





## Chairperson's forward

Since the publication of the last Magazine exciting things have been happening for the EPEA. I am delighted to announce the formation of two new branches. EPEA Malta has been established with 12 members, and in Greece, EPEA - Hellas Branch with over 40 members was ratified recently. I wish the new branches every success in the future and I hope that the old maxim of 'strength in numbers' will indeed strengthen the provision and practice of prison education in those countries. As a policy, the Steering Committee encourages the formation of more branches within the organisation. Branches not only provide the opportunity for members to meet regularly in order to discuss local issues and concerns, but they increase the impact and relevance of the EPEA at a national level by acting as a direct and immediate conduit between the members and the Steering Committee.

According to the constitution of the EPEA, any country with more than 10 individual members can form a branch and while there are certain criteria that must be fulfilled before a branch is ratified, the process itself is straightforward and manageable. If you are considering the possibility of forming a branch, please contact your Regional Representative, or see the website, for further details.

While these new branches were being formed in the Mediterranean region, across the continent in Drammen, Norway, another development took place. In February, the relocated EPEA offices were officially opening by

the President of the Norwegian Parliament and the former Prime Minister, Mr. Torbjørn Jagland. I would like to thank again all those involved for not only organising the ceremony but also for hosting the offices, in particular, Mr. Gisle Grahl Jacobsen and the Steering Committee of FOKO. A short article describing the event is contained within this issue.

Meanwhile, changes are happening also with our 'virtual office'. Some of you will have noticed that the website is in the process of being revamped. We would like to apologise for any inconvenience or access difficulties that may occur while it is being upgraded and I can assure you that our invaluable Webmaster, Mr. Per Thrane, has done all he can to minimise possible inconveniences. It will be worth it in the end.

You will remember in the previous magazine that we outlined the reasons behind and process involved in the redrafting of the Constitution. Copies of the proposed redraft have been sent to all LP's for distribution to members. For your convenience we have included in this issue a copy of the draft constitution with the proposed changes highlighted in red. If you have any suggestions or comments to make, please email [epea@epea.org](mailto:epea@epea.org), or again contact your Regional Representative. Following your feedback, the final version of the proposed constitution will be put to General Council for approval during the June conference in Dublin.



Speaking of General Council, we have included in this issue a short explanation of what it is all about. It explains the purpose and procedures of General Council, how amendments to the constitution are passed, and the format of the elections of Regional Representatives. It includes also a table outlining the composition of the proposed 5 new Regions of the organisation and I would ask you to have a read through it, particularly if you are planning to attend General Council in June.

Finally, I would just like to mention that the Steering Committee is beginning the process of putting together a Strategic Plan which will lead the organisation forward over the next few years. As part of the planning process, we will be re-examining the aims and ideologies of the EPEA and thus we will be looking to the membership to tell us what it is they want from and for the organisation. The first step will be to survey members and canvass their opinions through the distribution of a questionnaire in June. I look forward to hearing your comments and suggestions, and until then, I wish you well.

*Dr. Anne Castellae.*





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**Next issue of  
EPEA-magazine will be  
published in Autumn 2007**

**If you would like to submit an article,  
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## Redrafting aspects of the EPEA Constitution



You may remember in the previous Magazine we outlined why and how the Steering Committee is proposing to redraft certain ambiguous or dated aspects of the Constitution. Copies of the proposed redraft have been sent to all Liaison Persons for distribution to members but we are also publishing below a copy of the proposed redraft for your information. Highlighted in red are the proposed changes or additions, which can be mapped against the existing Constitution as outlined on the website - [www.epea.org](http://www.epea.org). If you have any comments or suggestions, please contact your Liaison person before the end of April 2007. In addition, developments can also be followed on the forum page of the website.

### Proposed Constitution of the European Prison Education Association

#### 1. Name

The name of the Organisation shall be the European Prison Education Association (EPEA).

#### 2. Aims

(a) The aims of the association shall be:

(i) To promote education in prison according to the Recommendation No. R (89) 12 of the Committee of Ministers to member States of the Council of Europe (1989).

(ii) To support and assist the professional development of persons involved in education in prison through European co-operation.

(iii) To work with related profession-

al organisations.

(iv) To support research in the field of education in prison.

(b) 'Education in prison' is defined as **formal, informal and non-formal** education provided for all persons who are under the supervision of the judiciary, whether sentenced or awaiting trial, and whether serving a sentence in prison or in the community.

(c) 'Persons involved' are defined as all those working in the field of education in prison and in related disciplines.

#### 3. Membership

(a) Full membership is open to individuals and organisations involved in the field of prison education, or in related **areas** with offenders or **ex-offenders**, in Europe. Associate membership is open to others.

(b) The Steering Committee shall have the right to accept or reject applications for membership of the association.

(c) An annual membership subscription shall be charged for each category of membership as determined from time to time by the Steering Committee.

(d) Voting at meetings shall be restricted to full members as follows:

(i) individual member: one vote  
 (ii) **organisations: two votes for each organisation.** Organisation representatives may not also vote in an individual capacity.

(e) Postal ballots shall be restricted to full members as follows:

(i) individual member: one vote  
 (ii) organisation: two votes per organisation.

(f) The **Treasurer** shall maintain an updated register of all members and this shall be available on request to any member.

#### 4. Elections

All the elections within the association shall be by secret ballot and by means of the single transferable vote.

#### 5. Organisation

##### (a) Branches

Country members in any country which has its own prison system may form a branch affiliated to the association subject to:

(i) having at least 10 **individual members of the EPEA**,

(ii) its affiliation being approved by the Steering Committee.

(iii) its adherence to the rules and policies of the Association.

Branches may, if desired, divide into sub-units. Each country's branch shall elect two liaison persons to represent it on the General Council, at least one of who should be in daily contact with prisoners.

##### (b) Regional Section

(i) **There will be 5 Regions** consisting of at least three countries, which may be formed with the agreement of the relevant liaison persons and the approval of the Steering Committee, or as determined by General Council

(ii) **Each region will have one Regional Representative elected to the Steering Committee from among the members of the constituent countries of that region.**

(iii) The composition of Regional sections may be altered with the agreement of the relevant countries and the approval of the Steering Committee, or by General Council.

##### (c) The General Council

(i) The General Council shall consist of the two liaison persons from each affiliated country together with the officers of the association.

(ii) It shall be convened at least once every two years.

(iii) It shall determine policy of the association in accordance with the constitution. ▶



(iv) Liaison Persons who are unable to attend General Council can authorise another member of their branch to vote in their place. This authorisation must be in writing and given to the Secretary prior to the General Council Meeting.

#### **(d) The Steering Committee**

(i) The Steering Committee shall consist of officers elected by a postal ballot of members and members elected by Regional Sections.

(ii) Each person elected to officership of the association - **with the exception of the Chairperson** - shall be elected for a three year period.

(a) **Chairperson: The person elected shall serve for one year as Deputy Chairperson, followed by three years as Chairperson.**

(b) **No one member can serve more than 6 consecutive years on the SC (except for the Chair who can serve to a maximum of 7 years) without taking a subsequent break of 3 years before being allowed to take part in any re-election. If a Steering Committee member leaves before reaching their maximum term they may return after an absence of 3 years.**

(iii) Each officer shall be responsible to the Steering Committee for the proper discharge of his or her duties.

(iv) The Steering Committee shall administer the association in line with policies determined by the General Council.

(v) The Steering Committee shall meet at least three times every two years.

(vi) Vacancies arising within the Steering Committee during a term of office may be filled for the remainder of the period by the Steering Committee itself.

(vii) **The Steering Committee can co-opt non-voting specialists if they so wish, at their discretion and for a period of time and a schedule of tasks that they deem appropriate. The Chairperson will invite such individuals to Steering Committee meetings as dictated by the agenda.**

(viii) **A group of 4-7 individuals who have contributed to the growth and**

**formation of the EPEA shall be constituted as advisers to the Steering Committee and the Association. These individuals shall be offered such a role by the Steering Committee.**

### **6. Notice and Administration of Meetings**

#### **(a) General Council Meetings**

(i) Three months notice shall be given of this meeting.

(ii) The meeting shall be called by the Secretary.

(iii) Notices of motion shall be received by the Secretary no later than six weeks prior to the meeting and circulated to participants no later than 21 days prior to the meeting.

#### **(b) Steering Committee Meetings**

(i) Two months notice of Steering Committee meetings shall be given to Steering Committee members.

(ii) Meetings of the Steering Committee shall be called by the Secretary

(iii) The quorum for Steering Committee meetings shall be 4.

(c) Regional Sections and Country Branches Regional Sections and Country branches shall devise rules and procedures for conducting their own meetings and business. These rules and procedures may be referred by any member to the Steering Committee or General Council for approval.

### **7. Finance**

(a) All monies raised by or on behalf of the Association shall be applied to further the aims of the Association and for reasonable expenses.

(b) The Association shall keep proper accounts.

(c) Bank accounts shall be agreed in the name of the Association. The Steering Committee shall authorise, in writing, the Treasurer of the Association and up to three other members of the Steering Committee

to sign cheques on behalf of the Association. The Steering Committee shall determine the number of signatures required on transactions.

(d) The Treasurer shall maintain the financial records of this Organisation in such a manner that will permit a successful audit by a competent auditor.

### **8. Alterations to the Constitution**

(a) Alterations to this constitution shall receive the assent of no less than two thirds of those present and eligible to vote at a General Council meeting and the assent of more than half of those voting on a ballot of members.

(b) A proposal to change the constitution must be received by the Secretary no later than two months prior to a General Council meeting and be circulated one month prior to the meeting.

### **9. Dissolution**

If the Steering Committee, by a simple majority of its full membership, decides that it is necessary to dissolve the association it shall call a General Council meeting for this purpose, giving the normal notice (as in 6 (a) iii above).

A motion favouring dissolution must be approved by two-thirds of those voting at a General Council meeting. Any remaining money shall be disposed of as decided by the meeting.





## GENERAL COUNCIL

Notice has been given that the next EPEA General Council meeting will take place during the Dublin conference on Thursday afternoon the 14th of June 2007. While General Council is considered to be an integral part of the organisation, many members are unsure of its purpose, or if they are expected to be involved in it. The following is a brief outline of how General Council operates, why it is convened, and what happens during its meetings.

In essence, General Council serves to dictate policy, agree rules and principles, and generally influence the direction of the association in accordance with the EPEA Constitution. According to the constitution, it must be convened at least once every two years, and it normally takes place at the EPEA Conference because that is when most members are gathered together. It is comprised of Liaison Persons from those countries that have Liaison Persons and also the Officers of the association but all members of the EPEA can attend General Council.

The purpose of General Council is

- to account for the work of the Steering Committee
- to account for money received and spent
- to hold elections for Regional Representatives on the Steering Committee

### Officers' Reports

During the General Council meeting, the officers of the EPEA submit an account of their activities since the previous meeting to assure members of the smooth running of the organisation and provide a public review of their work. They then answer questions or queries from those present.

### Amendments to the Constitution

Only General Council can agree changes or amendments to the constitution of the EPEA. Motions to change or amend the constitution must be received by the Secretary of the EPEA, 6 weeks prior to the General Council meeting and circulated to members 21 days prior to that meeting. This year, the Steering Committee is proposing a number of minor changes to the constitution. In accordance with procedure, details of the proposed changes have been circulated to members, and is available also on the website. A vote will be taken during General Council to agree or disagree with the proposed changes.

### Election of Regional Representatives

The election of Regional Representatives onto the Steering Committee takes place at General Council, (this is unlike the election of the Officers of the Steering Committee who are elected by all members through a postal ballot). As with all EPEA elections, the election of Regional Representatives is by secret ballot and by means of single transferable vote. While any member of the EPEA can stand for election in their own area as Regional Representative, only Liaison

Persons\* can vote. Liaison Persons can only vote for those standing in their region. If a Liaison Person is unable to attend General Council, they can authorise another member of their branch to vote in their absence if written notification of this authorisation is given to the Secretary of the EPEA in advance of the meeting. Included at the end of this article is an example of such a letter, it authorises a named member from the same country to vote on behalf of a Liaison Person who is unable to attend General Council.

Part of the proposed changes to the constitution, which will be put to members for their approval, involves the establishment of 5 regions within the EPEA with only one Regional Representative for each region on the Steering Committee. At present, there are 4 regions with 2 Regional Representatives for each region. The rationale behind the proposed change is to save money for the organisation as the more Steering Committee members there are, the more costly the Steering Committee meetings become. In addition to streamlining the Steering Committee, it was agreed that a clearer geographical spread of regions, with less countries in each region, would guarantee a fairer represen-

Western	Central	Eastern	Northern	Southern
Nth.Ireland	Germany	Bulgaria	Norway	Portugal
Ireland	Austria	Romania	Sweden	Spain
England	Poland	Ukraine	Finland	Italy
Scotland	Czech Rep.	Montenegro	Estonia	Malta
France	Slovakia	Belarus	Latvia	Albania
Netherlands	Slovenia	Armenia	Lithuania	Greece
Belgium	Luxembourg	Moldova	Denmark	Turkey
	Switzerland	Georgia	Iceland	Cyprus
	Liechtenstein	Azerbaijan		Monaco
	Hungary	Serbia		Andorra
		Bosnia/Herzegovina		San Marino
		Croatia		Macedonia
		Russia		

tation for members. The proposed new regions and the countries contained within each are listed here.

Details regarding the decisions and outcomes reached at the next General Council meeting will be published in the Autumn 2007 edition of this magazine. In the meantime, if you have queries or concerns regarding any aspect of General Council, please contact your Regional Representative or any Steering Committee member.

**Anne Costelloe**  
(Chairperson EPEA)

\*Countries having more than 10 members can elect 2 Liaison Persons, one of whom must be in daily contact with prisoners. Countries with less than 10 members can have a Contact Person, but contact Persons cannot vote for Regional Representatives.



**Sample Letter to send if you are a Liaison Person who is unable to attend General Council but would still like to exercise your right to vote for a Regional Representative.**

I (your name).....

**Give permission for**

(name of the person who will vote for you)

.....

**to vote on my behalf at the election of Regional Representatives at the elections taking place in Dublin at the EPEA conference in June 2007**

**I am the Liaison Person for (country) .....in the..... (Region)**

**The person who is voting on my behalf is**

**The Liaison Person**

**The EPEA member**

**For (country) .....**

**Signed..... Date.....**

**Signed by the person who will be voting..... Date .....**

**Signed by the EPEA Secretary .....Date.....**



# Captivating Cultures

## Nordic conference on Prison Education



Last year, 120 prison teachers met for the 11th Nordic Conference in Selfoss on Iceland. Teachers from Iceland, Sweden, Finland, Norway and Denmark gathered around the theme "Captivating Cultures" over 4 days. The Minister of Justice Bjorn Bjarnason opened the conference with supporting words for cultural activities in prisons. He mentioned the many positive school activities at Litla-Hraun Prison where half of the inmates attended school and a large majority of the inmates in the school took exams. Mr. Bjarnason said: "I am a strong supporter for the inmates to take part in creative and cultural activities. I recommend inmates working together the Icelandic Academy of Arts. We take new steps every year to further cultural and creative activities". Ph. D. Helgi Gunnlaugsson from the University of Iceland gave a seldom

clear inside of the Icelandic crime history stating: Unlike many other nations of the industrialized West, Iceland until the last decade or so compiled only sketchy information on police, court, and prison activities. This sorry state of affairs made it difficult for Iceland to be included in international comparisons on crime. According to these scanty records available, and to more recent crime statistics, the crime rate for serious offences such as homicide, robbery and aggravated assault has continued to be relatively low in Iceland compared to most other western nations. Yet, these reports include conclusive evidence that substance abuse is a dominant, longterm theme in Icelandic law enforcement, as reflected in rates of driving while intoxicated, public drunk-

I am a strong supporter for the inmates to take part in creative and cultural activities

ness, and later drug violations. On the heels of profound societal changes in the latter part of the 20th century, more systematic records of crime have been made available by local authorities. At the same time citizen concern has deepened, as can be detected in population surveys. With the establishment of the National Commissioner of the Icelandic Police in 1997, crime data has been gathered nationally, which has helped to facilitate international comparisons on crimes known to the police. As for crime types, the number of cases involving drug violations and sex crimes have increased the most in the past few years, while other crime types have been gathered nationally, which has helped to facilitate international comparisons on crimes known to the police. As for crime types, ▶



the number of cases involving drug violations and sex crimes have increased the most in the past few years, while other crime types have been more stable.

Sociologist Therese Heltberg from Denmark told about the ethnical cultures in prison. The stunning speech



was followed by talk shops with the participants. Some of the interesting voices after the talk shop mentioned: "Young inmates are often too unrealistic in their wishes for life" "We have to regard

inmates as individuals, not groups" "Wards and teachers should attend courses in foreign cultures" "We miss more knowledge on the pedagogic on integration" "We miss staff from other ethnical groups" "Foreign nationals have so much to learn that it is almost impossible for them to learn in a whole lifetime".

### Workshops

The pastor Gunnar Bjornson has worked with a men's choir at the Litla-Hraun Prison. Standing ovations were given after 30 minutes of Icelandic folkloristic songs from the choir.



Glass Art from a Danish Prison



[www.ifla.org/v/pr/index.htm](http://www.ifla.org/v/pr/index.htm)

times for modern education and prisoners should not be disclosed from this development. Hans-Inge Persson from CFL in Sweden told about the cooperation between the Swedish Prison Service and CFL to make use of Internet based education technologies in prison education. He was followed by teacher Erik Majholm who showed a practical example of the use of the Swedish system. So far the solution allows for one to one distance education between learners and teachers from different places. Already we see some fascinating results, which can be statistically summarized as follows:

- > 73% wanted even more opportunities for studies
- > 90% thought it was easy to link to the Learning Center managing the system
- > 81% had specific goals for their studies
- > 59% planned to continue studies after release from prison.

Post-doctor Andreas Lund from Oslo University told about the Socrates sponsored Pipeline Project ([www.pipeline-project.org](http://www.pipeline-project.org)) that will provide a secure Internet access to prison education. He also mentioned how important to education the Internet will be in the future, competences which are valid in the 20th century will not be of use in the 21st century and that the teacher will be an important part in understanding the new media and what it will do to us. The Internet accumulates many cultures and creates new ones.

Birgitta Irvall, Sweden, presented Guidelines for library services to prisoners.



Elin Barth presented her workshop on drama

### Use of ITC

Several speeches told about the development in the use of ITC in education. Education has lived through a revolution over just 5 years symbolised by the phrase: "The time of the chalk and blackboard is gone". Indeed the Internet technology has changed the

- > The number of available school subjects increased by 77.5%
- > 65% of the learners characterized their study opportunities as very good, 23% as
- > 72% of the inmates have started studying in the evenings at during weekends

The participants were not only breath taken by the conference and the happiness of the Finnish participants over winning the European Song Contest for the first time, but the trip in the Icelandic nature overwhelmed everyone.

Text and photo: Per Thrane, Denmark





## May she fare well, and all that sail in her.

### Chair Anne Costelloe on the launch of the new EPEA office in Drammen, Norway

As a result of the decision made by the EPEA Steering Committee in Paris this June, the EPEA office moved from Malta to Drammen, Norway.

This was duly celebrated when FOKO, the Norwegian Branch of the



EPEA, on 1 February hosted the formal

opening of the new EPEA office in Drammen. Among the guests were President of the Storting (Parliament), former Minister of Foreign Affairs and Prime Minister Mr Torbjørn Jagland as well as EPEA Chair Ms Anne Costelloe. Other prominent visitors included journalists and above all students from Drammen upper secondary school, where the new office is henceforth located.

Mr Torbjørn Jagland made an interesting speech on human rights in the EU. He pointed out how differently human rights of civil prisoners are observed within the EU and when the EU is compared to other continents' policies. Mr Jagland referred to the importance given to the human rights of prisoners and the provision for and quality of prison education as important indicators of a society's humane qualities.

This point of view was shared

in full by the next speaker, EPEA chair Ms Anne Costelloe, who had accepted the invitation to fly in from Ireland to be present at the opening. Realizing that the audience was younger than anticipated, she adapted her speech to them, underlining how prison initially is harmful to a human being and how the provision of education in prison can make a change and how it can at best bring about human change.

Ms Costelloe underlined that the high standard of prison education in Norway and the fact that FOKO is the largest branch of the EPEA make Norway a good contributing force for the organisation. She thanked the previous hosts, the University of Malta for its significant contribution to the organisation and ended her speech by wishing it a further safe sailing - though lacking the champagne - and wishing the best of luck to the new EPEA office and "all that sail in her".

It is always a pleasure for me to visit Norway but today it is also an honour as we officially open the EPEA office here in Drammen. As you know, the EPEA exists to represent the interests of those working in the field of prison education across Europe, and personally, I believe that Norway is an ideal base for the organisation. There are a number of reasons for this, not least due to the fact that FOKO is the largest branch of the EPEA and can provide the necessary personnel and facilities, but also because of the high standard of prison education provision of which Norway can be proud.

What I have always considered to be a noteworthy aspect of the prison education service in Norway is that prison teachers 'come into the prisons' from local schools and colleges. Not only does this serve to directly involve the community in our prisons but it ensures also that the education on offer is of the highest standard and the most up to date best practice prevails. The emphasis on multidisciplinary work and pre-release preparation are other aspects of the Norwegian provision

that I admire.

Not content with merely providing an outstanding service, Norwegian prison educators recognised the value and importance of research, reflection and evaluation. For example, informative research was commissioned to investigate how and why students engage in education

while in prison. We have much to learn from such research and it should be emphasised that attempts to develop a prison education service must take cognisance of the perspectives and motivations of the prison students. Similarly, Norway is to the forefront in terms of the contested issue of access to the Internet and ICT provision in prison schools. No doubt, much of the rest of Europe is waiting to see what solutions and practices will be arrived at here before attempting to adapt and imple-

ment them in their own countries.

Of course, no mention of prison education in Norway would be complete without reference to the recently published White Paper. All too often we are critical of our politicians, and sometimes rightly so, but the Norwegian government not only debated prison education in parliament but backed up the rhetoric contained in the White Paper with increased funding and appropriate fiscal spending. We can only hope that other Governments will be as enlightened. The role of FOKO in bringing this about cannot be underestimated and indicates how having a shared understanding of aims and ideologies combined with a unified approach can significantly impact on public discourse and policy decisions. ▶





▶ These are just some of the reasons why I feel that Norway is a fitting home for the EPEA offices. I would like to take this opportunity to thank our previous hosts, the University of Malta, for having facilitating us in the past and I wish to acknowledge the significant contribution they made to the smooth running of the organisation. In turn, I would like to thank FOKO and

Drammen videregående skole for providing us with this office space, we are very grateful to them for it. I hope it will enhance the development and expansion of the EPEA and I sincerely wish all those who will be a part of it every success in the future.



*Dr. Anne Costelloe*

## Prisoners of Northern Finland study in a virtual school

In Northern Finland, a virtual school project concerning three prisons in Oulu, Pelso and Sukeva was launched by Oulu General Upper Secondary School for Adults in 2005. In the virtual school, prisoners are able to improve their basic education grades or complete the basic education syllabus, some courses of general upper secondary education or the whole syllabus, or take matriculation examination.

The project is based on the strategies made by the education authorities of Oulu and Oulu General Upper Secondary School for Adults according to the information strategy for education and research and the Information Society Programme for Education, Training and Research 2004-2006 of the Ministry of Education.

The education is realised with the help of information and communication technology (ICT) by using the video conferencing system from Oulu Prison. Oulu General Upper Secondary School for Adults is responsible for the education and the prisons are responsible for the equipment and material costs. In Oulu Prison, the prisoners receive the education in form of contact education and, in the other two prisons, in form of distance education.

The education takes place in a studio in Oulu Prison from where it is sent to Pelso Prison and Sukeva Prison by using the video conferencing system. The studio in Oulu Prison functions also as the class for the contact education. The basic tools of a teacher are a computer, a document camera and a

normal camera. Everything the teacher shows on the computer is also available to all the students if needed. With the help of the computer, the teacher can transfer sound, videos, different kinds of exercises, etc. The camera and monitor enable the teacher to make eye and speech contact with the distance students of the two prisons.

Material for the students can also be transferred via home pages and email. Prisoners themselves do not have access to Internet but the study instructor of the prison using the distance education service assists in acquiring the material.

In principle, the lesson proceeds as it would take place in a classroom equipped with top equipment. An experienced teacher is able to merge the student groups in three different places into one learning environment.

The results of the autumn term 2005 and spring term 2006 have been good. All in all, 19 students have participated in the general upper secondary education. At the moment, there are 11 students left. In all cases, the reason for not completing the studies was that their prison term ended. The number of completed courses per student was higher than the average in general upper secondary schools for adults. Seven prisoners participated in all three available upper secondary education courses. They have all completed the following 9 courses:

**Mother tongue and literature**  
2 courses

**Advanced English**

2 courses

**Basic mathematics**

3 courses

**Biology**

1 course

**Information and communications technology**

1 course

No differences have been detected between the results of those students receiving distance education and those receiving contact education. As far as costs are concerned, the savings have been very significant. Without virtual school, Pelso Prison and Sukeva Prison would not have been able to arrange education because there are no suitable education institutions nearby the prisons.

During the pilot project, it was discovered that the following features require development:

- " the arrangement of special needs education and remedial education,
- " the production of study materials for independent work, and
- " the proficiency of the teachers in mastering both the software and the equipment.

The goal is to develop the prison school system in Northern Finland to a permanent system so that the experiences can be used besides in all Finnish prisons, also in the whole EU region.

**Seppo Vaaraniemi, Oulu General Upper Secondary School for Adults**



## High Flying first experience with Grundtvig and Art

By Niels Bak, Sonder Omme State Prison, Denmark



Niels Bak last row right. Kirsten Gronnebaek Nr 2 from the right

The Chair of the Danish Prison Teacher Association (FLF), Kirsten Gronnebaek, looked me straight in the eyes and said: "I don't like this". My answer "I do neither" was said with a football in my throat. Kirsten and I were about to land in Manchester International Airport during a full blowing storm. The plane was thrown in all directions like an egg in an ocean in uproar. Suddenly the plane hammered in the English ground and was brought to a hold after the worst and most fearful landing any person can imagine. Before we left the Airport it was closed and trees falling on the streets had cut of Manchester from the outside world.

We were on our way to a Grundtvig 1 meeting in the PAN Project. PAN stands for Prison Art Network and told shortly the project shall promote visual art, performing art and multimedia in prison education together with music.

Kirsten Gronnebaek is the representative of the FLF and I representing the State Prison of Sonder Omme. In the project we are two of the partners from many European Countries like UK, Netherlands, Ireland, Northern Ireland,

Bulgaria, Malta, Greece, Latvia, Estonia, Germany, The Czech Republic, Lithuania, Cyprus, Italy and Austria. One of the aims of the project is to bring many European countries together to form a network and we were arrived at the first meeting to start working on these aims.

The storm over England had its influence on the meeting. Many of the participants came late to the meeting and some items on the agenda had to be shortened or moved around. Friday morning all had arrived, some a day later due to the storm, but it did not affect the meeting much. The participants were enthusiastic and full of inspiration. Many were prison teachers in the field of art but also people from Universities, Collages and Theatres are among the Network. "The London Shakespearian Workout" travels the world with a marvellous show where many of the actors are former inmates and it is only natural for them that the prison world becomes a part of their play.

Alan Clarke is the coordinator and initiator of the Network. He spoke at the last annual conference for the Danish prison teachers. Alan explained

very well how the work with art and drama sets emotions and forces free and gives the inmates a better self understanding. Through the work with art forces are set free that enables them to improve personal and social competences; competences which is needed to keep a job or continue an education and live a life without crime.

The first phase of the project has started. Documentation of art activities in prisons will be our first task, and I am sure you are going to hear from us soon, and we want to know from you what is going on. We hope you will help us to fulfil the aims in our project and follow our work. If you want more information about the project and want to receive our magazine please visit the web site at [www.panproject.org](http://www.panproject.org) and subscribe to our mailing list at <http://groups.google.com/group/pan-projectinfo>

Niels Bak



## Conference Update LEARNING FOR LIBERATION April 2007



### Conference Applications Closed

On behalf of the organizing committee, I would like to thank all those who applied to attend the conference. Applications for the conference are now closed. The conference is full. Unfortunately, we are not in a position to offer any more places to those on the waiting list. We apologize to all those who we could not offer places but we have been greatly over-subscribed. After the conference, all the papers will be freely available on the EPEA website.

### Conference Outline

Below is the schedule for the conference. All those who have been accepted will be contacted in April with a final programme. However, this schedule may be helpful to plan your journey.

#### Wednesday 13th June

1.00 – 6.00pm: Registration  
7.00pm: Informal Opening

#### Thursday 14th June

9.00am: Opening of conference and keynote address  
1.15am – 12.30pm: Workshops  
2.00 – 2.45pm: Keynote Address  
3.15 – 4.30pm: Workshops  
4.30 - 6.00pm: European Prison Education Association General Council Meeting- Open to all EPEA members  
4.30 – 6.00pm: Poster Workshops  
6.15pm: Buses Depart for Kilmainham Gaol Tour of Gaol  
10.00pm: Buses return to conference venue

#### Friday 15th June

9.00am: – Keynote Address  
9.45 – 11.00am: Research Forum  
12.00pm: Buses leave for Glencree Reconciliation Centre  
1.00pm: Arrive at Glencree Reconciliation Centre  
Lunch/Picnic  
Tour of grounds etc.  
3.00pm: Leave for Glendalough National Park  
Tours Walks Refreshments  
7.00pm– 11.30pm: Entertainment

Johnny Fox's Pub  
12 midnight: Arrive back at conference venue

#### Saturday 16th June

9.00am – 9.45am: Keynote Address - Liam Minihan Memorial Lecture  
2.00pm: Visit to Dublin city centre  
Suggested self-guided tours and events in Dublin City Centre  
4.30pm: Buses return to conference venue  
7.30: Gala Dinner

#### Sunday 17th June

9.00 – 10.30am: Poster Workshops  
10.30 – 11.30pm: Keynote Address  
11.30-12.15: Closing Remarks  
1.00: Close of conference  
As you can see the schedule is very full. It is open to minor revision but we hope to follow the itinerary as fully as possible.

### Prison Visits

There will be an opportunity to visit an Irish prison if you arrive early at the conference venue on Wednesday morning, 13th June. Buses will leave the conference venue at 11am sharp to visit prisons outside Dublin and at 2pm sharp for visits to Dublin prisons. There are a limited number of places. We would be grateful if you could make sure your schedule permits this outing as all Buses must be back at the conference venue for the informal opening at 6pm. Please forward all correspondence and whether you wish to visit a juvenile, male or female prison to Peter Doyle at [prisonvisits@pesireland.org](mailto:prisonvisits@pesireland.org). This e-mail address is being protected from spam bots, you need JavaScript enabled to view it

### Workshop/Poster Workshop/Research Forum Speakers

We would be grateful if you forward a copy of your presentation to [epeaspeakers@yahoo.ie](mailto:epeaspeakers@yahoo.ie) This e-mail address is being protected from spam bots, you need JavaScript enabled to view it by 15th May. These will be distributed to all

delegates at the conference. It allows those who do not have an opportunity to attend your session to get a copy of your presentation. We hope to make the conference a paperless event and therefore we will be giving delegates the papers in CD format.

### Flight Details

Buses will pick up delegates at the airport on Wednesday and drop you back there on Sunday. In order to organize this procedure, we would be grateful if you could forward your name, flight number, arrival and departure time to [epea2007@eircom.net](mailto:epea2007@eircom.net). This e-mail address is being protected from spam bots, you need JavaScript enabled to view it.

### Extra nights at the conference venue

For those who wish to book extra nights at the conference accommodation, you must contact David Doyle at [david.m.doyle@dcu.ie](mailto:david.m.doyle@dcu.ie). This e-mail address is being protected from spam bots, you need JavaScript enabled to view it. The cost of the room will be the same for the superior rooms, Eur 52.00 but they will rise to Eur 60.00 for single occupancy in a deluxe room as Eur 54.00 for a deluxe room is a special group rate. The conference venues will not allow us to book extra dates on your behalf.

With best wishes from Ireland,

**Cormac Behan**  
Chairman, Irish Prison  
Education Association





## *I act therefore I exist*

### Theatrical activities in the Avlona Prison for Minors & Young Offenders, Hellas

#### "I act therefore I exist"

Under this title we carried out the cultural theatrical program for the current school year. The theatrical team of the 2nd Gymnasium & Lyceum Classes in the Avlona Prison for Minors and Young Offenders (APMY) wrote and performed two theatrical plays this year. The first one was presented for Christmas 2005 and the other in May 2006. Both plays were performed inside APMY in the hall that hosts the prison's library. The Christmas performance was a one-act play under the title "The tree of recollections". It's scenario was based on how to construct and decorate a Christmas tree in a cell with nothing but the simple materials found in prison cells. Their dream became true preening finally the most beautiful tree for themselves, proving, in the same time, that they have the capability of making their dreams come true. "If you want a tree, you'll have it". "We can do anything here"... the "actor" says. Theatre serves indirectly pedagogical and psychological goals.

Another performance consisting of three acts took place under the gen-

eral title "Prison Dialogues". The first one intitled "The trial" in where a "real" trial was represented. The second one intitled "The Cell" and it had to do with scenes from their everyday routine: showing how they experience their daily life, their feasts, birthdays e.t.c. The third one "prison visit" presented two different stories of prison visits that happened during the same visiting hour in prison... The one was about the relationship between a father and his son and the other was a narration of a student from Albania describing his experiences entering Greece struggling for a better life until he became involved with illegal misdeed.

The theatrical team of APMY was awarded with the Third prize in the 12th Hellenic School Artistic Competition 2006, for the play entitled "Prison Dialogues".

Making theatre in a prison setting shows a variety of unusual difficulties. No one can ever be sure at the beginning that he will reach his goal. Imponderable factors will play a significant role, most of the times irrelevant to the children's willingness. The fre-

quent transfers of students to another prison who take part in a theatrical team can break the team's spirit. Furthermore, most of the children, at the beginning, think of theatrical activities very low.

Apart from Greek students, several foreigners are involved in the theatrical team and that causes a lot of language difficulties. Foreigners are unable to articulate greek words clearly and understand the meaning of texts between the lines. They finally overcome these difficulties by speech training and with their strong will. As a result of their efforts, they achieve to express themselves properly in Greek, learn to control their breath and handle the intensity of their voice.

Participation in the theatrical team depends on their own decision. In most cases, they are shy and fear the possibility of receiving irony and/or sneer from their fellow prisoners. But, on stage, they finally consider themselves as an example for imitation and feel proud of their achievements. They feel strong and reassured only ▶

**Apart from Greek students, several foreigners are involved in the theatrical team**



when they witness their teacher-director's confidence. Great motivation is achieved by the fact that they write and perform the plays themselves enabling them to pass through their own messages. Writing about their own life has proven to be very beneficial for the team and it always leads to successful goal achieving approaches. Exchanging opinions, when writing the texts, carries out a primary pedagogical goal: they learn to respect and sometimes accept the different opinion that their schoolmates from the theatrical team may have.

Prison is the drearier period of their life so far. Their minds are always occupied with this thought. The absence of their beloved people, the conditions that made them stray, the waiting period before their trial, the recollections from happy family or personal moments that become more intense because of their incarceration, are some of their thoughts.

Rehearsals have been very important for them. They felt, step by step, the significance of team work. Each one of them built, day by day, his

own role by adding or removing words from the text. Each day they discovered something new. It is true that when they are on stage, their spirit escapes, their soul becomes smoother; they leave their problems behind almost forgetting that they are imprisoned.

During the day of the performance, they are overwhelmed with various and controversial feelings. The previous night they read their role again and again, filled with stress.

They barely sleep. But during the performance their mentality is completely different. They are ready, they feel ready and they are certain about their capabilities.

After every performance, more students are willing to participate in the theatrical team. This fact proves that important goals have been reached. Pedagogical, social and psychological objective targets have been achieved.

Theatre gives inner satisfaction and has healing effect on their "wounds".

**Theatre is magic, emits light, it is a sure path leading to freedom.**

**After every performance, more students are willing to participate in the theatrical team**

This year's three act play was an experiment for our students since it was a comedy, the most difficult kind of theatre in my view. In the text, comments were made about society, the media, etc. They faced the challenge to act as characters different than the ones in a prison setting they were used to do with great success. They competed in the National School Theatre Contest and the result was far greater than we ever expected. They were awarded with the **1st prize**. The committee of the Contest pointed out that the texts they wrote were not only "important" but had the ability to serve comedy in the best way. On behalf of all the teachers in APMY, I wish you all the best achievements, both in theatre and life. You made us all feel very proud.



**Yuli Pezopoulou**  
**Literature teacher in APMY,**  
**Dr Theatrology**



# PUBLICATION

## encouraging young readers to read for pleasure in a prison setting



### Encouraging reluctant young readers to read for pleasure in a prison setting

A report by Dr Anita Wilson (Lancaster University), Helen Kerwin (National Educational Needs Co-ordinator, Thorn Cross), Lesley Oldham (MGL Skills for Life), and Sarah Eganon, Hayley Owen, Karen Flegg, Pamela Wilson (Learning Support Assistant, Thorn Cross)

HM 109 Thorn Cross Education, Doncaster



### Background

'Two said they rarely read and were attracted only to colourful magazines or The Sun/ Mirror type newspapers. They both considered any other type of reading as "boring" and "not necessary" (LSA notes 18/04/06)

There is considerable evidence to suggest that young people are unwilling to engage with reading. Children's enjoyment of reading appears to be generally in decline (Seabury & Shagan 2004). Young men in particular seem to do less well in reading tests (Younger & Warrington 2005) and boys are deemed less likely than girls to read for pleasure (Simpson 1996). It seems that, in line with the observation by one of the learning support assistants above, many young people see reading as 'boring' (NLT2005).

For young men in custody there are additional concerns. Many come from low socio-economic backgrounds, something which is known to affect attitudes towards reading. For example, a National Literacy Trust report (2005) showed the up-take of free school meals had a negative correlation to reading enjoyment and that pupils on FSMs were also less likely to read outside of school hours.

Likewise a significant proportion of young people who come to prison do not enjoy the benefits of conventional family units. One out of every two young prisoners under the age of 18, for example, has experience of being in public care (Social Exclusion Unit PJF Report 12 2000). This means that the positive experience of parental involvement in learning - known to be an influencing factor (Fan & Chen 2001) - has not always been an option.

However, there is some evidence to suggest that young men in custody go against the norms of their peers in the free world. While Simpson (1996) argues that boys are less likely to choose fiction and poetry over adventure and science fiction, other research (Wilson 2004) suggests that young men in custody actually choose to 'escape into the world of fiction'. Likewise, while Coles and Hall (2002) found that boys were unable to identify a book that they had read in previous four weeks, Hury et al (2005:9) found that 'young people [in custody] did an impressive amount of reading. 43% of boys in custody read every day...letters, magazine and newspapers were the most popular reading material but books, both factual and fiction, were also popular'

While it seems then that many young offenders may indeed be reading in their own way and in their own time, nevertheless the opportunities for reading for pleasure with a correctional educational setting are rarely investigated. This project set out to see what could be achieved and whether any intervention could change young offenders' views of reading from 'sit down and read that' to 'What are we reading this week Miss?'

### Introduction

I spoke to Marie at the weekend regarding engaging young men in reading - not functional literacy, but real, absorbing, demanding literature which would help individuals become powerful readers. I've never really been able to achieve this, especially in this context. I would like to discuss this with you, because I can't tell you exactly what I want! Could you meet myself and a colleague some time? (original email from Helen to Anita 15/09/05)

This project began - as many good projects do - as a serendipitous conversation between professionals - Marie Kerwin (Niace Regional Development Officer LLN North West) and Helen Kerwin, (SENCO at Thorn Cross Young Offenders Institution). It was followed by meetings at Lancaster University between Helen, Lesley Oldham, (MGL Skills for Life) and myself Dr Anita Wilson (prison ethnographer). It developed into a piece of action research, funded by the Paul Hamlyn Foundation, and undertaken by practitioners and learning support assistants at Thorn Cross with additional guidance from Helen and myself.

It was not an easy project to begin or to undertake. Thorn Cross has a transient population of young men who stay on average only around 16-20 weeks in the prison. This is not conducive to any long term or sustained intervention.

Additionally, as a prison from which young men are released, their time at Thorn Cross has many demands placed upon it including additional courses, work placement and release on temporary licence. Again, this makes any sustained intervention by any one department very difficult.

However, despite these drawbacks the project not only began but continued, the tutors remained keen and enthusiastic in the face of day to day setbacks and the results were considerable.

It is to the credit of the education department and the staff involved that I am able to write this report.



### What we did and how we did it

After the initial discussion between Helen, Lesley and myself, it was decided to approach the Paul Hamlyn Foundation who kindly agreed to fund the equivalent of one day's training on the principles of action research, one day's supervision of the project and some money to be spent on reading materials and/or a report.

We had a very successful day's training, introducing an action research model of plan, act, observe and reflect that could be applied at all levels to the project. This was followed up with a discussion on essential bureaucracy such as consent forms for the young men and a matrix to record the views of the young people about their personal reading habits.

We found six groups of learners and tutors who were willing to be involved and who agreed to take on the prospect of reading for pleasure.

We decided that each project would run for a maximum of 6 weeks, followed by an interim meeting, after which we would decide what to do next.

Each group and LSA had its own approach, using a variety of media ranging from plays to magazines, working in one to one or group settings, with young men with an age range of 16 to 19.

Of course, the realities of working in a prison environment where each service has to be mindful of the often competing demands of various services meant that things did not always go as smoothly as we had all optimistically hoped. For example, our 'half-way' point became a time for regrouping and reflection before any renewal of effort! Nevertheless, projects started and finished, some lasting longer than others. All however have potential for further development and yielded insights that could be carried forward at some future date.

What comes next is a flavour of each project which we have tried to encapsulate in 'poster' presentations. This is followed by our findings and some points of general observation, drawn together by analysing the experiences of the practitioners and the data collected from the young people.

# 'Reading for Fun – What turns you on?'

Helen's project title

### What I planned to do

I had aimed to work with a small group of readers with no real interest in reading and hoped that they would start to read something to be read for fun at the end of the term. The group would share reading out loud, discuss and then discuss the texts.

In the end I created the ECRG group. This was a mixed group – 1 Year 2 reader and 4 competent readers. All 34-35 year olds. ☺

### The reality of what happened

The group was a bit nervous at the start but as we started to read, the reading with the Year 2 reader following carefully, the 4th Year 2 reader with me, and I had to read it, we started to have a bit of fun. The reading was followed by discussion which was always fairly very lively.

The year 2 reader found it very difficult to read the text but as we started to read the 4th Year 2 reader with me, the group started to read the text. The group started to read the text and the year 2 reader in the end.

### My reflections

I was surprised they enjoyed it so much and that it was so easy to introduce to them. I was often asked for more books to read and we were reading out loud. I was surprised that they enjoyed the group more than I thought they would. I found that I was always a bit of a "bit" with the books – but some things worked really well – encouraging them to read their own books was a big success.

I was also surprised at how supportive they were of each other – gently and respectfully bringing the text back into the action. A colleague noted that the 22 reader (I think) was the 22 reader and appeared to be dominating in confidence.

The year 2 reader was at the end of the group and the most struggling readers. ☺

### What I plan to do next

Working with a colleague to run a bit with a mixed group. ☺

### One comment that summed it up for me and/or a piece of advice for anyone else brave enough to try!

We should do more. ☺

1

# 'Let's Read'

Karen's project title

### What I planned to do

To introduce a variety of reading materials (magazines, newspapers, fiction and non-fiction books) to groups of 2 - 3 students (ages under 10) during 30 minute sessions. The aim was to hopefully encourage them to widen their interests and diversity of text using the library. ☺

### The reality of what happened

After 1 session a group of young boys showed to me showed that in the end there was a lot of enthusiasm from the students. They seemed to enjoy the magazines as a format in which they could communicate with the text and become so into it. The students in the sessions also changed what books they had at home growing. ☺

### My reflections

Being someone's extra choice proved not to be a difficult task as I had a list of what I had planned to do. It was extremely frustrating when students refused to look at anything other than their usual interests.

However, I think that if I had been able to complete more sessions and if it had been possible to read the same materials throughout, the outcome may have been different. There were a couple of students who did show some enthusiasm and I would have hoped they may have inspired some of the others over time. ☺

### What I plan to do next

To look at different types of reading material (including non-fiction) in a session to groups of 2 or 3 students. It would be good to give the same range of books to the students and see if they would be able to read something new to the group library in some of the sessions. ☺

### One comment that summed it up for me and/or a piece of advice for anyone else brave enough to try!

The only comment I would give is that it doesn't go right for every one, don't give up. ☺

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# 'Reading Music Lyrics'

Seræ's project title

### What I planned to do

I hoped to read and discuss music lyrics with small groups of young men. Discussion and readings would range from 15 minutes to an hour depending on enthusiasm. Groups ranged from about 2 - 3 year 10/11s to all aged under 10. ☺

### The reality of what happened

A mixed bag. Some seemed to enjoy reading while the other was a bit of a "bit" with the books – but some things worked really well – encouraging them to read their own books was a big success.

### My reflections

I was surprised at the low level of enthusiasm for reading to start with. I thought the more young people would enjoy it more than a standard library session. But I was surprised – many great discussions, however, some participants did generally benefit from the exercise. ☺

### What I plan to do next

I think the young people had the age of all the other sessions. Some seemed to like the text. I will not attempt to do more at present. ☺

### One comment that summed it up for me and/or a piece of advice for anyone else brave enough to try!

A bit frustrating but there is potential for working with young people more mature than. ☺

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# 'Sit down and read that!'

Lesley's project title

### What I planned to do

Provide a range of books for young readers to choose from with a free choice. I started with books at a 1-3 or 1-2 level in the library. I found there was no real interest and no real length of time for each session. ☺

### The reality of what happened

The young men showed to me showed that in the end there was a lot of enthusiasm from the students. They seemed to enjoy the magazines as a format in which they could communicate with the text and become so into it. The students in the sessions also changed what books they had at home growing. ☺

### My reflections

I was surprised that some young people did not seem to get "permission" to just read. It was always seemed wrong to me that in our education to teach "reading" there is no time for reading for enjoyment. It is barely mentioned in the National Core Curriculum and not covered at all in assessments or Adult Learning tools. ☺

### What I plan to do next

Hopefully effective after the age of 10. ☺

### One comment that summed it up for me and/or a piece of advice for anyone else brave enough to try!

We need to emphasize the value of reading for the other world than enjoyment. If we cannot succeed in this way, then we should at least give out that more young we want to have it written down somewhere. ☺

4



Overall Achievements and General Observations

**O**verall, around 25 young people participated in the project and given the vagaries of daily prison life and the practical barriers to attending education classes (McGahan 1993) this is remarkable.

The fact that all the tutors managed to fit at least some engagement with the project is equally impressive given the daily workload of all members of prison education departments and the intensive work that goes on particularly with young prisoners.

The project once again shows that supported practitioner-led research (Hamilton and Wilson 2005) has the capacity to not only engage the learners but provide creative opportunities for those who are responsible for the delivery of the intervention. Even though they may feel that they could have accomplished more, this report is a testament to just how much the practitioners really did achieve.

Although this project set out to encourage young men in prison to read and enjoy the process and practice of what they were doing, it has also provided a rich seam of information about the approach that is required, the realities of delivering non-curriculum-based interventions and the qualities of those who are prepared to take on the challenge of delivery!

It has been heartening to see the way that the Learning Support Assistants were prepared to take up the challenge and even more heartening to see what they achieved. There is no question, however, that their achievement has been significantly enhanced by the commitment to the project of their coordinator Helen Kenny.

With regard to the effect on the young men, it would seem that while much research has focused on the non-achievement of disaffected young people, the results of this small piece of action research indicates that some of the most disengaged young people can indeed be motivated and encouraged to enjoy reading. The obvious pleasure they gained from reading in a group setting was something that was noted by a number of the LSAs in this study.

However work of this kind does require commitment, tenacity and a good grasp of the social histories of these young people in order to get a sense of what can be realistically achieved. All the practitioners took a flexible and organic approach to both the reading activity and the reading materials, taking the views of the young people into account but at the same time 'pushing' them to take some positive risks about what to engage with.

The research shows that potential young readers in prison display many of the characteristics of their disengaged counterparts in the free world. Resistance to reading, professed disinterest, lack of previous exposure to social reading and an unwillingness to

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move away from the familiar are common threads. But on closer inspection, it shows that – unlike their free-world counterparts – their reading is actually quite prolific, that they have a critical awareness of what they like to read (or do not!) and what engages them. Most of them – regardless of reading ability – did some reading in prison. Many of them had engaged with a substantial piece of reading ranging from personal letters to 'serious' books.

The pivotal point seems to be that young men can be persuaded to take reading risks and that when they do they see the benefit and the potential for reading to enrich their lives. It may well be that the interest kindle here will be taken forward to enhance their own future lives and the lives of those around them. However, it requires bravery, commitment and imagination both on the part of the young person and on the part of the practitioner for this to be achieved. Shifting from a proscribed and familiar 'sit down and read that' to a questioning and inquisitive 'what are we reading this week Miss?' is a giant stride. The young men and the practitioners in this project should be proud of what they have achieved.



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Materials and resources

Books

Greasy Lake	T C Boyle
The Slave Trade	Extracts from internet sites
Parley	Anthology, including America, love poems, modern poetry eg Zephaniah
Quinberg	Paul T. Owen
Danny Bracco	Joseph D. Pistone
11 Day in a Combat Zone	Tim O'Brien

Plays

Me, a Father	David Williams, Spiral Publishers
Bed of Nails	David Williams, Spiral Publishers
The Island	David Williams, Spiral Publishers
The Rich Aunt	
Break In	Willy Russell
Our Day Out	Willy Russell

Song Lyrics

'Dear'	Ennien
'The Way I Am'	Ennien
'Blower' in the Wind'	Bob Dylan

Magazines and other materials

Classic Rock ; Autocar ; Rugby League World ; Risk (Superheroes) ; Delicious ( Food and Cooking) ; Fresh ( Food and Cooking) ; Football magazines ; Personal Computer World ; Official X Box magazine ; Sandburys magazine ; Hello ; Chat ; Your Family Tree ; Homes and Gardens ; Gardening magazines

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## Membership

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



The European Prison Education Association is an organization 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 Organization (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 organization 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 20,00 euros, two years 40,00 euros**



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 EPEA and EROSCOCIAL project  
 Pipeline Training Course  
 Prison Education in Hellas



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- Liam Minihan Memorial Lecture
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- Increase in Membership
- Partner finding Seminar





# Membership

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

You become member in 3 steps:

### STEP ONE

Pay a membership fee  
Two options,

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

### STEP TWO

Filling in a form indicating your particular fields of interests

### STEP THREE

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

#### STEP ONE a) - PAYMENT BY CREDIT CARD

PayPal - Payment by Credit Card

Using PayPal a transfer fee of 2,00 euros is added to each of the membership fees. Using ordinary bank transfer will save you the extra 2,00 euros

The payment form on the web looks like this:

Type of Membership Required	1 year	2 years	Description
Individual	<input type="checkbox"/> 22.00 <small>ADD TO CART</small>	<input type="checkbox"/> 42.00 <small>ADD TO CART</small>	Full individual membership in Europe. Full voting rights.
Individual (open to members from selected European countries)	<input type="checkbox"/> 12 <small>ADD TO CART</small>	<input type="checkbox"/> 22 <small>ADD TO CART</small>	Open to individual members from: Albania, Azerbaijan, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Moldova, Poland, Portugal, Romania, Russia, Slovak Republic, and Turkey.
Associated	<input type="checkbox"/> 32.00 <small>ADD TO CART</small>	<input type="checkbox"/> 62.00 <small>ADD TO CART</small>	Open to individuals outside (a) Europe (b) British education No voting rights.
Organisation	<input type="checkbox"/> 152.00 <small>ADD TO CART</small>	<input type="checkbox"/> 302.00 <small>ADD TO CART</small>	Open to organisations in Europe. Limited voting rights.

#### STEP ONE b) - Alternative Payment by Bank Transfer

Alternatively you can use ordinary bank transfer and save a payment fee of 2,00 euros

**The fees are:**

	1 Year	2 Years
<b>Individual</b>	20euros	40euros
<b>Individual</b> (Discount countries*)	10euros	20euros
<b>Associate</b>	30euros	60euros
<b>Organization</b>	150euros	300euros

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 Fossekalen 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

Further information about bank transfer - See Web Site

#### \*Discount for certain countries

Individual members from Albania, Azerbaijan, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Moldova, Poland, Portugal, Romania, Russia, Slovak Republic and Turkey apply for a reduced membership fee. (Based on calculated Labour Cost for a teacher per day under 150 Euro, Socrates selection 2006 and considerations on GDP)



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**COUNCIL OF EUROPE  
RECOMMENDATION No. R(89)12  
OF THE COMMITTEE OF MINISTERS TO MEMBER STATES  
ON EDUCATION IN PRISON**

(adopted by the Committee of Ministers on 13 October 1989  
at the 429th meeting of the Ministers' Deputies)

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

- \* Considering that the right to education is fundamental;
- \* Considering the importance of education in the development of the individual and the community;
- \* Realising in particular that a high proportion of prisoners have had very little successful educational experience, and therefore now have many educational needs;
- \* Considering that education in prison helps to humanise prisons and to improve the conditions of detention;
- \* Considering that education in prison is an important way of facilitating the return of the prisoner to the community;
- \* Recognising that in the practical application of certain rights or measures, in accordance with the following recommendations, distinctions may be justified between convicted prisoners and prisoners remanded in custody;
- \* Having regard to Recommendation No. R(87)3 on the European Prison Rules and Recommendation No. R(81)17 on Adult Education Policy,

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

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

ΣΥΜΒΟΥΛΙΟ ΤΗΣ ΕΥΡΩΠΗΣ  
ΕΙΣΗΓΗΣΗ Νο R(89)12  
ΑΠΟ ΤΗΝ ΕΠΙΤΡΟΠΗ ΤΩΝ ΥΠΟΥΡΓΩΝ  
ΣΤΑ ΚΡΑΤΗ – ΜΕΛΗ ΠΑ ΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΣΤΗ ΦΥΛΑΚΗ



(Υιοθετημένη από την Επιτροπή των Υπουργών την 13η Οκτωβρίου 1989  
κατά την 429η συνάντηση των Υφυπουργών)

Η Επιτροπή των Υπουργών, υπό τους όρους του άρθρου 15β του Καταστατικού του Συμβουλίου της Ευρώπης,

Λαμβάνοντας υπόψη:

- \*Ότι το δικαίωμα στην εκπαίδευση είναι βασικό.
- \*Τη σημασία της εκπαίδευσης στην ανάπτυξη του ατόμου και της κοινωνίας.
- \*Ότι ένα υψηλό ποσοστό των φυλακισμένων είχαν ένα πολύ χαμηλό επίπεδο εκπαίδευσης συνεπώς έχουν μεγάλες εκπαιδευτικές ανάγκες.
- \*Ότι η εκπαίδευση στη φυλακή βοηθά στο να αναβαθμιστεί η προσωπικότητα των φυλακισμένων και να βελτιωθεί η αντιμετώπιση των συνθηκών κράτησης.
- \*Ότι η εκπαίδευση στη φυλακή είναι ένας σημαντικός παράγοντας για να διευκολυνθεί η επανένταξη του φυλακισμένου στην κοινωνία.

Αναγνωρίζοντας ότι στην πρακτική εφαρμογή συγκεκριμένων δικαιωμάτων ή μέτρων, σύμφωνα με τις ακόλουθες συστάσεις, ίσως είναι ορθό να διακρίνουμε τους φυλακισμένους σε προφυλακισμένους και καταδικασμένους.

Έχοντας λάβει υπόψη την εισήγηση Νο R(87)3 για το νομοθετικό καθεστώς που αφορά τους φυλακισμένους (ή τις φυλακές) στα Ευρωπαϊκά Κράτη-Μέλη και την εισήγηση Νο R(81)17 για την εκπαιδευτική πολιτική που αφορά τους ενήλικους.

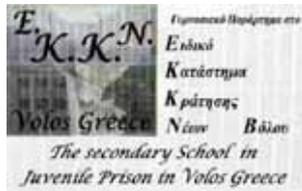
Συστήνει στις κυβερνήσεις των κρατών – μελών να εφαρμόσουν πολιτικές που αναγνωρίζουν τα παρακάτω:

1. Όλοι οι φυλακισμένοι θα έχουν πρόσβαση στην εκπαίδευση η οποία προβλέπεται να περιλαμβάνει μαθήματα σχολικά, τεχνολογική εκπαίδευση, δημιουργικές και πολιτιστικές δραστηριότητες, γυμναστική και άθληση, κοινωνική εκπαίδευση και εγκατάσταση βιβλιοθήκης.
2. Η εκπαίδευση για τους φυλακισμένους πρέπει να είναι ίδια με αυτή που παρέχεται στις παρόμοιες ηλικιακά ομάδες της κοινωνίας και το εύρος των μαθησιακών ευκαιριών για τους φυλακισμένους πρέπει να είναι όσο το δυνατόν μεγαλύτερο.
3. Η εκπαίδευση στη φυλακή πρέπει να στοχεύει στην ανάπτυξη γενικά του ατόμου. λαμβάνοντας υπ' όψη το κοινωνικό, οικονομικό και πολιτιστικό περιβάλλον του.
4. Όλοι οι εμπλεκόμενοι στη διοίκηση του συστήματος των φυλακών και τη διεύθυνσή τους, πρέπει να διευκολύνουν και να στηρίζουν την εκπαίδευση όσο το δυνατόν περισσότερο.
5. Η εκπαίδευση πρέπει να υπολογίζεται όσο και η εργασία στη σωφρονιστική πολιτική και οι φυλακισμένοι δεν πρέπει να χάνουν από οικονομικής ή οποιασδήποτε άλλης άποψης με το να λαμβάνουν μέρος στην εκπαίδευση.
6. Να ενθαρρύνεται με κάθε προσπάθεια ο φυλακισμένος για να συμμετέχει ενεργά σε όλες τις μορφές της εκπαίδευσης.
7. Πρέπει να παρέχονται αναπτυξιακά προγράμματα ώστε να διασφαλίζεται ότι οι εκπαιδευτικοί της φυλακής υιοθετούν τις κατάλληλες εκπαιδευτικές μεθόδους για ενήλικες.
8. Ειδική προσοχή πρέπει να δίνεται στους φυλακισμένους με ιδιαίτερες δυσκολίες μάθησης και μάλιστα σε εκείνους που έχουν πρόβλημα γραφής ή ανάγνωσης.

9. Η τεχνολογική εκπαίδευση πρέπει να στοχεύει στην ευρεία ανάπτυξη του ατόμου, επίσης να είναι προσαρμοστική όσον αφορά τις τάσεις στην αγορά εργασίας.
10. Οι φυλακισμένοι πρέπει να έχουν άμεση πρόσβαση σε μια ικανοποιητικά εξοπλισμένη βιβλιοθήκη τουλάχιστον μια φορά την εβδομάδα.
11. Η φυσική αγωγή και τα αθλήματα για τους φυλακισμένους πρέπει να οργανώνονται και να ενθαρρύνεται η συμμετοχή τους σε αυτά.
12. Οι δημιουργικές και πολιτιστικές δραστηριότητες πρέπει να παίζουν ένα σημαντικό ρόλο διότι έχουν μια ιδιαίτερη δυναμική στο να δίνουν τη δυνατότητα στους έγκλειστους να αναπτύσσουν την προσωπικότητά τους και τη δυνατότητα έκφρασης.
13. Η κοινωνική εκπαίδευση πρέπει να περιλαμβάνει πρακτικά στοιχεία ώστε να κατορθώνει ο έγκλειστος να αντεπεξέρχεται ικανοποιητικά στην καθημερινή ζωή μέσα στη φυλακή, με απώτερο στόχο να διευκολυνθεί η επανένταξή του στην κοινωνία.
14. Όταν είναι δυνατόν πρέπει να επιτρέπεται στους έγκλειστους να μετέχουν στην εκπαίδευση εκτός φυλακής.
15. Όπου η εκπαίδευση λαμβάνει χώρα μέσα στη φυλακή, η ελεύθερη κοινωνία πρέπει να εμπλέκεται όσο το δυνατόν περισσότερο.
16. Πρέπει να ληφθούν μέτρα που θα καθιστούν δυνατό για τους έγκλειστους να συνεχίσουν την εκπαίδευση και μετά την αποφυλάκισή τους.
17. Πρέπει να υπάρχουν διαθέσιμα τα κεφάλαια, ο εξοπλισμός και το αναγκαίο εκπαιδευτικό προσωπικό για να μπορούν οι φυλακισμένοι να λαμβάνουν την κατάλληλη εκπαίδευση.



## Inovative Conference in the frames of SONART, a Socrates G2 project - - EPEA presentation in Volos, Greece



Aggelos Michopoulos



John Papadimitriou



Ioannis Panoussis



Theodoros Batakas



Kalamida Maria



Apostolia Kotzagioutou

Heidemarie  
Wunshe Pietzka

Oystein Hauge



Andreas Efthymiou



G.Loner - Fr. Beordo



Anna Blazej

In the frames of Grundtvig 2 programme the city of Volos hosted the second typical meeting of the European partners from 1st to 5th of February 2007.

On the 3rd of February the school of the Juvenile Prison in Volos held a conference, which was open to public, on subject: 'Schools within prisons: where the knowledge has no limits, where there are no racial discriminations among the students, where the civilizations finally meet'. Outstanding people from the society of Volos attended the conference, which took an international character due to the active participation of all the representatives of the six European countries - members in the Learning Partnership name 'SONART'.

In the first part of the conference the host organization- the school within the Juvenile prison in Volos- was presented by Aggelos Michopoulos- the headmaster of the school, who also introduced us to E.P.E.A (European Prison Education Association).

A detailed reference to the Euro-

pean Prison Education Association was delivered by John Papadimitriou - the teacher from the Secondary school in Avlona. Also a big two columned posters were put up on the wall where the Council of Europe recommendations of the article R89 were written in English and the other in Greek.

Among the eminent lecturers was the professor of Criminology Ioannis Panoussis who introduced us to: 'The prisoners' rights and the role of education' and also the outstanding head priest Theodoros Batakas who introduced us to the subject: 'An organized typical service for the prisoners' support'.

In the second part of the conference the social worker Maria Kalamida introduced us to the subject: 'Education and correction from the aspect of Correctional service'.

Afterwards, Apostolia Kotzagioutou - the Greek coordinator of the Grundtvig 2 programme- made the audience aware of the Grundtvig action with her lecture on subject: 'The new face of Grundtvig action (2007- 2013) and also made an introduction to the Learning

Partnership 'SONART'.

Our European partners then presented their institutions to the Greek public. In the beginning Dr Heidemarie Wunshe Pietzka presented The Strategy Transnational-our coordinating organization from Germany.

The Norwegian Hustad prison was presented by Oystein Hauge , the Central prisons of Cyprus were presented by Andreas Efthymiou, the Social Cooperative Elios from Italy was introduced to us by Giorgio Loner and Francesca Beordo and finally, the Rzeszow prison was presented by Anna Blazej from Poland. This conference was an innovation to the society of Volos. We thank all the people who supported the school of the Juvenile prison in Volos for this achievement.



**Apostolia Kotzagioutou  
Ioannis Fovos**

**Teachers in the Secondary  
school within the Juvenile  
Prison in Volos - Greece.**

## EPEA S.C. meeting in Athens Nov. 2006

The members of the E.P.E.A.'s Steering Committee came to Athens in order to have their six-month meeting from 10 to 12 November 2006.

The meeting was financed by the Hellenic Ministry of Justice, which covered all the expenses, including accommodation and subsistence. In addition, a formal dinner was held the last day of the meeting. By supporting this meeting, the Ministry shows its appreciation of EPEA's efforts in the field of Prison Education.

The meeting attended:

Chairperson Anne Costelloe (Ireland), Secretary Anita Wilson (England), Treasurer Gisle Grahl Jacobsen (Norway), Member Secretary Torfinn Langelid (Norway), Per Thrane NW Rep. and webmaster (Denmark), NW Rep. Kerstin Ekholm-Erestam (Sweden), Central Rep. Katinka Reijnders (Netherlands) and Peter Ruzsonyi (Hungary), Med. Rep. Joseph Giordmaina (Malta) and Petros Damianos (Hellas), Advisors COE-Janine

Duprey-Kennedy (France) and Project-Valentina Petrova (Bulgaria).

Furthermore, Mrs. Hr. Petrou, of Penitentiary Policy General Director, as a representative of the Ministry of Justice, Mr. Ap. Papakonstantinou, Secondary Education Direct - Eastern Attica, representing the Ministry of Education, Dr. A. Georgiadou, responsible for the extra-curriculum, cultural activities of the Directorate of the Secondary Education in Eastern Attica, Mrs A. Faragoulitaki, liaison person of E.P.E.A. and Mr. J. Papadimitriou member of the editorial team of E.P.E.A.'s magazine.

During the meeting a variety of issues was discussed. Emphasis was given to the Constitution, the preparation for the International Conference that will take place in Dublin (June 2007).

The members of the S.C encouraged Mr. P. Damianos to create an E.P.E.A.'s Branch in Hellas, with the belief that the Organization's efforts

will be disseminated in Hellas in all correctional institutions all over the country and Prison Education will be improved in a National level.



## EPEA'S new BRANCH in Hellas



On February the 24th, people involved in Prison Education in Hellas were gathered in Athens in order to create the E.P.E.A.'s Hellas Branch.

The meeting was held at the facilities of the Secondary's Education Directorate in Eastern Attica. The participants were all members of E.P.E.A. Particularly the

meeting attended: Petros Damianos, member of the SC of E.P.E.A., responsible for the Mediterranean Region, Antigoni Faragoulitaki, Liaison Person of E.P.E.A. in Hellas, 14 teachers from the 2nd Gymnasium and Lyceum in the Juvenile Prison of Avlona, Attica (Mr P. Kounouklas, Mr J. Papadimitriou, Mr G. Zarras, Ms Bacoli, Mrs Delali, Mr I. Yfandis, Mr K. Karagiorgos, Ms M. Politi,

Mr. J. Dalamagas, Mr I. Kourmoulis, Mr N. Gerondidis, Ms K. Farou, Ms T. Argyropoulou, Mr J. Kouris), 3 teachers from the Second chance school in Korydallos Prison (Mr G. Zouganelis, Mrs Y. Georgiadou, Mr G. Karageorgiadis) and 4 teachers from the Gymnasium in the Juvenile Prison of Volos (Mr A. Michopoulos, Mr J. Fovos, Mrs A. Kotzagioutou, Mrs A. Chatzipli). ▶



► Unfortunately, some representatives of several educational institutions, although they are members of E.P.E.A., could not attend the meeting due to personal reasons.

The meeting started with a welcoming speech from the Coordinator, Mr. Petros Damianos, who thanked everybody for their attendance to the meeting and after giving a short flash back regarding the history of Prison Education in Hellas, expressed his deepest joy for the latest developments in this field.

He stated that the creation of E.P.E.A. - Hellas Branch would certainly be a milestone in the efforts for the implementation of the Recommendation No. R (89) 12 of the Council of Europe.

Several the participants had never met before, so they had the chance to get to know each other by introducing themselves and presenting their involvement regarding Education in the Correctional Institutions, where they are teaching. They started talking about their experiences and different point of views was exchanged. Moreover, a variety of interesting issues concerning teaching approaches and good practices was discussed.

Since the main target of this meeting was the creation of E.P.E.A.'s Branch in Hellas, it was necessary for the participants to form and establish

its Constitution. During the meeting, they discussed the content that the Constitution should have and helped in the formation of its text in accordance to the EPEA's Constitution. At the end, it was approved and voted unanimously.

Furthermore, voting procedures for the election of two Liaison Persons and the Steering Committee's members of E.P.E.A. - Hellas Branch were carried out.

#### **Liaison persons were elected:**

Mr Petros Damianos and  
Mrs Antigoni Faragoulitaki.

#### **The Steering Committee consists of five members:**

Chairperson: Damianos Petros  
Secretary: Michopoulos Aggelos  
Treasurer: Georgiadis Evlambia - Yvette  
Members: Papadimitriou Ioannis  
Zarras Grigorios

and

#### **four substitute members:**

Zouganelis George  
Kotzagioutou Apostolia  
Kounouklas Petros  
Karagiorgos Kosmas

It should be mentioned that at least one representative from each participating institution was elected at the Steering Committee.

This meeting was indeed a very successful one, since each member had the opportunity to meet with other people involved in the same field, share the same problems, difficulties, needs. Common tasks were set, strategies were proposed in order to develop the appropriate circumstances that may influence the educational policies in a national level and ultimately provide the fertile ground in which more people will get involved.

It is true that through the creation of the branch most of the participants felt that they can cooperate despite the geographical distance between them. They may achieve common goals and all together will join their forces for the improvement in Prison Education in Hellas.

So beneficiary were the outcomes of this meeting that, in a short period of time more and more applied for membership and now 42 people are acknowledged members of EPEA - Hellas Branch.

**John Papadimitriou**  
**Dimitra Bakoli**  
**Hellas**



**visit [www.epea.org](http://www.epea.org)**  
**the official web site of the organization**  
**for latest news, updates, etc.**