Code that came into force on 1 May 2003.

The new Criminal Procedure Code provides that a person who appears before the court for the first time for a minor crime usually is sentenced to a penalty other than imprisonment. On the other hand, a broader range of the sentenced persons could be assigned to serve their custodial sentences in the open colonies. Earlier, the persons convicted for the crimes of negligence used to serve their sentence there. According to the new procedure the persons convicted for minor crimes will also be able to serve their sentence there. There is also a possibility foreseen for the well-behaving convicted persons serving their sentence in the penitentiary institution of the closed type and after having served no less than one third of the sentence to leave the territory of the penitentiary facility unguarded provided the leave is required by the nature of their education or vocational

training process, or is necessary in order to carry out the tasks related to their practical work. Juvenile inmates are allowed to leave the territory of the penitentiary facility unguarded after having served no less than three months of the term of their sentence. This provision gives inmates the possibility either to start their classes at the regular community schools or to continue their disrupted studies there. The above provision is in conformity with the Recommendation of the European Prison Rule No. 81 which says:

“So far as practicable, the education of prisoners shall:

- a. be integrated with the educational system of the country so that after their release they may continue their education without difficulty;
- b. take place in outside educational institutions.”

As it is stated in the Constitution of Lithuania, education is compulsory for all persons until they are 16 years of age. This constitutional provision found its reflection in the legal acts regulating the penal enforcement. Consequently, the inmates younger than 16 years of age are obliged to attend secondary school, and for the older prisoners the possibility of further education is being offered. The aspiration of an inmate to seek for education is encouraged by granting him/her various incentives and privileges.

At present 7 penitentiary institutions of the closed type out of the 12 situated in Lithuania have secondary schools functioning. At the end of the 2002/2003 school year the percentage of those attending school was 8,5%. Having in mind that more than half of inmates have not finished the secondary school, 15% of inmates went to primary school only and 1% of

inmates have no education at all, the number of prisoners attending school is insignificant. It is caused by the two factors: lack of schools at the penitentiary institutions and the reluctance of the prisoners to study. In the spring of 2003, 23 prisoners finished high school and have acquired school-leaving certificates and 36 prisoners finished secondary school and have acquired the respective certificates. It is worth mentioning that the inmates' education certification documents do not differ from those acquired at the regular community schools. So the inmates who decide to continue on with their education after their release do not endure any further limitations or inconveniences.

The Recommendation of the European Prison Rule No. 71 says: “Prison work should be seen as a positive element in treatment, training and institutional management.”

This recommendation is followed in the Program of the Government of the Republic of Lithuania as well as in the Penal Enforcement Code. Vocational training is considered to be one of the priorities of the social rehabilitation activities. In 2001 a study initiated by the Lithuanian Institute of the Labour and Social Research has been carried out in the 6 penitentiary institutions. The goal of this study was to determine the priorities of the social and professional needs of the prisoners. Total number of 1500 inmates serving the last year of their term was interrogated. It was found out that the former prisoners after their release would expect a kind of support from either the governmental or municipal bodies: 84% would prefer monetary payments, 57% - assistance in finding a job, 35% - assistance in putting in order the required documents. While answering the question about the priorities of their personal needs the

respondents put the need to work in the first place (62%). According to the results of the research the former prisoners have considerably more difficulty in finding a job than any other groups of the unemployed. Usually this fact is related to the lack of professional qualifications and the insufficient level of education.

At present 11 penitentiary institutions provide vocational training at the community vocational school branch offices functioning at the correction houses. During the 2002/2003 school year 856 inmates which make 10,3% of the total number of prisoners attended those schools. The inmates are trained in 13 professions, the latter being selected according to the needs of the labour market, the curriculum of the vocational school that opened its branch office at the correction house and the material conditions for an appropriate training. During the last three years the correction houses provide vocational training in the most relevant professions, the ones corresponding the demands of the labour market of Lithuania best, i.e. qualified dressmakers, cooks, carpenters, garage mechanics, welders, hairdressers are being prepared. An inmate himself is to choose the profession he prefers to receive training in from the list presented to him. In 2003, 697 inmates (8,3% of the total number of prisoners) graduated from the vocational training schools successfully and acquired a profession. They received a graduation certificate identical to that received by any other graduate of the school.

At the moment we are facing the problem of the availability of the vocational training to all inmates who wish to be trained at the vocational school while serving their sentence.

This problem is caused by the following factors:

- limited number of vacancies at the vocational school branch offices;
- as the school year is approximately 9 months long the prisoners sentenced to shorter than this terms of imprisonment are not able to finish the schools;
- the distribution of financial means allotted by the Ministry of Education is not clearly defined so the funding primarily goes to support regular community vocational schools.

In order to solve this problem and to provide professional qualifications for as many inmate – students as possible the vocational training is organized directly at the working places. It is executed through the state enterprises functioning at the penitentiary institutions. This is the way to provide the inmates with the professions that are required at the state enterprises and are not on the curriculum of the vocational schools. The entire training process lasts for 6 months. Later on, after having finished the course and with the consent of the administration of the correction house the inmates are given the documents certifying their qualifications.

One more way to broaden the range of possibilities of the vocational training of the inmates is the participation in various programs and projects financed by international organisations and foundations. A computer class at the Kaunas Juvenile Correction House founded with the assistance of the Open Lithuanian Foundation serves as an example of the stated above. In 2003, 59 juveniles (which makes about a half of this prison population) were taught computers there.

In 2002 the Marijampole Correction House won the contest for obtaining financing from the PHARE 2000

Economic and Social Initiatives for Human Resource Development Foundation. The money was allotted for the project "Vocational Training of Prisoners for their Successful Reintegration in the Society". The realization of this project is of great importance for this correctional facility housing approximately 1500 inmates sentenced for repeated crimes. The project will develop in several stages connecting various interrelated spheres: art studio activities, computer lessons, professional training in order to provide qualifications relevant for today's labour market, seminars and lectures both for the inmates and the personnel teaching how to stimulate the urge of the inmates for education and obtaining a profession. The duration of the project is 2 years. In 2003, during the implementation of this project 70 inmates of the Marijampole Correction House and 50 inmates of the Kybartai Open Colony acquired certain professions.

The result of a close cooperation with the Vilnius Teachers' Training University was a special program created for the inmates serving long-term sentences in closed prison. The program has been already launched and 2 inmates serving life sentences have already started their studies in order to obtain the university degree of social workers. This year 3 more inmates from the Vilnius Correction House No.2 have become students of the Vilnius University and the Vilnius Teachers' Training University distant studies department. The number of the university students at the correction houses is very modest indeed. Nevertheless, we are extremely glad the program is working. An inmate who started his education process while in the correction house will be able to continue it after release. And this guarantees his engagement in

purposeful activities. An inmate who has received a university education while in prison will definitely have broader possibilities to successfully reintegrate in the society.

On 10 January 2001 an agreement of cooperation between the Prison Department and the Labour Exchange of Lithuania was signed in order to ensure a more successful vocational training of the inmates. On 1 August 2003 the common administrative order "Regarding the integration of the prisoners in the labour market" was issued. The Director of the Labour Exchange of Lithuania and the Director of the Prison Department signed it. This document provides the basis for the information supply to the correction houses on the needs of the Lithuanian labour market. The Training Centre of the Labour Market assists in organising short-term training courses with the purpose to give inmates a possibility to acquire a profession. Every year there is a special course organised in the Panevezys Correction House for women where they can acquire the profession of a cook, a hairdresser and a knitter. They will also have a possibility to learn computers there at the newly installed computer class.

Main problems

- In a small town Pravieniskes there are 4 correction facilities of the closed type situated. Neither of them has a school. According to the laws regulating the foundation of schools including school branch offices in correction facilities the district administration is the responsible body. Nevertheless, they lack financial means for the opening of new schools and their branch offices. This problem is going to be solved in the nearest future.

- The inmates themselves lack the interest to continue with their education or to upgrade their qualifications. Lithuanian laws foresee only a certain payment for work, not for the learning process.
- Rather poor material conditions of the penitentiary institutions.

Future perspectives

The foundation of the secondary schools at the penitentiary institutions has been entered into the Program of the Government of Lithuania Activity Plan for 2001 – 2004. The goal to be achieved is a school at each correction facility.

The new Penal Enforcement Code valid since 1 May 2003 provides broader possibilities for the inmates to leave the territory of the correction facility unguarded when it is required by the nature of his/her work, education or vocational training. It is hoped that these provisions will prove to be useful for many inmates willing to acquire better education or to upgrade their qualifications. It is especially relevant for those prisoners who had to terminate their studies after the commitment of the crime and the infliction of a punishment.

There is also a provision in the Penal Enforcement Code allowing prisoners to be involved in scientific, artistic or other kind of activities instead of working. So there is a perspective for convicted scientists or highly qualified experts to be engaged in putting into practice educational programs for other inmates.

In 2002 the Prison Department prepared “The program for creation of the working places at the penitentiary

institutions and at the state enterprises during their renovation and the construction of the new buildings” for the years 2004 – 2006. The Government of Lithuania has approved this program. The main goal to be achieved by this program: to make the work – as the most important factor of the correctional process and the social rehabilitation of the inmates – available for all inmates willing to work. It is planned to create working places for approximately 30% of the prison population in the coming three years. While making this program the good practice of foreign countries (Denmark, Finland, France, Germany) in employing the prisoners was taken into consideration. The results planned to be achieved:

- After the renovation of the working facilities and the implementation of the new technologies of the industrial process extra 1000 working places for the inmates will be created. This will enable them to upgrade their qualifications and to acquire new working skills.
- After the renovation of both the facilities and the working methods a better effectiveness of the working process is achieved as well as better working conditions are created. This will lead to a better competitiveness of the produce and the urge of the inmates to work.

It is hoped that after Lithuania joins the European Union there will be broader possibilities for the participation in various programs and projects supported by the numerous international organisations in order to provide better education, vocational training or engagement in any other purposeful activities for the prisoners.

Prison Education in Cyprus

Panicos Kyriacou

Director of Prisons Department

Currently, one teacher is occupied in school, delivering primary education. Teachers are detached from the Ministry of Education and Culture, to the Prison Education Department. The qualifications that teachers must possess are certification of graduation from a recognized University regarding primary education, specialization in adult behaviour and management, management of high-risk situations and confidentiality. Unfortunately, special training is not offered to teachers to prepare them for teaching in prisons. Yearly, the Ministry of Education and Culture offers seminars regarding adult education, adult behaviour and management.

In collaboration with the teacher of the prison, are the psychologist, the general practitioner and prison officers who help to deliver the followed programme. Furthermore, there is a partnership between the prison department and colleges, which provides the opportunity to prisoners to pursue a supplementary education.

Presently, prison school offers:

- ❑ Adult basic education, including literature and numeracy teaching.
- ❑ Computer education, access to Internet is not allowed.
- ❑ Languages such as Greek for foreigners and English.
- ❑ Traditional education such as history and geography.
- ❑ Psychology.
- ❑ Drug and alcohol education.
- ❑ Health education such as Aids and sexuality, hepatitis, etc.
- ❑ First Aids. .
- ❑ Chess.

- ❑ Expressive arts such as painting, design, copper work, iconography, dance and drama. The theatrical team of prisoners has staged from 1997 and onwards, several plays and gave numerous performances in and outside the Prisons.
- ❑ Physical education such as football and volleyball. The football team meets regularly with other teams in and outside the Prisons. Each prisoner has the right to participate in any of the physical exercise programme in which his/ her age, bodily, and physical and mental state allow him/ her to participate. The programme of physical training include physical exercise, instrumental gymnastics, team games and contests in and out of prison and specially trained personnel supervise them. At the present time a specialized prison officer and a citizen from the Cyprus Organization of Athletics train our football team. Our football team meets regularly with other teams in and out the Prisons, and I must proudly refer to our continuous wins.

The football and theatrical team, as well as the paintings and crafts are important sources of income for the Prisoners Welfare Fund.

Currently 126 prisoners are participating in the above programme.

There is cooperation between the prison education department, the Cyprus Productivity Centre and the Ministry of Education and Culture to improve the vocational training, such

as cooking, gardening, metalwork, computers, welding, furnishing and hydraulics. The importance of vocational training is clear to the prisoners since they obtain a qualification that will help them to their future employment.

Ministry of Justice and Public Order is the responsible ministry for providing education in prison, with the

collaboration of Ministry of Education and Culture, which employs the teacher. Prison officers who held a post in the education department are employed from Ministry of Justice as well as two other civilian trainers for the forge and the carpenter's shop. Medical staff is employed by Ministry of Health and Social Worker by Ministry of Labour and Social Insurance.

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European Prison Education Association

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I wish to take out membership of the EPEA for the Year 2005

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Signature _____ Date _____ *Please tick one*

Type of Membership Required

	1 year		3 years		(please tick one box only)
Individual	£10	<input type="checkbox"/>	£25	<input type="checkbox"/>	Full individual membership in Europe. Full voting rights
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 Address: _____
 Address: _____
 Address: _____ Country: _____
 Phone: _____ E-mail: _____

- **Please pass to your Liaison Person**
 or if you prefer you can
- **send directly to the EPEA Treasurer:**



**Dominic Henry Education
 Officer HMP Magilligan
 Limavady
 BT 49 OLP
 NORTHERN IRLAND**

(Inform your Liaison Person that you have done so)

Membership-form

Name: _____

Job function: teacher librarian administrator Other: _____

Organisation: _____

Place of work: _____

Type of membership (please mark one):

- | | |
|----------------|--------------------------|
| full | <input type="checkbox"/> |
| associate | <input type="checkbox"/> |
| organisational | <input type="checkbox"/> |

I am interested in EPEA networks (please mark one or two):

- | | |
|---|---|
| <input type="checkbox"/> adult basic education | <input type="checkbox"/> literacy training |
| <input type="checkbox"/> alternative measures
(e.g. training instead of detention) | <input type="checkbox"/> music |
| <input type="checkbox"/> art education | <input type="checkbox"/> physical training and sports |
| <input type="checkbox"/> computer assisted learning | <input type="checkbox"/> pre-release training |
| <input type="checkbox"/> crafts (woodwork, metalwork) | <input type="checkbox"/> prison libraries |
| <input type="checkbox"/> drama | <input type="checkbox"/> second language |
| <input type="checkbox"/> further / higher education | <input type="checkbox"/> sentence planning |
| | <input type="checkbox"/> vocational training |
| | <input type="checkbox"/> other: _____ |

Languages spoken: _____

I am willing to share ideas by letter yes no

I am willing to arrange a short (1-2 days) study-visit to my place of work yes no

Contact address

Telephone: _____

Fax: _____

I agree to my contact address, telephone and fax numbers being included in the directory for general circulation: yes no

Signed: _____ date: _____