

28

spring 2005

EUROPEAN
PRISON
EDUCATION
ASSOCIATION



EPEA - MAGAZINE



Everything is ready in Sofia and at Boyana Residence

see page 4 and 5

Ted Fleming:

«Adult educators need the best support, training, education and qualifications so that the passion and commitments to a better community and society can be fuelled with ideas and knowledge and the skills required to bring about this goal for everyone.»

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Young inmates have
the worst school
background.

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EPEA input to the
redrafting of
the european prison rules
see page 23

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

FOREWORD BY CHAIRPERSON

Dear Friends,

First of all, let me say a word of Thank You to the producers of MAGAZINE no. 27, Joe Giordmaina and Tony Vella from Malta. Their work was worth waiting a bit longer for. Well done chaps, good show!

The issue of MAGAZINE no. 28 that you are reading right now, was produced and edited by a team of fine and knowledgeable EPEA people. Jon Erik Ronning and Asbjørn Støverud – sorry but my keyboard does not provide the little “lines” through the Norwegian letter “O”- of FOKO fame, headed a newly created team of editors, consisting of Anne Costelloe of Rep. of Ireland, Marinela Sota of Albania, Peter Ruzsonyi of Hungary and last but not least Per Thrane of Denmark. Anne has also produced the latest issues of the EPEA NEWS. I would like to give the team all the credit they deserve, and on behalf of all of you EPEA family members I would like to say: thank you very much for your great efforts!



The world has been, and still is, in shock after the nearly 320.000 people killed by a bad turn of nature, named Tsunami, in South East Asia. Right here and now I would declare my disbelief and sadness, and my warm sympathy of diseased or still missing persons. But then, life goes on as they say, although it's not always that simple. The Organizing Committee of our upcoming Conference in Sofia with Valentia Petrova as chairperson, are working very hard to get the “show on the road”! The Conference is solidly booked and there is a waiting list, which shows EPEA is on demand!

I am extremely proud that the Conference obtained the Patronage of the Secretary General of the Council of Europe, Mr. Terry Davis. We must be doing something right in Bulgaria!

I wish you much reading pleasure with this MAGAZINE no. 28, and I wish you and your loved ones all the best!

Niek Willems

EPEA - MAGAZINE

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**Next issue of
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2005**

If you would like to submit an article, please contact Mr. Jon Erik Rønning at jessvgs@online.no before the end of October 2005.

By Valentina Petrova

Valentina Petrova is Teacher in Lovech Prison, and she is chair of the Organizing Committee for the 10. EPEA Conference on Prison Education; “Challenges for European Prison Education - Let’s make the changes together”. She is also a member of the Steering Comitee in EPEA.



The Prison System in Bulgaria

Prisons are rarely at the center of public attention in Bulgaria, but the formation and development of the Prison System has been always inevitably depending on the political and economic climate of the country. The Bulgarian society has changed significantly in the course of the past hundred years and this has an important impact on prisons.

Bulgaria has been under Ottoman slavery five hundred years. The period after the liberation in 1878 can be characterized by the bad condition of the prison facilities, mainly old Turkish barracks, and the lack of medical care for the prisoners. The “Provisional Prison Rules” from 1879 and the “Penalty Code” from 1896 have been the only regulating documents in this period.

In 1922 the “Prisoners` Work Law” was adopted. It gave the inmates the opportunity to be actively engaged in the working process and in training by means of work. A fund “Prison Work” was set up to facilitate the development of the production base and the construction of new prisons. All the district prisons are built during the period 1926-1940. The period till 1951 can be characterized with the wide utilization of the prisons as an instrument for political repression.

In 1951 were abolished all previous normative acts. A new Penalty Code and Regulations for sentence service in prisons were adopted. Following the progressive trends of the penitentiary science and development, the law gave the opportunity to introduce into the Bulgarian prisons the scientific approach, pedagogical and psychological activities. All the inmates were engaged in working activities; a system for post-penitentiary support and control was developed. The primary education was compulsory. The inmates were obliged to attend the prison school regardless their age. All this changes did not bring along new construction or renovation of the facilities, which are now in a very bad condition. A considerable part of the restraints,

related to the legal status of the convicts and the defendants, and resulting from the Regulations, were inconsistent with the constitutional and the European principles for lawfulness of the repressive measures included into the sentence.

The dynamic changes that took place in Bulgaria after 1989 required adequate legal reform. In 1990-1992 the prison reform started with a revision of the Prison Regulations. The changes, that are already made in the Law for Sentence Execution, as well as those that are planned, are leading the prison system to an inevitable and continuous adoption of the civil and democratic principles in the management of the penalty activities and their harmonization with the European Prison Rules.

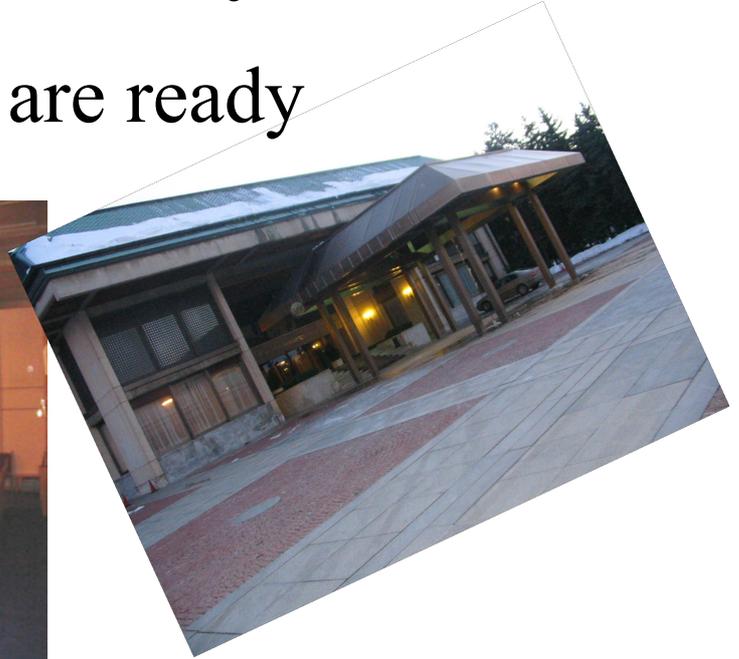
In 1992 Bulgaria ratified the European Convention for the Protection of Human Rights and Fundamental Freedoms. That act caused the abolishment of the death penalty. The compulsory status of the prison education was canceled. The school attendance is on a volunteer basis today. In 1994 Bulgaria adopted the European Convention for the Prevention of Tortures. All Bulgarian prisons were inspected by the European Commission of the Council of Europe. The monitoring process was carried out during the period 1995-1999. In 1997 a considerable part of the penitentiary personnel was demilitarized, an act that allows a greater humaneness and public concern in respect of the prisoners` treatment. In 2005 starts the establishment of Probation Centers in all district towns. The association of the Probation Service aims at broadening our vision as regards treatment of prisoners, the role of prison staff and the reintegration of former inmates back into society.

The carrying out of the reforms within the prison system in Bulgaria involves a lot of difficulties, most of which are related to insufficient funding and/or to a changed attitude to the conditions of

detention, treatment of prisoners, and prison regimes. In this respect the Bulgarian prison administrations are constantly open to intensive co-operation with other European prison administrations, aiming at assisting the prison reform and at promoting Council of Europe standards and values. The collaboration with the

EPEA network plays a crucial role in the establishment of contacts and exchange of experience with Western European prison administrations. This useful contacts and exchanges are to the benefit of all participating prison administrations, as well as to the Council of Europe itself, and bring new ideas to all of us.

Sofia and Boyana are ready



The 10th EPEA Conference on Prison Education; “Challenges for European Prison Education - Let’s make the changes together!” takes place 18 – 22 May 2005.

The Ministry of Justice, General Directorate “Execution of Sentences” and Republic of Bulgaria will be organizing this conference in co-operation with the Steering Committee of the European Prison Education Association.

The conference will focus on the following themes:

- Flexibility in prison teaching – practices and tendencies
- Vocational training and qualification – a chance for a better future
- Lifelong learning: what makes the good teacher?
- European Educational Programmes



Farewell Dinner will take place at Littel Boyana, close to the conference hotel.

All photos: Per Thrane

BOYANA RESIDENCE is the largest governmental hotel complex in Bulgaria. The residence is situated 10 km south of the city center. The complex is surrounded by a spacious, picturesque park of 1,000 hectares at the foot of the Vitosha mountain. The residence was erected in 1974 and was designated by the prominent architect Alexander Barov.

The residence provides excellent conditions for a congress, VIP sport and business tourism. It welcomes state delegations at a high level, organized and individual tourists in addition. The central building disposes of 6 conference halls. The biggest of them has 150 seats, another two have 50 seats. There is one hall with 30 seats and the remaining two comprise of 12 seats each. The largest conference hall is well-equipped with modern technics thus providing opportunities for simultaneous translation at 12 languages. Overhead, flip- charts, slide- projectors, multimedia projectors, copiers and updated computers are also available.

By Ted Fleming

Dr. Ted Fleming, Department of Adult and Community Education, National University of Ireland, Maynooth, delivered the following lecture at the inaugural meeting of the IPEA (the Irish branch of the EPEA.) As befitted a Saturday morning, the lecture was delivered in a relaxed and informal manner and included quotations from some of Ireland's best-loved poets, dramatists and writers. Never the less, the content is of fundamental relevance to all those interested in adult education in genera, and prison education in particular.



Prison and Civil Society: A Dialogue with Educators

An increasing number of students at university are undertaking research in and about prisons in both Northern Ireland and the Republic. I am aware of two PhDs in the recent past, one from Open University and another from University of Ulster. Over the years in the Department of Adult Education at Maynooth a number of our students have turned their attention to this subject for MA theses thus adding to the knowledge we have, and building up a strong body of expertise and good practice in the prison system. This is not counting the excellent work other people have done in other universities.

In many of the documents and policy statements that concern prison education the continuing education of educators (who educates the educators? as Marx asked) is always identified as essential (Council of Europe, 1990). There has been a continuous record of support for the lifelong learning of prison staff and historically prison education staff have been key players in the development of adult education in Ireland.

In a fast changing society in which policy evolves, public perceptions change and social problems are different, it is important that prison educators keep abreast of developments in thinking, in practice, in policy and in organisational terms. For these reasons the beginning of a new organisation is welcome. The Irish Prison Education Association and the European Prison Education Association of which it is branch will help further the impressive history of this sector, give it a voice and an identity and help support the vital work of prison education.

There are, I suspect, at least two reasons why people turn to adult education as a source of ideas

for working in prison education. Firstly, adult education provides support for the fact that the student is an adult and education for adults is different to the education of children. Secondly, because adult education takes seriously the fact that school (and indeed other parts of the system world) have failed those in prison. The principles and practices of adult education form a counter position to classroom or school learning and I will return to some of these later.

I am not going to recount any of the statistics about the age, gender, education standard or literacy level of prisoners. Neither am I going to look at types of crime or class related crime or even economic or social poverty. You know these aspects of your work much more immediately and with more accuracy than I do. Neither am I going to launch into ideas from the critical social theory tradition, such as Foucault or the panoptic, or even on the role prison plays in the social control of the entire population.

However, I will take the advice of the person who recommended that 'the cobbler stick to his last'! My last is adult education and I will take a look at some of the ideas that are currently informing thinking and practice. I will take two sets of ideas:

1. What is happening in our society that is important just now and is possibly impacting on work with prisoners?
2. What are the principles of adult education that prison educators also subscribe to and find useful?

Civil Society and Prisoner Education

In a book called *Bowling Alone*, Robert Putnam (2001) built a case for the decline of civil society. The Taoiseach [Irish Prime Minister] Bertie Ahearn, in an interview in the *Irish Times* (Brennock, 2004, p. 1) tells us he is reading *Bowling Alone* which argues that civil society is breaking down as Americans became more disconnected from their families, neighbours, communities, and the country itself. The organisations that gave life to democracy are fraying. Bowling is the metaphor he uses. Years ago thousands of people belonged to bowling leagues, according to Putnam. Today, however, they're more likely to bowl alone. If a similar dynamic is happening in Irish society it could be characterised as 'going to the Gym alone'

Putnam says that Americans are right about the bonds of communities having withered, and this transformation has real costs. Putnam shows how people have become increasingly disconnected from family, friends, neighbours and democratic structures - and how we might reconnect. He warns Americans that their stock of "social capital", the very fabric of their connections with each other, has been declining. Putnam describes the resulting impoverishment of lives and communities. Membership in organisations- from the Boy Scouts to political parties and the Church is falling. Ties with friends and relatives are fraying. People are more inclined to watch sport alone rather than with friends.

If this is an accurate read on our modern society then I believe it has profound implications for prison education. The following is a piece of the evidence I suggest for your consideration that civil society is fragmenting to some extent. We have coined the phrase 'nanny state' which is often the catch phrase of the far right in its effort to constrict the role of the state in society and in the process reduce the cost of public expenditure. However, the temptation (or dilemma) for the state is to insert itself in a civil society increasingly unable to address the needs, aspirations, hopes and expectations of the community. Though the entire story of the way the state, the economy and civil society interact is a great deal more complex (Cohen & Arato, 1992; Fleming, 2002) it is worth considering how this fragmentation works and has an effect.

There are two ideas I want to mention as important here.

- a) Bowlby's attachment theory.
- b) Disconnection in prison.

Bowlby's attachment theory is not a usual source of ideas for this discussion but I am increasingly convinced that the early years of a life are crucial in the formation of a human being. Unfortunately, in many places a child's needs are not met and indeed in some instances are frustrated. We now know enough about the early years to suggest that attachments that are frustrated, chaotic or insecure may well surface in adult lives as disorganised or chaotic internal working models that impact strongly on one's ability to relate and become a mature adult. You may have your own information, opinion or understanding on possible connections between the attachment history of an individual and how they are as adults. But at least we can agree that the way children are reared has a profound impact on how they are as adults. In this I am not blaming anyone and an exploration of the causes is another day's work.

Other psychologists of a more developmental kind (Bowlby's (1988) work is biologically based) suggest that at the core of male identity there is a detachment or disconnectedness (Chodorow, 1989; Gilligan, 1982).

In a life where one's relationship world of family or community may not be functioning as the young person needs, there is the added need for connection to some network of care and support.

But the prison, in removing a young person from this flawed environment further disconnects the individual from networks that might be supportive. The prison system institutionalises the disconnection and cuts the bonds and links with a community, (irrespective of how dysfunctional or chaotic it may be on occasion). Prison may well make this worse at two levels. Firstly, at the psychological level and secondly at the community level as now the worst possible situation has emerged and the prisoner is isolated and the situation becomes developmentally destructive. Prison is developmentally destructive.

How can education help? The task of education as always is greater than the teaching of skills or literacy or sociology or any other discipline. The

aim of building resilience in this area may be a hugely developmental contribution.

There are stories in our own culture that remind us of a society and history from which we are all emerging. I recall Frank McCourt's (1997) story from Angela's Ashes of the schoolmaster Mr Benson who took a boy aside and beat him in a cruel and vicious way merely for asking questions. The boy was called 'Question Quigley' because of his tendency to ask questions and as a result of the beatings he was made to say; "I'm sorry I asked the question. I'll never ask a question again, Sir" (Mccourt, 1997, p. 131).

I call this a 'shut-up' story. There are so many stories in peoples' history: Imagine the number of story titles you might know about: Get out of the house stories; you are no good stories; you will never be any good stories; you are bad stories, etc.

The challenge for educators and in this case for prison educators is to find other stories, to help prisons 'unlock' more positive stories that act as counter stories and opposite stories to these 'shut-up stories.

What might we call these stories that are opposite to 'shut-up stories'?

In an attempt to move toward naming them, I am reminded of the scene in Brian Friel's play *Dancing at Lughnasa* (1990) where the women spontaneously break out into dancing. There are few moments like it in theatre. What does this mean? In the play Michael tells his story of a summer in Ballybay in Monaghan with his mother, four aunts and an uncle back from the missions in Africa. He opens the play (Friel, 1990, p. 1) with the invitation to remember:

When I cast my mind back to the summer of 1936 different kinds of memories offer themselves to me. We got our first wireless set that summer – well a sort of set; and it obsessed us.

The play unfolds and tells Michael's story of how his father was more missing than present, when present was not keeping promises, his mother and her sisters were in various ways unlucky in love, one lost her job, two left Ballybay and were never heard of again. His uncle, a priest home from the missions, struggles with illness. But in all of this

Michael recalls, at the end of the play (Friel, 1990, p.55-56), what he remembers:

And so, when I cast my mind back to that summer of 1936, different kinds of memories offer themselves to me.

But there is one memory of that Lughnasa time that visits me most often; and what fascinates me about that memory is that it owes nothing to fact... When I remember it, I think of it as dancing.

It strikes me that in this we find an opposite story to the shut up story. How can an educational experience be created so that the student later recalls it as dancing? What should be happening in class that hears the student, respects them, allows questions to be asked and explored and openness be supported and encouraged?

I am also reminded of Patrick Kavanagh who valued the ordinariness of his own parents' contribution to his development so highly that he said:

My father played the melodian,
My mother milked the cows,
And I had a prayer like a white rose pinned
On the Virgin Mary's blouse.
(Kavanagh, 1972, p. 72)

Though Kavanagh is loaded with religious imagery, he was not always as positive about what his Monaghan childhood did for him. Most recall 'O stoney grey soil of Monaghan' (Kavanagh, 1972, p. 82) and few will be able to remember the following line: 'The laugh from my love you thieved' (1972, p. 82). There are so many stories to be countered and the search for positive developmental and affirming stories is an agenda for adult education.

Principles of Adult Education and Prison Education
Let me mention a number of ideas and concepts that have become current as a way of setting an agenda for teaching.

Lifelong Learning: this has the unfortunate life sentence resonance. Some will see lifelong as a never ending process of never catching up. Others see that frequently lifelong means as long as you are working or a contributor to the economy. I think it is always useful to tease out the radical implications of such a concept which implies that

all of life be included. By this I mean that a human life in all its complexity and all its possibilities be included.

In looking at the relationship between adult education and the State there is a dilemma. On the one hand the State is responsible for most adult education funding. On the other there is a history of adult education residing in civil society, in that part of the community where the family and voluntary organisations are found. The State has particular difficulty acting in the interests of this community or civil society because, some would say, it has been seduced, maybe corrupted, by the economy to act in its interests. In this way the tendency of the State is to support a vision of lifelong learning and adult education that sustains the economy and values learning that involves job skills and up-skilling. In fact the Government sets as a priority the learning that supports economic development. There is rhetoric of social inclusion



and equality but that too has an economic intent.

If we were to operate on the basis that we support the full range of learning that is possible for adults and respond to adults in their complex entirety we would look for learning that is not merely of economic potential (Fleming, 2004).

What is there over and above the economic? What kinds of learnings are possible and usually missing? Adult education can concern itself with the state by promoting second chance, citizen education and equality. Adult education can also concern itself with the economy by teaching job skills, upskilling and indeed functional literacy. However, adult education in civil society concerns itself with learning for family, community and social involvements. Above all it concerns itself with increasing the potential for democratic interactions and making the system world more democratically accountable. Unfortunately, there is conflict between the system world (state and economy) and civil society. Many adult educators and especially those in prison education operate at the uncomfortable interface between the system world and the community.

It is not surprising that the State finds uncomfortable a questioning of their position and critique of their actions. Of course the State will not teach citizens to ask really critical questions about power in society, it will not teach people to protest about injustices or critique or transgress.

What I am proposing is the kind of adult education that speaks to people's highest aspirations; that aims at reaching the full potential of what it is to be an adult and opens the possibility that adults will be able to engage in the most significant kind of learning possible. What I am proposing is against seeing adults merely as workers, against seeing citizens only as consumers and clients; against the idea that hospital waiting lists are the only choice for a highly developed European nation. It questions the relationship between business and politicians and is able to see why it is not the legitimate business of the economic sector to fund political parties. It questions and interrogates the American invasion of Iraq aware of the complex range of political, ideological and economic dimensions of these actions. This learning questions why civil society is the location for so much violence and teaches how to take action against this situation.

In proposing more, or a different kind of, democracy there are practical concrete aspects to this. In many communities in which adult educators work there are considerable drug problems and associated violent gangs, and people in these areas have learnt to tread carefully. The challenge for community and adult educators is to learn what is appropriate and what is not in such circumstances, and be mindful that they do not have to live in the area and deal with the consequences.

On the other hand, it does not often enter public discourse that many of the poorer communities in Ireland are held in the very tight grip of violent people. This is reminiscent of work undertaken on the border between Southern and Northern Ireland, where it was found that 'violence is the "social glue" that maintains control in this community' (Connolly & Fleming, 1997, p. 26). It is an interesting consequence of a concern for democracy that people might be taught to develop more non-violent ways of interacting.

Adult educators need the best support, training, education and qualifications so that the passion and commitments to a better community and society can be fuelled with ideas and knowledge and the skills required to bring about this goal for everyone. Adult education at its best helps to create spaces in which adults can discuss the kind of society in which we find ourselves; the kind of society we want to create and learn the skills required to bring about a society that is more just, more fair and where the state and the economy are subject to democratic accountability.

We are capable of dreaming of a different world in which there might be justice, care, freedom and an end to the violations. This learning is social, political, critical and seeks to change systems and institutions that are now operated in the interests of the few so that they operate in the interests of all.(Fleming,1998).

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Elaine Sweeney

Elaine works in the Change and Communications Team at the Offender Learning and Skills Unit, which is based in the Department for Education and Skills (DfES) but works across the DfES and the Home Office. As Conference and Communications Manager her work consists of organising events and writing speeches and briefings for Ministers.

Report on the International Symposium for Directors of Prison Education.

The Offenders Learning and Skills Unit (OLSU) in England, recently hosted an International Symposium, led by Deputy Director of OLSU, Jane Bateman. The symposium attracted Directors of Prison Education from many countries, as far field as the USA.

The Symposium, which took place near Heathrow at the beginning of December, provided a forum for debate on the subject of Prison Education and an opportunity for delegates to share successes and to learn from initiatives and ways of working in the different countries.

Speakers at the event included Lord Geoffrey Filkin, Parliamentary Under-Secretary of State for Children and Families (with responsibility for offender education) who joined the delegates on the Tuesday morning and highlighted his commitment to Prison Education and focused on getting offenders into employment.



Torfinn Langelid who is a senior adviser, County Governor of Hordaland in Norway, and Kaj Raundrup from the Department of Prison and Probation in Denmark, gave the delegates an insight into the Nordic Model which roots itself in the idea that Prison Education and Training must reflect the mainstream education system and that good education and training is considered an investment in crime prevention by getting prisoners into jobs upon release.

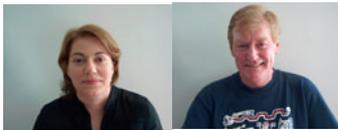
There were a number of speakers who, between them, built up a picture of the Key elements in Offender Education in England and Wales. Angela Christopher, Head of Learning and Skills at

On Monday, the delegates split into 4 groups, each of which visited a Prison, one group went to HMP Wandsworth and were particularly interested in their radio project "Radio Wanna".



Wormwood Scrubs, gave the group an interesting presentation which outlined the role of HoLS in England and Chris Barnham, Director of OLSU, along with Gill Dunn of the Learning and Skills Council, spoke about the changing shape of Offender Education in the UK and the integration of offender education into the wider Learning and Skills sector. Alex Johnstone, who now works in OLSU and previously worked in the children and families directorate, spoke about the Impact of Family Learning on Reducing Re-Offending.

On Monday, the delegates split into 4 groups, each of which visited a Prison, one group went to HMP Wandsworth and were particularly interested in their radio project “Radio Wanna”. Another Group visited HMP Grendon, where they learned about the therapeutic communities. The delegates who visited HMP Wormwood Scrubs were able to sit in on classes in progress and those who visited HMP Downview where they were able to talk to prisoners employed in the headphones workshop which untangles, re-sponges and re-packages headphones for use on airlines.



A number of interesting workshops ran throughout the event, including one run by Dr Anne Costello and Kevin Warner of the Irish Prison Service, on

the purpose of Prison Education. Anita Van de Kar of the Council of Europe ran a workshop on prisoners’ rights to education in the context of European legislation. Embedding Literacy Teaching was the subject of a workshop run by Dr Anita Wilson, the workshop explored ways of engaging the hardest to reaching Literacy Learning. Dr Andreas Lund of the University of Oslo hosted an interesting workshop on Innovation in E-Learning.

There was a creative theme to the symposium. The final workshop on “The Relevance of Creativity in the Curriculum” was run by Maria Magee who is an art teacher in Cork Prison in Ireland. The relevance of Creativity in Offender Learning was certainly apparent when, on Tuesday afternoon, Ex-offender Paul Malcolm from “Escape Artists” did a creative performance which was an adaptation of a piece which has been performed across the world.

The Symposium was a huge success and the contacts we have been able to build up with our international colleagues at this event and others like it have proven invaluable. The sharing of information between international colleagues has proven extremely helpful, for example, we have recently received an evaluation of the Norwegian work on e-learning in Prison, which we are able to apply to our own strategies in the UK.

We look forward to build upon these links, share information and learn lessons from experiences of each other.



In Norway there has come out a book that deals with the issue of education in prison and how it is experienced by the prisoners, teachers, and the employees in the prisons and other occupational groups in the prison system. The book is the result of a comprehensive research project about education in the prison, wherein many research organizations participated.

The investigation shows that owing to the different reasons the students view the school in the prison as quite positive. With the kind of knowledge about the development of self-control and motivation we have today, an institution like prison can be a starting point for the further positive training – in spite of the security concerns.

Torfinn Langelid and Terje Manger have been the editors of the book which in Norwegian is titled as “Læring bak murene”(Learning behind the bars)

FOKO-Conference 2004

By Jon Erik Rønning and Gro Svenneby Pedersen

FOKO, the Norwegian branch of EPEA has every year a conference. The FOKO conference 2004 was arranged as usual at Sørmarka Courses and Conference Center. FOKO has approximately 170-180 members and about 110 of them were participants these days in October. Many interesting elements were brought up this year as always. In this article EPEA-MAGAZIN would like to present two of the keynote speakers. Professor Terje Manger was talking about his research in Norwegian prisons: "Inmates educational background and educational intentions". Siv Nyström was telling us about a Swedish program called "KrAmi".



**Forum for
opplæring
innenfor
kriminalomsorgen**
Norsk underavdeling av EPEA

Young inmates have the worst school background



Terje Manger

A new research shows that inmates under 25 years old have the weakest education background.

The research about education regarding inmates in Norwegian prisons has been carried out after instructions of Ministry of Education and Research and the County Governor in Hordaland. This survey on educational background and needs of inmates in Norwegian prisons was done by The Institute for "Social Psychology", the University of Bergen and "Eikeland Research and Education".

The research comprises all inmates above the age of 18 and is the most extensive survey of its kind.

The younger the inmate the worse the education level. One of the research conclusions is that the youngest inmates have the weakest education background.

About half (49%) of the total prison population in Norwegian prisons do not have secondary education of any kind, but in the age group under 25 years, as much as 65%, are without secondary education.

In comparison, the Statistics Norway informs that 74% of the class of 1997 completed secondary education within 2002. While 7,6% of all the inmates have not finished primary school, the percentage is higher for inmates under 25 years. In this group, 10,7% haven't got education at primary school level.

65% of the inmates have at least one future educational wish. It has to be taken strong measures to raise the inmates closer to the educational level in the rest of the society.

Education in prison

Not all Norwegian prisons have an educational offer. An interesting finding in the research is that of the inmates serving time in Norwegian prisons with educational offers, 70% wish further education. The corresponding number for inmates in prison without educational offer is 50%.

The research also shows that among those serving time in prisons without an educational offer, there are as much as 37,6% that have not finished any form of secondary education.

A strong social economical result

School and education are without any doubt the resource that forms the best basis to manage work and imprisonment. In the report from "Socialstyrelsen i Sverige": "With work at stake, client's effects and social economical profit in social work" (2002) the calculation showed that for every single crown put up to the collaboration project between probation care, employment exchange and the social services, the society gets in return between 10 and 15 crowns.

Professor Terje Manger, institute of social psychology, Bergen University and Ole Johan Eikeland, Eikeland research and education have written the report.

For further information, please contact professor Manger at 00 47 55 58 24 99/ 00 47 56 37 40 24.

KrAmi

For young unemployed people with a criminal background.

Contribution towards work and social training. KrAmi is a program for young probation service clients who needs help to get a job. Besides having problems with unemployment and crime, they also often have drug problems. Central in the KrAmi program is social and work training. A contract is signed between the client and KrAmi that holds simple and clear rules. The contract gives the possibility for rejection if the client does not fulfill his obligations. This joined with support and encouragement will help them succeed in unfamiliar social situations. Training posts in businesses with recruiting needs are also important.

Two assessments

Two different evaluations of the KrAmi program are presented in the report; one is a client effect study, which has researched if the clients social situation has improved after participation in the KrAmi program. One group of KrAmi clients is compared to two groups of non KrAmi Groups; they are all given a structured interview. The other one is an economic research that compares the socioeconomic profit in the KrAmi program with two other efforts, based on an expense-/income analysis (CBA). The analysis is based on actual expenses for every client, and those expenses are gathered from the records of the authorities involved in the process.

Client effect study

The purpose is an evaluation of the results of the KrAmi-programs, Knuff-programs and the probation services efforts regarding social improvements for the clients.

The following questions are dealt with:

1. In what kind of a level has the client's social situation changed regarding work, economical support, family and friends, crime as well as use of alcohol and drug abuse?
2. Can we relate possible changes to the program?

Result

Considering the KrAmi-programs objective, employment and economic support is the most re



Siv Nyström was talking about her research about "KrAmi"

levant area and to show how the employment situation changes we choose the variable <<days in employment during the last 30 days>>. It proved that the employment situation had enhanced significantly for both KrAmi and Knuff, while the situation for the probation services clients had no remarkable change. Both of the KrAmi-programs have had a notable change; the development positive and the difference is significant for both of the groups. After the program is completed, the average days in employment/studies for the Malmö-group have improved with almost 16 days, and for the Örebro-group, it has improved with 10 days. The actual situation for probation service clients has not changed, but on the other hand, the subjective experience of the problems is reduced. The next field is crime activity, which turned out to be low even at the time of the interview before the efforts have started. It is still a little bit higher for the probation service clients then for any of the KrAmi-groups.

Considering that the groups have had long experience with crime, it seems that the indicator

“crime committed with the purpose of earning money during the last 30 days” will not give a correct image of the problems degree of difficulty. The low values are partially conditional because a relatively huge amount of the participants was in prison or at rehabilitation the month before the interview. At the first interview, this last groups made up about 1/3 of the KrAmi-group and the probation service client 15%. At the time of the second interview, the share of the probation service clients raised to 16%. Despite the low in-values, the number of days in crime slightly decreases. Even the subjective judgments show a decreasing problem, and there the improvement is a bit better to KrAmi than for the probation service clients. The problem with crime and criminality is still minimal at the time of the second interview and this fact is understood as a possible effect of the efforts of KrAmi as well as the probation service.

Summarized judgment

The KrAmi-groups work situation has significantly improved; almost all the clients that have completed the program shows to be in labor one year after the KrAmi-start.

That is clearly a change to the direction of the programs intention, and we did not find any other explanations than this was because of the KrAmi-program.

Another study based on qualitative interviews with the participants confirms this conclusion (Nyström, 1999).

The evaluation

The socioeconomic evaluation is based on documentation from all the social structures that directly or indirectly has affected income or costs for the studied efforts or as regards the clients. To do a socioeconomic evaluation, information about the total costs and income for the year before the effort, as well as during and after the effort, is demanded.

This study is unusual of its kind because it is not based on estimates, but on actual costs.

For every single client, information was gathered about costs and income before, during and after the following efforts:

- HealthCare exploitation; open and closed treatment, somatic, psychiatric and drug addiction.
- Social service costs; social benefits, treatment internal/external, consulting
- Insurance costs; sickness benefit, parents benefit, unemployment benefit,

KAS, educational benefit, rent contribution, advance contribution

- Criminal costs; different types of institutions, for example open and closed prisons.
- AMS-costs handling and conferring with job centre as well as the ALU unemployment benefit, allowance and public protected work

In addition, information was gathered about the clients pension points to calculate their connection to the job market.

Different types of analyses were carried out:

- Partly costs for the program were compared, inclusive cost development from one year before the effort until one year after the effort.
- Partly an expense-/income analysis was done to calculate future cost effects and socioeconomic result.
- Partly the different efforts were ranked considering different aspects of social economic profits.

Results – Program costs and society costs.

When program costs and society costs for the time in treatment is calculated it shows that the open program in Örebro/Karlstad is the most expensive, and that the program in Knuff is the cheapest. From table 3 we can see that the treatment-time is different for all the groups; KrAmi Malmö has the shortest average treatment-time and the open program in Örebro/Karlstad has the longest. Regarding costs to the respective after effort, it shows that the cost change is only significant for KrAmi Örebro-group. When it comes to criminal-care, we can see that KrAmi Örebro has high costs for criminal-care the year before the program, opposite to KrAmi Malmö.

Results - expense-/income analysis

The expense-/income analysis shows that a participant in KrAmi Malmö gives a socioeconomic profit of 1, 6 million Swedish kronor (SEK), exclusive salary-benefit; inclusive salary-benefit the socioeconomic result will be 1, 5 million SEK. The costs for the program will be written off after 1, 5 year. For those who have completed the program the cost-changes will be about 10 times higher, at the same time the productions income will increase, which will give a socioeconomic profit on 2, 5 million SEK. The treatment will then have paid of 0, 5 year after closed program. The defectors on the other hand

gives a socioeconomic loss on approximately 4, 0 million SEK, which depends on both negative cost-changes and that there have been no change in pension points raise (still on 0 points during all periods). Program costs are not paid back during the period.

A participant from the comparison group, the open-care activity in Malmö/Helsingborg gives a socioeconomic profit of about 1, 0 million SEK. The cost changes are just as big for a participant in KrAmi Malmö, but the production income are only half as large.

The program cost will be paid back in about 4 years.

A participant from KrAmi Örebro gives a total socioeconomic profit of 2, 5 million SEK (exclusive salary-benefit), upon the cost-savings amounts to about 1, 4 million SEK.

The treatment-costs are written off after about 1 year. If the salary-benefit is included in the calculation the socioeconomic result worsens with about 70 000 SEK.

Those who complete the program will give the same socioeconomic profit as the group in total, but they will give a smaller cost-saving and higher production-income. The defectors cost-image is opposite, higher cost-savings and lower pension points raise.

A client from the open-care activity in Örebro/Karlstad gives a socioeconomic profit on a total of 2, 4 million SEK (exclusive salary-benefit) and the treatment-costs are written off after 2, 5 years.

If the salary-benefit is included in the calculation the result worsens with about 16 000 SEK. Finally a Knuff-client gives a socioeconomic profit on barely 700 000 SEK, of which the cost-savings from the period before the effort to the period after

the effort is about 250 000 SEK. The treatment-costs are written off after barely 3 years. The result will be about 13 000 SEK lower if the salary-benefit is included in the calculation.

For those who complete the program the costs decreases less and the production income increases more than the group in total.

For the defectors the costs decreases more, at the same time as the production income gets lower.

When program-costs, pension points and socioeconomic result are compared, a ranking can be made with the different efforts.

It is remarkable that the costs for the three programs are paid back in such a short time as 1-3 years. The costs for the program are being paid back during the follow-up time in general, and all the production-raise and all the cost-savings after the program costs are written off gives the society profit. With help of an expense-/income analysis, the different programs can be ranked after their purpose. KrAmi Örebro gives the largest socioeconomic saving per individual and the shortest time of writing of costs. KrAmi Malmö gives the biggest raise of employment-measure and the highest profit per invested SEK. If you take all the different measures into consideration (if you first rank the program from 1 = best to 5 = worse for every variable and calculates an average) it turns out that KrAmi Malmö gets a ranking on 2, 4 points, which is the best result. KrAmi Örebro follows with 2, 5 points, Knuff on 3, 0 points, the open-care activity in Örebro/Karlstad on 3, 1 points and at last the open-care activity in Malmö/Helsingborg with 4, 0 points.

As a result, we can see that the program gives a better outcome than the open-care activities.

It is the «European Year of Citizenship through Education»

If education is an investment for the future, education for citizenship is an investment for Europe's democratic future. Democracy is not something that can be taken for granted. Nor is it an abstract concept. It calls for a commitment and responsible action by citizens in their everyday lives.

The EPEA encourage all members to send examples of good practice of Prison Education to Ms Olafsdottir at the Council of Europe.

Please send to olof.olafsdottir@coe.int

INMATE TRANSITION BRANCH

Summary by Sylvia McCollum

The Inmate Transition Branch (ITB) was established in early 2004, integrating the responsibilities of the Inmate Placement and Volunteer Management Branches (IPPB, VMB). The new branch's mission is to strengthen existing and establish new Bureau of Prisons (BOP) programs that enhance the post release employment of federal prisoners and the use of community, staff and inmate volunteers.

To accomplish its mission, the ITB assists federal correctional institutions to conduct mock job fairs and to establish employment resource centers to assist inmates prepare for post release job searches and related activities. To further enhance employment opportunities, job openings are posted on bulletin boards throughout BOP facilities. Prisoners close to release prepare employment folders that include all documents critical for post release employment. Each of these efforts stress the importance of beginning to prepare inmates for transition to employment, their families and their communities at least 18 months before their expected release dates.



Volunteer programs play a major role in the sequence of pre-release activities. As part of the oversight responsibility of the branch, institutions are provided guidance and policy to recruit volunteers who support the development of inmate pre-release skills. Through their own volunteer activities, inmates strengthen character and interpersonal among other skills. Staff engage in program efforts which clearly project the agency's commitment to education, faith, the environment, public safety and welfare of the surrounding community.

Since its inception in 1996 the IPPB has assisted in the conduct of over 350 job fairs in 100 federal prisons. More than 12,000 men and women inmates and over 5000 company recruiters and representatives from education and other community service agencies have participated. In addition, IPPB staff, on request, have assisted state prisons, regional jails and federal probation services to hold both real and mock job fairs.

ITB provides a number of vital tools that include mock job fair, employment resource center and employment information handbooks as well as audio-visual overviews of the bureau's mock job fairs and the bureau's volunteer program. All are available on request.

The ITB has an agreement with the Administrative Office of United States Courts to track federal prisoners who have participated in job fairs during their incarceration. This study began on May 15, 2000, and will continue for five years. A copy of the three year report is available.

Additional information about the Bureau of Prisons offender employment and volunteer programs can be obtained from the ITB web page:

www.unicor.gov/placement

or through e-mail to
smccollum@bop.gov

or telephone [202-305-3860](tel:202-305-3860).

By Per Thrane

Per Thrane is Teacher in Søbysøgård Prison in Denmark, and he is the webmaster of EPEA. He is also a member of the Steering Committee in EPEA.



EPEA Use of Internet

Belgium, Marc Tassier:

I can be very short about the Internet in Flemish prisons. For the moment it is totally forbidden for prisoners to use the Internet or to mail even for educational purposes. It might be allowed in the future, but the timing is vague. The use of a kind of "extranet" is possible in some prisons: prisoners can consult the catalogue of the local library for instance, or look at the job advertisements of the labour office. But this is without access to the Internet.

Bulgaria, Valentina Petrova

The inmates in Bulgaria have the possibility to learn computers in two ways: 1. Inmates attending school learn ICT as a compulsory object of study within the framework of the educational programs approved by the Ministry of Education, and 2. Inmates not attending school can acquire computer skills in the framework of short courses offered from the Prison Service. Internet is not allowed in Bulgarian prisons.

The accession of Bulgaria into EU will enable the Bulgarian legislation system to make reforms sooner. The expected changes should closely affect also the education in prisons. We hope to have Internet connection in the prison schools in the near future. The cooperation with the EPEA network in transnational projects is the best opportunity for the Bulgarian prison educators to learn the best European practices in that area.

Czech Republic, Martin Vana:

Generally, in the Czech Republic persons serving their sentence of imprisonment cannot have any access to Internet and its tools. That is why that for convicts involved in centres of vocational training Intranet has been available where offline versions of interesting web pages are placed. These pages are downloaded from the Internet into the

computer fully connected to the web, which, however, is not connected with the computer network that is operated in the computer classroom. Web pages are consequently delivered to the server in the computer classroom. CD-RW, exchangeable hard disk or USB Flash Disk represent media of the concerned transfer. Furthermore, composing of web pages represents another integral part of the curriculum related to computers. Convicts involved in centres of vocational training have opportunity to become familiar in details with the Internet, despite just in offline regime.

Denmark, Soren Broberg:

The office for ITC at the Home Office is responsible for staff and prisoners. 1999 was the year for us to start with ITC in a large scale. We will guide and give advice, when the teachers come with ITC initiative. We do not decide, what will be the policy with ITC or start initiative on our own but give advice to the decision makers. We want that the prison schools have good conditions for the use of Internet, based on what makes sense. Today open prisons have relative free access to the Internet, close prison is not possible.

England and Wales, Anita Wilson:

Internet access in prisons in England and Wales is currently a 'hot' topic. In the past the Prison Service has had serious worries about access to the web as there were concerns that security breaches might occur. Some education departments were able to download information for students but students themselves have very little opportunity to work with a communication system that the outside world almost takes for granted. As of February last year only 13 prisoners out of a population of over 74,000 had access to the internet. The Forum for Prisoner Education is currently looking into the

possibility of forming a working group to examine how the internet could be securely provided in prisons. Their web site is www.fpe.org.uk.

Finland V. Kariskas:

We are not as far as described from the other Nordic countries. We have some pilot projects with distance teaching. In general the Internet use is prohibited, but if the access is much needed a teacher will be present when the inmates surf on the Internet with a specific purpose.

Hungaria: User of the EPEA forum

A wireless Lan system has been installed in our semi-opened prison in Kecskemet (Hungary). We have NT server and 8 PCs, but via wireless card we will be allowed to use our own computers as well. We have Internet access every day from 8 a.m to 8 p.m. Content of visited sites are controlled by a special server: no nude, no bets, no chat, no web-based e-mail etc. There's a central e-mail address where e-mails can be sent to, and governor forwards our e-mails to our personal e-mail addresses. We send our e-mails to this central address and governor forwards them.

Nowadays we are looking for eLearning courses in order to learn languages, professions etc.

Iceland, Ingis Ingason:

Only 2 prisons in Iceland make use of Internet in the schools. We have a system for using e-mail. We would like to use the Internet to make it easier for us to have teachers from outside the prison to run courses inside the prison.

Norway, Andreas Lund:

We have a firewall based ITC on a White List for closed prisons in Norway. We are working hard to find a model for sending e-mail that satisfies the rules for censoring letters. We try to make ITC useful for the prison schools in general but many rules and regulations make it difficult for us. We need to cooperate on an international level to find solutions for our problems.

Spain, Laura Galera:

In Spain, the prison administration stimulates each day more the formative use of Internet, although its development still is incipient and in some cases is limited to pilot experiences in order to evaluating the results. As the same as the remainder of the population, the inmates of the Spanish prisons are encouraged to study by distance the two levels of existing secondary education in our country (obligatory and non obligatory). For the first one a

special program exists destined to the adult people (ESPAD program). Although Internet already is utilized like a substantial resource of this kind of education, the CIVER project is being carried out, by the one that progressively these studies can be studied integrally by Internet. On the other hand, the prisoners can also follow university studies in the UNED (National University of Education by Distance), that counts on a very developed virtual campus. With respect to the non formal education, thanks to a covenant between the General Directorate of Penitentiary Institutions and the Ministry of Education and Science has been established the Mentor Classroom Project in the prisons of Madrid I and Madrid II, an also accessible project for the population in general. In them classrooms of data processing have been installed, in which the students have personal computers to be able to continue on-line courses. These courses are directed fundamentally to the training and learning of fundamental labour skill, and the students obtains an official certificate. For further information about this project see: <http://www.mentor.mec.es/>

Nevertheless, we also must emphasize other initiatives past and present, destined especially to the prison population:

Educational Project for Penitentiary Institutions (EPPI).

It developed in 1999 and 2001 inside the Initiative CONNECT of the European Union. It was coordinated by the Autonomous University of Barcelona (Catalonia, Spain) and included the participation of institution from United Kingdom and Germany. The objective of the project was that the prisoners of the prisons of Can Brians (Barcelona, Spain), Full Sutton (Yorkshire, United Kingdom) and Bremerhaven (Bremen, Germany) they studied the European Drive Computer Licence, a card promoted at present by the European Community as basic data processing know-how certification. For it the three prisons had access to a virtual educational platform, that can be consulted in seeing <http://oaid.uab.es/eppi>.

The evaluation of this project was very positive:

- Participation very high and continued, are courses very requested and the drops or absences was exceptional.
- Great motivation on the part of the prisoners, they request constantly the access to the classrooms to carry out their practices, and they qualify to these courses as of an upper and special category and superior to the rest of educational offerings inside the prison.
- They consider that opens the doors to a



success the modules studied.

Bip Bip Classrooms.

It is a program promoted by the Foundation Bip Bip, in which people in risk of exclusion receive formation for their labour and social reintegration. Along with the Open Horizons Association, one of its objectives is the digital teaching of the prisoners. Currently a Bip Bip Classroom has been installed in the prison of Segovia, and the experience seems quite positive. Seated front the keyboard, youths from among 20 and 32 years register in the auto school through Internet or enjoy with the recently learned computer game, and all it helps them to do more tolerable its prison sentence.

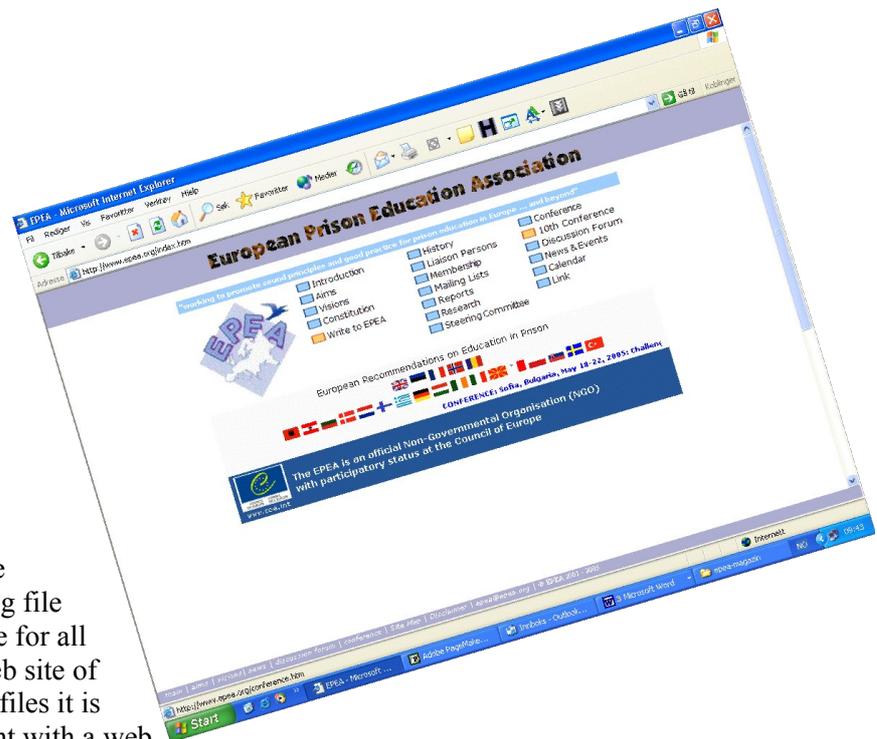
possible different and new labour market. In textual words “for my future work if that this formation serves me”.

The final results, especially in the Spanish prison, are highly positive so much in participation as in progress. The 85% of the ones that participated passed with

Sweden Markku Roitto:

Until recently Internet access was not allowed. Today we have a pilot project to find good ways of using Internet in prison schools. We work with LMS and firewalls. We do not think our system is perfect but we will face the problems as they arise. We think the use of LMS will improve most of what we do.

The Web site of the EPEA



When a visitor comes to a web site a trace of the visit is hidden in a log file on the web server. This is the same for all web sites of the world; also the web site of the EPEA. On the basis of the log files it is possible to study what visitors want with a web site and analyse trends.

Looking in the statistic for month of January 2005 the log files tell that over 3885 visited our site in that month alone. It is an average of app 125 visitors a day.

Some of these visits came from search engines that track the contents of the Internet and the EPEA have daily visits of all the major search engines. A good outcome of this you can test yourself. If you search the term “Prison Education” in Google the EPEA web site comes up first as the reference for the term on the Internet.



Most visits come from the English speaking world. This is due to the fact that most of the web site is written in English but even though more than 100 countries are registered in the log. The list of European visitor is topped by UK, Netherlands, Sweden, Denmark, Germany, Norway, Belgium, France, Italy, Greece, Estonia, Finland, Hungary, Czech Rep., and Ireland. Among the visits from outside Europe, USA and Australia tops the list. But a growing number of visitors in Latin America, China and the west coast of Africa are registered. Countries from more exotic places are Fiji Islands, Micronesia and Bhutan and they all study the way we do prison education in Europe.

Most visits seem to come from people's home but institutions around the world visit us in large numbers. This is mostly Universities and Government institutions. Among the more prominent visitors are The Council of Europe, United Nations and UNESCO. Around Christmas a few years ago the US Supreme Court studied the pages of the European recommendations for Prison Education over some days. The typical visitor seems to be a private person looking up our web site for information.

The major interest of visitors is the recommendations for prison education. It is published in 21 languages and all language versions are all well visited. The recommendations and the full recommendations are downloaded 100'erds of times every month. The full recommendation in English and French has been downloaded several 1000 times over the years. That a full translation creates new interest in Prison Education can be seen in the case of Romania. After just a few days of publication of the full recommendation in Romanian it was downloaded over 100 times. Even the translation of the 17 point in the recommendation creates internets for prison education in the origin country. When the Greek translation was published Greece entered the top 5 of visiting countries over a few months. Although the EPEA encourage you to translate the

recommendations to your own language, we point out that for an official, juridical reference to use the English or French version. This is due to the fact that the Council of Europe has produced the translation of those two languages and they are officially signed by the Councils members.

The record of the previous EPEA conferences is a treasure chest of information on Prison Education. 5 full reports from 5 of our 9 conferences are online in full length. From these pages you can read what have been the trends and ideas into Prison Education in Europe for the last 10 years.

The web site not only communicates to the world, but invites you to take part and share your opinion. The EPEA mail lists offers discussions in subjects as Research, ITC, Projects and a news list send the latest news to its members. You can subscribe to the lists via the menu item "Mailing Lists" from the front page. Here you can also read more information on how to subscribe. Let's study an example of the use of the News Mailing List. This list is very easy to subscribe to. Just enter your email address in a box and press submit. Members of this list are informed about publication of Magazines and News Letters, meetings and news from the CoE. It is an important list to be a member of if you like to receive news rapidly. As a member of the EPEA you are recommended to subscribe this Mailing List.

Through your membership of the EPEA you help to sponsor the web site and to present Prison Education to the world. You are mostly welcome also to take part in forming site. It is only by your ideas and participation that we can find energy to development. Please take part by coming with your suggestions and ideas of what should be on the web site. Only with your help and your membership of the EPEA it is possible to maintain an international web site as a reference for the term "Prison Education".

Thank you ...

Let's go ahead



In the article „Education and Vocational Training in the Penitentiary Institutions of Lithuania: Present Situations, Problems and Future perspectives“ among main problems of education in the Lithuanian Penitentiary Institutions in 2003 it was mentioned that educational affairs in a small town Pravieniškės are rather poor: there are no schools for prisoners and the sentenced persons themselves lack the interest to continue with their education.

At present, concretely in Pravieniškės Correctional House No. 3 most of the convicts are persons of a very young age. About 63 % of them hadn't finished secondary school before they commit crimes.

We want to emphasize that each sentenced person has a right and all necessary facilities to study and pass exams and to get GCSE (General Certificate of Secondary Education). They study all subjects: mathematics, languages, geography, history, biology and others. Besides, in 2004 our enterprise provided the convicts with vocational training giving them opportunities to acquire specialities of computer operators and tailors (stitchers).

In order to investigate educational and vocational training needs of the sentenced persons in our enterprise, on 22 February, 2005 convicts were given a test. There are 120 prisoners in Pravienskės Correctional House No. 3 at the moment. 105 of them took part in writing the test. 70% of the convicts are from 18 to 25 years of age. And, as it was mentioned above, a big part of them has not GCSE yet.

To a question: “ Are you ready to study and gain new professions or requalify ?“ **only 3 % of the prisoners answered negatively. Other answers were:**
„Yes, as soon as possible“ - 41 %
„Yes, I am ready if there are guarantees that I will get a job“ – 19 %
Yes, if in a period of 6 months I will not get a job according to the speciality already gained – 18 %.

„Will you study new professions if the training is organized in our correctional house?“

The answers were:

„Yes“ – 80 %

„No“ – 12 %

„I don't know“ – 8 %.

„ What is your opinion about possibility to acquire a new speciality in a penitentiary institution?“

Excellent – 15 %

Positive – 60 %

Satisfactory – 1 %

Bad – 12 %.

12 % of the prisoners did not express clear opinion.

Beside teaching subjects of the Secondary School programme and vocational training there are good facilities for convicts to reveal their personalities creating, painting and etc. We are also looking for new forms of communication with other institutions and organizations in order to satisfy convicts' needs.

To sum up, we are trying to do all the best in favor of education of the sentenced in our enterprise.



By Anne Costelloe

Anne Costelloe is working for the Irish Prison Education Service as a teacher in Mountjoy Prison in Ireland, and she is deputy secretary in the Steering Committee in EPEA.



EPEA INPUT TO THE REDRAFTING OF THE EUROPEAN PRISON RULES (EPR).

The Council of Europe (COE) is in the process of reviewing and updating its European Prison Rules Recommendation No. R(87)3. The EPRs seek to minimise the detrimental effects of imprisonment, improve prison conditions, promote good prison management and facilitate prisoner reintegration into society. Thus they serve as a guide and a checklist of good practice for prison administrations throughout the 46 COE member states. The EPRs were adopted in 1987 and the Council for Penological Co-operation along with their scientific advisors are updating them with a view to advancing the establishment of a European Prisons Charter. It is intended that an initial draft will be presented to the 46 European Ministers for Justice at their forthcoming Helsinki conference in April 2005.

In advance of that conference it is crucial that the EPEA plays a consultative role in the revision process. Of particular relevance to the EPEA is the redrafting of Rules 77 to 86, each of which deal exclusively with the role, purpose and provision of prison education. It is opportune for the EPEA to respond now to the redrafting of these particular rules and the Steering Committee is calling on members to exchange views and offer their opinions and suggestions on the present redraft.

Outlined below are (a), Rules 77 – 86 as adopted in 1987, (b), the proposed revision by the scientific advisors of the Council for Penological Co-operation, and (c), a redrafting of (b) approved by participants at the recent conference for Directors for Prison Education co-hosted by the EPEA. The latter is included because members of the Steering Committee

were involved in its production and suggest that it provides a good basis for further exploration.

(a). European Prison Rules 77 – 86 as adopted by COE in 1987.

77. A comprehensive education programme shall be arranged in every institution to provide opportunities for all prisoners to pursue at least some of their individual needs and aspirations. Such programmes should have as their objectives the improvement of the prospects for successful social resettlement, the morale and attitudes of prisoners and their self-respect.

78. Education should be regarded as a regime activity that attracts the same status and basic remuneration within the regime as work, provided that it takes place in normal working hours and is part of an authorised individual treatment programme.

79. Special attention should be given by prison administrations to the education of young prisoners, those of foreign origin or with particular cultural or ethnic needs.

80. Specific programmes of remedial education should be arranged for prisoners with special problems such as illiteracy or innumeracy.

81. 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.

82. Every institution shall have a library for the use of all categories of prisoners, adequately stocked with a wide range of both recreational and instructional books, and prisoners shall be encouraged to make full use of it. Wherever possible the prison library should be organised in co-operation with community library services.

83. The prison regimes shall recognise the importance to physical and mental health of properly organised activities to ensure physical fitness, adequate exercise and recreational opportunities.

84. Thus a properly organised programme of physical education, sport and other recreational activity should be arranged within the framework and objectives of the treatment and training regime. To this end space, installations and equipment should be provided.

85. Prison administrations should ensure that prisoners who participate in these programmes are physically fit to do so. Special arrangements should be made, under medical direction, for remedial physical education and therapy for those prisoners who need it.

86. Every prisoner who is not employed in outdoor work, or located in an open institution, shall be allowed, if the weather permits, at least one hour of walking or suitable exercise in the open air daily, as far as possible, sheltered from inclement weather.

(b). Draft revision proposed by Council for Penological Co-operation

The scientific advisors to the Council for Penological Co-operation proposed that the nine rules listed above be condensed into three rules as follows:

1. Opportunities shall be provided in every prison for prisoners to meet as far as possible their individual educational needs and aspirations.
2. Specific programmes of remedial education shall be arranged for prisoners with special problems such as illiteracy or innumeracy.

3. So far as practicable, the education of prisoners shall:
 - be integrated with the educational and vocational training systems of the country so that after their release they may continue their educational and vocational training without difficulty; and
 - take place under the auspices of external educational institutions.

(c). Revision of (b) above approved by Directors of Prison Education

The participants at the conference for Directors of Prison Education felt very strongly that (b) had many inherent shortcomings. While they understood the rationale for attempting to condense the rules, they believed that important educational ideologies and practices were neglected and negated in the process. Attention to priority areas such as basic education, juvenile prisoners, foreign nationals etc., was stressed. Furthermore, they felt that some of language was outdated and failed to reflect current educational thought. The following redrafting was proposed instead:

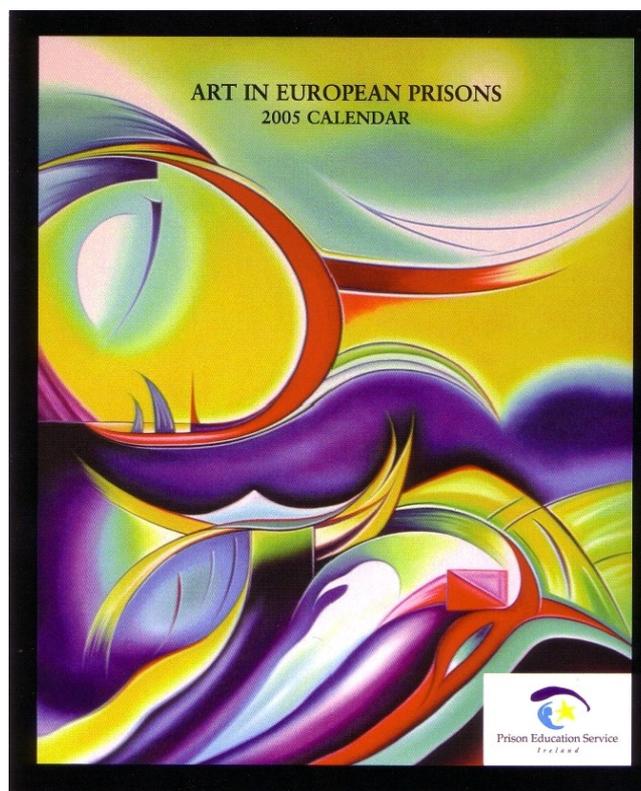
1. A Comprehensive education programme shall be provided in every institution for all prisoners to meet their individual needs and aspirations.
2. Priority shall be given to those with literacy and numeracy needs, the needs of young people, those of foreign origin, and those with particular cultural and ethnic needs.
3. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education.
4. Every institution shall have a library for use by all prisoners, adequately stocked with a wide range of both recreational and educational resources, books and other media. Wherever possible, the prison library should be organised in co-operation with community library services.
5. Educational provision, including libraries, should strive to make available the same level of ICT resources as on the outside.

What do you think?

The Steering Committee is calling on members to consider the drafts listed here and to offer suggestions and advice on possible modifications, amendments or additions. We are particularly eager to be advised of anything that you feel is omitted which needs to be included. We would like to clarify that the long document Education In Prison Recommendation No. R (89) 12, adopted 13 October 1989, (which has been translated into over 20 European languages on our website, www.epea.org), is not being redrafting and will remain as it stands. It is the broader framework

of the European Prison Rules from which Education In Prison stems that is being revisited.

If you would like to enter into dialogue on the revision, or have any comments to make, please contact Anne Costelloe at annecostelloe@eircom.net, or telephone her at +353 1 8062833. The Steering Committee will issue its proposal to the Ministers for Justice for consideration at their Helsinki conference.



People in prison engage in art for a variety of reasons: to pass the time and relieve boredom, to make something for family or friends, to explore feelings, or to learn about themselves and their world. Art should be a major part of the education offered in prisons.

This is the third calendar produced by art teachers working with the Prison Education Service in Ireland and is based on an original idea by Pauline Hyland, Art Teacher, Portlaoise Prison. Thanks to contacts via the European Prison Education Association (EPEA), this calendar includes work

by men and women in prisons in Estonia, Germany and Norway as well as from Ireland.

Irish prison art teachers wish to thank all the artists who submitted work for this project and all who helped in any way. Art education is provided in prisons in Ireland by Vocational Education Committees, the National College of Art and Design (N.C.A.D.) and the Arts Council.

Front cover illustration; JVA Celle, Germany. Quotes from students do not represent the selected artists.

MIP

WOMEN, INTEGRATION AND PRISON

COMPARATIVE ANALYSIS OF THE EFFICIENCY OF MEASURES DIRECTED TO THE SOCIAL INSERTION OF WOMEN PRISONERS.

The MIP¹ comparative analysis about the efficiency of measures directed to the social inclusion of women prisoners in Europe, within six different EU jurisdictions (Spain, Italy, France, Germany, England and Hungary) allows us, from a comparative perspective, to see what kind of problems the penal and socio-political systems in these countries have to face when they intervene, both within prisons and on a woman prisoner's release. In this next pages we will focus on the analysis of the education measures directed to the sociolabour insertion of women prisoners in the six different countries, but there is more information and complete reports in the mip web page www.surt.org/mip.

THE EDUCATION AREA

The educational profile of the women from all the participating countries in this investigation is of a markedly low level. We find numerous cases of illiteracy among the women prisoners and a significant degree of prisoners who had not finished their primary education. The European Commission has warned of new exclusions that could appear in the new economy and society of knowledge, since they could create relevant differences between those who possess the competence, the qualifications and the abilities required and those who are lacking them².

Furthermore, in all European prison legislations there

is an important emphasis placed on education and vocational training for the future socio-labour insertion. In all countries we find it is an obligation on behalf of the prison administrations to offer vocational training and education to the women prisoners. In Spain, for example, freedom is the only right that women prisoners cannot exercise; therefore, penal institutions must guarantee women prisoners all their other rights that they have as citizens, in this case: the right to an education. All the prisons in all the participating countries in this investigation offered basic education (primary schooling and literacy). Nevertheless, we observed that the implementation of measures that should guarantee women prisoners' rights to receive education and vocational training at higher levels is subject to greater restrictions and limitations in all countries. Some of these limitations are specific to each country; others can be seen in all countries to a greater or lesser degree; but, despite this, we can say that there is a series of difficulties that are common to all countries. Before explaining the most relevant difficulties, we have just to outline that it is important to understand, as it is on the French report explained, that prison is not a school or a training centre, and it will never be it.

Overcrowding that characterizes the European prisons does not create a favourable environment for the study or training. If we add to this that the majority of the inmate population has no experience of academic or vocational training, or if

they have, it has been brief and unsteady, then this overcrowding becomes a severe handicap. We can see this difficulty when motivating the women prisoners to participate in the activities and ensuring that, those who have decided to participate, are able to make it a positive experience whereby there is a genuine acquisition of knowledge and abilities, courses of study are completed, etc. As we have pointed out, inmates form a sector of society that is socially disadvantaged, in this case, the disadvantage is also specifically educational, and thus, if there really is a genuine intention to push forward effective measures in this field, these measures should be implemented taking into account this initial lacking by creating the necessary preconditions. But the reality in European prisons diverges considerably from the preconditions that would compensate that educational deficit. This reality does not even come close to that of equality in relation to the rest of the population.

Therefore, the fact that the quality of education in prisons is far inferior to the enjoyed by the rest of the population is doubly damaging, because it is a disadvantage that must be added to those disadvantages that the majority of women prisoners already have to contend with. Some of the preconditions that would be necessary include reduced groups of study and vocational training with qualified professionals trained to work with adults with social difficulties, that can offer effective support during the women prisoners' apprenticeship process. Overcrowding in prisons together with the lack of human and material resources mean that there are few adequate spaces for learning and there is a lack of basic academic material such as stationery and textbooks, which prevents an even minimally qualitative development of educational and training activities. In some countries, the lack of human resources means that prisons are forced to take on volunteers to teach and train, especially at secondary school level. In France, there has been a small increase of the educational staff inside the prisons, increasing from 575 trainers to 587 in 2003. This progression is related to the improvement and changes that have been since the creation of the Regional Pedagogical Units (UPR) in this country. It would appear obvious that a fundamental right such as the education is a state responsibility that should not be left to the discretion of the voluntary sector. Furthermore, in many cases, the number of places available on the courses is not enough to meet the demands of those

people interested in joining in the educational and vocational training activities. It is remarkable to highlight in this sense, how in France, despite the increase of the prison population in the last two years but with the creation of new classes, there has been an increase of the participation, going from the 18% to the 20'1%.

Another difficulty repeatedly observed in the countries participating in the project is the situation of women who are serving short sentences. These women do not stay in prison the minimum amount of time required in order to be able to finish any form of training and, for this very reason, starting any kind of course does not make sense and, in the majority of cases, they are denied access. Evidently, a number of alternatives to the restrictions posed by a short prison sentence could be proposed in order to initiate and maintain continuity in studies and vocational training: the possibility of studying in external educational centres, with the necessary permits; establishing sound coordination between the education system within the prisons and the system offered on the outside, so that once released, women prisoners could join a centre that would offer the same level of education that they had started in prison; promote distance learning and invest in the necessary equipment and resources. Even in countries where inmates have the chance to continue with their studies initiated in prison, once they release, there is a high drop out rate. This is due to the enormous difficulties inmates face with when they are released. Clearly, continuing with a course of study is not initially going to be the main priority for them, therefore, it is needed a real and effective support, offering minimum conditions, even when the inmate has been released, that make compatible the organization of their lives and their own support (and often their children and other dependents) with the training. The transfers that they suffer that interrupt their education is another difficulty that stem from the prison functioning itself that women prisoners have to face and that stand in the way of continuity of training. And, as the French report explained, sometimes the difficulties could appear when the training staff members leave; in some prisons, especially in the most important prisons, there are a lot of changes within the staff.

Among the countries that offer the possibility of following a long-distance learning programme, we also find common problems: restrictions in the use of technology tools that would allow inmates to

communicate with the teaching staff, and other forms of communication, imposed for security reasons or the lack of technological and bibliographic equipment.

The prison model, its location, its size, its classification system and the number of women prisoners, is important in the efficiency of educational measures. Thus, the fact that prisons are usually found very far away from urban centres, a pattern repeated in several European countries, considerably diminishes the possibility for some inmates to attend educational activities on the outside, which is highly positive as a measure because it promotes non-segregation, it guarantees equality on a par with the rest of the population in terms of being able to exercise the right to receive a high standard of education, and it represents an experience that builds bridges between the closed environment and the open one. In short, because of its properties for 'normalization'. In this sense, in Catalonia, we observe a very positive measure: the application of the article number 100.2 that allows women prisoners of closed regime to participate in educational and training activities on the outside. Unfortunately, in the practise, this measure is only applied in exceptional circumstances.

The location of prisons at long distances from urban centres also creates difficulties for volunteers that are prepared to offer educational activities to this sector. As we have mentioned, the responsibility for education cannot depend on the voluntary sector alone, particularly the state education, but its participation, as an additional service to the offer of the administration would always be positively seen.

Women prisoners suffer a further important disadvantage compared to their male counterparts as a result of the less political weight that they have. In some European countries, women are placed in modules that are annexed to the male prisons. because men prisoners represent a much higher percentage of the inmate population, they receive more courses. Thus, the academic and vocational training offer is much more varied for men than for women. The reduced number that the women represent in relation to the prison population as a whole also means that they are often all housed together, making no distinction by age difference or the kind of crime committed. This situation does nothing to favour a well

organized academic offer that adjusts to the different situations and needs of the women prisoners, nor does it do anything to raise standards and, at the same time, it discourages the participation of the women. The size of the prisons also determines, to a large degree, the quantity and diversity of the academic offer, creating inequalities between women prisoners, depending on the prison where they are imprisoned.

In terms of complementary education, many prisons offer language courses for foreign women prisoners to learn the country's official language(s), but there are only very few that offer foreign language courses or courses in areas that are highly valued on the outside, such as in new technologies. Exceptionally, in France, the authors have found that an introduction to the basic technological competences was integrated in all the vocational training programmes, including the administrative programmes and Internet and multimedia introduction. Labour advice programmes are also rarely a general feature.

Another important factor is that, in some countries, the education offered in prisons does not depend on the corresponding Department of Education, but is instead the responsibility of the prison administration or agreements between both administrations. This hierarchical tree diagram creates the additional burden of coordination that often simply gets in the way of the daily running of educational activities and constitutes an impediment at all levels (in terms of quality of teaching, not following the educational plans, etc.)

Finally, a split between the vocational training within the prisons and the real demands of the labour market has been observed. On one hand, the majority of prisons offer a very feminised vocational training aimed to develop capabilities and abilities traditionally associated with social roles and with feminine culture (dress-making, hair-dressing, cleaning, textiles, embroidery, etc.). In addition, these measures can engender a perpetuation of social and gender inequalities, they are abilities that do not meet the needs of the labour market, as there is no critical demand for them. And, in the case that there was a need for these skills, it would always be in feminised work sectors, in other words, those with particularly precarious labour conditions. In other cases, the vocational training responds to the needs of the companies where women prisoners work while

serving their sentences, but they have no possibility for continuation on the outside. Other cases respond to the need of maintaining internal order within the prisons, because these are activities that required a minimum amount of motivational effort because they are in line with gender identity, they were considered useful (hairdressing, sewing, etc.) or they are not too demanding for the women prisoners who can interrelate with the pastime. In this way, these activities contribute towards reducing the confliction that imprisonment entails.

One relevant difficulty in relation to the gap between the education and training in prison and the needs of the labour market is determined by the educational deficiency that the majority of women prisoners suffer. This deficiency is often so great that the prison cannot offer the necessary qualifications that would establish a link with the labour market. In these cases, the labour insertion process requires more time and a long-term programme that includes the necessary monitoring and support so that the woman can successfully develop the skills she needs. But, what we have found in prisons is that the time periods for labour insertion are based on the length of the sentence

being served, they are not based on the needs or the rights of the women prisoners.

Nevertheless, we can find some rather interesting initiatives in terms of vocational training. For example, in the prison of Vechta, in Niedersachsen, Germany: the desktop publishing course that the prison offers falls into the framework of systems configuration, graphic processors, photography and drawing; and the creation and processing of texts. Apart from being an interesting course because of its area of speciality, it is also of huge practical benefit, because it coincides with one of the demands of the labour market and a large number of participants have found a job in this field.

In some countries, e.g. in Hungary and Germany, women prisoners receive a scholarship for participating in certain educational courses. While this may encourage inmates' participation, several barriers to education remain in place; e.g. short sentences, narrow range of offers, and a potential clash of work and educational activities.

¹ SURT; MIP Project Women, integration and Prison. 2002-2005. Project financed under the Fifth Framework programme of the EC.

² See White Paper. European Commission, 1995.



SINGLE TRANSFERABLE VOTING EXPLAINED

According to the EPEA Constitution “all elections are by secret ballot and by means of proportional representation - single transferable vote.” While the importance of a secret ballot is clear to all, people can be confused by Proportional Representation - Single Transferable Vote (PR-STV). This short article is an attempt to explain this voting procedure in a simplified manner.

Why PR-STV?

The rationale behind adopting this particular voting procedure is simply because it is considered widely to be the most democratic way in which to conduct an election. Furthermore, it is generally accepted to be the most suitable election procedure for an organisation. It is used commonly in university elections where it is deemed more important to vote for the candidate than the faculty they represent. The parliaments of Ireland, Malta and Australia are elected by PR-STV, as are many local governments in other countries. The deep democratic nature of PR-STV lies with the fact that every vote cast by every elector carries equal value and there is no such thing as a wasted vote. It limits the ability of one group to dominate, it ensures a broader representation and it widens the choice for the electorate. The proportional nature of PR-STV means that significant minorities are more likely to win their fair share of seats, and everyone is more likely to have voted for at least some of those who are elected. Unlike with the ‘first past the post’ procedure, where there is a risk of a candidate who actually holds a low level of support being elected simply due to a split vote between the more popular candidates, in PR-STV, the candidate with the majority of high ranking votes wins.

But perhaps this is making it sound more complicated than it really is and it is best to outline an example of how PR-STV might work in practice.

In order to explain the procedure, I will use a simplified example of a mock election. In this election there are 3 candidates (A, B & C) running for one position. There are 100 people voting.

How to Vote

For the voter the process is the most straightforward possible. They receive what is called a preferential ballot sheet and they rank the candidates according to their preference. This means that they write the number 1 (first preference) beside the name of the candidate they wish to win, 2 (second preference) beside their second choice and so on until they their least favourite candidate gets the lowest ranking possible. It is not necessary to vote for all candidates, the voter can simply vote for their number 1, and a ballot sheet with only a first preference (number 1) vote is as valid as a completed ballot sheet.

The Count

For the election officer (the Returning Officer), it may seem complicated but in fact the principle is straightforward. Obviously, it is more elaborate and perhaps more time consuming than the ‘first past the post’ system, but it presents no greater difficulty in terms of procedure. The first thing the Returning Officer must do is set the quota.

The Quota

The quota is the number of valid votes divided by the number of seats (or positions) plus 1 - with an additional 1 added to the total. The final 1 is added to ensure no two candidates can reach the quota. The formula outlined below encapsulates the procedure. From it we see that the election officer must count the number of valid ballot sheets. Then divide this total by the number of positions/seats plus 1. Finally, they add an extra 1 to the total of the calculation as outlined in the formula.

$$\left(\frac{\text{Total Valid Poll}}{\text{Seats} + 1} \right) + 1$$

Counting the number of valid ballot sheets returned, then dividing this total by the number of seats plus 1, and finally adding 1 to the final calculation, is the only way to determine the quota. A candidate is elected when they reach a quota of the votes cast; thus, the quota is the minimum number of votes necessary to be elected. In short, the candidate who reaches the quota first is the winner.

To show how this works let us return to our mock election. In our election, the quota is 51 votes. We know this because there are 100 valid ballot sheets. The election officer divides 100 by 2 (this is the number of seats (1) plus 1) and then adds a final 1 to the total – so we have a quota of 51.

$$\frac{\text{Total valid poll (100 votes)}}{\text{Number of seats (1) + 1}} + 1$$

$$\frac{100}{1+1} + 1$$

$$\text{Quota: } 50 + 1 = 51$$

The election officer then counts the number of first preference votes (number 1 votes) each candidate received. In our example, we will pretend that candidate A got 52 first preference votes, candidate B got 38 first preference votes

and candidate C got 10 first preference votes. If so, the election is over because candidate A exceeded the quota and is thus deemed elected.

But if after the first count, none of the candidate got 51 or more votes, then a second count is called. In our election, we will now assume that the quota was not reached and the following is the result after the first count. Candidate A got 45 first preference (number 1 votes), Candidate B got 35 first preference votes and Candidate C got 20 first preference votes.

The election officer must now declare a second count. The second count begins when the candidate with the least amount of first preference (number 1) votes is eliminated. He/she is now out of the election and cannot win. In our election, Candidate C is thus eliminated and out of the race.

The election officer then counts the number 2 votes (second preference) given to the remaining candidates on the eliminated candidate's ballot sheets and adds them to the total of their number 1 votes until one candidate reaches the quota and is deemed elected. Thus, in our election, the election officer looks at the 20 ballot sheets on which candidate C had number 1 votes, and counts the total number 2 votes that candidate A and B received on those 20 ballot sheets and adds them to their existing total of number 1 votes until either of them reaches a new total of 51 votes or more. This candidate is then elected.



Sometimes it is possible but unusual that there are not enough second preference votes given to the remaining candidates for one of them to reach the quota. In that case, if there are only two candidates, the candidate with the most first preference votes is deemed to have won 'without reaching the quota'. If there are more than two candidates remaining, a third count is called and the next candidate with the lowest amount of first preference votes is eliminated and their second preference votes added to the remaining candidates and so on until someone reaches the quota.

While it is not the case in our example, it is interesting to note from our example, that it is possible for candidate B who only got 35 first preference votes to be elected should they get the 16 or more second preference votes on the eliminated candidate's ballot sheets. Thus, there is no guarantee that the candidate with the highest number of first preference votes after the first count will win. It is this process of eliminating the lowest polling candidates and distributing their second preference votes that ensures that every vote counts and minority candidates can win fair representation.

Finally, in all EPEA elections a secret and correct ballot is ensured by the double envelope system. In this system, the voter places their completed ballot sheet inside a sealed envelope and this envelope is placed inside another sealed envelope on which the voter prints their name. The election officer on receipt of the outer envelope records the name to ensure that no member can vote twice. The inner envelope is then removed from the outer envelope and added to the pile of other closed inner envelopes until they are each opened on the day of the election. In this way, it is not possible for the election officer to determine which ballot sheet belongs to which voter but it is possible for them to keep a record of which members voted.

If you are unclear about any of the issues raised in this article, please contact Torfinn Langelid, in his dual capacity as Membership Secretary and Election Officer. Torfinn can be contact at County Governor of Hordald, Department of Education, Box 7310, 5020, Bergen, NORWAY. Fax: + 47 55 57 23 52, E-mail: torfinn.langelid@fmho.no

EPEA OFFICERS Elections and Terms of Office 2004 – 2009

	2004	2005	2006	2007	2008	2009
<u>Chairperson</u>			<u>Takes Office</u>			<u>Takes Office</u>
<u>Deputy Chairperson</u>		<u>Election</u>	<u>Stops</u>		<u>Election</u>	<u>Stops</u>
<u>Secretary</u>		<u>Takes Office</u>		<u>Takes Office</u>		<u>Takes Office</u>
<u>Deputy Secretary</u>	<u>Election</u>	<u>Stops</u>	<u>Election</u>	<u>Stops</u>	<u>Election</u>	<u>Stops</u>
<u>Treasurer</u>			<u>Election</u>			<u>Election</u>
<u>Membership Secretary</u>	<u>Election</u>			<u>Election</u>		



European Prison Education Association

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Organisation: _____

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- full
associate
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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: _____

Send e-mail to Treasurer and Membership Secretary via membership@epea.org

Council of Europe Recommendation No. R (89) 12 on Education in Prison

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