

29

Winter 2005

EPEA - MAGAZINE

EUROPEAN
PRISON
EDUCATION
ASSOCIATION



About the Irish Prison Art WebSite

see page 6 and 7

see also www.irishprisonart.com



Grundtvig 1 - PIPELINE PROJECT

The main aim and objective for PIPELINE is to improve prison education in Europe by making ICT available to learners and teachers in prison education. Bridging the gap between life in prison and life after prison by preparing prisoners for a networked world will limit recidivism.

page 12-14

FOREWORD BY CHAIRPERSON

Dear EPEA-members, dear friends,

May I welcome you to another great issue of the EPEA-magazine? I hope it will find you healthy and in good spirits!

First of all, let me welcome a new member of the Board of Editors of The Magazine, Laura Galera García, of sunny Spain. She replaces Marienla Sota of Albania, who stepped back from the oard. Thank you very much Marinela, for a wonderful job done! And on behalf of the whole EPEA-family, I wish Laura lots of success!

Two events I had the pleasure of attending recently: the FOKO Conference in Oslo, and the steering Committee meeting in Copenhagen.

FOKO organized their annual meeting very well, and although I don't master the Norwegian language, I felt "one of the Family!" Thank you for that, FOKO friends!

The Steering Committee Meeting in Copenhagen was a great event too. The SC - members were hosted by Kaj Raundrup and Per Thrane, in close cooperation with the management of the Officers Training School, graciously offering their building as the venue for our 3 day meeting. Many thanks to the organizing team there!

During this meeting, we said good bye to our long time treasurer, Dominic Henry. For many years he was of great value to the EPEA, taking good care of the financial aspects of our organization. We thanked Dominic and presented him with a farewell gift.

Dominic was replaced by Gisle Grahl-Jacobsen of Norway, whose function is an interim one until elections of 2006. We wish Gisle much wisdom and pleasure!

About 3 weeks from the day I am writing this, we will be celebrating Christmas. I wish all of you a great time with your families and friends. And of course, I wish you a happy, healthy and safe 2006!

Niek Willems



EPEA - MAGAZINE

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Next issue of EPEA-magazine will be published in Spring 2006

If you would like to submit an article, please contact Mr. Asbjørn Støverud at asbjorn@st.mailbox.as before the 15. Mars 2006.

Council of Europe seminar on education in prison

By Petra Wagner

Council of Europe seminar on education in prison took place between 13th and 19th of June 2005 in a beautiful Norwegian city called Bergen. 32 participants from 16 countries were placed in Fana Folk High School surrounded with famous arboretum. In this article I will try to share my thoughts and findings about this seminar from the view of a researcher in the field of prison education.

The main goal of the seminar was sharing the experiences between different people from different systems in the field of prison education. Important question, which is always in our heads is, how we can assure the prisoners better education. In the seminar I have heard a lot of good suggestions. I also believe that the most important thing is to assure prisoners the same rights and all the rights which are not explicitly taken away from him or her by court. This was a very important lesson pointed out by most of the lecturers. They inspired us to take a look into our national legislation and try to find out if the prisoner's rights are clearly stipulated in the legislation. The logical consequence of democratic society is that prisoners receive education and training on the same terms as the rest of society. Even though this is not always considered to be true. In the workshops we spoke about differences in participated countries. By talking about our own country we tried to set out the organization of prison education according to adult education outside the prison walls. What I found out is that the main problem is not a clear distinction between justice authorities and educational authorities when we talk about prison education. The problem is when responsibilities are not clearly defined. The fact is that prison is an institution with a long history in which education tries to break through. The prison and penalty authorities have to accept and allow growth of education in "their" territory. This also should be a big goal for national governments if we really believe in terms such as rehabilitation, integration, an investment in crime prevention, etc.

According to that, the next important issue is to strive for keeping in touch with the evolution of modern society. We have heard a lot about implementing the information and communication technologies (ICT) to prison education. If we follow the ideas and principles of normalization, rehabilitation, integration, etc, then we have to make sure that prisoners receive the same quality of education. Andreas Lund exposes the raise of network society where he summed up that a young learner is a connected learner. What we need to do in our Slovenian prison system is bridging the gap between life in prison and life after prison. The experiences by some countries as Spain, Norway, Sweden etc, shows that e-learning is an ordinary thing in every days life. Nowadays functional literacy includes more than just ability to read and write. And the ICT is one of the functional skills without which a new generation is condemned to be one step behind. If we do not enable prisoners with skills and knowledge that they need to face a new employment situation in a society of constant change, then these individuals will be excluded from the labor market.

As Christina from Portugal said European workshop was a good example of learning by sharing. The complex and heterogeneous crowd of participants, combined by teachers, headmasters, researchers, government officials, etc, from different parts of Europe met my expectations. When I applied to the workshop I wondered how education in prison is developed in other countries and what the main open issues around the Europe are. I have gotten some answers but there are still many questions relating cultural and economical differences between countries. I still believe that we can not just transmit one model from one country to another. What we can do is take some parts and implement them in our national system. And as I said in the beginning of the article the main struggle should be to assure the legislation according to Council of Europe recommendations.

By describing some topics which were represented in the seminar I wanted to give you an overview of

main questions discussed in Bergen. The reader can also notice that above I was relying on terms such as normalization, integration, rehabilitation, etc. These terms were often used by lecturers and also between participants. They are aims of prison education. But as a researcher I have asked myself do we all know what normalization is, how can we define this term, what are the consequences of following such an idea, in what point does this “normalization process” overgrow to indoctrination, etc.

There were many more topics, good lecturers, excellent staff in Hana Folk High school, brilliant organizers, fantastic participants and interesting excursions. Let me use this opportunity to thank to all of you for a wonderful seven days in Norway and to wish you much success in your efforts.



Bergen

EPEA and the Council of Europe

Since the last steering committee which took place in May in Sofia, there were 2 sessions of INGOs meetings in the COE. As usual, a Liaison Committee meeting, thematic grouping meetings and this time, an extraordinary plenary meeting. The full reports are on the EPEA web site but here are the general outlines:

Priorities for the COE:

Implementation of the action plan decided in May in Warshaw during the summit of heads of states and government especially concerning the cooperation between UE and COE, and the future of democracy in Europe.

Priorities for the Conference of INGOs:

- The action plan
- An official recognition of its position in the COE by a budget and a resolution of the committee of ministers

- A participation to events organized by the COE
- A better communication between INGOs and NGOs, between the Liaison Committee and the thematic groupings.
- A multiyear framework

Examples of cooperation between the INGOs and COE:

Some INGOs have brought contributions but more are expected:

- For the report of M.Junker, prime minister of Luxembourg about the relationships between UE and COE
- For the involvment in preparation and participation in the events concerning the future of democracy. The first meeting will be a forum in November 2005 in Warsaw
- For the European year of democracy through Education. An assessing conference will be held in Bucarest in April 2006

The Liaison Committee or the Heads of groupings need informations about the work done by the INGOs on these subjects or examples of work done with the COE or concerning the building of Europe.

The Chair of the Liaison Committee wishes to work with the countries concerned by the chairmanship of the committee of ministers which lasts 6 months .It will be Romania from November 2005 to May 2006 and then Russia. It’s an opportunity to work with the NGOs of these countries and bring requirements.

All INGOs are concerned by the multiyear framework of the Conference of NGOs which will be discussed in the next plenary conference in January.

Janine Duprey Kennedy.

Advisor to the COE and member of the Liaison Committee of INGO .



The Irish Prison Art Website

Martin Fahy, October 2005

The Irish Prison Art site came about partly by accident. I had established the "Prison Education News *Ireland*" website (www.penandclink.com) in 2002 and this, on a number of occasions, featured sample artwork from various local prison art exhibitions. Late in 2003, the owner and manager of the company that hosted this site, having noticed that I featured prison artwork, contacted me and proposed hosting, free of charge, a site dedicated to Irish prison artwork. This interested me and I contacted Art teachers in Irish prisons to gauge their response. All were enthusiastic about the idea. I held a meeting with some of the Art teachers to discuss various aspects of the site. In the end it was left up to me to work on the site and in the summer of 2004, I launched the first version of the site with artwork mostly from prisons in the greater Dublin area.



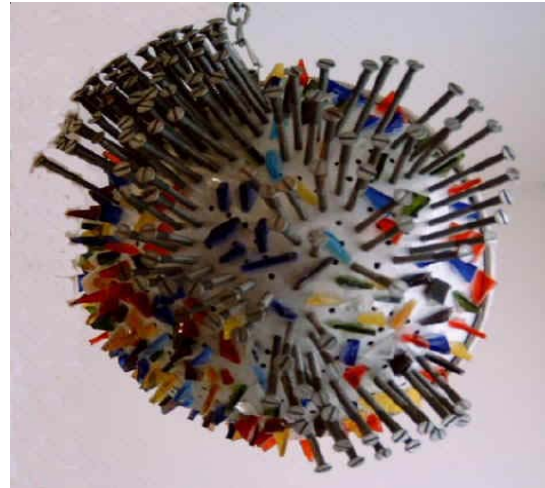
Title: Totem Pole;
Artist: Group Project;
Medium: pottery
Size (height): 140cm
Prison: Midlands, Ireland



Title: Across the Landing; **Artist:** Sean
Medium: acrylic on paper
Size (L x W): 68cm x 48cm
Prison: Portlaoise, Ireland

Around the same time that I was working on the site, a major art exhibition was being planned to feature artwork from all of the prisons in Ireland. The exhibition was put together by Art teachers working in Irish prisons and the work was co-ordinated by Veronica Hoen who had worked as an Art teacher in Spike Island Prison before it's closure in 2004. The exhibition was titled "Time to Stand and Stare" and took place at Kilmainham Gaol Museum, Dublin in March 2005. A selection of work from this exhibition was later shown at The Sirius Arts Centre, Cobh, County Cork and at The Seanchaí, Kerry Literacy and Cultural Centre, Listowel, County Kerry. Being able to acquire images of the artwork for this exhibition afforded me the opportunity to update the site to now include artwork by prisoners from all of the prisons in Ireland.

Art exhibitions provide the students with the opportunity to have their work viewed by those outside the prison gates. The creative arts in prison education by their very nature have an immediately accessible end-product that positively reinforces the value of prison education particularly for those not involved in prisons or prison education. It is hoped and expected that this site will provide a platform for the work of prisoners to be viewed by a wider audience and extend this viewing beyond the lifespan of an exhibition. This virtual gallery also provides an outlet for work by prisoners who get released before art exhibitions take place. In addition the site contains articles by prison art teachers which taken collectively give an overview of art education in Irish prisons.



Title: Screwed; Artist: Catherine
Medium: mixed; Size (diameter): 23cm
 Prison: Dochas Centre, Ireland

The Prison Art Calendar, 2005, contains artwork from Irish and European prisons and this calendar has been reproduced on the art website. There is the possibility of extending this site (or the prison education news site) to include other elements of the creative arts such as music, written and composed by prisoners. Prison Music teachers, working with their students, have produced music CDs and samples of original compositions by prisoners could be made available as MP3 downloads.

Perhaps even a European site for Creative Arts in Prison Education could be developed as a joint venture by webmasters associated with prison education in prisons across Europe. Who knows!

Working as the webmaster on this site has allowed me to be associated with the creative arts and to develop a site that is less 'academic' and more 'expressive' in it's content. I am forever thankful to the artists, their teachers and all who have contributed to this site.



Title: The Waiting; Artist: Group Project
Medium: acrylic on canvas; Size (L x W): 106cm x 152cm
 Prison: Training Unit, Ireland

Martin Fahy is Acting Assistant Supervising Teacher, Mountjoy Prison, Dublin, Ireland. He teaches Computer Applications, specialising in Microsoft Office Specialist courses and accreditation. He has created, developed and maintained the Prison Education News Ireland and the Irish Prison Art websites – www.penandclink.com and www.irishprisonart.com and in partnership with Per Thrane, Denmark, is the webmaster for the Irish Prison Education Association website – www.epea.org/ipea

Education and Training in the Correctional Services in Norway «Another Spring» Short version of Report no 27 to the Storting (2004-2005)

The Norwegian Government presented Report no. 27 in April 2005 and it was discussed in the Storting (the Parliament) in June 2005. The Government suggested a lot of recommendations in order to improve education in prison in Norway. These proposals were strengthened by the Storting.

In Report No 30 (2003-2004) to the Storting, “Culture for Learning”, it is stated: Education passes on values and imparts knowledge and tools that allow everyone to make full use of their abilities and realise their talents.

The objective for education in the correctional services is the same for all other education. It is meant to help to cultivate, assist in coping with society and becoming self-reliant and impart knowledge, enabling the individual to make the most of his talents and contribute to wealth creation in Norwegian society. This makes education a key element in rehabilitation efforts. Although inmates comprise a small fraction of those in education and training programmes, the crimes for which they are responsible have imposed massive economic costs on society and reduced the quality of life of the victims and of the inmates themselves. Appropriate education and training may be a vital part of a successful rehabilitation and is thus an investment in the future and a contribution towards greater security in society.

Hopefully you will find the report useful concerning the development of prison education in your country. If you want a copy of Report no 27 or further information, please contact Torfinn Langelid, e-mail: torfinn.langelid@fmho.no

Book Review

The Emperor is Naked: Repression versus Rehabilitation – Martina Justová.

*Reviewed by Anne Costelloe (Deputy
Chairperson, EPEA).*

Ms. Martina Justová has written a book worthy of note. In essence, it is a declaration of her thoughts and views, which are very much grounded in her experience of working in the Slovakian prison system. While it is laden with her personal reflections and opinions, they serve never the less to draw the reader's attention to one of the intrinsic values of the book. It provides a conduit, not only for Ms. Justová's voice to be heard from within the confines of a repressive prison system, but just as importantly, the voices of the prisoners. Even in the most liberal and progressive prison system, the opinion of the prisoner is rarely heard, mainly because it is seldom sought, often because it is not valued. Ms Justová on the other hand has provided an extremely effective forum from which the viewpoints of the prisoner can be heard (and it should be noted that these prisoners' are extremely erudite and reflective). What is particularly interesting for the prison educator is the confirmation that despite coming from a different country, a different prison system and a different political system, these prisoners articulate the same response to the empowering and enabling effects of prison education as those imprisoned systematically in other countries. The language may change but the sincerity and sanguinity of the response remains the same.

A less welcome communality highlighted in the book, is the disheartening trend of “getting tough on crime” that has become increasingly evident in so many of our countries. It would seem that Slovakia is no exception with its recent establishment of the infamous “three strikes and you're out” law. This short-sightedness can be seen to go hand in hand with that other feature so common to many prison systems, namely the lack of ‘through-care’ for the prison population. Again, Ms Justová highlights how the service lacks continuity and synergy in its pre and post-independently and without prison care it is not possible at all.”

But it would be a disservice to suggest that the book is entirely negative. The author highlights practical experiences and project programmes that have proved useful and successful. In the chapter entitled, “Social strategies in work with prisoners”, she provides concrete examples of positive educational projects with which she has been associated. Indeed, she concludes that chapter with a list of basic recommendations that trigger strong resonance for any European prison educator. Included also in this chapter are statistics that should prove useful to prison education researcher. For example, “the total number of prisoners who have completed secondary school is only 7.5%, i.e. 453 of the total number of prisoners in Slovakia (5,983)...the figures for the number of convicted individuals who have completed university education are even more stark – 0.64%, i.e. only 38 from total prison population of 5,983.” Without doubt, the book contains useful information and insights.

Throughout, Ms. Justová draws attention to the importance of the holistic and personal development element of prison education, claiming that for many prisoners, “the two most important needs are the need for positive acceptance from other people and the need for self-acceptance”. The book provides a timely reminder that personal development must be the primary aim, process and result of prison education. Without this, Ms Justová suggests, “instead of socialization we are successfully carrying out antisocialization”. While there is nothing intrinsically new in this suggestion, it is propitious to see such views articulated by those ‘working on the ground’ in a system considered by many to be overtly controlling, insular and slow to change. The necessity for such critiques cannot be underestimated. Indeed they are essential because the certainties surrounding particular canons of knowledge and practices reinforce repression and marginalisation, and any attempts to identify and examine these certainties can work to lessen their impact. The author must be congratulated and admired for her attempts to do so.

(The opinions expressed in this review are those of the author and not the EPEA.)





**REPORT FROM
THE IRISH PRISON EDUCATION
ASSOCIATION
ANNUAL GENERAL MEETING
NOVEMBER 2005**



Report from the Irish Prison education Association

This was our inaugural year and it has been a busy time for the Irish Prison Education Association (IPEA). The following are some of the highlights of the activities of the Executive Committee for the year 2004-2005.

“ The Council of Europe’s European Prison Rules (EPR) are currently under revision. The Executive Committee on behalf of the IPEA contributed to a revision of the Prison Rules. We were keen that the commitment to education contained in the EPR must not be diluted. We corresponded with the Irish Minister for Justice who was meeting his counterparts in Iceland in July to discuss the revision of the European Prison Rules.

“ Our Webmaster Martin Fahy has created a website for the IPEA which can be accessed at www.epea.org/ipea. There are details of current events and some archive material on the website. Membership forms can also be downloaded from the site.

“ One of our colleagues, Eleanor Jones created a logo (above left) for the IPEA which will appear on all our literature in the future.

“ We were delighted that our Executive Committee member, Anne Costelloe was elected deputy chair of the EPEA. She will become chair of the EPEA on 1 July, 2006 and her term of office will run until 2009.

“ The chair of the IPEA, Cormac Behan in his capacity as International Representative on the Board of the Correctional Education Association (CEA) participated in an International Corrections Forum at the CEAconference in Des Moines. He stressed the need for greater co-operation between prison educators in Europe and the US. He has also been invited to contribute a regular report to the *CEA Journal of Correctional Education* on behalf of the EPEA.

“ The Irish Prison Education Association was honored to be invited to chair the 2005 Liam Minihan Memorial Lecture in memory of our late colleague Liam Minihan. It was addressed by Professor Stephen Duguid of Simon Fraser University in British Columbia, Canada on the theme ‘*Canada’s cognitive Correction – Diagnosis, Dosage, Treatment*’. From 2007, the IPEA has been asked to organise the Liam Minihan Memorial Lecture.

Report from the AGM, 11th & 12th November 2006

The second Annual General Meeting of the Irish Prison Education Association (IPEA) took place on 11-12 November 2005. The meeting was the ideal occasion to discuss both formally and informally with colleagues the challenges and opportunities that face prison educators in Ireland and throughout Europe.

There was a lively session on the issues and policies for the IPEA. A discussion took place about the role of the IPEA. It was agreed that the

IPEA as a branch of the EPEA would try to lobby those involved in the wider education and prison environment to keep education at centre stage in the prison regime.

In the discussion on the development of the IPEA, it was agreed that we would try to broaden the membership base by attracting new members and by encouraging other disciplines within the prison system to join, such as probation and welfare, psychologists, librarians etc. In pursuance of this goal, it was agreed that we would ask for IPEA Liaison Persons in each prison to act as a contact and conduit for all IPEA activities. It was felt that this would make the IPEA more accessible to those who are not already a member of the organisation.

Martin Fahy introduced a session on the IPEA website which we encouraged all members to access. It is an excellent resource and will keep members and non-members up to date on the activities of the IPEA. It can be accessed at www.epea.org/ipea.

It was officially announced to the members that the 11th European Prison Education Conference will be held in Ireland in 2007. We hope it will be an excellent opportunity to showcase the work of educators in Irish prisons to delegates from Europe and the wider prison education community. We look forward to 2006 and beyond.

Further information and details can be had from the IPEA website at www.epea.org/ipea. You can also contact the IPEA at ipea99@eircom.net.

Storybook Mums/Dads

“Storybook Dads” was initiated at HMP Dartmoor (England) in 2003 by an independent charitable organisation to help offenders maintain contact with family and friends and provide a vehicle for them to engage in creative and educational activities during their term in jail. The project utilises contemporary technology to provide a state of the art medium for producing CD-ROMS of children’s stories in

conjunction with a personalised message that are subsequently forwarded on to family and/or friends. The project is now established in 24 prisons in England and Wales and produced 600 CD-ROMS last year. We have now introduced the project into 2 Scottish jails at HMP & YOI Cornton Vale (women’s prison) and HMP Glenochil (long term adult males).

Although the concept is not new, the benefits over video technology include the availability of sophisticated sound effects, graphics and voice manipulation software to produce a high quality professional product. The CDROM facility is cheaper to make, less cumbersome than video, more flexible for distribution and not as daunting for offenders to undertake. Furthermore, a major benefit of the CD-ROM format is that offenders can be trained in the mechanics of sound recording techniques and can therefore gain skills that may be of subsequent benefit for employment or post liberation activities. Moreover, the medium can be further exploited to produce musical recordings, poetry and classes in creative writing. Accordingly, offenders can engage in producing their own stories for inclusion within the recording process and thereby enhancing engagement, literacy, ICT, comprehension, explore latent creativity and raising of aspirations and self worth.

Benefits include:

- Popular positive and creative activity
- Opportunity to improve literacy skills
- Enhanced family contact/communication for prisoners with family/friends
- Improve confidence and esteem
- Indirect benefits including positive behavioural changes
- Promotion of education in general
- Promotion of importance of education/reading for children
- Novel context for communication where relationships are difficult or strained
- Raise awareness of importance of parenting

Jim King 2nd November 2005

Grundtvig 1 - PIPELINE PROJECT

The main aim and objective for PIPELINE is to improve prison education in Europe by making ICT available to learners and teachers in prison education. Bridging the gap between life in prison and life after prison by preparing prisoners for a networked world will limit recidivism. People today need to be multiliterate in today's society, i.e. they need to be able to navigate in and locate digitally linked resources for professional as well as private tasks.

PIPELINE want to create a sociotechnical system including Virtual Private Networks (VPN), Learning Management System (LMS), firewalls and dedicated servers adapted to organizational and pedagogical needs and security demands. Pedagogical use as seen in examples of good practice, tele-teaching material, manuals, project website, dissemination material.

The PIPELINE project rests on three observations:

1. Research over the last decades has shown that learning is as much a social and contextual process as a mental and cognitive one.
2. The impact of information and communications technologies (ICT), and in particular the Internet and other networked environments, have steadily increased. This goes for working life as well as education and social life.
3. There is a severe risk that certain groups of learners lose out on this development, and perhaps prisoners more so than any other group. The reason is so far unsolved security concerns, but also lack of knowledge as to how to pedagogically integrate technologies in prison education.

These observations point to the need for development of prison education. The principle of the right to education is so essential that it is reflected in international law.

The European Convention on Human Rights states in Article 2 that, "*No person shall be denied the right to education*".

The European Convention on Human Rights

itself is an example of the fact that even though many countries differ in many respects, certain basic values are still agreed upon. The legal aspect of such a statement obliges every signatory country to adjust its laws and practices to reflect the spirit and purpose of the Human Rights Convention. This is emphasized and expanded in the recommendations from

The Council of Europe on Education in Prison, e.g. in paragraph 1: "*All prisoners shall have access to education, creative and cultural activities, physical education and sports, social education and library facilities*".

All member states have signed the recommendations of The Council of Europe and are obliged to follow them. In Norway, extensive research on and assessment of prison education have pointed to the need for and necessity of integrating ICTs.

The main targeted thematic area

As education changes under the impact of networked technologies, it becomes essential for prison education to adapt to such changes. However, there are tensions and contradictions between educational rights referred to above as well as security measures to attend to. The partners in the PIPELINE project see the need for a principled approach to address and resolve such contradictions. Consequently, the present project has a pedagogical, a technical and an organizational aspect. We will share our efforts, knowledge building, experiments and results so that we can come up with feasible and flexible models for ICT integration in prison education. The ultimate aim is to bridge the potential gap between prison education and schools, thus making it easier for prisoners to be resocialized and gain a foothold in a complex and "technicized" society. This requires a set of new literacies – linguistic, cultural, critical and cultural. Also, it requires that prisoners meet technologies on three levels; 1 as tools in themselves, required for a series of everyday operations in the 21st century, 2 as pedagogical tools that facilitate learning and teaching, and 3 as

communicative tools that shape the way we live, learn and work in a modern society.

In particular, networked environments provide new opportunities for learning. However, with networks come unresolved security concerns. The project would focus on the use of Learning Management Systems (LMS, “platforms”) and how they can be made flexible enough for a variety of learning styles and opportunities, while robust and secure enough to provide structure and block unwanted actions from prisoners. Technical solutions would also have to include e.g. firewalls and dedicated mail servers. The point is to find routes that can be pursued locally, not necessarily to come up with the final, generic solution.

The bottom line is that we would pursue aspects of *pedagogy, technologies and the contexts in which they are put to use* as an integrated but complex phenomenon that needs to be resolved for prison education.

The objectives and expected impact

The main objective is to improve prison education in Europe by making ICT available to learners and teachers in prison education. This will bring prison education in line with intentions referred to in policy documents cited in 1.1 above. Also, in a fast-moving society we argue that bridging the gap between life in prison and life after prison by preparing prisoners for a networked world will limit recidivism. People today need to be multiliterate in today’s society, i.e. they need to be able to navigate in and locate digitally linked resources for professional as well as private tasks.

The impact is seen in the form of a socio-technical system that is robust enough to take on security challenges and flexible enough to be adapted locally. The system is scaleable and can be developed and exploited for telelearning purposes and collaborative modes of learning and teaching. The experience gathered from the participating countries and institutions will be pooled into the development of the system. In turn, through dissemination the results should benefit all European countries in their endeavours to develop prison education.

The main outputs

- Analysis report: state of the art in prison education and the integration of ICT
- Socio-technical system including

Virtual Private Networks (VPN), Learning Management System (LMS), firewalls and dedicated servers adapted to organizational and pedagogical needs and security demands.

- “White lists” of websites in each country that can be used without security hazards

- Examples of good practice
- Prisoners’ learning portfolios
- Manuals
- Conference proceedings, journal articles

- Evaluation report on usability

To exemplify, we have the following scenario: in all European prisons there are people who come from another European country. These prisoners are doubly estranged, from their original culture as well as from that of the host country. This includes activities in prisons as well. The socio-technical system referred to above will facilitate tutoring across borders. A teacher in the home country of the prisoner(s) will be able to teleteach and supply learning resources from the home country (e.g. newspapers, support contact, cultural links). This one-to-one model can be scaled up to include several teachers collaborating on facilitating process above. In this way, teachers can learn about colleagues and conditions in other countries. Also, by exploiting the various options in an LMS, prisoners may engage in joint publishing in order to engage in collaborative and distributed work (e.g. newsletter). Such activities can be extended to include types of certification. Another possibility is found in virtual travelling where prisoners get to know European countries and locations. Such presentations can be illustrated and simple texts (captions, descriptions) can be automatically translated by online and free services (Babelfish).

The precise target groups that will benefit

Directly: prisoners, both women and men. They will engage in activities that are both socializing in nature and future-oriented as to their relevance in life after prison. Also, prison teachers will benefit by engaging in activities and practices conducive to developing professional expertise for the knowledge society. *Indirectly:* The prison as an organization. Prison education on a broader basis.

basic assumption that learning is very much a social

The main pedagogical concepts and didactical approaches

The foundational concepts are taken from sociocultural approaches to learning and teaching, interactive and exploratory learning in networked environments and teleteaching. Among these is the basic assumption that learning is very much a social as well as cognitive endeavour, i.e. situational and contextual factors are crucial. Moreover, learning involves the use of cultural tools that accumulate and represent aspects of the world we take part in. The primary cultural tool of the 21st century is the networked computer. Competence and expertise

are seen as being able to take part in increasingly more sophisticated practices across time, space and cultures. Competence needed for such practices depend on multiliteracy. Also, this involves a change in the learner's role towards the self-responsible learner and the teacher's role towards a learning moderator.

The project started October 2005 and a fully developed system for European Prison Education will be offered to all prison schools of Europe in about two years.

If you care to follow the project you are hereby invited to visit its home page on www.pipeline-project.org

THE PIPELINE TEAM



The first project meeting was held in Athens, November 2005

EPEA Article

“Walking towards the sun”

A personal view on the role of art in a prison context

by **Dr. Alan Clarke**

My first direct experience of prison was about a year ago, when Bruce Wall – the Artistic Director of the London Shakespeare Workout, invited me to attend a session of his Dream Factory in Brixton Prison. LSW is a charity supported by the British Arts Council and the Prison Service, which encourages professional actors to work on drama projects with inmates and ex-offenders. Having spent most of my life in theatres, TV studios and colleges, I'm used to surprises but this made a huge impact on me. Having passed through the security checks and locked gates, to which those working in prisons have become all too accustomed, the first surprise was finding myself along with a group of young actors in a reasonably-sized fairly basic drama studio. Bruce proudly told us that the prison governor had recently agreed to let him convert a kitchen area into a performance space where prisoners could work with professional actors on a regular basis. The next surprise was the prisoners themselves: they appeared relaxed, quiet, confident and really pleased to see us. During the practical session which followed, an introduction to Shakespeare's verse and language, it was difficult from their demeanour to tell who were the actors and who the inmates.

How much of a haven for the inmates the studio represented became clear when I accidentally twisted my knee in an over-vigorous exercise – a predictable outcome from attempting to play games with people half my age! In order to get my leg strapped, I had to go into the medical bay based in the normal prison wing, and was then able to compare the studio facilities with the minute cells and

alienating spaces of their daily existence. Later visits to the studio confirmed how important for these men the Dream Factory was: a chance to find themselves, mix on an equal a basis with others, be treated with respect, begin to dream. Some of the work I witnessed was truly extraordinary. In one session a large Afro-Caribbean man got up to deliver the Shakespeare piece he'd been working on. At first he seemed shy, nervous, but when he began, he communicated the calm control normally expected from a professional actor. The role he was taking was Cleopatra, performed with a passion and sensitivity totally appropriate for the part. And none of the other male prisoners watching gave any indication of embarrassment or mockery, which I have experienced in similar situations in other educational contexts. Later performances I saw confirmed the incredible focus, commitment and gravity that the inmates brought to their playing. Some have even refused parole in order to continue working on a production. Ex-inmates have since gone onto work as professional performers, yet continually return to the prison studio to encourage those still behind bars. Recently Bruce has acquired drama school status for the Dream Factory, with the offer of 20 Equity cards for which guarantees work in the profession. He has also just formed a professional company of ex-offenders whose version of Shakespeare's *Othello*, 'Black Iago', will be touring South Africa this autumn and will be performed as part of next year's Royal Shakespeare Company. The impact on those inmates able to be involved in such activities is immeasurable.

Obviously the work of the LSW is at the 'top end' of prison – or any other – educational scale, for most of the rest of us a far-off ideal, although it does show what is possible. The majority of teachers in education, however, work in far more limited and modest circumstances. Yet this work is equally as valuable and essential. Ever since, as a young actor, I had my apprenticeship in the so-called 'repertory theatre system', playing in a converted barn in Scotland, performing a different show every week in the North East of England, touring the country in a mobile theatre, where you lived with the community who were also your audience, I've believed that theatre and the arts should be more than just something you do for your own personal satisfaction and gratification, more than simply a mindless escape from the humdrum reality that makes up most people's lives. I was convinced even then that it could play a crucial part in changing attitudes and perspectives, and it was this conviction that led me eventually into teaching and now prison education.

Before that happened, however, I was able to investigate prison drama in another context. My last professional acting job was appearing in a series of foreign language programmes, teaching English to East German schools, and as a result I was awarded a place in the Theatre Department of the Humboldt University in East Berlin. There I worked for 4 years on a project for the GDR Academy of Arts investigating the theatre activities of exiles from Hitler Germany. One of the most interesting - and for me fascinating - aspects of this research was finding out about the experiences of the refugees in internment camps. Early in 1940, when Hitler finally launched his attack on France, Britain felt itself under imminent threat of invasion, and so the authorities ordered that the vast majority of the refugees from Germany, Austria and Czechoslovakia - branded as "enemy aliens" - be interned. At first they were put into in make-shift camps around England, but later sent to the Isle of Man or, if they were really unlucky, shipped as prisoners-of-war to Australia and Canada. It was a terrible experience for them, especially as many had already been imprisoned in German concentration camps. Early on many committed suicide, whilst others suffered from being imprisoned alongside real Nazis.

Yet one of the most heartening aspects of this period was how so many of them managed not only to survive but maintain a positive attitude towards their experience, knowing that in the end their

situation would change and they would be able to re-join the struggle against Hitler. It was clear from my research that the active promotion of culture and art played a huge role in this. One of the first things to appear in these camps was newspapers, containing not only the little news available but stories, poems and even drawings. Libraries and universities quickly followed, with courses ranging from Darwinism to the History of the Middle Ages to Arabic, and for the imprisoned teenagers schools were set up. Sport was of course popular but it was generally recognised that in such a situation the arts had a major role to play:

"Art is the expression of the social order from which it emerges ... The artist's freedom is his sense of distance from the world ... Adapting these principles to the world [of the internees] results in the artists facing up to a totally new challenge. His [old] world has ceased to exist, he must find his feet in the new one."
From Camp News, Hay Camp, Australia

In almost every camp the arts had a high profile: exhibitions of painting and drawings in Canada, concerts on the Isle of Man, cabaret on the transport ships to Australia, a male 'Corps de Ballet', a weaving school, theatre performances everywhere - in one camp a Director of Entertainment Operations was appointed. The impact was enormous. Jan Petersen who later became a well-known writer in the GDR, describes the impact of a cabaret performance on a strongly built but not very communicative sailor:

"... he announced: 'I'd like to do something too!' – 'Very well, what?' he was asked. 'Bend iron!' was his answer. Heads shook in amusement and puzzlement; still, a place was found for him in the programme. When it came to his turn, he walked relaxed and quiet to the small improvised stage, placed a finger-thick iron bar between his teeth, bit on it and – bent it crooked with his huge fists. Neither before or after this feat did he say anything. But as he was thanked with laughter and handshakes, his constantly indifferent and unmoving face lit up."
From 'Panik' by Jan Petersen

There are numerous examples of the impact that these events made on the inmates. Theatre was particularly important with productions ranging from agit-prop style drama in Huyton Camp near Liverpool, extracts from *Faust* and other classics in Canada, satirical cabaret in Australia, to a full-

scale production of *A Midsummer Night's Dream* in the Gaiety Theatre in Douglas on the Isle of Man. Most interesting is the viewpoint which continually emerged that such activities, far from heightening the internees' sense of isolation, increased their determination to make a positive contribution to society on their release:

"Internment remained ... bitter and unsatisfactory, but far stronger was (the internees) determination to participate in the reality on the other side of the barbed wire. Hence the 'flight' from the narrow reality of the internment camp to the reality of the outside world."

Freimut Schwarz: 'Kunst unter Pfaehlen'

It seems to me that there are many parallels between the plight of those interned refugees and

prisoners today, in particular the importance of actively participating in the arts as a way not only of coping with the immediate situation but of giving them a longer-term perspective and hope for their futures. The well-known artist, John Heartfield, found an example of this in an exhibition of Canadian internment art:

"... most of the (works) ... betrayed the unshakeable determination best expressed in the words: 'Nothing will nor can grind us down.' A drawing seemed to me to characterise this attitude. ... A long path, leading deep into the distance, fenced in on both sides by barbed wire. In the foreground we saw, stooping and with heavy steps, a prisoner walking. ... At the end of this long path of suffering, a radiant sun is shining. This drawing seemed to me a symbol for us all."

John Heartfield: 'Camp Art in Canada'



Later, as a Further Education teacher, I experienced for myself the positive role art can play in affecting people's attitudes and outlooks. In England 16+ year-olds can either continue at school pursuing mainly academic studies or undertake more vocational courses in colleges. These tend to be very diverse with a range of subjects offered from car-mechanics to nursery-nursing to performing arts. The idea is that any student can find a course in a particular subject and at an appropriate level. Drama in particular tends to attract those unsure of what they want to do and with little interest in a focused academic approach. Many of the students are from difficult or deprived backgrounds and, given the nature of drama activities, their personal problems tend to come to the foreground. Yet by the end their courses, even if their academic achievements are still limited, most of them emerge as stronger and more balanced people: more confident, better able to communicate with others, more prepared to deal with the often hostile world outside.

One example sticks in mind, possibly because it was the last production I did as a full-time lecturer before taking early retirement. The group I was teaching had been difficult all year: poor attendance, negative attitudes, conflicts within the group. I decided to write a play with them to be performed for local junior schools. Because my hours with them were limited the production involved three other lecturers on the course, covering music, dance and design. We realised that the only way it would work was for the students to take the main responsibility for the production. They took my initial plot idea and came up with their own version of the story. They were in charge of the various creative and technical tasks and also for communicating to the teachers what had happened in previous sessions. It wasn't easy: some students left, some attended irregularly, some didn't undertake the tasks given them, some missed deadlines. But despite all this they did two performances for over a hundred 7-8 year olds, keeping them enthralled for the best part of an hour.

The real impact came later. The centre head, a regular supporter of drama activities who had seen the show, stopped me in the corridor. He knew all the participants, he told me, they had regularly been sent to see him because of indiscipline and unacceptable behaviour. Now he'd seen them in a new light: committed, working together and above all taking responsibility for performing to young

people. More than most he saw the benefits of what they had achieved. A week later a couple of packets arrived from the junior schools who'd seen the performances: they contained pictures that the pupils had made of the performance. They reflected their absorption in what they had seen, the fact that these teenagers had captured their imaginations and encouraged them to be creative too. And finally, the students themselves invited me and the other lecturers to come for a meal with them, a group that a few months earlier were barely speaking to each other and had little time for their teachers.

Now I find myself involved in prison arts. When I went to the EPEA international conference in Sofia last May, my experience of further education in England – as well as teaching I have visited over 50 FE colleges as an external examiner - had led me to expect a group of exhausted, demoralised, disillusioned people struggling with bureaucracy and constant pressure to keep their heads above water, let alone be creative. What I found was how positive and committed the teachers I met there were, genuinely keen to work on the arts projects I was trying to develop. The whole experience was inspiring and invigorating. As a German delegate explained: "As soon as you enter a prison intending to teach there, you either know that this is what you want to do, or you leave at once and never come back."



“HIDDEN EVES”: GIPSY WOMEN IN SPANISH PRISONS.

By Laura Galera García,
EPEA CP of Spain.



A brief introduction to the women in prison.

There is a lack of research in the international framework about the situation and characteristics of women in prison. The few works in this area have been produced by the “Feminist Criminology”, which from a gender approach point out the inequalities and particular discrimination that the women suffer inside a system and penitentiary structures designed by and for men. Likewise, this exclusion also derive from a traditional conception of the female delinquent that still remains in some of the measures and decisions that are taken in the penal and penitentiary processes. In synthesis, this discourse is based in outdated ideologies of womanhood and femininity, and consequently conceives the criminal women like a doubly deviated being. She had offended both against the law and the traditional role of the womanhood: they are bad citizens and unnatural women.

In this line Carlen and Worrall (2004:9) affirm that, among others, the following features of nineteenth-century women imprisonment have survived in one form or another until today:

- Evidence of paternalistic and patriarchal attitudes on the part of the prison staff.
- Closer surveillance and regulation of prisoners than in the men prisons.
- A greater number of punishments for offences against prison discipline awarded to female prisoners than to males.

· A narrower range of facilities for women than for men.

With regard to the last one, the scanty number of prisons only for women cause that the majority of these women must fulfill their sentences in departments or wings inside male prisons. This involves three very negative situations for their treatment and education:

1. Lack of space and smaller assignment of resources to develop educational activities and labour workshops. Besides, because of the discourse exposed above, many of these activities are oriented to works stereotypically female, usually are not officially certified, and are less paid than those of the men. Among these activities are dressmaking, dry cleaner, embroidered, cooking, aesthetics, hairdressing, midwifery or crafts (Spanish General Directorate of Prisons 1989,1993).
2. Greater social and familiar uprooting that man, since the majority have to be allocated in centres far from their place of residence.
3. Less opportunities of to be classified properly according to their penal situation, age and prison degree, so that in many cases they live together in remand inmates with convicts, young with adults and prisoners in second and third degree (ordinary regime and probation). This infringes directly the dispositions of the Spanish Prison General Law, of 1979.

Romani women behind bars.

Inside the general situation described above, it can be said that the gypsy women are even in a more marginal situation. So that if the exclusion of the gypsy group in all the spheres of the social life is clear in almost all countries, it is necessary to incorporate into this analysis the variable of gender. This is believed also by the European Roma Right Centre (ERRC), who presented last year a report to United Nations Committee on the Elimination of Discrimination Against Women (CEDAW) on the situation of the gypsy women in Spain.

Consequently, though some works have been realized on the Roma/gypsy population in the penitentiary system¹, there would be necessary a deeper study of the specific needs of these women. In the last decade the number of gypsy women in Spanish prisons has multiplied for eight, representing 30 % of the female inmates in Spain. This is particularly serious if we bear in mind that, though it is not known by accuracy, the gypsy population in this country might be around 600.000 persons.

This over-representation of gypsy women inside the prisons has its origin in the general androcentrism previously pointed, but also in other two variables (Naredo & Pernas 1999):

1. The ethnical belonging: according to all the surveys, the gypsy race is the most rejected socially by the majority and dominant culture. It is very common that the classic topics are reinforced in relation to this ethnical group, so that the set of the society conceives them as “thieves or artists”. On the other hand, this group neither exists as informative source nor has representation in the mass media to be able to refute these myths. All this likewise produces three situations:
 - 1.1. A poverty and social permanent exclusion.
 - 1.2. A labour discrimination and a devaluation or prohibition of their traditional forms of sustenance (traditional trades, street-sale, garbage collection, ironmongery and scrap sale ..), activities that usually are replaced with the dealing of drugs.
 - 1.3. A criminalization of this group.
2. The gender deep inequality existing inside this ethnical group, in spite of the fact that the gypsy woman (as the majority of the women who are in prison) is the main person in the familiar support. This does that in many cases they are used by the men as deliverers or “visible faces” in the drug transactions.

Indeed, the “Foundation Gypsy Secretariat” in Spain has found numerous indications on the existence of social prejudices that have caused the violation of the right to the equality of deal in the administration of justice for gypsy people (refusal of permissions, unfair unadmission of proofs, major preventive custody ..) (Foundation Gypsy Secretariat

2005). Moreover, the European Roma Rights Centre thinks that this kind of discrimination against the gypsy women is considerable in Spain (ERRC 2004, art. 2).

But, What are the general features of the gypsy women in Spanish prisons?. An initial approach shows us that:

- The 99,7% are in prison for crimes against property (Theft and shoplifting, less for burglary) and for dealing with drugs, and they have the longer sentences (an average of 6,7 years).
- In the 87% of the cases they are mothers, with an average of 3`7 children.
- Before entering prison only the 12% had formal jobs, but in all the cases were unstable occupations. They present higher rates of unemployment that the gypsy men (the 65% of their active population opposite to the 33% of the male).
- The 49% are drug users.
- The 62% have relatives in prison and in the 70% of the cases belong to extended families (from 6 to ten members).

The latter aspect does that this women suffer minor uprooting and isolation due to the support and familiar solidarity, something that makes more bearable their imprisonment. They normally receive more visits and they affirm to have more personal and economic support of their closer relatives than other women in prison.

Efforts in education.

With regard to the education, more than two third parts of women in prison have only primary studies (68 %), and the majority they have had experiences of failure and school abandon. In fact two of every three women have left the studies before completing the obligatory schooling age (until 16 years old in Spain) and among them the half does it between the 11 and 13 years old (Almeda 2004: 79). In the case of the gypsy women, the 60% cannot write but are capable to read, and the 85% of them have not finished primary studies. The illiteracy rate within the gypsy group is very high, but it is even higher in the case of women because frequently the patriarchal attitudes and the discrimination that they suffer

¹ Of great interest is this topic is the paper presented in the last EPEA Conference by the Prof. Peter Ruzsonyi (Hungary).

inside their families make that they are not encouraged to take part in education. The reticence of to attend to the school, in all the gypsies, owes on the other hand to the marginalization that also they feel inside this institution. This, in spite of the fact that the European Parliament resolution on the situation of the Roma in the European Union (adopted on 28/04/05) consider that to guarantee that all the Roma children have access to the general study plan continues being a priority.

For the educators and teachers who work in prisons, this specific population supposes a great challenge. Close to the motivation and the flexibility in the learning process, the gypsy women in prison need respect and acceptance of their person¹, but bearing in mind that it also includes the respect to their culture. In the Spanish prisons every day are more the programs than develop specifically for this group, among them, cultural workshops and activities about history and gypsy language. Also there are an important number of this initiatives managed by associations and NGOs of gypsies and gypsy women, like the “Federación de Asociaciones Gitanas de Castilla y León”, “Asociación Gitana Gao Lacho Drom” (Álava), “Unión Romaní de Andalucía”, “Asociación de Mujeres Gitanas Romí” (Granada) and “Asociación de Mujeres Gitanas Nakera Romi” (Cádiz). Their active participation in the organization of the education is also crucial. Really, within the penitentiary system, the education, in the wide concept of this term, is probably the best way to recover and to preserve the culture and the values of Roma/gypsy people and probably for to help their members in their future social rehabilitation.

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¹ Two aspects that are essential requirements for an educator of adults in prison, like establish the Recommendation R (89) of the Council of Europe, Chapter IV “A degree of autonomy for the education sector”.

An outline of prison education in Italy

by Mauro Burgio. Translation of Carmela Tilotta

Prisoners' treatment, according to the Italian penitentiary system (law 354/75), is based on three main principles: work, education and religion. The Italian Constitution of 1948 (article n. 27) says that detention should be intended to the rehabilitation of prisoners.

Penitentiary rules adopt this principle and assure the convicts the right of education and vocational training, aimed to the re-socialization of the prisoners, as well as all those cultural, recreational, educational and working activities.

Education and vocational training are carried on inside the prison but they depend on external institutions that maintain a certain autonomy on educational programming. This leads to a certain difficulty in organizing the activities because of the different aims of the institutions involved. For example, many prisoners can't complete their studies because they are often moved from one prison to another; besides, it's difficult to start up new courses in district penitentiaries where the inmates are serving light sentences.

The penitentiary system (DPR n. 230/2000) states compulsory education and vocational courses according to the inmates needs and the labour market demands (art.42, paragraph 1), but only the governor can decide on courses of secondary education. Furthermore, an agreement must be signed between the Ministry of Justice and the Ministry of Education to start up those courses and to appoint an educational committee (consisting of the governor, the prison guard in charge of the educational division and the teachers) aimed to elaborate a syllabus according to the prisoners' needs (art. 41).

Education in prison is only one of those actions carried on by prison and school workers, based on personalization. The ultimate aim of education is to promote a change in personal conditions and behaviours, as well as in family and social relationships to promote a positive, social attitude

The educational experience has a great and important influence on serving one's sentence in adopting measures such as special leave or mitigation of a sentence. Besides, there is a daily grant for those prisoners who attend secondary or vocational courses.

We consider very interesting the 4th paragraph of articles 41 and 42 concerning the DPR n. 230/2000, which explains how Governors should provide prisoners and inmates with a right information about the starting up of vocational and educational courses, supporting their wide involvement.

Moreover, the removals of prisoners involved in these activities to other Institutions, must be avoided. Only a removal to another Institution which guarantees an educational continuity is permitted.

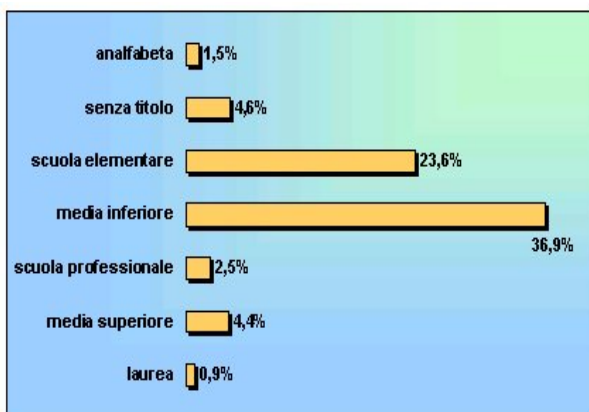
The article 44 of penitentiary regulations explains how :“prisoners enrolled in university courses or in possession of the necessary qualifications for the enrolment in these courses are helped in carrying on their studies”. The 4th paragraph decrees how the prisoners attending university courses should be enabled to carry out their studies. Therefore, it's important to underline how the article 21 decrees that prisoners should be admitted and make free use of the prison library, and moreover of other publications from public libraries.

The institution must be provided with a special reading room where prisoners are admitted after hours.

Even if the educational right is guaranteed through the starting up of training paths institutionalised or organized by volunteers, in the Italian penitential context it is impossible to admit all the applicants to these courses. Few Institutions have more than 2 courses for each standard of education, on an average of 10-15 students per class.

Since our prisons are overcrowded, the students have no place to study and to concentrate but also suitable venues and facilities are missing. Moreover, there is no internal monitoring by the Ministry or its organs, for this reason it's hard to know the official data concerning students attending the courses regularly or to relate the number of students to the number of application forms, as well as the distribution of schools and the kind and level of courses activated in our country.

In Italy, in 1999, there were 145 primary school courses, while those of secondary school were 150. However these courses don't reflect the literacy different needs of prisoners. The secondary school courses started up are 43, 19 of which are vocational courses, 23 are technical schools and 1 liceo. The vocational and educational training situation in penal institutions is worrying. The statistical data below concerning 1st semester of 2005 reports the percentage of prisoners having an educational qualification.



fonte DAP

Considering that actually in Italy compulsory education has been elevated to the age of fifteen, that mean nine years of school, we can say that only the 66,6% of inmates have achieved the compulsory education. This item is calculated adding the number of prisoners who are functionally illiterates, those without an educational qualification, and those who have only an elementary or medium level.

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Title: Living in Brobdignag

Artist: Sean

Medium: acrylic on wood

Size (L x W): 228cm x 60cm

Prison: Portlaoise

www.irishprisonart.com/



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.