



Issue **33**

Autumn 2007

magazine

**News
Articles
Events
Updates
Membership**



Chairperson's forward

Welcome to the Autumn 2007 edition of the EPEA Magazine. I hope you find it of interest to you and relevant to your work. I would like to take this opportunity to thank the Guest Editor for this issue, Mr. Walter Kittel, from Germany, for his contribution, and of course, our permanent Editor, Mr. John Papadimitriou, and the rest of the editorial team for bringing this issue to publication.

You will know that the 11th International EPEA Conference took place in Dublin in June. A short report on the event written by the Chairperson of the Organising Committee, Mr Cormac Behan, is included within this issue but more in-depth details, including many of the workshop presentations, can be found on the website, www.epea.org. I like to take this opportunity to congratulate the conference Organising Committee on its success and to thank them wholeheartedly for ensuring it was such a rewarding and enjoyable experience for all those who attended.

Meanwhile, the work of the EPEA continues. In the months since the previous edition of the our magazine, the Steering Committee has responded to two Council of Europe *Committee for the Prevention of Torture* reports on the state of education in Croatian and Macedonian prisons. We worked again with the Council of Europe by submitting a proposal regarding education in prison to the its forthcoming White Paper on Intercultural Dialogue. In a similar vein, the EPEA was honoured to be invited by the European Commission to address a

seminar on the role of education in the prevention of violent radicalism, details of which can be found within this issue. Other notable events, include an invitation to both the Chairperson and the Secretary of the EPEA to each deliver a keynote addresses to the Australian Corrections Education Association, 8th biennial conference, *Connecting Offenders: Education, Training, Employment*.

I am delighted to announce that the EPEA is to be the co-ordinating partner in a Grundtvig-funded project; entitled *Virtual European Prison School*. The project is focused around the area of curriculum development and also on the exchange of teaching materials and learning resources for prison educators. Other partners include EPEA-France, IPEA-Ireland, FOKO-Norway,-Sweden, -Bulgaria, Kriminalvården Vezenska Сдружение за Европейско Образователно Сътрудничество sluzba Ceske republiky: Stredni odborne uciliste -Czech Republic, ΓΥΜΝΑΣΙΟ ΑΥΛΩΝΑ ΜΕ ΛΥΚΕΙΑΚΕΣ ΤΑΞΕΙΣ-Greece, and the Department for Education and Skills: Offender Learning and Skills Unit-UK. We are indebted to Ms. Valentina Petrova, (EPEA Project Co-ordinator) for creating such a successful application, and indeed I should mention that it was highly commended by the EU agency. On behalf of the Steering Committee, I wish this project every success and know it will prove to be a fruitful experience for all those involved as well as the EPEA. The project can be followed on www.prisoneducation.eu.



Looking ahead, it is time to invite organisations, institutions, committees, etc who may be interested in hosting the 2009 EPEA International Conference, to submit their application to the Steering Committee. Details on how to do so are outlined in this edition of the Magazine, and we look forward hearing from a range of countries that may be interested.

Finally, the Steering Committee is hoping to organise a meeting for Liaison Persons in 2008, the purpose of which will be to examine how the organisation can best meet the needs of its members and to plan for our future development. Further details will be outlined in our next edition of this magazine due for publication in Spring 2008, so until then I would like to wish you and your students well as we make headway in this new academic year.

Anne Costelloe
Chairperson - EPEA





Chairpersons Forward_____	2
Prison Education in Germany: an update_____	4
The role of education in the prevention of violent radicalisation, particularly among youth_____	6
Invitation to participate in exciting new course_____	9
Pipeline project_____	12
"Prison Education": a Challenge to Many ... Including Belgium!_____	14
Australian policy on Education in Correctional Institutions_____	16
11th European Prison Education Association International Conference_____	20
Interested in hosting the 2009 EPEA International Conference?_____	21
Dreaming on _____	22
"ARTS IN PRISONS" A Grundtvig Training Course in Bulgaria_____	24
Education and wishes for education_____	25
Membership, Liaison Persons, Contact Persons, Recommendation_____	27



**Next issue of
EPEA-magazine will be
published in Spring 2008
If you would like to submit an article,
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Prison Education in Germany: an update

by Walter Kittel

When I started to work in the penal system the vice-governor of the prison told me, *"A prison is some kind of a liner and just as for an ocean liner - it takes a long time and a lot of sure instinct, because like on an ocean liner it is almost impossible to effect any changes in the short run. But in the long run even the slightest shifting may have immense consequences."*

So for a couple of years I have worked for the educational service of prison, bearing this quotation always in mind and often finding it confirmed, especially its first part.

But now we have to work in a period of serious changes - partly deriving from internal changes in prison but to a large extent as well caused by external measures having an enormous impact on the conception of educational work and also on everyday work in prison.

The alteration that might probably have the most fundamental impact on work in a penal institution derives from a political decision:

In 1976 the first penal law became effective in Germany. Since then there was one law in Germany forming the framework for every action taken in the work with prisoners. The law was applicable all over Germany and every government and every prison in Germany was committed to this law. However, already then execution of the law was subject to the regional government of the 16 German federal states, called "Länder" (i.e. federal states). But anyway this federal law for the penal system formed the framework and both inmates and prison staff have been subject to more or less similar conditions. An inmate, no matter in which part of Germany he or she was detained,

served his sentence under comparable conditions. This applied as well to easing of custody (e.g. day-off, leave) as to the educational work in prison and a lot of other issues.

One of the major drawbacks of this law was that there didn't exist any special regulations for juvenile offenders. Therefore in May 2006 Federal Constitutional Court decreed a deadline for the legislator by which a law had to be in force regulating the execution of penalties in prisons for juvenile offenders. Simultaneously Court gave guidelines how re-socialization work had to look like in prisons at least: Education in school and vocational training, contacts with the family, accommodation in small communities of inmates and a thorough preparation of release.

But then in the same year the basis of the penal system was changed completely. Federal and Länder authorities decided that federal legislator should no longer have jurisdiction for the penal system but that it should be transferred to the Länder. This meant that there could be at least 16 penal laws which were more or less different. But actually there will be even more laws because some Länder have passed or are going to pass special laws for juvenile and adult offenders. When discussion about these laws started it was suspected that this splitting up could lead to a "competition backwards to former times of punishment" or even that it could result in a "race of shabbiness" as a big German newspaper was afraid of.

"A prison is some kind of a liner and just as for an ocean liner - it takes a long time and a lot of sure instinct, because like on an ocean liner it is almost impossible to effect any changes in the short run. But in the long run even the slightest shifting may have immense consequences."

Meanwhile all of the sixteen Länder published a draft bill or already passed a new law. Some Länder decided to make different laws for juvenile and adult offenders, some states decided on a joint law for all groups of offenders and some states decided on a common draft of the law. So there will be a number of laws in Germany regulating the penal system in Germany, but being in force only for a more or less big region in Germany. Chances are that all of these laws will comply with the guidelines of the Federal Constitutional Court - but if they will help to improve treatment, e.g. educational work in prison or even to reduce the number of recidivist can be doubted.

There will of course be programmes for school and vocational education for inmates in future, too. But first of all these programmes depend on the budgetary situation - if there is enough money they can be realized unless they can be reduced or even cancelled.

The draft of a Southern German state for example altered the relation between security and treatment by changing the order of these two words in the text: while in former federal law treatment was mentioned first as an objective of the penal system, the draft now names security on first place of objectives and only then treatment is being named. This might be only a cosmetic shift of words but it might also be symptomatic for a 'new' approach: public security can only be ensured by big walls and high-tech-surveillance. ▶



► Treatment is then only supplementary but if financial or personal resources are running short it can be cut down whereas means for security purposes might even be increased. If staff is missing in prison first of all the departments being concerned with treatment of the inmates like school unit might be reduced, and the remaining staff will be put off for better times. It might happen that especially treatment offered to inmates by the educational department has to be reduced as school unit does not have enough means to maintain all its offers. And prisoners do not have a legally protected right for special offers of treatment. The idea that treatment in prison serves for the security of public by helping offenders to change their lives in order not to commit crimes any more after being released seems to fall into oblivion.

Under these conditions it is also getting more and more difficult to transfer prisoners to semi-open prisons - for example in order to enable them to attend schools outside prison or to get a vocational training or a further training. Some obstacles against such measures have already been introduced but when the new law will come into force it might even become more difficult.

As already mentioned: Almost nothing can be said about the actual effects of the new situation under the new laws and as penalty system in Germany has become some

kind of rag rug it will be more difficult to talk about it.

But it will only turn out during the next years how this change in responsibility will really alter the penal system and create differences in the prison work in the different federal states. One slight consequence for prison teacher, however, could already be seen during the last annual congress of German prison teachers: In former times there were always greetings or an initial speech from a representative of the federal ministry of Justice but this year there was none, and it can be supposed that it was not only because of that year this annual meeting took place in Vienna in Austria.

Another decision of Federal Constitutional Court also had great impact not only on educational work. Due to a complaint of a prisoner who claimed that he had not been treated sufficiently during his life imprisonment and that there had not been an appropriate scheme for his treatment the highest German court decided that a prison had the right to get an appropriate scheme about his treatment during imprisonment. There had been schemes already in the past but the Court did not regard them as sound and elaborate enough. That resulted in a new individual treatment scheme for every prisoner.

In principle it makes of course sense that a prisoner knows how he should or will be treated during his imprisonment. Only then he will be able to cooperate in the scheme. But within one year

all prisoners had to get new schemes - and of course they first had to be drawn up. This applied also to educational measures like school and vocational education. As there are hundreds of these schemes to be written within one year it means that a lot of things, like giving lessons to prisoners or consulting them directly had to be postponed. But if administration works like writing schemes, attending conferences in prison etc. are augmenting more and more there corollary remains less time for educational work unless you do not get more manpower to cope with these extra works. And of course there wasn't more manpower for the educational department but in some cases due to a shortage of staff it was even reduced at the same time.

Just to sum up it seems to me that at the moment educational work in prison is characterized not only by slight shifts but by considerable changes and in addition by an augmentation of administrative work. At the moment it is difficult to predict the consequences of these changes on educational work in prison or in terms of the quotation of the vice-governor it is difficult to predict where German prison liner(s) is heading for in the future.

Walter Kittel
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Guest Editor



The role of education in the prevention of violent radicalisation, particularly among youth

The European Commission invited the EPEA to actively contribute to the debate on the above topic. This article outlines the context of that debate, the paper presented by the EPEA Chairperson to the EC seminar, and explains how EPEA members can contribute further to this issue.

Background information:

In September 2005, the European Commission issued a Communication entitled *Terrorist recruitment: addressing the factors contributing to violent radicalisation* which was the Commission's initial contribution to an EU Strategy and Action Plan on Radicalisation and Recruitment (restricted) adopted by the Council in December 2005 (recently updated in December 2006). It set up an Expert Group on Violent Radicalisation which will advise on policy-making in this field and which is to a report on the state of play of research into the phenomenon of radicalisation in November 2007.

Furthermore, in 2006 the Commission contracted three studies on violent radicalisation that encouraged the research community to invest in this field and to adopt multi-disciplinary, as well as comparative approaches, towards the analysis of the subject. The results of the studies are expected by December 2007 and are concerned with the following:

" The factors that may possibly trigger or affect violent radicalisation processes, particularly among youth;

" The beliefs, ideologies and narrative of violent radicals;

" The methods through which violent radicals mobilise support for terrorism and find new recruits

In the meantime, the Commission has also just contracted out a study on best practices in cooperation efforts between public authorities and civil society with a view to the prevention of violent radicalisation. The general objective of the study is to identify cooperation initiatives in countering violent radicalisation and therefore identify new ways in which the Commission can support them. The study will also guide and support the Commission's future policy-making.

The knowledge and expertise to be gained from all the above initiatives, will feed into a policy document the Commission plans to adopt in 2008 (probably in the form of a Communication) that will outline a number of initiatives for the prevention of violent radicalisation. It will serve also as a valuable instrument for suggesting amendments to the current EU Strategy and Action Plan on Radicalisation and Recruitment. Incidentally, it is worth noting that the Portuguese Presidency is also preparing a seminar entitled "Preventing and addressing the radicalisation of youth: the schools, the texts and the teachers".

The October Seminar:

It is against the above background that the seminar was organised and it is seen as another important source of input to the eventual preparation of the 2008 Communication, as well as an important basis for formulating project descriptions in the context of JLS' Crime Prevention Programme. The title of the seminar was the role of education in addressing violent radicalism, particularly among the youth. It was deemed true by the Commission that certain environments, particularly prisons, are more conducive to the radicalisation processes than

others. Thus the EPEA was invited to contribute to the debate and discuss the role that education in prison has to play in the prevention of violent radicalism within our prison populations. The Steering Committee agreed that the EPEA must be represented and it was approved that the Chairperson would address the seminar. Indeed, the EPEA was honoured to be invited as it was felt that this event could be the start of a process of engagement with educational institutions and stakeholders in developing a coherent long-term policy in the area.

The Contribution of the EPEA to the seminar:

In presenting her paper to the seminar, the Chairperson stressed that education alone cannot be expected to resolve the problem of violent radicalisation but is an important element never the less, which must be given due consideration. The Chairperson emphasised three main points in relation to the role of prison education in preventing violent radicalisation among prisoners.

" Prisons are inherently damaging. Imprisonment damages people because it physically, socially, psychologically, alienates people from society. For most prisoners it is the final manifestation of their utter isolation and marginalisation from society at large. It cuts them off from their family and community, which for many are the few remaining meaningful and rewarding aspects of their lives. In so doing, it hampers their development as a human being and a citizen. The primary role of education is to lessen the damage because if this does not happen, the student will be facing an uphill struggle in their preparation for life after release. Unless, they are ▶



► facilitated in preparing adequately for release, they will return to the margins of society believing they have nothing to contribute to society and will continue to be considered by many others not to be worthy citizens. It is this notion of citizenship that lies at the heart of the issue of violent radicalism. Quite simply, if people are not made to feel a part of society, if they are not encouraged to be active citizens, if they fail to see any benefits from active citizenship, they will reject the society within which they live and its values. Thus rendering them, particularly the young, more susceptible to those who advocate a more violent or radical approach to 'civic engagement'.

" Prisons are the antitheses of democracy. Therefore, an important element of prison education is to provide a counter-balance to this by allowing and creating spaces for democracy to grow. If we want prisoners to believe in the fundamentals of democracy then prison schools must be exemplars of democracy in action. In other words, prison schools must be micropractices of democracy. They must become democratic forums that encourage dialogue, equalise power relations, and provide conditions where students can learn about democracy by practising it. They must be designed to prepare students for citizenship by introducing them to the process of democracy through actively engaging in it. In short, learning by doing. In order to create a safe, encouraging and meaningful climate in which democratic philosophies and practices can flourish, prison schools should be models of political participation enacted through the medium of dialogue, where students enter into critical dialogue regarding the nature of state, society and the economy. In such a educationally-sound climate, it is then possible that the motivation for participation in violent radicalism is understood and respected while learning opportunities are developed that meet both student and societal expectations within that con-

text.

" The type of education we provide in our prisons must be focused on developing the whole person. This can be achieved by engaging in critical reflection and dialogue. In this scenario, teachers and students can work together to unmask sources of oppression, to reach a shared understanding of causes and consequences of oppression, and to prepare for positive participation in society on release. This type of critical pedagogy enables the educator and students clarify the dominant ideas, frameworks of analysis and forms of discourse that shape their view of the world. It allows them recognise and understand the social, political and cultural controls and influences that are buttressing and constructing their experiences. It broadens the students' sense of possibility, expands their sense of a larger humanity, and liberates them from the confines of their unexamined assumptions and perceptions; it provides them with both a language of critique and possibility. It ensures that the knowledge, skills and habits necessary for good citizenship are taught and practiced. Students are provided with the opportunity to develop the critical capacity to challenge and transform existing social and political forms, rather than simply to adapt to them. It also means providing students with the skills they will need to locate themselves in history, find their own voices, and provide the convictions and compassion necessary for exercising civic courage and democratic action. In this way, they come to recognise, understand, assess and challenge the dominant ideologies and discourses that shape their assumptions, presuppositions and convictions and in so doing it challenges preconceptions, prejudices, indoctrination and fatalism. They gain the skills and the ability to reveal how these assumptions are socially constructed, but also most importantly, how they can be dismantled. They can then move away from notions of separatism, intolerance and authoritarianism.

What are your Experiences and Views?

The Chairperson's paper is only part of the contribution the EPEA Steering Committee would like to make to the development by the EU of a Strategic Action Plan on this issue. Therefore, we are inviting all members to contribute to the debate by sharing their views and experiences with the European Commission. In order to move the process along, the Commission is keen that we focus on the following examples/topics in particular:

- What are the experiences of education establishments in the Member States in dealing with young people who exhibit behaviour that could potentially lead to violent radicalisation? What are the experiences of EPEA members in building competence in prison schools, and other prison education-related establishments, to enhance their expertise in understanding and dealing better with (the earliest) signs of violent radicalisation?



- What type of structure could be devised to ensure that those experiences are shared with other Member States particularly in those situations where projects or initiatives have already been developed and shown degrees of success?

- How could awareness of violent radicalisation processes be streamlined into the teaching of other important life skills and linked notions like tolerance and diversity and political democratic awareness?

- The role of religious/spiritual leaders is absolutely ►



The role of education in the prevention of violent radicalisation, particularly among youth

► crucial towards the prevention of violent radicalisation and towards helping people steer away from that path. What type of engagement can public institutions, and prison education, enter into in order to ensure that religious leaders can meet adequately the needs of young people?

- It cannot be ruled out that those propagating violent extremist ideologies of some kind may try to influence education establishments (e.g. in terms of curriculum, material, personnel) for their own ends and in very subtle ways, particularly if such establishments rely on them for funding. What approaches could be developed to tackle this issue?

- The phenomenon of violent radicalisation in prisons is well known. How can education play a role in helping individuals in prisons become resilient to the overtures of violent extremists within prisons and in rehabilitating individuals with some form of link to terrorism?

- What policies or other practical initiatives could be developed in order to increase (young) people's awareness of the beliefs, history and culture of the major

world religions?

- How can media literacy programs help youth develop a discerning and critical approach to news coverage and violent imagery, particularly in relation to terrorist violence, that arrive at them from diverse sources like television, video games, films, internet and music videos etc.? How can media literacy programs help youth to reflect on the power of images in society as a means to shape values, social codes and stereotypes including representation and discrimination of minorities and citizen responsibility?

- What specifically tailored initiatives or programmes could be developed at EU and/or Member State level to address such issues?¹

- How can we expand global, cross-cultural and human rights education as well as citizenship within the Member States together with increasing young people's awareness of the relationship between religion, culture, history and society and the diversity of religions? How are our educational approaches responding to the changing landscape of societies in Europe?²

- Should (and if yes, how?) a EU-level platform involving religious leaders, policymakers and civil society be created to develop consensus guidelines for teaching about religion (as suggested by the Alliance of Civilisations Report of November 2006).

If you would like to address any of the questions raised here, or if you would like to share examples of good practice and initiatives in tackling these areas, please contact, Anne Costelloe (EPEA Chairperson) through the EPEA website - www.epea.org. If you wish to add to, or disagree, with any of the ideas raised by the Chairperson in her paper, please contact her again through the EPEA website.

Anne Costelloe would like to acknowledge the influence of ideas contained in an article in progress by Randall Wright and Thom Gehring, (From Spheres of Civility to Critical Public Spheres: Democracy and Citizenship in the Big House) in the preparation of her contribution to the seminar.



¹ The importance of this subject is also underlined by the High-Level Group Report of the Alliance of Civilisation (under the auspices of the UN) which states in one of its recommendations (education no.5b) that "instructional materials for media literacy" should be developed "as a bulwark against radicalisation through the media". The Commission is also planning to adopt a Communication specifically on the subject of media literacy by the end of 2007.

² Initiatives like the TRES Network (Teaching religion in European multi-cultural society) are particularly interesting in this context see www.tres-network.eu





Socrates
Grundtvig



INVITATION TO PARTICIPATE IN EXCITING, NEW COURSE!
Self-directed learning: developing new approaches
International training course for trainers and facilitators in adult education
from 31st March to 6th April, 2008 in Bonn, Germany
Grundtvig Reference No: DE-2008-722-001

Are you a self-directed learner?

When we try to define one of the main roles of a trainer as being "a facilitator" the thought behind that is that participants need to be accompanied in their learning process. The ownership of the learning process is increasingly described as being in the hands of the learner. But how much does that actually happen? To what extent do facilitators take the role of following, supporting and creating space for participants who take the responsibility for their own learning? And, to add a bit of fuel to the fire: what else should trainers be doing in the process? Research backs up the belief that people learn better when they decide on what to learn, on how to learn, on when to learn and when the learning is finished. When we want to see people as responsible persons taking their lives in their hands and participating in creating their environment, 'learning directed by others' doesn't really fit. Which means that the question 'Why self-directed learning?' maybe is not the right one. The question 'how self-directed learning?' might be more appropriate. And that 'learning with others' also has a big part to play in it all!!! And that is what this training is about. If it fits within your self-directed learning plan, then we would be very happy to see you apply!

During the training we will look at:

- " the main concepts of self-directed learning
- " links between self-directed learning and the EU-defined Key Competences for Lifelong Learning
- " critical approaches to evaluating learning styles
- " defining the competences a self-directed learner needs
- " the kinds of support required to facilitate self-directed learning
- " competences needed to fulfil the role of a facilitator of learning
- " relevant methods and tools
- " motivating learners to support each other
- " which contexts are more or less effective for self-directed learning.

Full details about the course are to be found here:

<http://ec.europa.eu/education/trainingdatabase/index.cfm?fuseaction=DisplayCourse&cid=5873>

Working language

The training course will be held in English.

Trainers

The course was developed by a multinational team of experts, adult educators, trainers and course organisers - all members of the new European educational network UNIQUE. Trainers will be Paul Kloosterman, Italy, Mark Taylor, Belgium and Sonja Candek, Slovenia.

Place/Accommodation

Set conveniently next to the tram line to the centre of Bonn, the venue is a purpose-built educational centre, with superior accommodation and great food. Bonn itself has a host of attractions to learn about (in a self-directed way, of course!) and participants will be provided with sufficient information to find their way.



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Course costs

Participation fee	750 EUR
Accommodation and meals	480 EUR

Training grant

Persons interested in participating in this course may receive an individual grant up to 1.500 EUR from the European Commission within the EU-programme Socrates Grundtvig 3. Applicants may come from the following countries: EU member states (except Germany!), Turkey, Iceland, Liechtenstein and Norway.

1. Before applying for the grant you have to pre-register at the organizer IKAB e.V. training@ikab.de as soon as possible. If your profile fits the envisaged group of participants, we will immediately confirm your registration. Places will be confirmed on a first come, first served basis.

2. With the confirmation letter you can approach your respective National Agency (to find under http://ec.europa.eu/education/programmes/lfp/national_en.html).

There you can get the "LIFELONG LEARNING PROGRAMME GRUNDTVIG, IN-SERVICE TRAINING GRANTS FOR ADULT EDUCATION STAFF, APPLICATION FORM 2007" where you have to fill in the data about you, your organisation and the training course.

Please refer to the Grundtvig 3 course database, the reference number for this training course is DE-2008-722-001.

Candidates should keep the organizer IKAB e.V. directly informed about their grant situation.

Registration

To register fill out the attached application form (as well available on our website www.ikab.de) and send it to us as soon as possible. Please take into consideration that the DEADLINE for applications to your National Agency for a Grundtvig grant is 31st October, 2007.

For more information contact:

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Poppelsdorfer Allee 92
53115 Bonn / Germany
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Self-directed learning: developing new approaches
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P R E - R E G I S T R A T I O N F O R M

First Name			
Sure Name			
Nationality			
Date of Birth		Sex M/F	
Name and type of organisation			
Postal address for correspondence			
Tel. / Fax			
E-Mail			
Special needs			
English language skills			
Mark from 1 low to 5 high	Reading:		Speaking:
			Writing:
Your answers to the following question might be very helpful for us:			
How did you know about this training course?			
Please describe your experiences as a trainer/facilitator in adult education and your working field			
Which are your main concerns and questions when it comes to self-directed learning?			

Please note, that this is a pre-registration for the course. If your profile fits the envisaged group of participants for this event we will send you immediately a registration letter for your grant application.
 Please fill in this page and return it to us by e-mail training@ikab.de or
 Fax +49-228-694848

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PIPELINE - connecting correctional education with new opportunities



PIPELINE is short for Partnerships In Prison Education: Learning In Networked Environments and is a recently finished Grundtvig 1 project. As the project title suggests this is an ambitious effort which aims to bridge the gap between imprisonment and competences needed in an increasingly digital and networked world. The partners in the project are the Czech Republic, Denmark, Germany, Greece, Romania, Slovenia, Sweden, the UK, and with Norway as the coordinating partner. In each of the participating countries, there is cooperation between a penal unit such as a prison and one or more official bodies (Justice Department, Department of Education). The project started on October 1, 2005, and finished on October 1, 2005 with a transnational conference in Oslo, counting between 60 and 70 participants

from European services.

The PIPELINE project rests on three observations:

1. Research over the last decades has shown that learning is as much a social and contextual process as a mental and cognitive one. The use of cultural tools, such as digital technologies, play an increasingly important role in learning and development.
2. The impact of information and communications technologies (ICT) on personal, social, and professional life, and in particular the Internet and other networked environments, has steadily increased. Digital literacy and digital divides are but two concepts that frame competences and risk of exclusion in the knowledge society.
3. There is a severe risk that

certain groups of learners lose out on rapid societal development and perhaps prisoners more so than any other group. The reason is so far unsolved security concerns, but also lack of knowledge as to how to pedagogically integrate technologies in prison education.

The response in the form of the Pipeline project has been to address pedagogical, technical, organizational, and security aspects by developing a so-called "sociotechnical" system. This system includes firewalls and dedicated servers adapted to organizational and pedagogical needs and security demands as well as filters and logging of activities. The system has recently been tested by computer security specialists to prevent inmates from contacting people on the outside, from people on the outside ▶



▶ contacting inmates, and from inmates in one prison contacting inmates in another. However, despite such restrictions, the Pipeline system opens up for a series of opportunities and innovations in learning and teaching.

Two of the main activities to emerge with the system are connected to the Pipeline E-learning Platform (PEP) and the Pipeline Publishing facility (PUB). In both cases, solutions can be scaled and tailored to be used on single, stand-alone computers and local prison networks (for extremely high-security environments) and on to regional/national prison networks and even on a European scale. The PEP makes it possible to make available or deliver learning content and for inmates to work on tasks and assignments that can be checked and monitored by a teacher. Examples can be clearly identified modules or tutorials in reading and numeracy and on to more complex courses in vocational as well as academic subjects. However, the PEP also affords collaborative learning where inmates together can work on projects over time, which is one of the major requirements for working in the knowledge society. Such Learning

Management Systems (LMS) are practically a staple feature in modern working life.

Another radical development in the sociotechnical system is the PUB. Within the project the prisoners (also across prisons in more open prison institutions) can jointly produce a magazine (online as well as printed version) that could e.g. concern their daily life in prison as well as their personal interests. The magazine's motto is "made by prisoners for prisoners". Giving them the opportunity to express themselves is the main motivating factor. Production can happen locally and be published by teachers with access to the editing features of the PUB or, in some cases, prisoners can have editing privileges. Content can either be read online, downloaded, or printed out (in high security environments). Such activities involve language production as well as translation (several automatic translation services have been tested) and awareness raising of how inmates can face a complex society outside of prison. The PEP offers a combination of skills such as reading, writing, arithmetic (calculating the budget of an issue), social skills, and media literacy.

As the prison population in all European countries becomes increasingly multicultural, the Pipeline system can also afford learning and teaching situations where a foreign inmate in a prison can be linked to an educational institution in her/his country of origin. This would, then, prevent the double exclusion of being both socially and culturally segregated. In sum, the system is available for use and can locally be filled with content and activities relevant for the particular context. A successful workshop in Slovenia for teachers in prison education prepared them for working in such environments, and partner countries are currently working on how to integrate the Pipeline solutions with their existing (or emerging) digital infrastructures.

Finally, the Pipeline project's website offers a rich and detailed description of the work that has gone into the project as well as the outcomes. Please consult www.pipeline-project.org for a view of future-oriented correctional education!

Andreas Lund
Project Coordinator



"Prison Education": a Challenge to Many ... Including Belgium!



VOCB (Flemish Adult Basic Education Support Centre), has become a member of EPEA on October 31st 2006.

Within VOCB, I am in charge of support to the "Prison Education" programme in the 15 prisons in Flanders (i.e. located in the North of the country) and the 3 prisons located in Brussels. The prisons in the Walloon provinces (i.e. located in the South of the country) are outside my competence. For more information on VOCB, please refer to www.vocb.be

A. The Strategic Plan

"Detainees, though deprived of their freedom, maintain their fundamental civil rights. Detainees do not have more rights than 'common' citizens, but they maintain their entitlement. The only right they have been deprived of, is to freely go and be where they want. Detainees remain members of society and maintain their entitlement to social help and service. Hence the importance of detainees being able to exercise their entitlement, also when in prison, with a view to rapid reintegration into socie-

ty." (Source: "The Strategic Help and Service Plan Aimed at Detainees", 2000) On December 8th 2000, the Flemish Government approved this "Strategic Help and Service Plan Aimed at Detainees".

This plan holds the Education Department's commitment to develop the education programme for detainees to a level allowing all detainees to exercise their entitlement to education.

Though prison education was already delivered, this plan offered the challenge to enhance the extent and the quality of this education programme. Each prison has many enthusiastic and motivated staff equally determined to reach this goal.

We refer once more to the VOCB site for a survey of the education programme in prisons in Flanders and Brussels. Click on to "Onderwijs aan gedetineerden" (Prison Education): Inventory. Since the plan's initial launch, the education scene for detainees has been in a state of flux. One of the most important

achievements will be the appointment, effective September 2008, of an education coordinator for each prison. One has come to recognize that education programmes in penitentiaries meet an actual social need; this appointment proves that it was essential to do something about it.

Education is already being delivered in each prison in Flanders. The offer depends, however, on several factors such as the composition of the prison population and the type of prison (detention centre/penitentiary).

Especially language and information technology courses are very popular!

Composition of groups should be homogenous so as to avoid dropouts; this is achieved through screening and intake interviews.

Nearly all detention centres and penitentiaries have open learning centres. These open learning centres allow detainees to catch up on a number of basic skills at their ▶



► own pace and level while using information and communication technology. Detainees can also request help from the open learning centre for their personal learners' questions. Educators coach the course participants during these learning moments.

B. Certificate Oriented Education

In the Oudenaarde penitentiary, detainees may opt for certificate-oriented education since 1994. Candidates may choose between hotel/kitchen or office. In order to be eligible for this project, candidates need to speak Dutch and be motivated; also, the date at which they qualify for conditional release must be in three years. Candidates take courses by module. The 6 modules each take 6 months. As soon as candidates have successfully completed a subject, they are awarded certificates. Many course participants take courses on top of their jobs in prison. Course participants are also awarded monthly course allowances. In the course of the 13 years, 35 certificates and 406 partial certificates have already been granted.

C. Vocational Training

The Hoogstraten Penitentiary School Centre is the only open penitentiary in Flanders to systematically organize vocational training programmes for detainees. The community regime has a well-structured time schedule comprising many group activities. Work, training, education and vocational training are of utmost importance. Bricklayer, house painter-paperhanger, plasterer, baker and electrician are just a few of the vocational training sessions, which the Hoogstraten detainees can take. Refer to : http://www.psc-hoogstraten.be/Default_2.htm for more details (available in English and French as well)!



D. European Projects

a."By Learners, for Learners":

In most European prisons, a number of detainees are low-proficiency readers and writers. Detainees feel hesitant about exposing this problem.

The Grundtvig Seminar on "Prison Education" (Lancaster - January 2006) made clear that most European countries organize education programmes tailored to low-proficiency readers and writers in prisons.

The Grundtvig "By Learners, for Learners" project has detainees in reading and writing circles write elementary readers for colleagues learning to read. During the first project year, they write small stories about life in prison, the second year has them working on popular legends.

The project partnership includes Rosti Pal Gimnazium (Hungary), providing



education in the 3 Dunaujvaros prisons, Leiria prison (Portugal), which employs literacy teachers, HMP Albany on the Isle of Wight (United Kingdom) and the Noorderkempen Centre for Basic Education (Belgium), providing education in the 4 Noorderkempen prisons since the nineties.

Go to www.grundtvigvlaanderen.be/index.php?&op=story&id=29 for more details on this project.

b."Beyond the Open Doors, Turning the World in a Different Corner":

The "Open Doors" project has taken shape in Lancaster as well.

This project essentially focuses on detainee reintegration. Our partners are Greece, Romania and Denmark.

The project's initial challenge was to convince any actors on the home front on the project's usefulness. Usefulness strongly differed from country to country. The extent to which the organisation has a network, the position of the person having to "sell" the project, the importance prison management thinks the project will have on reintegration of detainees.

March 1 2006 was the first partner-imposed deadline to be met. Homework was divided up by coordinator Stefaan Segaert from the Ghent 'Justitieel Welzijnswerk' (Belgium), and the deadline was met.

The first hands-on activity was the project meeting taking place in Belgium on October 2006.

We worked our way through the project, agreements were entered into on the steering groups to be started up in each country with the relevant actors.

The target group was defined, the questionnaire idea was launched (10 detainees/'hands-on' experts were questioned on various areas of life, such as living, administration of justice, education ... This is how the material required to set up the "reintegration guide" was collected.), a joint folder was agreed upon, we proceeded to planning in stages and allocation of tasks.

The second project meeting took place in Greece.

This included a visit to the "Adult Education Centre of Tessaloniki", which provides programmes such as English, information technology and social education in prison. ►



► The visit to the Diavata prison was the icing on the cake!

A friendly and open discussion with staff was followed by a visit to the "Adult Education" project, which can help up to 40 detainees to take certificates. It is the prison's ambition to extend this project so as to include 100 detainees-students.

The project made smooth progress as well.

January and February 2007 saw interviews with detainees on reintegration. Interviews were exchanged and we proceeded to depth analysis, comparisons

and discussion of points of difference. It was also discussed how to proceed with planning in stages and how to handle project dissemination.

A third meeting is planned for October 2007, with Romania being the host country.

E. Future Challenges

All those involved in "Prison Education" are aware that there still is a long way to go. We are not lacking in dedication and motivation; there is, however, a lack of financial resources.

Web learning, internet for detainees, coaching detainees on individual studying programmes, more "made-to-measure" initiatives, improved classroom infrastructure, a sound, extensive basic offer in each prison, education paths, more certificate-oriented education... Ideas and challenges for the future that should come true!

Regine Cuypers
VOCB

Australian policy on Education in Correctional Institutions

In January 2007 the Australian Education Union (AEU) at its Federal Conference in Canberra carried a policy on education in correctional environments. This policy formed the basis for the Resolution that was moved and carried at the World Congress of Education International (EI) in Berlin in July 2007. At the World Congress education unions from Australia, Canada, Great Britain and New Zealand spoke to the resolution and it was carried unanimously. Speakers came from general

education and tertiary education unions with members working in corrections.

The policy was developed at a national level by a working party that surveyed members covered by teacher unions working in correctional settings, and then provided feedback on the draft document. The policy reflects in part the recommendations of the Council of Europe, decisions of the UN and its bodies, and also work done in Australia to improve educational quality and work-

ing conditions in correctional environments through the use of industrial At an international level the Resolution being moved at EI was circulated to national education union bodies for consideration prior to the World Congress.

Within Australia, as well as in other parts of the English-speaking world there has been a dramatic increase in the use/overuse of imprisonment in recent decades. Across jurisdictions ►



▶ in Australia, this growth has been the most dramatic in New South Wales (NSW) where successive state governments have campaigned on law and order, and "truth in sentencing", i.e. a life sentence means life.

Over the last 15 years this has meant an increase to the inmate population in NSW from around 3,000 to over 9,000 and a massive increase in the rate of imprisonment. Within NSW, like other Australian jurisdictions there is a significant over representation in the inmate population of those from an indigenous background.

During this period there has been a significant investment by state governments in the construction of new correctional centres, and within NSW there has also been an emphasis on inmate case management, work in industries, and a move towards the notion of addressing offending behaviour.

Educators working in NSW corrections have been highly active in campaigning for increased access and provision for inmates to education and vocational training whilst incarcerated, as well as campaigning for improved working conditions.

Within most Australian jurisdictions there are no legislative guarantees giving inmates a right to education, however campaigning continues in this regard.

There is no doubt that teachers working in correctional environments often work in difficult physical as well as industrial conditions. For example, many teachers working in corrections across Australia are employed either on a casual or fixed term basis, rather than as permanent professional teachers with full teaching conditions.

In NSW the Teachers Federation, an associated body of the Australian Education Union, has been successful in campaigning for improvements to working conditions for teachers in corrections. Industrial campaigns and agreements have been used increase inmate access and provision, and implement quality education standards such as ensuring courses are accredited

to community standards, that there is a breadth of subjects and training, etc. With NSW all teachers employed by the Department of Corrective Services since 2002 are either permanent full or part-time with full teaching conditions and that there are no casual teachers employed.

Within the NSW Teachers Federation the Corrective Services Teachers Association represents educators working within corrections both industrially and professionally, and, has a high density of membership.

The impetus to develop a national policy on correctional education in Australia, and to carry this forward internationally, has been generated by members of the NSW Teachers Federation from the Corrective Services Teachers Association, who believe that there needs to be greater communication and connections between educators working in this area both a national and global level.

The policy and resolution aims not only to describe the right of inmates to education and the conditions under which it delivered, but also the industrial and professional rights of teachers, and the need to develop greater communication and connections between those working in this area nationally and internationally. The policy and resolution also shines a light on incarceration, its overuse and abuse, and provides a framework for campaigning in that context.

It is significant to note, that two teacher trade unionists from Colombia, Samuel Morales and Raquel Castro, were honoured for their courageous and exemplary actions to defend and promote human and trade union rights at the July 2007, Education International World Congress in Berlin.

The Colombian Government had held both as political prisoners following a military operation in 2004, during which they witnessed the assassination of three trade union colleagues. The armed forces alleged that they were engaged in rebellion. Both were involved in peaceful environmental campaigns with indigenous peoples and peasants who have been uprooted from their lands by multinational oil

Australian policy on Education in Correctional Institutions

companies, and experienced human rights abuses at the hands of rightwing militias. They were convicted in November 2006, in spite of the fact that they were not represented at the trial or were even aware that it had occurred. Whilst in prison, Castro was subjected to psychological torture, such as mock execution. In spite of the harshness of the conditions, and the fears for their lives, both continued to teach and advocate for human rights in prison. Colombian women are often incarcerated with their children, so education programs are a necessity. She has campaigned for education to be provided to prisoners and their children.

In an open letter from his prison cell Samuel Morales wrote, "Dignity and intellectual freedom transcend, like a phoenix, the bars and cells of repression and state tyranny."

Peter de Graaff

Organiser, NSW Teachers Federation
Australian Education Union,
National Technical and Further
Education Council Executive
Member



Australian policy on Education in Correctional Institutions

Education in Correctional Settings Policy as adopted at the 2007 Annual Federal Conference

1. Introduction

1.1 The Australian Education Union covers members who provide education and training in a range of correctional settings in all states and territories. These settings include Correctional Centres, Juvenile Justice Centres, Detention Centres, and institutions for people on probation or parole.

1.2 United Nations General Assembly Resolution 45/111 on Basic Principles for the Treatment of Prisoners at Article 6 states: "All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality."

1.3 This policy is situated in the context of acknowledging the increased benefits which accrue to individual inmates and also to society broadly as a result of the provision of education in correctional settings. To this end, the policy promotes the notion of education as a right, within the context of improvements in individual's lives, including vocational outcomes, and overall societal cohesion. It is also situated within the context of the rights of teachers who work within correctional settings to a safe and healthy working environment.

1.4 Conditions of AEU members working in correctional settings are included in a range of industrial agreements which differ from state to state, and from territory to territory. The overall funding of vocational education and training is a shared responsibility between the States and Territories, and the Commonwealth Government. The implementation of vocational education and training in correctional settings is the responsibility of States and Territories. In the States and Territories, arrangements for vocational education and training may be the responsibility of either one or a combination of the states training authority and the corrections administration. Further variations exist in respect of Juvenile Justice and Detention Centres.

1.5 In the June quarter, 2006, there were 76,974 people under the authority of corrective services (excluding those in periodic detention). The total comprised 24,762 people in full-time custody and 52,212 in community-based corrections. The June quarter 2006 average daily imprisonment rate was 158 prisoners per 100,000 adult population. Of these, 93% were male, and 7% were female. The average national daily Indigenous imprisonment rate in the June quarter 2006 was 2110 per 100,000 of the adult Indigenous population.¹ The 2002 ANTA National Strategy for vocational education and training for adult prisoners and offenders in Australia² indicated that less than a quarter of prison inmates had completed secondary school, a large number had limited literacy and numeracy, more than 75% were likely to have been unemployed prior to their sentencing, and more than 75% were likely to have substance abuse problems.

1.6 This policy recognizes that being imprisoned is a transitional situation. From a lifelong education perspective (particularly for the young) this transitional situation must be taken into account, and the focus of education whilst incarcerated must be part of a lifelong education continuum.

1.7 The AEU is concerned at the overuse of custodial sentencing evident in the massive growth of inmate numbers. Imprisonment should be a punishment of last resort.

2. Definitions

2.1 In this policy, "correctional settings" or "correctional facilities" include:

- Correctional Centres
- Juvenile Justice Centres
- Detention Centres
- Settings for those on probation and parole

3. Overarching principles

3.1 Provision of education in correctional settings should be guaranteed in legislation. Access to education should include classroom subjects, adult basic and general education, accredited vocational education sensitive to trends in the labour market, distance education, creative and cultural activities, physical education and sports, social education, pre- and post-release programs. ▶

¹ ABS Corrective Services, Australia, June 2006

² ANTA 2002

▶
3.2 The provision of educational programmes in correctional settings should be adequately resourced, publicly funded, and not subject to outsourcing to private, for profit organizations.

3.3 The development of educational programmes in correctional settings should recognize the diverse backgrounds and needs of inmates, with respect to education, vocational education and personal development.

3.4 The development and resourcing of programmes should be set within the context of, and underpinned by an understanding of the over-representation of Indigenous people in the criminal justice system, and their specific needs.

3.5 Educational programmes should be integrated with the educational and vocational education and training system in each state and territory so that after release, inmates can continue with their education and vocational training with less difficulty.

3.6 Teachers teaching in correctional settings should be teacher qualified, with their professional status recognized and linked to teachers teaching in schools, TAFE or other appropriate sectors

3.7 Within correctional facilities:

- all inmates should be provided with access to educational programmes which are comprehensive and which meet individual needs and aspirations, no matter what their legal status.
- education should have no lesser status than work and no inmate should be disadvantaged financially or otherwise for taking part in education.
- appropriately resourced teaching facilities including a library or similar facility with a range of appropriate resources and technology should be available for all inmates.
- all inmates need to have access to information on sexuality and HIV/AIDS.

3.8 Students in correctional settings have the right to access an accredited programme of education, including vocational skills training, for the purpose of improving their overall level of education and their life chances after release. Specifically:

- Young inmates and those with special needs should be given priority
- Young inmates subject to compulsory education should have access to such education
- Inmates from indigenous backgrounds should have access to programmes

which are culturally appropriate and relevant to their needs

- Inmates from traditionally marginalized groups including women, NESB, GLBTI and inmates with disabilities should have access to appropriate education programmes
- Inmates with literacy and numeracy needs, and those without basic or vocational education should also be given priority
- Inmates in correctional facilities have the right to educational programs which deliver recognized qualifications.

3.9 Teachers working in correctional facilities have the right to:

- be protected by industrial awards and agreements which ensure their conditions of work.
- a safe and healthy working environment protected by OH&S legislation which covers blood borne communicable diseases.
- be represented by their union, especially within their working environment
- approved courses of teacher training, and access to well resourced, ongoing professional development.
- secure employment, with appropriate additional financial compensation for the particular circumstances of their working environment.

4. The AEU will:

4.1 Actively campaign for the legislative guarantee of education for all inmates

4.2 Promote the establishment of communication networks between teachers working in correctional settings across all jurisdictions

4.3 Promote the role of teachers working in correctional settings, and recognize their unique position in the lifelong learning continuum

4.4 Campaign for the right of all inmates to take part in cultural activities and education aimed at the full development of the person

4.5 Contribute to the visibility and development of education for inmates to facilitate their return to society as active citizens.





11th European Prison Education Association International Conference



REPORT FOR THE EUROPEAN PRISON EDUCATION ASSOCIATION MAGAZINE

The 11th European Prison Education Association International Conference, Learning for Liberation, took place in Dublin City University from 13th to 17th June. There were 180 participants from thirty countries. This included delegates from countries such as Israel, Australia, Georgia and Albania. It was the largest gathering of international prison educators ever held in Ireland and was the first EPEA Conference to be held here. It was with much pleasure that we welcomed many prison educators who were attending the conference for the first time.

The conference was opened by Mr. Brian Purcell, Director General, Irish Prison Service and Mr. Cormac Behan, Chairman of the 2007 EPEA Conference Organising Committee.

The opening keynote address was given by Dr. Ted Fleming of NUI, Maynooth, on the topic, What Liberation is offered by Learning? Dr. Anne Costelloe, EPEA Chairperson, chaired this session and addressed delegates about the challenges and opportunities facing prison educators across the world and indeed internationally as the prison regime impacts on our pedagogical practice.

The issue of internet access in prison schools was discussed by the Norwegian academic, Dr. Andreas Lund in his address,

Training for Transformation: Learning for Liberation - The role of technologies in Prison Education.

Therese Heltberg, Danish Prison researcher examined Ethnic Minorities and Cultural Sensitivity in Prisons. This session was chaired by Ms Jacinta Stewart, Chief Executive Officer of the City of Dublin Vocational Education Committee. The Vocational Education Committees is responsible for the provision of education in the fourteen prisons throughout Ireland.

The writer Erwin James gave this year's Liam Minihan Memorial Lecture. This memorial lecture was set up in memory of the pioneering work by the late Liam Minihan, former Head Teacher in Limerick prison. The title of his address was Prison Education: The Great Liberator. It was a touching speech about the importance of education and the impact that prison educators bring to their profession.

The conference was closed by Governor of Mountjoy Prison, John Lonergan who gave a passionate address on the title Opening Doors for Prisoners.

There were over thirty workshops, poster workshops and research participants. We were delighted to be in a position to provide ten scholarships to prison educators who had never had the opportunity to attend an EPEA conference previously.

There was also time to

embrace some of the traditional Irish hospitality. The visit to Kilmainham Gaol, the scene of many important events in Irish history was particularly moving. A trip to the Wicklow mountains - the Garden of Ireland - was somewhat marred by the inclement weather but the day was complete with a visit to the highest pub in Ireland - Johnny Fox's gave delegates the opportunity to enjoy some Irish music and dancing.

The organising committee would like to thank all those in Ireland and beyond who made a contribution to the conference. These include the keynote speakers, poster, workshop and research presenters, EPEA Steering Committee, and all those who came to Ireland and contributed towards the devel-



opment of prison education throughout the world.

Further details, including many of the conference papers, can be found on the EPEA website at www.epea.org under the Dublin conference section.

Cormac Behan
Chairman, Irish Prison Education Association

Interested in hosting the 2009 EPEA International Conference?

The EPEA Steering Committee is in the process of soliciting bids to host the 12th International EPEA conference in 2009.

We are thus inviting agencies, organisations or institutions interested in **hosting the conference**, to complete the following steps:

1. Submit a formal letter to the Steering Committee of the EPEA stating their interest in hosting the 12th International EPEA Conference 2009, to be received by the 16th November 2007.
2. Letter must include the following details:
 - a. Specific information on the host agency/organisation, including a primary contact name, address, telephone number and email. The prospective host must be able to show they have the backing of an appropriate body such as the Ministry of Justice, Dept. of Education, Education College, etc.
 - b. An estimated budget for cost of hosting conference. The prospective host must be able to provide a breakdown of major costings and indicate how these will be met. The prospective organisers must be able to show how they will accommodate any shortfall should it occur.
 - c. Estimated timeframe for the planning of the conference, a proposed date, and alternative dates for the conference. (The Steering Committee accepts that proposed dates are liable to change but stress that the conference must take place during 2009.)
 - d. An outline of the conference organising committee and the roles and responsibilities of each of its members. These might include a Webmaster, Delegate organiser, Treasurer, Workshop selection sub-committee, Hospi-

tality organiser, etc.

e. An outline of how administrative support will be organised (i.e., advertising, accepting workshops, publicity, finance) and details of who will be responsible for the day-to-day practicalities of administration.

The EPEA Steering Committee will reach a decision at the end of November 2007, and all applicants will be notified before the 7th December 2007. Please find attached some points of information, which you may find useful in drafting the bid to host the conference.

Points of information

1. The purpose of the conference is to provide a professional forum to explore and examine developments and issues common to European prison educators. It brings together practitioners, policy makers, providers, etc., to discuss the key questions of the day in a relaxed but formalised setting. The theme of the conference must in some way reflect the aims of the EPEA.
2. While there are no rigid rules as to the format of the conference, traditionally, it has been held over 3 ½ days. It is preceded by an informal reception the evening before the official opening of the conference to allow delegates gather at the venue a day early. The conference is formally closed at lunchtime on the forth day to enable delegates travel home that afternoon.
3. It is expected that in excess of 150 people will be in attendance.
4. The conference venue must be sufficiently large to accommodate over 150 people. It

must provide sufficient breakout rooms as to accommodate workshops, sub-meetings, poster sessions, etc. It must provide appropriate and sufficient refreshment facilities during the conference

3. Keynote speakers will be asked to address the conference theme, in addition, workshops, seminars, poster exhibitions will be focused on either the conference theme or the broader aims of the EPEA.
4. The opportunity for a prison visit as well as cultural tours, social evenings, etc, have been organised at past conferences.
5. It is essential that a major airport service the host city/region.
6. The full financial responsibility of the conference falls on the host agency/organisation.
7. If you would like details regarding the costing of the most recent conference, and a summary of its budget, please email the Chairperson of the EPEA - Anne Costelloe at annecostelloe@eircom.net, or the Treasurer of 11th International EPEA Conference, Ms. Marie Breen at ipea99@eircom.net.





D R E A M I N G O N

A Cloudy Sunday in London Town:

I peered over the precipice of the National Theatre of Great Britain. A statue of its founder was proudly unveiled. Later I attended, with joy, the theatrical celebration of the centenary of Lord Laurence Olivier's birth within the vast theatre that justly bares his name.

I was delighted to see that so many of the participants on the Olivier stage had enjoyed an active association with the London Shakespeare Workout (LSW) and the LSW Prison Project. Aside Sheila Reid - in all her resilient radiance - were such people as Claire Bloom, Frank Barrie, Nancy Carroll, Anna Carteret, Paterson Joseph and Samuel West. LSW celebrates its own 10th Anniversary this year. Born: 26th October 1997. Birth Place: 14 Blandford Street, Convent of St. Vincent de Paul. Since that time over 12,000 professional actors have inter-actively participated as have over 9,500 prisoners and ex-offenders and 374 prison officers. Together - on a fully equal basis - we have shared in LSW's mandate: "To employ the works of Shakespeare alongside other major dramatic/cinematic/musical writers/thinkers as a tool towards effective inter-action in order to promote confidence through the Will to dream for all." Earlier on the Same Sunday. Danny called.

"I'm in a spot of trouble, Bruce." Danny said. His father has recently "passed" and it seems Danny had "gone on a bender" - involving a "fracas behind the wheel of a car". Fortunately no one was hurt.

LSW first met Danny as prisoner inside Her Majesty's Prison Pentonville. He took part then in *The Wax King*, a version of the Bard's *Henry VI, Part III*. As an ex-offender Danny has gone back into the same prison performing in LSW's *Animated Macbeth*. Later he was a key team member in several *Dreaming Will*

digital video shooting/editing training programmes and proudly attended the British American Drama Academy at Balliol College, Oxford University on scholarship as arranged by LSW. Additionally he has taken part in the Willing Dreams incentives [LSW's Corporate programme in tandem with the London Business School wherein leaders of world businesses participate in Workouts with ex-offenders and talented graduating actors from major British drama schools].

From the profits of his own labours - ("I'm a tax payer now, Bruce") - Danny has purchased a fancy new car. Shinning, it sits on his Brother-in-Law's Essex drive. Of course, Danny was not driving THAT car when stopped. Restoration of his driving privileges had been set for next month. Now Danny's new car must wait a little longer.

"Prison hasn't worked for you before," Danny noted the Magistrate said to him, "Why should it work now?" History relates that for the vast majority of British inmates prisons fail. Danny's next sentencing is on 4th October 2007. This, inevitably, will be his fifth time inside.

At least LSW can invite Danny to the Corporate Workout on 1st October. Danny is excited about that. There at least he can be an equal among a range of international CEOs and they his. There too he will be joined by Darren Maxwell (now a Drugs Councilor), Junior (now one of Darren's clients); Rocker, Avy and Denis; all peers from his time in the *Animated Macbeths* programme. Soon they will become role models for him, much as Danny had been at an earlier stage for them: ... And of course, LSW will go into Danny's next prison. We won't forget. "That's why I called," Danny said. And the next time Danny gets out?

Travel mandates given upon release to English prisoners (specifically noting the often fictitious "address given in court") return a 68% majority back to a cell within two years. Prison (in England at any rate) doesn't work. On any commercial basis HM's Prison Service would

have failed long ago. In 2006 they did so at an overall cost to the British stakeholder (based on the Prison Reform Trust's figure) of just over £11 billion. Frighteningly, history has this habit of repeating itself.

EPEA: A Crucible Towards International Rescue

The EPEA Conference in Dublin was our second. LSW had the privilege of attending its first EPEA programme two years' previous in Sofia, Bulgaria. Without question that was both an interesting and most enjoyable experience. LSW's second in Dublin was life altering.

Certainly the concentration on the arts via PAN (the Prison Arts Network) appealed greatly. It constantly and proactively reinforced that where conventional educational formats had failed, new conventions must be (a) created and (b) supported.

Deborah Tobola was sitting at a college desk. She sat frustrated at her laptop computer. "Why isn't this working?" Deborah's American tenacity has paid benefits. Resolutely working class, she has clawed ranks through the assiduity of her writings winning such prestigious awards as the Pushcart Prize. Suddenly a short clip flashed across her screen. It had been filmed by an inmate. LSW's world had changed forever. We had found a partner. "I'm coming to your prison," I said. "Would you really?" she replied. This month I did.

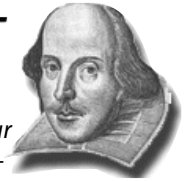
(Please see: <http://www.lswproductions.co.uk/cmc.htm>)

The words of G. Bernard Shaw (an IRISH-Englishman born in Dublin Town) continue to ring in my ear. In Mrs. Warren's Profession Vivie runs to her mother saying:

The people who get on in this world
Are people who get up, look for the
Circumstances they want and if they
Can't find them - Make them.
EPEA's Dublin Conference had made the
circumstances possible. ▶

LONDON SHAKESPEARE WORKOUT

"We are such stuff as dreams are made on"



▶ A Context: Four years ago I attended 14 days of consultations at the behest of a body then known as 'the Consortium for Arts and Offenders' They were entirely supported by the (British) Department of Learning and Skills. Here a vast number of representatives talked endlessly about the ideal of a national programme for the Arts in British prisons. "Such," they regaled, "existed nowhere else on earth."

They were wrong. Arts in Corrections (AIC) has existed in the State of California since 1978. Deborah Tobola has led the programme in the California Men's Colony, a prison with over 7,000 inmates, for the last seven years.

For the past 30 years the AIC programmes have been ENTIRELY supported in all 33 California prisons by the exclusive virtue of the State coffers.

LSW, I should note, has NEVER received a penny of support from Her Majesty's Prison Service nor its appropriate governing body, the Home Office (now known as the Department of Justice).

At the end of their 14 days of consultations - and the Consortium for Arts and Offenders having spent all their money and my (unpaid) time - they went home deciding that all should remain still with the status quo. The world would wait.

LSW can't wait. It can't afford to. The Consortium for Arts and Offenders in Britain no longer exists. It ran out with its funding.

Forging a State of United Values at Dublin's EPEA Conference

During my last working hour within the AIC Unit at the California Mens Colony (CMC) - between 1945 and 2045 - three groups of ten inmates found themselves in different studios composing music. They were creating production numbers from verse that other prisoners had written the afternoon previous.

Creativity had been key throughout all activities. Steve's team was in Studio A. He led on the Guitar while Joshua hammered on the up-right piano. The magnificent Maimon - a concert level pianist - gracefully escorted another group in Studio B surrounded by full electronic wizardry. Growling with regimental flair, Larry in Studio C drilled his ten from behind the safety of a set of snares. Twenty minutes later all reassembled in Studio A. The final results were dazzling to behold. I whispered to Deborah, 'This is Tinpan Alley reborn.' Within that same hour a new play was yet to be created out of extraneous lines from Shakespeare. "When are you coming again," Steve crooned going out of the door.

It had been just three days. Three days of seven working hours with the inmates. Bliss. In total they had numbered over 100. This WAS an art factory: It would have been a heady experience for anyone!

I will return for a month in late January next year. We will create a programme called 'Rounding Shakespeare'. I will take Kelly Hunter, an associate artist of both the Royal Shakespeare Company and National Theatre of Great Britain with me. No one could stop me now. I would have to bankrupt myself first. Even then, I think, I would collect bottle caps. The return these lads give - within this wonderfully 'working scenario' that AIC and Deborah have created - is more than worth it.

By 2009 Deborah and I will have established an ex-offenders programme in California. 'Regeneration' we are calling it. (This will be, of course, in advance of LSW's already established one). By that point too I will already have done a tour of all 33 California prisons. Each entity will have been equally assaulted artistically by virtue of at least one LSW Shakespeare Workout. Additional sessions will also have occurred within Father Boyle's Homeboys outfit in East Los Angeles where warring gang members are brought together (many members of which have significant criminal records).

At that juncture LSW will bring over four prominent players from England. They will mix with ex-offenders from the 'Regeneration' programme on a professional basis. Quality theatre will be

our mutual goal; our common denominator. Together we will rehearse inside the prison remounting (i) AIC's Blue Train, a devised work about life in a California jail as well as (ii) LSW's Shakespeare & Sinatra, an original take on Shakespeare's The Winter's Tale originally created at HMP Brixton. Costumes for both will be respective prison issue. It will be worn by all: male and female. Both plays will preview in repertory within the prison. Then they will officially move out and premiere in several major Californian theatres. Once this has been completed the entire company will travel to England touring the breadth of the UK in significant venues much as LSW so successfully done over the past two years. The stakeholders will be able to see an effective return for the price of their ticket. (In America that ticket will be tax deductible. In England it will not.)

The following year an International Ex-Offenders Arts Colony will be launched. Its aim is to establish a significant precedent over a one-year period. Our intent is that this should be one that could be replicated either with private or public support.

Initially based in Newfoundland (Canada) it is planned that ex-offenders from the US (California), UK (England), Canada, Ireland, Norway and either Australia or South Africa will participate. The team will work to help a build a physical Arts Unit out of a raw space within a specific community. Together they will perform three productions. One will be a devised piece based on an amazing scenario already discovered by Deborah which will bring together each of the varied cultural strands into one common historical union. That production will tour Canada, the UK and (we hope) travel on to Ireland, Norway - and even possibly Australia.

Shakespeare was right: We are such stuff as dreams are made on. EPEA's Dublin Conference provided the platform towards that reality.

Dr. Bruce Wall
Executive Director
London Shakespeare Workout



"ARTS IN PRISONS"

A Grundtvig Training Course in Bulgaria

Course Title: Arts in Prisons

Course Reference Number: BG-2008-006-001

Start Date: 13/05/2008

End date: 19/05/2008

Course Venue: Sofia, Bulgaria www.tsarskose-lo.com

We gladly welcome colleagues from juvenile, female and male prisons; practitioners and administrators engaged in creative and cultural activities from as many European countries as possible. It is possible to access funding to attend the course from the Grundtvig Program - Mobility for Training of Educational Staff.

The course program is combined with the 2nd Conference of the European Prison Arts Network. The training will present the best results of the "Will to Dream" Project. The course offers visits in two Bulgarian prisons. The participants can attend the premiere of a theatrical performance produced by prisoners and the opening of two exhibitions of prisoners' paintings.

How to find the course in the Comenius - Grundtvig Training Database?

1. Go to the database:
<http://ec.europa.eu/education/trainingdatabase/>

2. Click on "Enter the search form"
3. Enter the reference number of the course BG-2008-006-001 in the related field and go directly to the course details

How to apply for course funding?

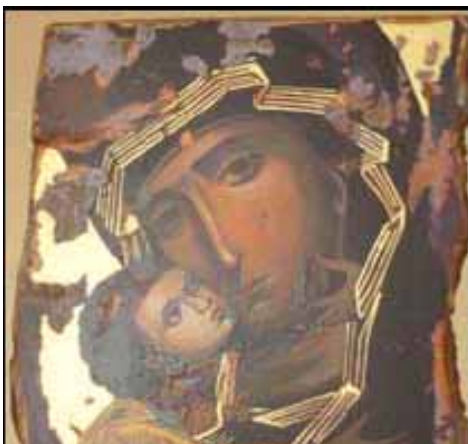
1. Contact your own National Agency to obtain a grant application form and to check the deadline for submitting your application. National Agency contact details can be found at: http://ec.europa.eu/education/programmes/llp/national_en.html

2. Contact the training organiser seec_vp@hotmail.com to check that places are still available. You may need to enclose confirmation of your provisional registration for the training with your grant application.

3. Send your grant application form to your National Agency.

4. Your National Agency will inform you if you have been awarded a grant.

5. You should then immediately contact the training provider to formally register for the course or to confirm your pre-registration.



prison art
Bulgaria

Education and wishes for education



Peter Koudahl

This report is based on a survey carried out among all inmates in Danish prisons and jails. The purpose of this research project is to create an image of the prison population in Denmark with regard to their educational background, the motives for taking up education while they are serving their sentence or their reasons for not taking up education while imprisoned. An additional purpose is to investigate the relations between the educational offers in Danish prisons and the inmates own preference of which education is appropriate. Furthermore it has been an ambition to investigate the existence of eventual barriers regarding the inmates' right to take up education while serving their sentence. Finally the purpose is to clarify existing learning disabilities among the inmates. 2405 inmates have answered the questionnaire which is equivalent to a 69,5% response rate. The survey was carried out in the period from January 9th until January 12th 2007. All inmates who are more than 18 years old and who were incarcerated in Danish prisons and jails on January 9th are included in the survey.

This report is a result of a fruitful cooperation between the Danish Prison and Probation Service and The Danish University of Education which began during the fall 2005. Part of the background for initiating this cooperation was the recognition of the fact that in spite of the focus on education within the prisons and jails and in society as such, educational practices in the Danish prison system and their results have not been subjected to systematically investigations for the last 25 years, since the so called "Skadhaug plan" was finalised in the mid 1980'ies. The "Skadhaug plan" resulted in various changes of the educational practices in prisons and jails, changes which are presently active. One of the initiatives was to offer education to inmates while

they are still in custody. Another initiative was to improve the possibilities for inmates to attend education and training outside the prison while they are still serving their sentence.

This is the second report deriving from the cooperation mentioned. The first one was titled "Evaluation of the Existing Education in Prisons and Jails" and was published in April 2006 (Koudahl 2006a, 2006b). The cooperation is expected to continue and new research initiatives are already planned. In appendix 1 in this report you will find a complete list of the project planned as a part of the overall research project: "Research in Prison Education in Denmark".

The survey on which this report is founded is coordinated with researchers in the other Nordic countries (Sweden, Norway, Finland and Iceland) and surveys similar to this one are carried out in all these countries. A report based on all national surveys, comparing prison education in the Nordic countries is expected to be published in a Nordic language version as well as an English language version, in September or October 2007.

Here below the most significant results of the Danish survey are summarized. Please note that the basis of the figures stated can differ a little depending on the number of respondents to each single question. In order to understand this summary correctly it is important to consult the figures and tables in the report, with appendix 4 - the questionnaire with the unprocessed response rates - and to read through the explanations given and the discussions taken in the report.

Summary of results of the research project

- o The inmates have citizenship in 71 different countries. 84,6% are Danish citizens.
- o 96,2% of the inmates are male. 3,8% are female.

- o The average age of the inmates is 34 years. The youngest is 18 and the oldest is 76 years old
- o One out of three inmates belongs to the most incriminated age group, between the age of 25 and 34.

- o 39% of the inmates states that they are in prison for the first time. 60,5% are have been in prison before.

- o 11,5% states that they have not completed any education or training at all. This include basic schooling. Among the age group from 18 to 24, 16,1% have no education at all. The figure for inmates older than 35 is 8%. In comparison 0,0% of the total Danish population over 18 years of age is registered as having no education at all by Statistics Denmark.

- o One out of four states that they have completed vocational education and training which is the same number as for the Danish population in general.

- o In general the youngest inmates have the poorest educational background.

- o 2% of the inmates and 8% of the Danish population have completed a further education of medium length.

- o 2% of the inmates and 5% of the Danish population in general have completed university degree (bachelor or candidate level).

- o App. 20% of the inmates study while imprisoned.

- o 28,1% (136) of these inmates are engaged in preparatory adult reading and 26% (126) are engaged in preparatory adult mathematics (FVU). The majority; 30,9% of these inmates are between the age of 18 and 24.

- o 15,1% (73) is attending ordinary adult education level I and II (AVU). The majority is between the age of 25 and 34 years of age. 5% (24) states that they are attending special programs for dyslexics. ▶



- ▶
- o 75 inmates are attending vocational education and training.
- o 630 - 38,8% - of the inmates who does not attend education or training while imprisoned states that it is because they have never been informed about the educational opportunities.
- o 600 - 36,6% - of the inmates who does not attend education or training while imprisoned states that it is because the prison does not offer suitable educational programs.
- o In comparison 33% of all inmates states that a suitable educational program would be vocational education and training. For the age group between 18 and 24 the figure is 40%.
- o There are different motives among the inmates for attending education during imprisonment. Those can be divided into the following categories: "The future value of education", "The social- and context specific aspects of education" and "Educations contribution to create meaning while serving a sentence".
- o The shorter the sentence the more importance is ascribed to the "The social- and context specific aspects of education" and "Educations contribution to create meaning while serving a sentence". The same tendency is observed in relation to the length of the remaining sentence.
- o The younger the inmates are the more importance is ascribed to "The future value of education" and "The social- and context specific aspects of education". The older the inmates are the more importance is ascribed to "Educations contribution to create meaning while serving a sentence".
- o 40% of the inmates of more than 45 years of age who attend education while serving a sentence completely disagree to the statement "I am satisfied with teaching". 23% of the inmates between the age of 18 and 24 thinks the same.
- o 54,3% of the inmates of more than 45 years of age who attend education while serving a sentence completely agree to the statement "The requirements are too tough" 37,7% of the inmates between the age of 18 and 24 thinks the same.
- o The results suggest that there are large differences among the jails and prisons concerning education in practice: When comparing the prisons involved the inmates approval of the statement "There are to many lectures" varies between 12% and 57,7%. Correspondingly the approval of the statement "There is to much group work" varies between 29,4% and 76%.
- o The number of inmates who totally agree to the statement "The teaching is suited to my needs" varies between 4,2% and 42,1% when the prisons are compared, and the number of inmates who disagree with the same statement varies between 11,8% and 46,2%.
- o The inmates in general have very little confidence that they will successfully complete their education or course. 56,1% of the inmates totally disagree with the statement "I believe that I will achieve good results".
- o When asked directly 66,3% does not expect to do well.
- o When asked directly 66,5% does not think that they will complete the educational program they are attending.
- o The study practices of the inmates are everything but optimal. 58,2% does not think that they have good learning qualifications and 67% does not think that what they are learning is useful.
- o The situation regarding exams or tests is viewed as scaring by the inmates. One in three can only think of how poor the results might be. The same share of the inmates have an uneasy feeling while taking a test, and this to such a degree that they cannot remember facts they have learned.
- o 5,4% states that they have great difficulties reading and writing.
- o 47,9% has no difficulties reading/writing or arithmetic/mathematics.

Peter Koudahl, P.h.D.
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visit www.epea.org
the official web site of the organization
for latest news, updates, etc.



Membership

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
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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



EPEA Magazine 31

- Foreword
- Research on Danish Prison Education
- Revising the EPEA constitution

Diversity and the diverse classroom
Leaflets on Prison Education
EU Communication on Adult Learning
EPEA and EROSCOCIAL project
Pipeline Training Course
Prison Education in Hellas



EPEA Magazine 30

- Book Review
- Correctional Education Association
- International Conference 2006
- Captivating Arts
- Danish, Norwegian Prison Education in 1807
- Prison system in Estonia
- Training Teachers in Prison.
- A European prison education projekt.
- Drama activities in Norwegian prisons
- A brief introduction of Furuskogen
- "Social reintegration of prisoners" - Council of Europe report
- Liam Minihan Memorial Lecture
- 6th European Conference of directors and coordinators of prison education



EPEA Magazine 32

- Foreword by Chairperson
- Redrafting aspects of the EPEA Constitution
- General Council
- Captivating Cultures
- Nordic Conference
- New EPEA office in Drammen Norway
- Northern Finland virtual school
- High flying first experience with Grundtvig and art
- Conference update "I act therefore I exist"
- Publication Membership Liaison - Contact Persons
- Recommendation No. R(89)12
- Innovative Conference
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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.