



issue

31

Autumn 2006

magazine

News  
11th EPEA conference  
Articles  
Events  
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It is an honour and a pleasure to be writing my first foreword as Chairperson of the EPEA. I believe there are both challenging and exciting times ahead for prison education throughout Europe, and of course this means that the EPEA must be prepared to meet these challenges and actively shape future developments.



Some of the challenges facing all of us working in prison education are the emerging trends evident in some countries, which appear to be limiting access to education and narrowing provision for all prison students. Often this is coupled with an overly zealous emphasis on functional skills and so called 'key competencies', to the detriment of a broader, more Socratic, adult education approach as advocated by the EPEA. Nevertheless, the EPEA is ideally placed to affect any such developments, and keen to ensure that the needs of prison students are to the forefront of any changes in policy and practice.

Some of the issues common to EPEA members include the contentious matter of facilitating Internet access in prison education centres, bolstering inclusiveness for ethnic, cultural and language minorities in our provision of prison education, validating and standardising accreditation and training among prison teachers, recognising and validating formal, informal and nonformal education in our prisons, and of course, ensuring that the concept

of active citizenship can be a reality for our students on their release.

So like I said, both testing and exciting times lie ahead and I am confident that the EPEA will move forward with increased drive and vigour to meet the needs of the membership, and safeguard and strengthen education in prisons across Europe.

Meanwhile, there's a magazine to read. You will notice that the layout of our magazine has changed; we hope that you will find this a more readable format. Also, there has been a change in editorship. After many years working hard for the EPEA and for which we are very grateful, Asbjorn Stoverud (Norway) has passed responsibility over to our new editor, John Papadimitriou (Greece). I would like to thank Asbjorn very much for taken charge of the EPEA Magazine in the past, producing so many issues, and cooperating so effectively with the various Guest Editors. In turn, I wish John well in his new role.

Finally, I would like to thank most sincerely, Niek Willems, our previous Chairperson, for his past contributions to the EPEA. He represented the organisation with both dignity and good humour; his chairmanship was flawless, his enthusiasm boundless, and his personal manner warm, charming and engaging. On a personal note, I must say it was a real pleasure to work alongside him and learn from him - he is a hard act to follow.

Anne Costelloe,  
Chairperson

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**Next issue of  
EPEA-magazine will be  
published in spring 2007**  
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## Research on Danish Prison Education

**Peter Koudahl, P.hD.  
Danish Pedagogical University**

There has been no attempt to investigate the education which takes place in Danish prisons, since the 1970'ies and 1980'ies.

In 1975 the so called "Skadhaug plan" was launched. The purpose was to try out a number of initiatives regarding education in the prisons in order to guarantee that inmates were offered the same opportunities regarding education as were offered outside the prison walls. Additionally the ambition was to secure that as big a proportion as possible of the educational activities was to take place in normal educational institutions, which implies that the inmates are to participate in educational activities outside the prisons. Finally educational activities were offered to inmates in custody which would provide them with an educational plan when they eventually would begin to serve their sentence.

With this first report the Danish University of Education and "Kriminalforsorgen" takes on a research project to investigate different aspects of educational practices in the Danish prisons, with the ambition to be able to provide an optimised educational offer to inmates, in order to prepare for their future participation in education and working life, and to provide the necessary foundation for their involvement in lifelong learning, as suggested by the European Commission and OECD. The project is expected to be finalised in 2007.

This report is to be regarded as a pilot investigation and the conclusions drawn from the research are to be implemented in the future research projects as previously mentioned. In the report the focus is mainly on the prison teachers and the inmates. The empirical material is based on interviews with nine prison teachers and six inmates from prisons in the area of Copenhagen.

The focus regarding the teachers has been on their appreciation of the character of their work and their thoughts of which qualifications and competences are important for the teachers in order to be able to work in an educational environment very different to all other educational environments.

The motivation of the inmates for participating in educational activities has been important to investigate as has their appreciation of the subjects offered in Danish prison education. Additionally the inmates' experiences of the working relations between the prison teachers and the prison staff in general have been investigated.



Taking precautions for the rather narrow empirical foundation of the project, the teachers stress that the ability to see the human being behind the image of the inmates is the most important qualification in order to continue to work as prison teachers. The motivation for the teachers to continue their work is not to fulfil high traditional ambitions in the subject taught.

It seems that if the teacher posses these human qualifications and competences and if he or she is able to adapt to the routines and traditions of the prison school, he or she will continue to teach in the prison for many, many years. But if a newly hired teacher starts out with a lot of ideas on changing traditions and routines, he or she will probably not be teaching in prison for a very long time. In other words, it seems as if the practices in the prison schools are of a rather conservative character.

The teachers do not know if the inmates benefit - in a long term perspective - from attending the education offered while they are imprisoned. There is no statistics which can indicate whether or not inmates participating in educational activities are more likely to stay out of prison after serving their sentence compared to other inmates. The consequence seems to be a latent insecurity of whether their work is only of importance to the inmates while they are in prison or if there are actually long term effects of their work.

The teachers find the cooperation with other staff groups, and especially the guards, very important though it is not always smooth, which probably is because of the different relations that teachers and guards have to the inmates: Basically the teachers represent something which is attractive to the inmates while the guards, having the tasks of locking up the cells and searching for illegal material among the inmates etc., represent power and punishment.

All the inmates describe the prison school as a "refuge", as the only place in prison where they are regarded as human beings, and not just as inmates. ▶

In general the inmates have poor educational background and they have suffered a number of losses in the family, have been addicted to various drugs and other hostilities.

When asked they stress that the organisation of the teaching in small groups with patient teachers who are prepared to talk with (and not just "to") them, is very important for their motivation to continuing their education.

Additionally they stress that the possibility of meeting other inmates from other blocks, who they would never have a chance to meet if it was not for the school, is very important for their motivation to continue their education.

On the basis of the results of the report the following recommendations are put forward:

- ✓ An investigation of the results of the prison education both in a short term and in the longer perspective.
- ✓ An investigation of the possibilities for the

prison teachers to be able to follow up on the inmates after they have served their sentence, in order to clarify whether or not prison education has any effect on the inmates possibilities to take up a life without crime.

- ✓ An investigation of which qualifications are central in order to work as a prison teacher.
- ✓ An investigation of the importance of the relations between the prison teachers and the guards in the perspective of their contribution to fulfil the ambition of the prison as such: To prepare the inmates for a life without crime.
- ✓ To identify which are the specific vocational qualifications for teachers in prisons.
- ✓ Finally it is recommended to systematically investigate and as a routine register the inmates previous school and job carrier. This work is to be continued in The Nordic Network on Prison Education and will hopefully be concluded in February 2007.



## Revising the EPEA Constitution

The Steering Committee of the EPEA suggests, that in the best interest of the organisation, we need to re-examine the Constitution in order to ensure that it remains fresh, clear and appropriate for today. We do not envisage that this revision will entail any key changes to the present document; rather we hope to 'tidy it up', streamline it, and guarantee that it is truly representative. Of course, no changes can be made to the Constitution without the approval of the membership, and therefore, we will present our proposed changes/redrafts to General Council in June 2007 at the 11th International EPEA Conference in Dublin, Ireland. This will allow members, and their representatives, to vote on whether they believe the proposed changes to be necessary and useful. Details on the exact process for General Council will be published nearer the date.

In advance of General Council, all Liaison/Contact Persons as well as the EPEA's Special Advisors will have received a copy of the proposed changes. This will provide them with the opportunity to agree or disagree with the proposals of the Steering Committee, and generally voice the concerns and suggestions of members in their countries. Following this feedback, the Draft Constitution will be finalised and then published in the spring 2007 edition of this Magazine.

In the meantime, each step of the above will be posted on the News & Events forum of the EPEA website ([www.epea.org](http://www.epea.org)). The Steering Committee hopes you will contribute to the reshaping of the Constitution by voicing your opinions on the News & Events forum, and thus playing a role in both the process and the decisions



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## Ensuring inclusiveness in the provision of prison education: Diversity and the diverse classroom

At the recent International Conference of Policy Makers in the Field of Prison Education held in Prague, one of the workshops focused on the following question - how so we recognise minority groups, cultures and languages in our organisation of prison education? Those present agreed that there are certain key principles that must underpin prison education policy in order to support and embrace the increasingly multicultural and multi-racial nature of our prison populations. These principles can be summarised as follows:

### Basic Principles

1. Prison education policy must foster positive recognition of diverse cultures, languages, and ethnic and minority groups.
2. Prison education policy must recognise the different and varying needs of ethnic and minority groups.
3. Prison education policy must promote positive integration for all ethnic and minority groups.
4. The provision of a well-stocked, multilanguage library is essential to meeting the needs of international prisoners and minority and ethnic groups.
5. The provision of a broad curriculum is essential to meeting the needs of international prisoners and minority and ethnic groups.
6. All prisoners must have access to 'local language' classes.
7. Adequate resources and specific training are essential for all teachers and librarians working to meet the educational needs of an increasingly diverse prison population.

### Applying the principles in the classroom

While we may all accept that these principles are important and necessary, the difficulty for the prison teacher lies with applying these principles in the classroom. Nevertheless, the adherence to such principles ensures that firstly, there is a common and accepted ideology that applies throughout European prison schools, and secondly, we have taken on board the lessons of the past and are striving to develop and define applicable approaches for the future. For example, in the past, separation was the favoured approach, but it is now accepted that this can lead to divisions, ignorance of the reality of the lives of others and the harboring of harmful and negative stereotypes. More recently, assimilation has been tried in some countries, but pretending that cultural and linguistic differences do not exist has led to students underachieving and dropping out of education. Today, curriculum enrichment of different kinds is being attempted. This presents several challenges, particular-

ly with regard to history and language teaching, few of which have been addressed. So, where does this leave the prison teacher?

Unfortunately, there is no easy answer to that question. The reality is that most prison teachers, through no fault of their own, are ill equipped to tackle the diversity of cultures and languages present within their classrooms. The logical solution is to provide them with the skills and competencies necessary to do so. Thus appropriate pre-service and in-service training must be prioritised. Any such training must contain the following core elements:

1. Self-awareness, critical skills to identify stereotyping, awareness of diversity;
2. Developing and delivering anti-bias curricula;
3. Approaches and teaching methods for culturally diverse and multilingual classrooms.

In addition to pre-service and in-service teacher training, employing para-professionals (i.e., school assistants to support teachers and pupils in integrated classrooms) has been shown to be successful. However, the reality for most prison schools is that the realisation of such an initiative is way down their wish list. A more pressing need is the lack of suitable texts and materials for use in diverse classrooms and for many prison teachers this is a more manageable issue. For them, accessing and developing suitable materials and resources is the main priority.

### Is there a role for the EPEA?

Realistically, this is an area in which the EPEA can become more active. There is little doubt that there exists a great wealth of tried and tested materials and resources developed by prison teachers, and others, over the years. This international expertise must be harnessed to ensure that the best use is made of what has already been developed and tested elsewhere. Materials developed in some countries can be translated, or not as the case may be, and then incorporated and tested in different countries to ensure that they are applicable and useful. Such cooperation would in turn lower the cost for individual countries to develop and produce materials for less numerous language groups and smaller minorities. More importantly, it would allow for the development and stockpiling of a vast supply of useful, multilanguage resources and materials that would be readily accessible to the prison teacher, perhaps through a mailing list or a link on the EPEA website.

Similarly, in order to develop teachers' practical ▶

skills and competences, 'exchange and exposure' programmes in prison schools that have developed successful practice for minority students or have expertise in working with particular minority groups would be useful. This type of networking is a core objective of the EPEA and can be facilitated through Grundtvig 'mobility' programmes. Furthermore, such programmes could allow for the development and delivery of regional seminars at which a core in-service training pack could be delivered to prison teachers. These seminars would allow the teachers an opportunity to discuss issues within a European, a regional and a national context; as well as providing them with essential training.

So perhaps the future for the prison teacher working with diverse minority groups, cultures and languages is not so bleak. Opportunities are available to make contact with like-minded professionals, to develop and share resources and materials, and to avail of some forms of in-service training. At the forthcoming 11th International EPEA Conference on Prison Education to be held in Dublin in June, this and related issues will be addressed by one of the keynote speakers, Therese Heltberg. In the meantime, if you would like to add your ideas and suggestions on the matter, please contribute to the discussion forum on the EPEA website at [www.epea.org](http://www.epea.org) so that your voice and those of your students can be heard.

### Checklist of good practice

In the meantime, the following strategies are suggested which could help create a more inclusive and intercultural prison school. Prison teachers and administrators might like to use them as a 'checklist' of good practice.

#### Create a welcome and inclusive school

- o Integrate intercultural education across the curriculum
- o Set up school displays, notices, etc, which embrace a range of languages and cultures
- o Establish a school charter in consultation with prison students that celebrates diversity and

promotes equality

- o Set aside time for in-service training for teachers which will enable them meet the needs of a diverse student body
- o Get the students involved in organising multicultural and multiracial activities

### Support language learning

- o Check that library and educational resources are adult-appropriate and available in a range of languages
- o Use pictures, posters, photographs, etc, which portray a range of ethnicities
- o Display signs and notices, and phrases commonly used during the school day and in the prison, in the languages used by the students

### Create a welcoming classroom

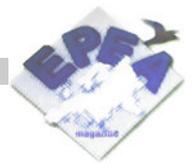
- o Learn to pronounce students' names correctly
- o Find out what languages they speak and their proficiency levels
- o Try to learn some key phrases in their first language
- o Be aware of any cultural practices that might influence classroom interactions and conventions
- o Use collaborative group work as much as possible
- o Set aside time for independent and guided reading in the students' first language

We are not suggesting that these are the definitive responses to our initial question - how so we recognise minority groups, cultures and languages in our organisation of prison education? Rather we are hoping to generate some reflection and dialogue on this issue and welcome your comments and suggestions on the EPEA discussion forum.

Anne Costelloe.



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## Membership

[www.epea.org/membership.htm](http://www.epea.org/membership.htm)



The European Prison Education Association is an organisation made up of prison educators, administrators, governors, researchers and other professionals whose interests lie in promoting and developing education and related activities in prisons throughout Europe in accordance with the recommendations of the Council of Europe.

EPEA is recognised by the Council of Europe as a Non-Governmental Organisation (NGO). It is committed to working with prison administrations in Europe to further its aims, but is totally free-standing and independent.

Currently there are more than 900 EPEA members in 40 countries in Europe and elsewhere.

Apart from serving the aims of the organisation by encouraging the formation of national branches, etc. the EPEA organises a major international conference on prison education every two years.

The main aim of The EPEA is to promote education in prison according to Council of Europe recommendations.

### OBJECTIVES

which are also fundamental to The EPEA are

- o To support and assist the professional development of those involved in prison education through European co-operation
- o To work with related professional organisations
- o To support research in the field of education in prisons

### Membership Benefits

- o Magazine is only for members
- o As member you will receive a special membership CD with information about the EPEA
- o A magazine twice a year and regular bulletins
- o Discounts in conference fees.

If you become a member you will receive a regular copy of both EPEA Magazine and EPEA Newsletter and become part of the network of prison educators across Europe and the world. These will keep you updated on EPEA business and developments in the world of prison education.

**Become member by visiting the web site of the EPEA <http://www.epea.org/membership.htm>**

Individual membership, one year € 15.00, tree years € 37.50

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Issue 31, Autumn 2006

## Membership

[www.epea.org/membership.htm](http://www.epea.org/membership.htm)

You become member in 3 steps:

### STEP ONE,

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Two options,

a) Payment by credit Card via Paypal b) Bank Transfer

### STEP TWO,

Filling in a form indicating your special fields of interests

### STEP THREE,

Informing your Liaison Person you are a member in case you have a Liaison or Contact Person in your country.

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The payment form on the web looks like this:



PayPal - Payment by Credit Card

Using PayPal a transfer fee of € 2.00 is added to each of the membership fees. Using ordinary bank transfer will save you the extra € 2.00

#### The fees are:

EPEA membership fees have not increased for a number of years. However, it was agreed at a meeting for Liaison and Contact Persons in May 2005 that fees must be increased in order to facilitate the work of the organisation. Accordingly, there will be a small increase in membership fees from January 2007. The current situation where members from certain countries pay the cost of 1 years membership but remain a member for 3 years no longer pertains.

The membership fee will be weighted according to the country in which the member lives. (Based on calculated Labour Cost for teachers per day under Socrates selection 2006). Thus, the fee for members in countries earning less than €150 per day will be less than those living in countries earning more than €150 per day.

	1 Year	2 Years
Individual Country A	€ 10	€ 20
Individual Country B	€ 20	€ 40

**A:** Bulgaria, Lithuania, Latvia, Romania, Slovak Republic, Turkey, Estonia, Czech Republic, Poland, Hungary, Malta, Portugal.

**B:** Greece, Slovenia, Spain, Cyprus, Finland, Italy, Iceland, Belgium, Austria, Lichtenstein, Germany, Netherlands, Luxembourg, France, Ireland, Denmark, United Kingdom, Norway, Sweden

There will be no increase in Associate or Institutional membership fees - they remain:

	1 Year
Associate	€ 30
Organisation	€ 150

Name of the bank	Addresses of the bank
DnB NOR IBAN: NO2216382496969 BIC/Swift Code: DNBANOKKXXX The name of the bank account: EPEA c/o Gisle Grahl-Jacobsen Fossekallen 26 3034 Drammen Norway	Head quarter: DnB NOR Aker brygge Stranden 21 0021 OSLO Norway Local Bank Branch DnB NOR Bragernes Torg 11 3017 Drammen Norway

For further information about bank transfer - See Web Site [www.epea.org](http://www.epea.org)



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Your questions are very welcome, please call Kathryn James,  
Tel: + 44 01524 510828, [edres-ma@lancaster.ac.uk](mailto:edres-ma@lancaster.ac.uk)  
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## Perspectives on Literacy and Learning in Criminal Justice Settings

**Next module commences  
January 2007**

This course offers the chance to explore a variety of perspectives on literacy and learning in criminal justice settings. It will appeal not only to practitioners working specifically in prison or community settings but to anyone with an interest in looking at how the past and the present, the local and the global, the policy and the personal impact on how we perceive literacy and learning that takes place within our own specialist areas.

The course begins with an induction at Lancaster, followed by on-line sessions, readings, activities and the chance to share ideas with international academic discussants.

The course content includes:  
Contemporary perspectives  
Historical perspectives  
International perspectives  
Social perspectives  
Participants' perspectives

Assessment is by contribution to the on-line debates and a 5,000 word assignment at the end of the course.

Application deadline 18th December 2006

'Reflective Research & Evaluation in Professional Practice' and 'Workplace Basic Skills Policy & Practice' Modules also commencing January 2007

Modules consist of a one day face-to-face induction at Lancaster University followed by distance sessions conducted through e-mail and the Internet. All participants receive a pack of specially designed and written materials with relevant course readings. They have access to the Lancaster University on-line journals and databases and the resources of the Lancaster Literacy Research Centre.

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## EU Communication on Adult Learning

The new Communication on Adult Learning has been adopted by the Commission on October 23, 2006. It is titled: Adult Learning: It is never too late to learn!

The communication is the first major policy document on Adult Learning since the Communication "Making a European Area of Lifelong Learning a Reality" was published in 2001. The newly adopted Communication will shape the policy and result in an activity plan. It includes five key messages and suggestions for action as summarised below.

According to Jan Figel', European Commissioner for Education, Culture and Multilingualism, "Adult learning is vital for guaranteeing Europeans' continued employability and mobility in the modern labour market. Apart from the personal benefits of development and fulfilment which it brings, adult learning also helps avoid the problems of persistent social exclusion that are often the consequence of people having only basic skills",.

An efficient adult learning system and its integration into national lifelong learning strategies is a message that the European Commission conveys to Member States through the new policy document. To help this process, the Commission is proposing to launch an Action Plan on Adult Learning in 2007.

The Action Plan, which will be produced together with the Member States, will consider the following five key challenges in adult learning:

- o Lift the barriers to participation. Adult participation in education and training remains limited and imbalanced, with those with the lowest levels of initial education, older people, people in rural areas, and the disabled being the least likely to participate. Member States should introduce high-quality guidance and information systems, as well as targeted financial incentives for individuals and support for local partnerships.

- o Ensure the quality of adult learning. Poor quality provision leads to poor quality learning outcomes. To ensure the quality of adult learning special attention has to be paid to the various dimensions of quality with particular emphasis on staff development, quality assurance mechanisms and methods and materials.

- o Introduce systems that recognise and validate learning outcomes. These are essential to motivate adults to participate in lifelong learning. Member States are invited to link these systems to their National Qualification Frameworks, within the context of the European Qualification Framework.

- o Invest in the ageing population and migrants.

Member States should invest in older people and migrants, through education and training that matches the needs of the learner, while raising awareness about the important role of migrants and older people in European society and the economy. In particular, immigration can be seen as a partial counter-balance to an ageing population and skills shortages in certain sectors. Adult learning has a key role to play to support the integration of migrants in society and the economy.

- o Be in a position to measure progress. Reliable data, with appropriate indicators and benchmarks, are essential for evidence-based policy-making. Unfortunately, data availability in adult learning is limited, not least because providers often operate outside the public sector. The quality and comparability of data must continue to be improved. More analysis and monitoring is needed of the benefits of adult learning and the barriers to its uptake. If relevant data remains unavailable, Member States should consider commissioning new data collection or surveys.

The Communication is a result of a shared recognition of the importance of adult learning in all Member States. It addresses needs for better social cohesion of the ageing European population and equitable distribution of skills across populations in Europe. The document provides the necessary policy underpinning the implementation of the future "Grundtvig" programme, which will form part of the overall Lifelong Learning Programme 2007-2013.

The full text of the Communication can be downloaded at [http://ec.europa.eu/education/policies/III/adultcom\\_en.html](http://ec.europa.eu/education/policies/III/adultcom_en.html)





## Implementation of a Latin American Education Network in Prison

### EUROSOCIAL & EPEA

Education

Coordination : Centre International d'Etudes Pédagogiques (CIEP) - France.

**Partners :**

1. Fundacion Iberoamericana para la Educacion, la Ciencia y la Cultura - OEI (Espana)
2. Comitato Internazionale per lo Sviluppo dei Popoli (Italia)
3. Ministerio de Educacion (Brasil)
4. Ministerio de Educacion (El Salvador)
5. Secretaria de Educacion Publica (Mexico)
6. Ministerio de Educacion (Peru)
7. Instituto Internacional para el Desarrollo y la Cooperacion (Venezuela).

The interchange of experiences between administrations of the European and Latin American countries is the main activity of EUROSOCIAL project.

Its basic aim is to increase the social cohesion of the Latin American societies that participate in the public policies of education, health, implementation and admin-

istration of justice, e.t.c. and to introduce new practices in order to shape authentic vectors regarding the Justice, Education, Use, Fiscality, Solud, Policies.

As far as Education is concerned, the general mission of EUROSOCIAL project is to stimulate, through the interchange of experiences, changes in the educational policies of Latin America, so that education will act as a reinforcement mechanism of the social cohesion. It is believed that the human development, the stability and the progress can be achieved through education, so the necessity of changes in the educational system is more than obvious. The members of Eurosocal, who organise educational policies of their countries , are trying to find the best pedagogical methods that can be implemented in the Latin American.

In order to do this they contacted EPEA and a visit in Europe was organized. During this visit they had the chance to meet with educators, policy makers, members of EPEA and to visit Prison schools in France, Greece and Ireland.

### participants

Argentina	Stella Maris Pallini	In charge of the institutional and vocational training. National program " Education in a seclusion context " Ministry of Education, Science and Technology
Brazil	Rosangela Peixoto Santa Rita	Coordinator of the general coordination of reintegration and training, Ministry of Justice
	Carlos Jose Pinheiro Teixeira	Vocational training Ministry of education
	Josberto Rocha Sobrinho	Executive secretary of reintegration into society, Department of social defense, Government of the State pf Pernambuco
	Elionaldo Juliao	Head of the project department of the coordination of education at the SEAP/RJ, Secretary of State for the Penitentiary Administration
Chile	Benilde Vera	In charge of bilateral relationships, Ministry of Education
Colombia	Hernando Lambuley	Coordinator of the INPEC Education Program
Honduras	Ligia Esther Ochoa Peralta	Head of special programs Secretary of Education
Mexico	Carmen Blanco	Coordination and management of basic educational projects (initial training, preschool, primary, secondary , special education)
El Salvador	Silvia Elizabeth Martinez Alvarez	National Head of Youth, Ministry of Education
Uruguay	Wilson Diego Ramos Olmedo	Head of the Department of Education in Prison from the National Department of Prisons at the Ministry of the Interior



### Wednesday, October 18th, 2006. CIEP. Sevres FRANCE

I) Presentation of the EPEA and of the relationship with the Council of Europe :

Janine Duprey Kennedy, the Chairwoman of the EPEA-France

Background

Activity

Cooperation with the Council of Europe

II) The History of Education in French Prisons :  
Dominique Delaporte, Academic Inspector of Schools

The key milestones of evolution from the 18th century up to 1995, when the Regional Educational Units (Unites Pedagogiques Regionales) were created.



III) Presentation of Paris Regional Educational Unit

Jacques Morin, the Headmaster.

IV) Presentation of the Educational Systems in a carceral environment

Norway : Vigdis Fosheim, a teacher, the Chairwoman of the Norwegian branch of the EPEA : Foko

Spain : Laura Galera Garcia, a Researcher

Ireland : Cormac Behan, a Teacher, the Chairwoman of the Irish branch of the EPEA

V) Presentation of Education in Prison and international links : Cormac Behan

### Thursday, October 19th, Friday, October 20th

Visits of penitentiary establishments :

Remand center for women in Fleury Merogis : the educational center and nursery

Remand center in Bois D'Arcy : the wing for juvenile offenders, the workshops, meeting with a representative of the youth legal supervision department (Protection Judiciaire de la Jeunesse)

The Sante Remand center in Paris : the educational center, attending a graduation day and the handing over of diplomas

After the presentation and exchange day together with the visit of three penitentiary establishments, numerous questions came up as well as a few elements of thought about the situation in Europe, around the following themes :

I) The relationships between the Ministries of Education and of Justice :

Recruiting and follow-up of teachers

Creation of a specific space

Budgetary support

Collaboration with the penitentiary staff and need of a training to have an educational role..

The situations in Europe are quite diversified as far as the management of education in prisons is concerned. Most teachers are civil servants subject to the same regulations as their counterparts outside. The new establishments more and more include the teaching space within their layout.

II) The relationship with the educational system outside

The programs.

The degrees and certifications.

The training of teachers

The reinstatement in the usual system.

The programs and degrees are usually on a national level. The training structures for adults are favoured because they meet the needs of the inmates better. The identification of such needs is to be taken into consideration to improve the training of teachers.

III) The specificities of teaching in a carceral environment :

Diversity of the criminal population (culture, nationality, age...)

The use of suited methods and tools : remote training, e-learning.

Taking into account of the social rehabilitation and of the compensation of seclusion in educational projects.

The part played by the partners in a non formal education.

The current evolution of the criminal population with a strong increase of immigrants makes the revision of educational methods and model importation necessary.

Varied experiences exist as far as the access to the Internet is concerned, particularly through a server within the prison or through simulations between different computers. But the Internet should remain nothing more than a mere tool, the inmates need the group, they also need to have contacts with the teacher and with others.

The education should not be limited to the educational center and to the educational programs. All the art, sport, workshop attendance or library reading activities are involved which requires a link with the penitentiary or outside partners. Education stands within a more global structure which involves the health and social services together with the associations... ▶



- Access to education :
- School enrollment criteria
  - Levels
  - Group constitution
  - Number of hours devoted to teaching
  - Motivation of inmates and of teachers
  - The problem of minors

Classes can be accessed by everyone within longer or shorter slots according to countries or through time arrangements in order to combine work with teaching. Small groups are formed on the basis of knowledge tests, priority being given to the low levels.

The inmates like the teachers are volunteers. For the minors, school attendance is compulsory, an individualized course is necessary together with a team work with the other partners, particularly with the youth leaders responsible for the preparation of the release from prison. They are separated from the adults except under exceptional circumstances.

- Rehabilitation, reintegration of the inmates into society
- Upholding of family links
  - Sentence mitigation
  - Inmate follow-up

The creation of spaces in order to enable the inmate to meet his/her family has not yet been accepted everywhere. The consideration for the studies and degrees passed in prison does not always lead to systematic sentence mitigation. As for the impact of education on rehabilitation or on second offences, there are no indicators. It is difficult to distinguish the part played by education from the other factors associated with the conditions in prison. The commitment of the states is as important. The inmate's follow-up within by the teams can remain unchanged at school level in the special centers in order to allow for the necessary transition.

### Summary of October 18th, 19th, 20th 2006

Statement : Increasing interest of the policies for an education in prison as the element of a social rehabilitation policy. Nevertheless, the means are inadequate to acknowledge it as a right for the inmate and as a responsibility on the part of the state. Hence the necessity of setting up structured projects around some major themes :



- o A prevention policy : education to diversity in schools.
- o An education linked with the external standard (program, degrees...)
- o A priority for the juveniles who are increasing and for whom school is compulsory
- o An individualized record in order to build a life

project which raises the problem of the training of teachers

- o A global conception of a formal and informal education in prison, all life long, which includes cultural concepts and involves the commitment of all the actors together with links between administrations.
- o A link education/integration: Using all the social structures, the institutions, and the NGO in charge of training.

### EUROSOCIAL - VISIT IN ATHENS (22 - 24 October 2006)

The members of "EUROSOCIAL" project organized a visit in Athens in order to increase their knowledge concerning the correctional and educational system of Greece.

The participants arrived on Sunday, 22 of October.

In the 23rd they visited the Gymnasium and Lyceum in the APMY (Avlona Prison for Minors and Young



Offenders), where they had the chance to meet the students - inmates and talk with them. Afterwards the school's teachers and the visitors were assembled in the multifunctional hall, where the Headmaster, Mr. P. Damianos, presented the history, the number of students attending, the curriculum and the extra-curriculum activities of the particular school unit with a power point presentation.

The meeting also attended two representatives of the Ministry of Justice Mrs. Petrou, Director of the correctional policy, Mr. Stalikas, Director of the correctional policy for minors and the Director of Secondary's Education Directorate in Eastern Attica, Mr. Papakonstantinou, who informed the EUROSOCIAL



members about the correctional system in our country and the Education in Greek Prisons. Furthermore, the visitors were able to ask any kind of questions regarding the correctional and educational system and a fruitful conversation was accomplished since different point of views were exchanged between the participants. Despite some difficulties, due to language problems, it was a very constructive meeting, which signified the beginning of an effective collaboration.

In the afternoon of this day, the EUROSOCIAL members visited "ARSIS", a non Government Organization, where they were informed about the action and the goals that this particular organization aims to achieve.

On Tuesday, 24 of October, the members of EUROSOCIAL project along with Mr. Damianos, representative ▶



for the Mediterranean region, Mrs. Faragoulitaki, Liaison Person of E.P.E.A., and Mr. Papadimitriou, E.P.E.A.'s member, visited the closed female prison in Korydallos, where a second chance school is functioning. The Haedmaster, Mr. G. Zouganelis, welcomed all of them, showed them round and presented the elements of this school unit, for example the number of students - teachers, the subjects that are taught, the activities that are on progress, e.t.c. In addition, the visitors gathered some important information concerning this kind of education in Greek Prisons. The presentation followed a conversation between the attendants, where everyone could make his own remarks or ask some questions in order to find more about educational programs that take place in Prisons and to gather material relevant to the correctional system and Education in Greece.

The outcomes of this visit will definitely contribute to the improvement of Prison Education in International level. Additional participants to this visit were:

France	Nuria Aligant Vivancos Samuel Bourdeau Eugenia Mahiques
Greece	Petros Damianos Evgenia Faragoulitaki John Papadimitriou
Belgium	Marc De Maeyer

### South American visitors to Ireland. 24th-26th Oct. 2006

On the first morning they visited Ireland's largest prison, Mountjoy. This is an old, Victorian prison, which is due to be demolished in the near future. John Lonergan, the prison governor, welcomed and greeted the group. Kevin Warner, Co-ordinator of Education from the Irish



Prison Service talked about Irish prison education and how it sat alongside the European model of Adult Education. Anne Costelloe, Chairperson of the EPEA talked about the forthcoming EPEA conference which will take place in Dublin next June, and extended an invitation to all present. Stephen O'Connor, Co-ordinator of Education for Dublin Prisons, delivered a power-point presentation showing some of the diverse activities taking place in prison schools. This was followed by some lively and informed questions from the delegation.



Tours of Mountjoy Prison and The Dochas Centre (a Women's prison) followed lunch, which took place in the Dochas Centre having been prepared and served by the women prisoners. Pathways, a centre for ex-prisoners was then visited and this gave the visitors the opportunity to talk with some of the participants, as well as talk with the manager of the project, Tom Lonergan.



There followed an evening meal in The Brazen Head, which is the oldest pub in Ireland and an evening of traditional Irish music. Also, this provided the visitors with the opportunity to have some informal and social time with teachers Eleanor Jones, Maggie Byrne, Paula Egan and prison officer John Dooley, who were the guides for their visit.

The final morning involved a visit to Wheatfield Prison, where they visited the Prison Education Centre, had the opportunity to view the wide range of subjects on offer and to chat with the prison students.

The delegation unanimously agreed that the visit to Dublin and some of its prison, the reception, the social evening, and the information they received was more than they had hoped. They stated that they were very impressed by the wide range and broad diversity of the programmes. For the hosts, it was a chance to showcase the work done and exchange ideas and best practice with colleagues and new friends in other countries.



## Pipeline Training Course

ELCE - E-Learning in Correctional Education Teaching teachers to work in networked environments where security issues are crucial

Do you want to become familiar with the Pipeline socio-technical system? Then you can apply to take part in a Grundtvig G3 Training Course arranged by Pipeline. The venue is in Slovenia May 7-11, 2007.

The course aims to give teachers in correctional institutions hands-on experience with digital and networked technologies to be used in environments that require special attention to security. This overall aim also involves developing new methodologies and innovative pedagogy, familiarity with E-learning, blended learning, and distance education as well as self-directed learning and various types of collaborative learning. Another very important aim is to prepare participants so that they can disseminate and co-develop such issues locally and across prison networks. One particular objective is to prepare teachers to teach across constraints of time, space and cultures within a European dimension.

The course is based upon a "learning by doing" approach. This can be broken down into several stages:



1. introduction to the Pipeline ideas and the fundamental issues in the project.
2. Working with the PEP, demonstration, learning tasks and hands-on exercises. Discussing how this can be adapted to local institutions and inmates' learning.
3. Experiencing the PUB by jointly producing content for a prisoners' magazine and discussing how this can be adapted to local institutions and for inmates' learning.
4. Extended case: creating teachers' material based on items 1 – 3. The results should be examples of relevant practice of teaching from a PIPELINE approach.

The course fee is € 890 and you can apply your local Socrates Agency to pay the transportation and the course fee. The course reference number is SE-2007-064-2

### Links:

[http://ec.europa.eu/education/programmes/socrates/nat-est\\_en.html](http://ec.europa.eu/education/programmes/socrates/nat-est_en.html)

<http://ec.europa.eu/education/trainingdatabase/index.cfm?fuseaction=DisplayCourse&cid=3478>

## PRISON EDUCATION IN HELLAS - Gymnasium & Lyceum in A.P.M.Y.

The basic principle of the Hellenic Correctional System is that punishment consists only of deprivation of freedom. Therefore, Education, an absolute human right could not be absent from Hellenic Prisons; in fact it was established many years ago.

During the last few years, many efforts have been made for the improvement of the Educational System in Prisons resulting to quite satisfying outcomes, despite some existing difficulties, such as the sudden inflow of illegal immigrants from neighboring countries that led to over-crowded and therefore under-staffed prisons, the multi national inmate populations, e.t.c. At the time being there are educational programs and school units running in every Correctional Institution all over the country.

### Structure

Since the Ministry of Justice does not employ educators, it cooperates with the Ministry of Education and other Non Government Organizations in order to educate inmates according to their needs. Therefore, the collaboration of these two Ministries is necessary to shape the educational policy.

The Ministry of Education is responsible for all the educational matters and expenses, for example, the curricula or other educational programs, teachers' employment and their salaries, school activities, e.t.c. On the other hand, the Ministry of Justice provides the buildings and all the establishment facilities.

### Educational Programmes

Several educational programs concerning vocational training I.C.T., language courses, athletics, arts, consulting, e.t.c. exist in every prison. These are provided by the General Secretariat for Youngsters, the General Secretariat of Athletics, I.D.E.K.E. (an Institute for constant vocational training of adults) and other Non Government Organizations.

### School Units

In addition, there are nine school units covering several fields of formal Education, primary - secondary level and adult. They are autonomous and run like any other school in Hellas providing degrees and therefore contributing to the rehabilitation of the inmates. Cooperation between teachers and correctional staff is crucial; furthermore, social workers' help by contributing to the school's operation.

These school units differ regarding the administrative and educational activities. Primary and Secondary schools exist mostly in prisons for minors and young offenders. They provide curriculum courses and various extra - curriculum activities. Second-Chance schools, which function in prisons for adults, educate the inmates by providing a more flexible curriculum.

### Gymnasium and Lyceum in A.P.M.Y.

The Gymnasium and Lyceum in the Avlona Prison for Minors and Young Offenders (A.P.M.Y.), the largest male juvenile prison, was established six years ago and ▶



functions as an autonomous school unit, which provides full secondary level education.



The school employs 18 teachers. Most of them are members of the E.P.E.A. The school's Headmaster is a member of the E.P.E.A.'s

Steering Committee as a representative of the Mediterranean Region. There are 100 students attending full curriculum courses which may lead them to the opportunity to participate in the National Exams, having access to University Studies. It must be mentioned that attending school is not mandatory but it depends on their own free will. Their involvement in educational activities is considered to be equal to work and their penalty is reduced accordingly as a reward.

Even though formal education is provided, the multi cultural population of the students has led to the creation of additional linguistic courses. Furthermore, over the past few years, the school has developed a variety of extra curriculum activities involving art, athletics and theatrical performances. Each activity is carried out during the school year and its outcomes are presented in a Regional level together with other school units, at the annual exhibition held by the Secondary Education Directorate in Eastern Attica. Among other activities, the school has published five issues of its annual newspaper and a magazine for the Olympic Games. All the above are uploaded in the school's website: <http://gym-paravlon.att.sch.gr>. Educational approaches and good practices involve I.C.T. Computer courses are held in a fully equipped classroom, providing limited internet access to the students.

The school participates in three European projects.

#### **P.I.P.E.L.I.N.E. (Partnerships in Prison Education; Learning in Networked Environments)**



Socrates Grundtvig 1 project. Its participants are prison educators and technicians, representatives of nine European countries: Norway, Romania, Slovenia, Germany,

Great Britain, Czech Republic, Denmark, Sweden and Greece. Its action started in 2005 and it is going to finish in 2007.

The aim of this project is to deliver a social - technical system, which will allow prisoners to have internet access, covering at the same time all safety issues in accordance to Prison Rules and Legislations.

This way, students will be able to gather information concerning educational or consulting matters, to participate in distant learning courses and to follow the latest developments in technology, so that they will not be cut off from the progress that takes place during their imprisonment. The outcomes of this project will be given to the Government of each participating country in order to be used, after making the appropriate adjustments, for the improvement of Education in Prison in the most beneficiary way. After the end of the project EPEA has engaged itself in promoting its outcomes all over Europe.

#### **ISDPE (Improved Service Delivery in Prison Education)**

is a two year Socrates Grundtvig 2 project.

The participants are representatives of four European countries: Bulgaria (as the coordinator), Norway, Czech Republic and Greece.

It has began in 2005 and its goal is to improve Education in Prison by finding and



implementing new pedagogical methods and practices. It is based on the exchange of information concerning the correctional and educational systems of each participating country. The participants of this project focus on finding the appropriate methods that will contribute to the educational process and will prepare the inmates for their rehabilitation. That includes not only the curricula but also activities regarding arts, athletics, consulting and vocational training. Each member presents the outcomes of the educational methods used and of the activities that are on progress, during the meetings or via e-mail. The exchange of different points of view and the constructive cooperation between the participants is considered to be significant for the improvement of Prison Education.

**P.A.N. (Prison Art Network)** is a four year, Socrates Grundtvig 4 project. The Gymnasium and Lyceum in A.P.M.Y. participates as an Associate Institution.

Numerous Institutions from many countries have joined the project and even though it is in an early stage a lot of promising ideas and good practices have already been exchanged.

#### **EPEA in Greece**

During the last meeting of E.P.E.A.'s Steering Committee, which was held in Athens (November 2006), Petros Damianos, the Headmaster of Gymnasium and Lyceum in A.P.M.Y. who is a EPEA Representative of the Mediterranean region, was assigned to contact all teachers involved in Prison Education in Greece, in order to promote the Association's goals by forming a branch in our country. Certainly this will prove to be a milestone for Prison education in Greece.

Dimitra Bacoli  
Guest Editor.

