It is with a heavy heart that I write the foreword to this Spring 2008 edition of the EPEA Magazine. Many of you will be aware that Niek Willems, our previous Chairperson, died suddenly at the end of February. During his time as Chair, Niek was a wonderful ambassador for the EPEA. He represented the organisation with both professionalism and good humour and his contribution to the development of the EPEA cannot be underestimated. His chairmanship was flawless, his enthusiasm boundless, and his personal manner warm, charming and engaging. The EPEA is indebted to Niek for his leadership and guidance and on behalf of the membership I would like to extend our deepest sympathy to his family, friends and colleagues.

It was somewhat ironic that news of Niek’s death reached the Steering Committee as we were meeting in Strasbourg, but it did provide us with the opportunity to jointly honour his memory and raise a glass in remembrance of him. We were in Strasbourg to meet with the Council of Europe and snippets of that meeting can be viewed on youtube at http://www.youtube.com/epea-tube. That meeting was very successful as it allowed the EPEA to explain our philosophy, objectives and organisational structure to relevant bodies within the CoE. I am delighted to report that we have been invited back to address the INGO Liaison Committee session at a later date. This is a great honour for the EPEA and I would like to extend my gratitude to Janine Duprey Kennedy (CoE Advisor) and Valentina Petrova (Project Coordinator) for making this happen. Cormac Behan, Rep. Ireland, has written a brief report of the meeting for this edition.

I am delighted also to announce that the 12th International EPEA Conference will take place in Cyprus in 2009. The Cyprian sunshine should make a lovely contrast to the wet, damp weather we had here in Ireland at the last conference and I hope that you will all make a note in your diary to keep time free in October 2009 for a visit to the Mediterranean! I would like to wish the Organising Committee well and I look forward to working with them as they prepare for this significant event.

Nomination forms for election to the positions of Deputy Chairperson and Treasurer of the EPEA have been forwarded to LP/CP’s to be distributed to all members. If you have yet to receive these forms, please consult the website from where they can be downloaded. I urge members to consider running for election as it is important that the Steering Committee is as representative of the membership as possible. Elections are important to ensure the EPEA remains vibrant and dynamic and I wish all those who put their names forward for nomination the best of luck in the elections.

Finally, I would like to thank Catherine Byrne, the Guest Editor of this edition. Catherine is a Maths teacher in Wheatfield Prison, Ireland, hence this edition’s focus on teaching mathematics in prisons. Along with her colleagues; Brendan O’Hara, Colm Gallagher and Gerry McElligot, she strives to ensure that Irish prisoners ‘get into Maths’. Her enthusiasm for the subject, her understanding of its relevance to prison life, and her innovative strategies are an inspiration to us all. Having read the articles here, I believe firmly that Math must be a core element of any prison education curriculum. Not only is competency in Maths a much-needed educational skill but also an essential aspect of our personal development and daily lives. Prison students need ‘to learn Maths’ to prepare for life after release, to develop their critical thinking and reflection, to ensure their cultural competency, to fine tune their problem solving skills, to practice communication and group work, to develop a sense of responsibility, to explore a understanding of the wider world and their place within it, and of course, to enhance their self-esteem.

While this might seem to a lot to ask of just one particular subject, I think that having read the inspiring articles here; you will agree that prison Maths teachers are not only capable of rising to the challenge but embody all that’s to be admired about reflective and proactive prison educators.

Anne Costelloe
Chairperson - EPEA
Chairpersons Forward
In memory of Niek Willems
SC meeting in the Council of Europe
EPEA's forthcoming elections for Dep. Chair and Treasurer
REFORM OF THE ROMANIAN PENITENTIARY SYSTEM
Wire workshop in Mountjoy Prison April 2008
Education in Prisons - from resistance to adaptation?
The Beauty of Mathematics
MATHEMATICS IN A PRISON EDUCATION CENTRE
Mathematics in Prison
Vocational Education and training for adult prisoners Australia
European Conference of Directors and Coordinators of Prison Education
Membership, Liaison Persons, Contact Persons, Recomendation

Next issue of EPEA-magazine will be published in Autumn 2008.
If you would like to submit an article, please contact Mr. John Papadimitriou at:
ioanispap@gmail.com before the 1st of October 2008

EPEA Magazine Editors

Editor:
John Papadimitriou,
ioanispap@gmail.com

Board of Editors:
Anne Costelloe, mjoved@eircom.net
Per Thrane, pthrane@gmail.com
Peter Ruzsonyi, bvpk@rtf.hu
Laura Galera, lauragalera@edu.ucm.es

Guest Editor: Catherine Byrne, edwheat1@eircom.net
At the 26th of February 2008 sad news arrived that Niek Willems passed away. In 1976 Niek started his career in the House of Remand Noordsingel as a recreation leader. Later he became head of education and he not only coached (art)teachers, sport-educators and librarians but also organised mini-concerts and bingo-nights for inmates. He presented these activities in a way we were used to see and hear from Niek: as a flamboyant entertainer full of jokes.

Education and recreation for prisoners were important for Niek. Many subjects could be discussed and initiated like education projects, contact with schools beyond the walls to continue adult education and even yoga lessons for staff and prisoners.

From 1st July 2003 until 1st July 2006 he was chairperson of the EPEA. In 2004 he organised with members of the steering committee an EPEA conference in Sofia, Bulgaria. He introduced everyone by saying: 'Please, give a very warm welcome to..!' That was Niek. If you felt pleasant he was happy. He made many friends at the conference.

In 2007 the title Officer (in the Order of Oranje Nassau) was offered to Niek by the Mayor of Dordrecht in the name of Queen Beatrix. Niek felt honoured and pleased.

After his retirement he remained active. He was president of the NSAG (Dutch Sports Federation for Prison Staff) and worked for the Noordsingel as a staff member Promotion and Relations. In his own manner he showed numerous European colleagues around in "his" prison.

Colleagues and friends in the Noordsingel and all over Europe were shocked by Niek's death. Many of them couldn't believe it because he was recovering so well from an operation. Niek will be remembered as a remarkable man. We shall miss his jokes.

Leonie de Bot

The meeting was organized to brief members of the Council of Europe on the activities of the EPEA and the VEPS project. It was an opportunity for the EPEA to liaise, dialogue, and possibly coordinate activities with the Non-Governmental Organization (NGO) groupings at the Council of Europe. The EPEA is a member of two NGO groups at the Council of Europe - Education and Culture and the Human Rights. There were representatives from both groups at the meeting.

The meeting was addressed by EPEA chair, Dr. Anne Costelloe who outlined the activities of the EPEA. Dr. Costelloe explained the connection with the Council of Europe through the policy document Education in Prison. She summarized the recommendations of the document that laid the foundation for the establishment of the EPEA. Dr. Costelloe stressed the need for greater co-operation between members of the NGOs within the Council of Europe. 
the Council of Europe and wider civil society. She emphasized how much we have in common and the richness of experience in the various groupings. The Council of Europe representatives were very impressed with the work of the EPEA and agreed to explore possibilities for future co-operation.

The meeting was also addressed by members of the VEPS project. The VEPS project was established to promote the transfer of best practice in prison education among the member countries - Sweden, The Czech Republic, England and Wales, Ireland, Hellas, Norway and Bulgaria. VEPS co-ordinator, Valentina Petrova explained to the meeting that the aim of the VEPS project is to increase the participation of prisoners in lifelong learning in order to enable their reintegration into the society after release. The project is designed to strengthen the role of educational policies in prisons taking into consideration the Council of Europe's document, Education in Prison.

Further details on the VEPS project are available at www.prisoneducation.eu. Some of the speeches from the Council of Europe meeting are available at www.youtube.com/epetube. Further details about the Council of Europe are available at http://www.coe.int.

EPEA’s forthcoming elections for Dep. Chair and Treasurer

EPEA ELECTIONS 2008

Elections for the positions of EPEA Deputy Chairperson and EPEA Treasurer will be held in May/June 2008. The Deputy Chairperson will be functioning from 1 July 2008 before taking up the office of Chairperson for three years from 1st July 2009. The Treasurer will take office for three years on 1st July 2008. A summary of the Duties of Deputy Chairperson and Treasurer are attached, or can be downloaded from the EPEA website.

Nomination forms for election to each position are included in this Magazine, or can be downloaded from the EPEA website. Any EPEA member can nominate another EPEA member. All Nominations must be made in writing and either faxed or posted to the Chairperson and Secretary by the 5th May 2008. Receipt of completed nominations form will be acknowledged by email within 2 working days.

Note to nominees: Nominees must consent to be nominated to the position and be prepared to comply with the terms of office if elected. The nomination form must include a statement of candidacy completed by the nominee outlining why members should vote for that particular candidate, this statement will accompany the ballot paper.

If you have any questions regarding the nomination or election process, please contact EPEA Chairperson, Anne Costelloe, at annecostelloe@eircom.net, or telephone: 0035318062833.
Job Description

Deputy Chairperson

Descriptions of procedures and general tasks

The Deputy Chairperson of EPEA serves for one year before becoming Chairperson for another three years. The period as Deputy Chairperson’s starts on 1 July and lasts for one year.

The Deputy Chairperson shall assist the Chairperson and has besides the Chairperson the final responsibility of the organisation and shall in every action be aware of the overall aims of the organisation. As far as possible, the Deputy Chairperson should inspire other members, and members of the steering committee to work and act in line with the constitution, and assist in the development of action-plans and other accepted steering and guiding documents. There is a special responsibility to the Chairperson to ensure the organisation is moving in the decided direction.

Tasks/Duties

Assist the Chairperson to:

- write the agenda for Steering Committee (SC) meetings
- check minutes from SC meetings before posting to SC members
- prepare agenda for the General Council Meeting which is held every two years (usually in combination with the EPEA International Conference)
- check each election procedure
- be responsible for making yearly action-plans
- carry out the different tasks that are allocated to the Chairperson during SC-meetings, and other wise.
European Prison Education Association: Election of Officers 2008

Nomination Form: Deputy Chairperson
(The Deputy will be functioning from 1st July 2008 and will take office as Chairperson for three years from 1st July 2009)

Name of Person Nominated: 
(Please Print)

Country:

Name of Proposer:

Signed:

The person nominated is asked to write below a short statement (maximum 100 words) in support of his/her nomination –

I confirm that I am willing to stand for election to the office of Deputy Chairperson

Signed:

Date

Nomination Forms should be either faxed or posted to –

Anita Wilson
Secretary
Literacy Research Centre,
C Floor, IAS, County South
Lancaster University
Lancaster, UK
Fax: 00 353 1 8301175
Email: anita@wilsonhmp.freeserve.co.uk

AND

Anne Costelloe
Chair
Prison Education Service
Block 5, Floor 3.
Belfield Office Park
Beaver Row
Dublin 4, Ireland
Fax: 00 353 1 2604967
E-Mail: annecostelloe@eircom.net

Please return this form by 5th May 2008
Job Description

Treasurer

Description of procedures and general tasks

The Treasurer of EPEA serves for a three-year period. The period as Treasurer starts on 1st July. There is no overlapping period from one Treasurer to another.

The Treasurer has a very important position in the organisation and shall in every action be aware of the overall aims of the organisation. He/she shall keep the financial records in good and clear order and in such a manner to allow a successful audit by a competent auditor.

All monies raised by or on behalf of the EPEA shall be applied to further the aims of the Association and at reasonable expense. The Steering Committee shall authorise, in writing, the Treasurer of the Association and up to three other members of the Steering Committee to sign cheques on behalf of the Association.

Tasks/Duties

- keep one or more accurate bank accounts in the name of the Association
- ensure all financial records permit a successful audit
- assist the Secretary in updating the membership register according to paid fees
- prepare a Treasurer’s Report for each SC meeting
- prepare a Financial Report for General Council
- have all accounts revised by two auditors two months before General Council
- prepare for General Council a budget proposal for the subsequent two-year period
- assist the annual publication of a Membership Directory
- in co-operation with other SC members send updated membership materials (e.g., membership directory, welcome package etc) to the Liaison/Contact Persons
- maintain and update membership register, make it available on request to any member
- ensure incoming Treasurer is fully briefed of the Treasurer’s duties, and if necessary, a new bank account is set up and the monies successfully transferred
European Prison Education Association: Election of Officers 2008

Nomination Form: Treasurer
(The Treasurer will take office for three years from 1 July 2008)

Name of Person Nominated: ____________________________  Country: ____________________________
(Please Print)

Name of Proposer: ________________________  Signed: ________________________

The person nominated is asked to write below a short statement (maximum 100 words) in support of his/her nomination –

I confirm that I am willing to stand for election to the office of Treasurer

Signed: ________________________  Date ________________________

Nomination Forms should be either faxed or posted to –

Anne Costelloe
Chairperson
Prison Education Service
Block 5, Floor 3.
Belfield Office Park
Beaver Row
Dublin 4, Ireland
Fax: 00 353 1 2604967
E-Mail: anecostelloe@eircom.net

Anita Wilson
Secretary
Literacy Research Centre,
C Floor, IAS, County South
Lancaster University
Lancaster, UK
Fax: 00 353 1 8301175
Email: anita@wilsonhmp.freeserve.co.uk

AND

Please return this form by 5th May 2008
REFORM OF THE ROMANIAN PENITENTIARY SYSTEM

by Georgeta-Mirela Ursachi
Educator, Prison of Timisoara
Phd. Student, Criminal Law,
West University of Timisoara,
Faculty of Law, Romania

STAGES OF THE PENITENTIARY REFORM IN ROMANIA

The reform of the Romanian penitentiary system can be said to have begun in 1991, when the General Direction of Penitentiary was removed from the authority of the Ministry of Internal Affairs and placed under that of the Ministry of Justice and when there appeared a tendency towards demilitarization of the penitentiary system. After that moment a series of measures have been taken to aim mainly for:

- a humanization of the detention regime, having as consequence the respect of human dignity, the equal, non-discriminatory treatment, irrespective of nationality, citizenship, political opinions and religious beliefs;
- a quantitative and qualitative improvement of the feeding norms, establishing caloric norms instead of value norms;
- a supplementation of the rights for the persons deprived of freedom to receive packages and visits, cigarettes and shopping;
- an unrestricted access to information:
- granting the persons deprived of freedom the possibility to take part in physical activities and become involved in moral-religious actions;
- an insurance of the transparency of the penitentiary system, allowing the unrestricted access inside the detention centers to press, radio and television [1].

There were efforts made to prepare the penitentiary system for the major changes, which, primarily, began with the alteration of law 23 from 1969 regarding the punishments' enforcement through the intermediary of the emergency ordinance no.56 from 2003, which updated, as much as possible at the time, the provisions of the law on the enforcement of penalties. The alterations brought about aimed especially at the rights of the convicts and at the procedure of granting them, respectively: the right to information, the right to petitioning, the right to correspondence, the right to receive visits and goods, the right to medical assistance.

The next step was represented by the reorganization of the General Direction of Penitentiary into the National Administration of Penitentiaries and the adoption of the law 293 from 2004 with regard to the status of the public servant from the National Administration of Penitentiaries. Consequently, the military grades became professional grades and significant alterations were made to the rights and obligations of the public servants in the National Administration of Penitentiaries. This law was altered several times, the last one coming into force on 22 of March, 2007. At the end of 2006 was created the position of manager-assistant Psychosocial Intervention (which, at the level of each penitentiary center, brings together the Educational and Psychosocial Assistance Services), job title that did not exist previously.

However, the greatest changes, immediately and profoundly felt inside the Romanian penitentiary system were brought about by the law 275 published in the Official Monitor from July the 2nd, 2006 and which came into force on 18th of October, 2006. For the law to be applied, the government of Romania adopted, through the Decision no.1897 of 2006, the Regulations on the application of this law, published in the Official Monitor on 16th of January, 2007. The elements of novelty which the new law lays down are, firstly, for the first time in Romania, the Institution of the Delegated Judge for the punishments’ enforcement which supervises and controls the insurance of the legality of the punishments’ enforcement, establishes the measures of personalization of the punishments’ enforcement regime and gives solutions to complaints made by the persons in detention or under preventive arrest, against the measures taken by the administration of the detention places regarding the exercise of the rights and the disciplinary sanctions [2]. Against the decisions of the Delegated Judge legal action can be taken in the court.

Also, the law prescribes the individualization of the freedom-depriving punishments, signifying that in every detention unit a Commission shall be set up to decide on the individualization of the enforcement regime of the freedom-depriving punishments. These regulatory acts lay down some changes of titles, a person detained, or sentenced to prison or life imprisonment shall be called "a person deprived of freedom" ( not "a convict" as it is called currently). The regulations of the freedom-depriving punishments' enforcement, according to the law 275/2006 and to the Regulations on its application are structured as follows:

1. Organization of the freedom-depriving punishments’ enforcement
2. Enforcement regimes of the freedom-depriving punishments
3. Detention conditions
4. Rights and obligations of the persons under freedom-depriving punishments’ enforcement
5. Work done by the persons convicted to freedom-depriving punishments
6. Educational, cultural, therapeutic, psychological counseling and social assistance, school and vocational training activities of the persons convicted to freedom depriving punishments

7. Rewards, misconduct and disciplinary sanctions

8. Release on parole

9. Documents drafted by the Administration of the penitentiary

ORGANIZATION OF THE FREEDOM-DEPRIVING PUNISHMENTS’ ENFORCEMENT

In conformity with the new legislation, the purpose of the freedom-depriving punishments’ enforcement is assisting the persons deprived of freedom, in their social reintegration and in their prevention from committing new crimes. Penitentiaries, in compliance with the applied enforcement regime, are divided as follows:

1. maximum security penitentiaries;
2. closed penitentiaries;
3. semi-open penitentiaries;
4. open penitentiaries.

Apart from those, there are also special penitentiaries:

1. penitentiaries for minors and youths;
2. penitentiaries for women;
3. penitentiaries-hospitals;

Within the penitentiaries there are organized and clearly divided 3 sectors: the detention sector (designed to shelter the housing and the activities carried out by the persons deprived of freedom), the administrative sector (comprising the offices and the areas designed for the personnel) and the production sector (comprising the production, maintenance and repair workshops, storage house, garage etc.). Then there are the auxiliary spaces such as the personnel accommodation areas, where they live inside the prison, spaces for training, instruction and relaxation for the personnel).

In each penitentiary center a Commission for the Individualization of the Enforcement Regime of the Freedom-Depriving Punishments is set up, made up of: the general manager of the penitentiary, the manager-assistant for the safety detention and the penitentiary regime, the manager-assistant for the psychosocial intervention, the penitentiary doctor, a counselor of the Probation Service, the psychologist and educator involved in the Program of Social Reintegration of the person convicted.

This Commission is responsible for the initial repartition of the persons deprived of freedom to a certain enforcement regime and for switching them from one regime to another, for the release on parole, for the agreement on the transfer by request of the person deprived of freedom, for the rewarding system.

Regarding the safety of the penitentiaries, the penitentiaries must have the necessary accommodations, devices, personnel and technical means. If the manifestations, which disturb the public order and peace inside the penitentiaries or which endanger the lives or physical integrity of the persons or the security of the goods, exceed the capacity of intervention of the National Administration of Penitentiaries, the support of The Ministry of Administration and Internal Affairs can be requested.

The penitentiaries have the obligation to ensure the protection and assistance of the witness endangered and of the protected witness who is under a freedom depriving punishment enforcement or under preventive arrest.

ENFORCEMENT REGIMES OF THE FREEDOM-DEPRIVING PUNISHMENTS

Punishments’ enforcement regimes are based upon the progressive and regressive system. The two differentiate from each other according to the degree of limitation of the freedom of movement of the persons convicted, of the manner in which the detention activities and conditions are carried out.

The enforcement regimes of the freedom-depriving punishments are:

1. maximum security regime;
2. closed regime;
3. semi-open regime;
4. open regime.

The persons who are under the maximum security regime are usually lodged in single rooms, work and carry out educational, cultural, therapeutic, psychological counseling and social assistance activities within the penitentiary center, in small groups, under constant visual observation. The persons who are under one of the other 3 regimes are usually lodged in common rooms. The ones under the closed regime carry out educational, cultural, therapeutic, psychological counseling and social assistance activities inside the penitentiary center, under guard and observation. They can do work outside the penitentiary, with the consent of the detention place manager.

The persons under sentence in the semi-open regime can move unescorted inside the penitentiary unit, work and carry out educational, cultural, therapeutic, psychological counseling and social assistance activities under observation, within spaces which remain open during daytime. They can also do work outside the penitentiary, under observation. The persons serving a sentence under the open regime can move unescorted inside the penitentiary, work and carry out educational.
The enforcement regime is announced the moment when the established enforcement regimes are established, the person convicted can make appeal in the court under whose jurisdiction the penitentiary is. The court's decision is final.

Every 6 months the Commission for Individualization of the Enforcement Regimes has the obligation to assess the convict's conduct and his/her efforts to socially reintegrate. By request of the person deprived of freedom or by notification made by the Commission for the Individualization of the Enforcement Regime, the Delegated Judge's closing, the person convicted can make appeal in the court under whose jurisdiction the penitentiary is.

The enforcement regime can be changed into a more severe one if the person convicted has committed a serious crime or some serious disciplinary misbehavior which make this person incompatible with the regime under which he/she serves the sentence.

The maximum security regime shall not be applied to men who are 60 years of age and to women who are 55 years of age, to pregnant women or to those who are taking care of a child under 1 year of age, to minors, to persons with a 1st degree of invalidity, as well as to those suffering from severe locomotors diseases.

Against the manner in which the enforcement regimes are established, the person convicted can make a complaint to The Delegated Judge for the freedom-depriving punishments' enforcement within 3 days from the moment when the established enforcement regime is announced to him/her. The person convicted is obligatorily heard by the Delegated Judge. Against the Judge's closing, the person convicted can make appeal in the court under whose jurisdiction the penitentiary is. The court's decision is final.

Every 6 months the Commission for Individualization of the Enforcement Regimes has the obligation to assess the convict's conduct and his/her efforts to socially reintegrate. By request of the person deprived of freedom or by notification made by the Commission for the Individualization of the Enforcement Regime, the Delegated Judge's closing, the person convicted can make appeal in the court under whose jurisdiction the penitentiary is.

The enforcement regime can be changed into a more severe one if the person convicted has committed a serious crime or some serious disciplinary misbehavior which make this person incompatible with the regime under which he/she serves the sentence.

**DETENTION CONDITIONS**

Checking-in to the penitentiary center is based upon the enforcement warrant of the freedom-depriving punishments. Regarding the transfer of the persons convicted has to be mentioned that, it is forbidden the transfer, for a period longer than 5 days, of minors sentenced to freedom-depriving punishments, to other penitentiaries than those for minors and youth.

The persons convicted are lodged in single rooms or common rooms, and each person convicted has his/her own bed.

Irrespective of the enforcement regime, the persons convicted dress up in civilian clothes. The cooking, distribution and serving of the food is based upon the nutritional, therapeutic, psychological, and cultural benefits that are provided to the convicts.

If a person deprived of freedom refuses the food, the manager shall inform the Delegated Judge who has the obligation to immediately hear the person convicted.

The persons convicted can be immobilized only temporarily, with the equipment of the penitentiary, to prevent the escape attempts or the acts of violence of the convicts or to put an end to the physical inflictions caused to another person or to the destruction of goods.

The usage of the constraining methods must be authorized beforehand by the penitentiary manager, except in the case when the emergency of intervention requires this, in case in which the manager is immediately informed. The usage and the cessation of the usage of any constraining methods is communicated immediately to the Delegated Judge for the freedom-depriving punishments' enforcement, with a detailed presentation of the facts which have determined them. The immobilization by chaining of the persons convicted is forbidden. The usage of the methods of constraint has to measure the state of danger, and has to be applied only during the necessary period of time and only when there is no other way to remove the danger and never has the character of sanction.

The daily program of the person deprived of freedom is thus conceived that the persons deprived of freedom to spend as much time as possible outside the rooms. The persons deprived of freedom shall be daily granted a period of sleep of minimum 8 hours. Those who work or carry out productive activities are granted at least 1 day of rest per week. The legal holidays are considered rest days.
RIGHTS AND OBLIGATIONS OF THE PERSONS UNDER FREEDOM-DEPRIVING PUNISHMENTS’ ENFORCEMENT

According to the law and to the regulations, the persons deprived of freedom have the right to medical assistance (including dental medical assistance), the right to receive visits (including conjugal visit, visits of the defending lawyer, visits of the notaries public, visits of the diplomatic representatives; the last 3 categories of visits take place during and in the limit of the periods of time established by the Minister of Justice), the right to petitioning and correspondence, the right to phone calls, the right to receive goods and to buy goods, the freedom of consciousness, the expression of opinions and religious beliefs, the right to information, the access to documents of personal interest, the right to daily walks of minimum 1 hour, the right to diplomatic assistance, the right to marry.

Against the measures referring to the exercise of rights recognized by the administration of detention places, the persons deprived of freedom can make a complaint to the Delegated Judge for the Punishments’ Enforcement, who obligatorily hears the person deprived of freedom. Against the Delegated Judge’s closing, the person convicted can make appeal in the court under whose jurisdiction the penitentiary is. The court’s decision is final.

The obligations of the person deprived of freedom are synthesized the following way:

1. to respect the provisions of the law 275/2006 regarding the enforcement of penalties and the measures ordered by the Judicial Organs during the penal trial, of the Regulations on its application, of the orders issued based on this law and on the regulation on internal order of the penitentiary, after they are made available to the convict;
2. to respect the rules of individual and collective hygiene;
3. to submit to bodily search any time necessary;
4. to preserve adequately the goods assigned to him/her by the penitentiary administration and the equipment of the working places.

The persons deprived of freedom are held liable either civil, material, disciplinary or criminal if need be, for the offences committed during the freedom-depriving punishments’ enforcement, according to the law.

WORK DONE BY THE PERSONS CONVICTED TO FREEDOM DEPRIVING PUNISHMENTS

The persons convicted can do, with their own consent, a work according to their qualifications and aptitudes.

The working day has 8 hours a day and no more than 40 hours a week, and the work done under special circumstances cannot be longer than 6 hours a day and 30 hours a week. Based on written consent, the persons convicted can work for 10 hours a day and for no more than 50 hours a week. Work during nighttime can be done with the written consent of the convicted person, but for no more than 7 hours a night and 35 hours a week. Working days are carried out by the persons deprived of freedom and signed under signature. This plan is modified as many times as necessary.

In compliance with the regime to which they were assigned, the persons deprived of freedom, who do not do work or who do not take part in other activities, can carry out in common,
in the limit of 3 hours for those under maximum security regime and in the limit of 4 hours for those under open regime, open-air walks, educational, psychosocial, physical exercises and religious activities.

**REWARDS, MISCONDUCT AND DISCIPLINARY SANCTIONS**

In accordance with the new regulations, the persons deprived of freedom who have a good conduct and who have proven to be tenacious in their work or during the educational, cultural, therapeutically, psychosocial counseling and social assistance, school instruction and vocational training activities can be granted the following rewards:

1. entrusting with the responsibility during the educational, cultural, therapeutically, psychosocial counseling and social assistance, school instruction and vocational training activities;
2. suspension of a previous applied disciplinary sanction;
3. supplementation of the rights to receipt of packages and visits;
4. granting of prizes consisting in material for occupational activities; the permission to leave the penitentiary;
5. the permission to leave the penitentiary during a period of 1 day's up to 10 days depending on the punishment enforcement regime.

The rewards granting is granted by the Commission for the Individualization of the Punishments under the proposal of the section chief-in-charge.

The types of disciplinary misconduct are described in detail in the Regulations on application of the Law and divided in 3 categories: very serious disciplinary misconduct, serious disciplinary misconduct, mild disciplinary misconduct. When establishing the disciplinary sanction, the seriousness of the misconduct and the misconduct committed previously are taken into account.

1. the warning;
2. the suspension of the right to take part in cultural, artistic, physical exercises activities spread out over a period of maximum one month;
3. the suspension of the right to work activities spread out over a period of maximum one month;
4. the suspension of the right to receive and buy goods, excepting the goods necessary for the personal hygiene spread out over a period of maximum 2 months;
5. the suspension of the right to receipt of visits spread out over a period of maximum 3 months;
6. the solitary confinement spread out over maximum 10 days.

The disciplinary procedure is launched by the section chief-in-charge. A person appointed by the Manager carries out the preliminary investigation. The Disciplinary Commission made up of the penitentiary manager, in his capacity of president, his assistant responsible with the application of the regimes and a supervisor elected every year. Nothing can restrict the right of a person deprived of freedom to defense or to appealing against an applied disciplinary sanction.

Against the Commission's decision the person convicted can make a complaint to the Delegated Judge for freedom-depriving punishments' enforcement. Against the Judge's closing, the person convicted can appeal in court. The Court's decision is final.

**RELEASE ON PAROLE**

The release on parole can be ordered if the conditions laid down in the Penal Code concerning the enforcement of a part of the punishment and the conduct during the punishment enforcement (perseverance in work, discipline, solid proof of correction), are fulfilled, taking also into account the criminal record.

The release on parole is granted by the court by request of the person deprived of freedom or by notification made by the Commission for the Individualization of the freedom-depriving Punishments' Enforcement Regime in the presence of the Delegated Judge in his capacity of president. The proposal of the Commission for the Individualization of the Enforcement Regime is submitted to the court under whose jurisdiction the penitentiary is. The due term for the re-examination of the situation of the person convicted cannot be longer than 1 year, if the convict does not meet the condition to be release on parole.

**DOCUMENTS DRAFTED BY THE ADMINISTRATION OF THE PENITENTIARY**

The administration of the center draws out the following documents:

1. the individual file of each person convicted; this file contains documents regarding the identity of the person deprived of freedom, the sentence to a freedom-depriving punishment, the starting point of the sentence enforcement, the documents drawn out following the medical examinations, the documents drawn out during the punishment enforcement;
2. the book recording the checking-in time of each person convicted;
3. the book recording the rewards awarded to each person convicted;
4. the book recording the disciplinary sanctions applied to each person convicted;
5. the book recording the releases on parole of the persons convicted;
6. the book recording the prison releases of the persons convicted; 
7. documents regarding the decease of a person under a freedom-depriving punishment enforcement.

The National Administration of Penitentiaries adopts technical and organizational measures necessary for the protection of personal information on persons deprived of freedom.


Wire workshop in Mountjoy Prison
April 2008

Representatives from a UN agency supporting the eradication of poverty (International movement ATD Fourth World) contacted us last week in Mountjoy Prison hoping to come and do a workshop with our students using wire. Their hope was to engage the prisoners in a hands-on session making individual symbolic representations of their idea of poverty, deprivation and struggle with pieces of coloured used wire salvaged from waste. Of course, we welcomed with open arms, Francoise and Philip Barbier, originally from Belgium to meet our students who thanks to the Pan Project are already aware of the importance of the international voice in art education. Francoise and Philip immediately warmed to the students at The Medical unit and some quite exciting pieces were produced in a dynamic class. Philip explained that these pieces would then be taken to his studio and incorporated into a larger, free-standing metal sculpture which would be unveiled next October. [This will be held at the Famine Memorial in the presence of the Dublin’s Lord Mayor for the 20th year commemoration of this eradication of poverty. Many other marginalized groups have already taken part in this worthwhile project and Amnesty international, and The combat Poverty Agency are actively supporting the UN day under its public awareness programme.

16th april 2008

visit www.epea.org
the official web site of the organization
In this thesis, "Education in prisons - from resistance to adaptation?", the thesis is built up around the seeming paradox that the young men with another ethnic background than Danish, who go to school in the State prison in Ringe, all have very bad experiences from the state schools where most of them have played truant a lot since they were in 4th and 5th form. A lot of them have not gone to school regularly since 5th or 6th form. They have experienced themselves as poor students. They have also experienced indifference from their schools and teachers after which they have reacted by becoming indifferent to their school attendance themselves. They are fully aware that they were the troublemakers and they see themselves as typical Muslim immigrant boys. In their opinion, a typical Muslim immigrant boy is a troublemaker who does not have academic talent. Those are the expectations they have to themselves, but also the expectations they experience from their teachers. At the same time, they also wish to learn something and become "smart" as all the other pupils. They now regret they have been making trouble in school and they would like to try to be "normal" pupils.

In my thesis, I emphasise the young men’s experiences from their state schools. I do this on the basis of Paul Willis’ theory about counter school culture and Laura Gilliams understanding of institutional logics as described by the anthropologist Eva Gulløv and the cultural sociologist Charlotte Paludan amongst others. The boys create a counter culture to the school which marginalises them. It is a counter culture that has existed among boys from unfavourable positioned families long before they themselves started school. At the same time, the schools and teachers contribute to this marginalisation with the common institution logic and self-understanding, namely that the school is a place where equality is promoted and where they do not make a point of ethnic origin or social background. However, the teachers' middle class background and understanding of education favour the middle class children in every way and therefore it unintentionally contributes to the marginalisation of boys with another ethnic background than Danish.

To put into perspective the pedagogy in the prison school, I use Bernstein’s theory about visible and invisible pedagogies. The invisible pedagogy presupposes that you are familiar with the language, the cultural interacting and all the unspoken rules that children with a middle class background are provided with. The culture and upbringing lies in the ways we interact and are mainly implicit. The visible pedagogy is explicit and instructing. I argue that the prison school should make use of both invisible and visible pedagogy. It is necessary that they learn the implicit ways of interacting, but it is equally necessary that they get a specific introduction to these areas and to the explicit aims and expectations to their performance and what they learn - both in connection with education and culture. Therefore, I argue for both a visible and a "visibly invisible pedagogy".

To understand the adaptation strategy which the young men use instead of the counter culture strategy, I use Kolind’s theory about "time as punishment". Inmates are deprived of the opportunity to decide for themselves how they would like to spend their time. The man of modern times spends time investing in identity, but the inmates are in many ways deprived of that possibility during their stay in prison. School attendance is to some extent an opportunity for the inmates to decide to qualify themselves instead of working for the prison. They have the possibility for shorter
periods of time to be students instead of inmates. They are now in a position where they do not have to compete with middle class children and they are able to get labelled as "good students". At the same time, they have grown older, so they are fully aware that they have to change. Therefore, it is important for them to know that they spend their time in prison reasonably. My conclusions are that if the prison school is going to reach these "pedagogically unachievable and maladjusted" young men and educate them in a way which consider both specific education, the analytical form of dialogue and confidence with the more abstract "feel for the game", it presumes that the individual prison school generates knowledge and insight, and that there is will and resources to reach these objectives. This kind of schooling can not be met only by the current ordinary FVU and AVU teaching (adult education). It is not enough to offer an ordinary effort to make this group ready for participation in ordinary education, training or work after serving the sentence. The group has not profited from this before. I suggest efforts that strengthen identity development. I argue that efforts like that has to be based on dialogue, expectations and thereby acknowledgement of the individual as a sane student and at last on strongly divided modules and clear, concrete education of basic, academic skills. It demands leaders and teachers who are academically well prepared and who are capable of being in dialogue with the young criminals all the time and at the same time know what they want to obtain. If this is not the case, it might end up being nothing more than "the possible pedagogy" where everybody adjust to each other so that neither teachers nor students lose privileges, but where students also do not learn anything else than being students in this exact school.

The Beauty of Mathematics

I am asked regularly by my students why do we need maths. Apart from percentages, fractions and general arithmetic, it is argued that other topics seem irrelevant to our daily lives. One of the most important tools you use in your daily life is your brain. And you need to keep it healthy, active and fresh.

Maths presents daily information in an abstract and cognitively challenging fashion that forces you to step out of your neutral comfort zone. Maths is a workout for the brain; keep challenging it and asking questions of it to improve and new doors will open for you. Make maths part of your day!

Colm Gallagher, Physical Education & Maths Teacher, Wheatfield Prison, Dublin.
Mathematics in a Prison Education Centre

Written by Catherine Byrne, Wheatfield Prison, Dublin, Ireland

Introduction

Wheatfield is an adult male prison in west Dublin. Prisoners are all ages, backgrounds, nationalities and types of offender.

Mathematics has been offered as a core subject, at all levels from basic to leaving certificate, since Wheatfield Prison Education Centre started in 1990. While it has not got the waiting lists that other subjects, such as cookery have, it has had a steady flow of takers. Many of these come to maths or "mathematics" through other teachers referring them to it for example, Physical Education, Music, Cookery Literacy or Art classes.

This article shows how mathematics is "sold" through other subjects. Some learners are afraid of mathematics and need to lose some of the fear before they proceed. Others come in and crave mathematics, as it is "easier on the head than poetry", so it is not possible to generalise. Thus some come to mathematics by stealth, or "mathematics" through other teachers referring them to it for example, Physical Education, Music, Cookery Literacy or Art classes.

This article will focus on methods to introduce mathematics by stealth, to the reluctant learner. Topics covered include starting mathematics conversations, mediation and mathematics, interculturalism and mathematics, and assurances used.

Starting mathematics conversations in prison

Teaching in a prison is often about catching the learner's interest and drawing them in to a subject through conversation. Examples of conversations that have proved useful in the author's experience include the following.

Greyhound racing story

One man came in to do mathematics one day and when we started chatting he told me he had trained greyhounds. He talked about how drugs were used to fix races and the money that was involved. He knew how certain drugs could speed up a dog and some would slow down a dog and by how much in each case. This drug taking took a toll on the dogs, shortening their lives and also their running lives. He knew how many dogs were put down each year as a result and outlined the more humane option of emigration for dogs. He knew there was demand in other countries and that Irish greyhounds could in the future go abroad to be re-homed after finishing racing, instead of being put to sleep. The system of betting and fixing was very complex, as were as the details about drugs, their effects on finishing lengths and times. These provide perfect examples of ratio and proportion and the law of diminishing return. Coming in to the class on the first day, he did not think he was any good at mathematics but as we talked about the mathematics skills he had just outlined - measurement, comparisons, percentages, money, distance, body weights, statistics, probability and horse racing odds, his mathematics confidence grew. He was surprised to think that this was mathematics, as mathematics was "in books, with mad symbols". This was a ready-made teaching and learning opportunity.

Pigeon story

One man was a serious a pigeon fan; in particular he loved a type known colloquially as a tumbler pigeon. He could describe the angle of each bird's flight, how the wingspan affects this, how each feather was angled, and the effect of clipping the wings on the tumbling speed; the wind resistance, the food, the weights, symmetry of the markings. This offered lots of potential for mathematics work. All we need is our own pigeon loft and a programmer to computerise their movement and mathematics class will never be the same again! The depth of mathematical knowledge that this man had was vast and provided material for many mathematics classes. Moving from the particular to the abstract concept is smoother when the learner has understanding and passion about the activity.

Drugs

Drugs are a feature of modern society and also feature in prison. There is currently a programme of addiction counselling in prisons, and while this has had enormous benefits for those dealing with their addictions, it also means that drugs are a feature of conversations. Even for those who have given up drugs, it is a subject that often returns to conversations, as it can be a feature of rehabilitation, to reflect back on the whole activity around addiction. People who come in to learn mathematics and who have been or are still addicted have a ready-made topic through which the teacher can teach many mathematical concepts. The division of drugs, the cost, the dose, the process of detoxing, the sliding scale of methadone use as
Mathematics in a Prison Education Centre

Prison building and environment
At times conversations can be hard to start in prison education, for example a person may be private about his hobbies, work and past life outside prison. Yet there is a wealth of material within reach simply by talking about the mathematics of the prison. Shapes, proportion, concepts such as parallel and perpendicular lines, angles and rotation are encountered everywhere. Questions that arise include the building shape, whether it is a rectangle, hexagonal or circle.

- The corridors and their angles, either parallel, perpendicular or guess what angle?
- If there is a circle in the middle and six corridors off it, how can we work out the angle at the point where the corridor starts, given that a circle is 360 degrees?
- Looking at shapes, starting with windowpanes and how many fit into the frame?
- How many floor tiles in a classroom?
- How many rectangle tables do we push together to make a square?
- The temperature
- Sentencing policy: differences between concurrent and consecutive sentences can help describe abstract concepts such as the number line.

Citizenship and mathematics
“The aim of the Prison Education Service is to provide a high quality, broad and flexible programme of education that meets the needs of those in custody through helping them: to cope with their sentence, achieve personal development, prepare for life after release, establish the appetite and capacity for lifelong learning” (Strategy Statement, Prison Education Service, Ireland.)

Citizenship education is critical and mathematics is a great part of this subject. Areas such as the environment, global warming, voting, wealthy distribution and fair trade economics, genocide and war all have lots of mathematics in them. Statistical data on bar charts, percentage changes in temperature, all offer current examples of mathematical concepts. In prison often people can feel cut off from the world outside and citizenship education can help reorientation to the outside world.

Other topics that have in the author’s experience yielded rich mathematical conversations include:
- Gambling:
- Cards design
- Winnings
- Debts
- Probability
- The body:
- Symmetric or not?
- Fingers for counting
- 3 dimensions of the body as applied to area and volume.
- How big a shadow do you cast, now and in another season?
- How much volume of water would you displace in a bath?
- Music and Mathematics:
- Music and sound waves bouncing off walls
- Number of beats in a bar

Mediation, mathematics and literacy
“Mediation skills...... some mediation concepts have great application to the teaching of mathematics and literacy to adults.”

Mediation skills training is taught as part of Personal Development and Citizenship Education in Wheatfield and some mediation concepts have great application to the teaching of mathematics to adults. The following core concepts in the process of mediation and conflict resolution can, in the author's experience, help the teacher of adult learners.

Work with what’s in the room. (Teacher and learner are as you are, in this setting at his time; accepting it may enable learning, wishing it was different inhibits learning)

- Trust the process. (Given the right opportunity and activities, learning will happen)
- Small events can bring huge changes. (Adults can have great “spikes “ in learning as their life experience is so varied)
- Go where people are. (Start by acknowledging the interests and values of the learner.)
- Reframe (Take what they say and “mathematise” it.)
- Move with the parties (Leave a topic if the learner wants to, no matter how interesting you find it)
- Encourage storytelling. (his can reveal hidden skills and interests in the learner)
- Ask powerful questions (he right questions can allow the learner to reflect on his own learning needs and his prior learning)

Mathematics is everywhere; it is just a matter of raising awareness, looking with new lenses at our immediate vicinity and applying mathematical words: thus we "mathematise" the world.

Mathematics and Icebergs

The iceberg image as applied to mathematics can help us develop ways to work with learners in a non-intrusive way. The top of the...
iceberg represents those elements that are primarily in awareness, and those deeper areas that lie below the surface and are out of awareness. Mathematics is primarily in awareness, and can be a great starting point as it helps us look at the physical world and deal with it, and so there is less potential for causing distress than with other subjects. It can be a good starting point for some learners, and is a "safe" subject; many learners talk of how home mathematics homework in a cell can "fill your head", and "relax you, like crosswords or Sudoku" when under stress, in a way that more emotional or stimulating subjects can "wreck your head". It can provide a way to the abstract part of the brain that can help soothe and detach. Learners from different cultures often find mathematics a good starting place as it transfers well; many concepts are the same in different languages. Also there is less risk of causing offence, as it is more in awareness than other subjects that may evoke more emotions.

**Assurances used in teaching mathematics**

It is acceptable often in our culture to say that we are bad at mathematics but not to say we have problems reading and writing. This gives us teachers of mathematics a great advantage as we can assure the learners that they are in good company, as mathematics students all over the country and even the world are struggling with the subject. The following assurances have been useful in the experience of the author.

"No one is an absolute beginner at mathematics". When we were babies we played with our toes, figures how many we could eat at a time, which was mathematics and measuring. We use mathematics when we move and turn up the radio and cook and eat and drink and work. (de Aguero, 2007) "It's OK to say "I can't do mathematics", lots do." Ask friends, other teachers and staff, you will be guaranteed to find more who say they are bad at mathematics then admit to being bad at English. "Mathematics is often taught badly". Some mathematics teachers are so "brainy" they can't understand anyone who does not get it straight away, we can say. Also, some are doing mathematics and don't really want to do it as they are not that sure of it themselves, so can not express concepts they do no get themselves. 

"Everyone has a way of doing mathematics; we just have to find yours". Some learn through practical ways, by doing, feeling shapes, counting fingers, others through memorising, songs or nursery rhymes! Here it can be useful to refer to Gardner's eight intelligences, and reassure that we all have these intelligences but may need to bring in several of them before a concept clicks with us. 

"Self esteem is linked to mathematics; it's easier when you feel good about yourself". Mathematics anxiety, mathematics efficacy and mathematics attitude can be measured and have been shown to lead to improvement in learning, when addressed by good mathematics tuition. (Klinger) "It can fill your head when you are in the cell"

Mathematics can lead to abstract thinking, which can help us detach from stressful situations.

**References:**


Wheatfield is an adult male prison in west Dublin, Ireland with a population of approximately three hundred and sixty inmates. It caters for an increasing number of nationalities year on year who are serving time for all types of offences and are aged eighteen and over. The prisoners are obliged to attend the following daily activities: school, workshops, laundry, kitchen or garden. On average fifty percentage of inmates attend the school and their attendance will vary from one class a week for a short number of weeks to five days a week including night classes over a number of years. There are approximately fifty programmes of study offered to students as well as having full access to all Open University undergraduate and post-graduate programmes.

Education must compete with the aforementioned activities for students and mathematics must then compete with the many other programmes on offer. This large spectrum of choice for students results in them choosing activities and subjects, which they like and usually this correlates with activities and subjects that they are good at. Hence, the students who enrol for mathematics are usually those who have a good grasp of basic numeracy and enjoy solving mathematical problems. There are however, a minority of students with basic needs in mathematics who have come to study this subject as they recognise it as a barrier to progress in their everyday lives. Some of these students are sent to us from the workshops and have specific needs, for example they need to find area and volume or to know how to make a right angled triangle. Others come from having a trade such as building and need or wish to improve their mathematical ability.

The challenge faced by me as a mathematics teacher is how to attract more students (especially those who have basic mathematical needs) to study mathematics. Firstly, I must ask the question - Why would or should they study mathematics? I can think of many positive reasons why they should but from their perspective things might look very different. Consider the following student’s attitude as summarised in this poem:

Maths - A Tool
Maths! Oh Maths!
You made me such a fool
You etched away my confidence
And made me feel
A Tool

Students who come to me for help for basic numeracy often begin by telling me how bad they are at mathematics. They talk about having a mental block, about X’s and Y’s and not having a clue what’s all about. They talk about maths in such a negative way that a blind man could see that its no fun. They are now returning to maths because they need maths.

These students fail to see that since they ceased their formal education they have continued to study mathematics through their own subject area such as carpentry (working out lengths, angles, etc.) and/or their day to day living. Now, as adults their bank of knowledge is much greater than when they were teenagers.

I do not pretend to have the answers as to how to attract students to engage in mathematics. I have through general observation made the following points regarding pupils with basic mathematical needs:

In prison education, which is voluntary, we get a disproportionate low number of students with basic mathematical needs.

Students with basic mathematical needs have a negative attitude towards mathematics. This seems to emanate from a negative attitude towards mathematics in formal education, especially that of algebra.

These students seem to under-estimate the amount they know and have learned regarding mathematics and logic through their life experience.

One of the ways that I, (with the help of other mathematics teachers) have addressed this need is to develop a folder aimed at these students. The folder is self-contained and is aimed at fulfilling the level three FETAC requirements. Each new exercise in this folder contains questions followed by a sample answer and explanations followed by similar questions. Some students (even those who deem themselves to be weak at mathematics) can complete this folder with little or no assistance. Students seem to like this method of study as it frees them of deadlines, of the pressures of examinations and they can study in their own time and at their own pace without the embarrassment of being corrected publicly.

To conclude I now teach mathematics in an ideal setting to ascertain the most appropriate mathematical content and method of delivery to my captive audience. I have the freedom to experiment. I have the interest in this subject to motivate me to design both new syllabi and methods of delivery. The students have the freedom through voluntary education to give me the feedback I need -but sadly if their feedback is negative I may never see them again.

Brendan O’Hara
Mathematics Teacher
Wheatfield Prison
This book of research readings provides clear evidence that adult prisoners and offenders who participate in vocational education and training (VET) during their sentence are less likely to re-offend. A reduction in recidivism represents significant cost savings to the community. This book also highlights recent improvements in the delivery of VET for adult prisoners and offenders in Australia. Typically facing multiple social and economic disadvantages, they also require personal assistance to gain employment in the community.

What the research says:

- International research and trends in education and training provision in correctional settings
  Raymond Chavez & Susan Dawe

- The role of VET in recidivism in Australia
  Victor Callan & John Gardner

- Ex-prisoners and ex-offenders and the employment connection: Assistance plus acceptance
  Joe Graffam & Lesley Harcastle

- The role of education and training in prison to work transitions
  Margaret Giles, Anh Tram Le, Maria Allan, Catherine Lees, Ann-Claire Larsen & Lyn Bennett

- Should education and vocational training be compulsory in corrections?
  Peter de Graaff

Improving VET for adult prisoners and offenders in Australia:

- The provision of VET for adult prisoners in Australia
  Sian Halliday Wynes

- Using research to inform practice: Western Australian correctional education
  Christine Laird, Raymond Chavez & Melanie Zan

- Throughcare and VET for adult prisoners and offenders within the NSW Department of Corrective Services
  Karen Banfield, Steve Barlow & David Gould

- Improving VET for adult prisoners and offenders in Australia
  Sian Halliday Wynes

- Improving literacy for adult prisoners and offenders
  Bernard Meatheringham, Pamela Snow, Martine Powell & Michael Fewster

- Education and training for Indigenous people in prisons
  Cydde Miller
Vocational education and training for adult prisoners and offenders in Australia: Research readings

Key findings

On June 30 2006, there were 25,800 adult prisoners (20,200 sentenced and 5,600 unsentenced) in Australian prisons. In addition, there were 52,200 adult offenders—those sentenced to community-based orders (or on parole from prison), and 862 people on periodic detention.

As at 30 June 2006, there were 117 custodial facilities nationally, including 84 government-operated prisons and seven privately operated prisons. While 75% of adult prisoners were held in secure facilities, 25% were held in open prisons (facilities classified as low security).

To assist ex-prisoners and ex-offenders to return to the community as law-abiding citizens, correctional services deliver (to high risk offenders in particular) learning programs which target the behaviour directly related to the offence, for example, substance abuse or anger management. To date, these programs are not as effective as they might be since 60% of individuals incarcerated have previously been in an adult prison.

Adult prisoners and offenders typically have inadequate literacy skills or school education, and a history of unemployment. Indigenous Australians are ten times more likely to be in prison than non-Indigenous Australians.

The key findings from this research are:

- Recidivism is affected by a range of factors including education level, employment history, substance abuse, social support, physical and mental health, and accommodation. The lack of education and employment skills, and other factors that correlate with recidivism, often result in unemployment.
- Education and training for adult prisoners and offenders can make a significant difference towards successful post-offending employment outcomes, and thus reduce the likelihood of re-offending.
- Employment assistance programs for adult prisoners and offenders can significantly lower the rate of re-offending.
- Irrespective of whether prisoners have a pessimistic or optimistic attitude to life, those prisoners undertaking VET courses expect better labour market futures (such as work, more enjoyable work, and more money) than those undertaking non-vocational courses or prison work alone.
- The willingness of employers in the community to employ those people with a criminal history is critical to successful employment outcomes.
- The integration of education and training with personal support is required for successful transition from prison to the community. This includes one-to-one counselling, and ongoing monitoring and assistance.
- Community-ownership and involvement in the education and training of Indigenous Australian prisoners ensures further education, work opportunities, and community-support services are available after their release from prison.
- VET for Indigenous Australian prisoners and offenders should also incorporate Indigenous identities, culture, knowledge and values, if it is to lead to positive and improved outcomes for individuals.
- In most jurisdictions, only a small percentage of all prisoners are participating in VET, therefore increasing participation rates would most likely reduce re-offending.

How to get this publication

Vocational education and training for adult prisoners and offenders in Australia: Research readings is available at:


National Centre for Vocational Education Research

Level 11, 33 King William Street, Adelaide
PO Box 8288, Station Arcade, SA, 5000
Email: ncver@ncver.edu.au
Web: http://www.ncver.edu.au
Tel: +61 8 8230 8400
Fax: +61 8 8212 3436
European Conference of Directors and Coordinators of Prison Education is the title of a range of conferences for national administrators of prison education that since 1994 have been held regularly. The first conferences were all arranged by Henning Jorgensen and Kaj Raundrup from the Department of Probation and Prison Service in Denmark in cooperation with representatives from the hosting nation and representatives of the EPEA mostly Torfinn Langelid and Svenlof Svensson. The conferences was arranged with changing organizing committees in Poland, Estonia, Cyprus, Malta, England and Wales and lately in Prague in the Czech Republic. The latest conferences were arranged by the hosting nation and the EPEA. The 7th conference will be held in Oresund Region of Scandinavia on 11th – 14th of September 2008 when the hosting nation and the Swedish Probation and Prison Service, Kriminalvarden, invites delegates to Malmoe. This year’s conference is not only under the umbrella of Kriminalvarden, but also the EPEA and the EU Commission Program for Life Long Learning.

7th EUROPEAN CONFERENCE OF DIRECTORS AND CO-ORDINATORS OF PRISON EDUCATION
MALMÖ SWEDEN

DRAFT PROGRAMME
11-14 SEPTEMBER 2008

THURSDAY 11th September
11.00 – 13.30 Registration and check in
14.00 – 14.30 Welcome
Lars Nylén, Director General, Swedish Prison and Probation Service
Anne Costelloe, Chair of the EPEA
14.40 – 15.30 Trends in Europe I
Overview from Finnish researcher
15.30 – 16.00 Coffee
16.00 – 17.00 Nordic research on prison education
Professor Terje Manger, University of Bergen, Norway
17.00 Close
19.00 Dinner at hotel

FRIDAY 12th September
08.30 Depart hotel for Ystad male/female prison
12.30 Return to hotel for lunch
13.30 – 14.30 Trends in Europe II
- Perspective from Council of Europe Representative from CoE
- The Life Long Learning Programme
Brian Holmes, Head of Unit, the European Commission’s Executive Agency for Education, Culture and Audiovisual
14.40 – 17.00 Interactive session with all participants to discuss trends on:
- access to education for prisoners and the breadth of the curriculum offer
There will be a 30 min coffee break at 15.30 during this session

17.00 Close
18.30 Depart hotel for dinner at Svaneholm Castle
   hosted by the Swedish Prison and Probation Service

SATURDAY 13th September
09.00 The Digital Age in Prison
   Director General Kristin Bolgen Bronebakk, the Norwegian
   Correctional Service
   Director Mike Ministry, Ministry of Justice, England
10.00 - 11.30 IT Showcase workshops Grundtvig project
   • VIIP
   • PIPELINE
11.30 – 12.00 Coffee
12.00 – 14.00 International showcase workshops
   Call for presentations from participants to include work in
   European countries that demonstrate good practice and
   will be of interest to delegates
   • Up to 3 workshops
14.00 Close
   Free afternoon with optional walking tour of Malmö
19.00 Dinner at hotel

SUNDAY 14th September
09.00 – 09.30 Transition to work and life
   Keynote introduction by an ex-prisoner
09.30 – 11.00 Resettlement showcase workshops
   Call for presentations from participants to include:
   • successful experience of securing work
   • further education and training for prisoners
   • use of mentoring programme
   • work with women to re-integrate them with their families
11.00 – 11.30 Coffee
11.30 – 12.00 Reflections and close
12.00 Depart
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

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

**Membership Benefits**

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

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

**Become member by visiting the web site of the EPEA**

http://www.epea.org/membership.htm

**Individual membership, one year 20,00 euros, two years 40,00 euros**
You become member in 3 steps:

**STEP ONE**
Pay a membership fee
Two options,
a) Payment by credit Card via Paypal  b) Bank Transfer

**STEP TWO**
Filling in a form indicating your particular fields of interests

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

**STEP ONE a) - PAYMENT BY CREDIT CARD**
PayPal - Payment by Credit Card
Using PayPal a transfer fee of 2,00 euros is added to each of the membership fees. Using ordinary bank transfer will save you the extra 2,00 euros

The payment form on the web looks like this:

**STEP ONE b) - Alternative Payment by Bank Transfer**
Alternatively you can use ordinary bank transfer and save a payment fee of 2,00 euros

*The fees are:*

<table>
<thead>
<tr>
<th></th>
<th>1 Year</th>
<th>2 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>20 euros</td>
<td>40 euros</td>
</tr>
<tr>
<td>Individual</td>
<td>10 euros</td>
<td>20 euros</td>
</tr>
<tr>
<td>(Discount countries*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>30 euros</td>
<td>60 euros</td>
</tr>
<tr>
<td>Organization</td>
<td>150 euros</td>
<td>300 euros</td>
</tr>
</tbody>
</table>

**Name of the bank**
DnB NOR  
IBAN: NO2216382496969  
BIC/Swift Code: DNBANOKKXXX  
The name of the bank account:  
EPEA  
c/o Gisle Grahl-Jacobsen  
Fossekallen 26  
3034 Drammen  
Norway  

**Addresses of the bank**
Head quarter:  
DnB NOR  
Aker brygge  
Stranden 21  
0021 OSLO  
Norway  
Local Bank Branch  
DnB NOR  
Bragermes Torg 11  
3017 Drammen  
Norway  

Further information about bank transfer - See Web Site

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

ALBANIA
Mrs. Marinela Sota
National Prison Administration
Rr. Abdi Toptani
Tirane
E-mail: marinelasota@yahoo.com or refraction@albmail.com
Phone (cellular): + 355 682 167 154

Mrs. Entela Kaleshi
Rr. Don Bosko
Tirana
Albania
Phone: +355 692071437
E-mail: entela.kaleshi@gmail.com

BULGARIA
Mrs. Valentina Petrova
Box 65 BG - 5500
Lovech
Bulgaria
Phone: + 359 68 604 330
Fax: + 359 68 600 360
E-mail: seeec_vp@hotmail.com

CYPRUS
Michael Hadjimetiou
Po. box 24 175
Prison Department
1702 - Nicosia
Cyprus

Andreas Pelavas
P.O. Box 24 175
Prison Department
1702 - Nicosia
Cyprus
Phone: +357 224 06 126

DENMARK
Mr. Kaj Raundrup
Direktoratet for Kriminalforsorgen
Strandgade 100
DK - 1004 Copenhagen K
Denmark
Phone: +45 33 11 55 00
Fax: +45 33 11 53 01
E-mail: kaj.raundrup@kriminalforsorgen.dk
Web: www.kriminalforsorgen.dk

Mr. Per Thrane
Statsfaengslet p? S?bys?g?rd
DK - 10717
Denmark
Phone (job): +45 72 55 38 25
Phone (cellular): +45 51 80 71 27
E-mail: pthrane@gmail.com

ENGLAND & WALES
Mrs. Anita Wilson
Literacy Research Centre
Linguistics Dept.
Lancaster University
Lancaster LA1 4YT
England & Wales
E-mail: anita@wilsonhmp.freeserve.co.uk

FINLAND
Mrs. Minna Peltonen
Assistant Governor
Kerava Prison

Mr. Claus Andersin
Pelso Prison
92810 Pelsonsuo
Phone: (358) 8 8198111
Fax: (358) 8 8189214
E-mail: clausandersin@yahoo.co.uk

FRANCE
Mr. Thierry Hanssens
44, avenue Blanche de Castille
78300 Poissy
E-mail: th.hanssens@infonie.fr

GERMANY
Mr. Peter Bierschwale
Texas 4
D-29221 Celle
Germany
Phone: +49 5141 911350
Fax: + 49 5141 28442
E-mail: Bierschwale@t-online.de

Mr. Klaus Dieter Vogel
Nassausche Str. 19
D-10717
Berlin
Phone: + 4930 861 6545
Fax: +4930 86424307
E-mail: kdvogel@t-online.de

GREECE
Mr. Petros Damianos
Headmaster of the Secondary School
in the Avlona Prison for Minors and Young offenders
Chlois 8, Gr - 15126 Marousi, Athens
Phone, school: +302295029926
Phone, cel: +306945853170
E-mail, school: mail@gym-par-avlon.att.sch.gr

Mrs. Antigoni Faragoulitaki
Hellenic Parliament
1 Mitropoleos str.
GR-10557 Athens
Greece
Phone: +302 103 709 331
E-mail: antigonifarag@yahoo.gr

HUNGARY
Mr. Thierry Hanssens
Centre Penitentiaire de Luxembourg
P.o.Box 35
L-5201 Sandweiler
Luxembourg
Phone: + 352 359 621-303
Fax: + 352 359621-357
E-mail: Jean-Lou.Majerus@apsch.etat.lu
EPEA LIAISON PERSONS

MALTA
Dr. Anthony Vella
Coordinator for the *Programme for Education in Prisons
*Department of Education Studies
Faculty of Education
University of Malta
Msida MSD2080 Malta
anthony.vella@um.edu.mt
Tel: +356 2340 2943
Mob: +356 79058050

Mr. Desmond Zammit Marmara
Education Coordinator
Corradino Correctional Facility
Valletta Road
Paola Malta
desmondzm@waldonet.net.mt
Tel: +356 21691428

THE NETHERLANDS
Mrs. Katinka Reijnders
Mw MI
Pl Vught
PO Box 10055
2560 DH Vught
The Netherlands
Phone: +31 073 6582582
Fax: +31 073 6582676
E-mail: K.Reijnders@Vosseveld.DJI.minjus.nl

NORWAY
Mr. Torfinn Langelid
County Governor of Hordaland
Department of Education
Box 7310 5020
Bergen
Phone: +47 55 57 23 66/2351
Fax: +47 55 57 23 52
E-mail: Torfinn.Langelid@fmho.no

Mrs. Vigdis Fosheim
Klosterskogen vgs,
Slusesprosjektet
Gimsøy plass 5
N - 3730 Skien
Tlf: 35 52 92 60
Fax: 35 52 92 61
E-post: vfosheim@gmail.com

NORTHERN IRELAND
Mr. Geoff Moore
Education Department
Maghaberry Prison
Lisburn BT28 2PF
Phone: +44 (0)2892 614794
E-mail: geoffmoore1000@hotmail.com

REPUBLIC OF IRELAND
Mrs. Catherine Cackley,
Education Centre
Cork Prisons
Rathmore Road, Cork.
Phone: +353 21 4503237

Email: cpeduc@iolfree.ie

Mrs. Michelle Mullins
Education Centre
Midlands Prison
Dublin Road, Portlaoise, Co. Laois
Phone: +353 57 86 72273
Email: mided@eircom.net

SWEDEN
Mrs. Kerstin Ekholm-Erestam
Anstalten Hinseberg
P 1005
S - 718 92 Fr?vi
Phone: +46 581 797858
E-mail: kerstin.ekholm-erestam@kriminalvarden.se

Contact Persons

BELGIUM
Mrs. Rosemarie Nossaint
Coordinatrice des formations pour Jamioux
FUNOC asbl
19, Avenue des Allies
B-6000 Charleroi
Belgium

ESTONIA
Ms. Lya Manniste
Principal of Rummui Special Vocational School
Address: 76001 Padise, Harju county
e-mail: lya.manniste@mail.ee

ICELAND
Mr. Ingis Ingason
c/o Fj?lbrautaskoli Sudurlands
Tryggvagata 25
IS-800 Selfoss
Iceland
Phone: 354 4822111
Fax: 354 482 3112
E-mail: ingis@fsu.is

ITALY
Mr. Angelo Ruggieri
Via Ezio no. 80
04100 Latina,
Italy

LATVIA
Mrs. Aina Vilcane
Vienibas iela,
44 - 85 Daugavpils
LV- 5401
Phone: + 371 9 484967
E-mail: aina.vilcane@gmail.com

LITHUANIA
Mr. Skirmantas Agurkis
Pravieniskes
General Regime Prison
4231 Pravieniskes-2
Kaisiadorys
Lithuania
Phone: 37 056 56219

ROMANIA
Mrs. Carmen Mariana
Portase
Ministry of Justice
Maria Ghiculeasa nr. 47
72228 Bucuresti, sector 2
Romania

SCOTLAND
Mr. James King
Prisoner Literacies
Development Manager
Scottish Prison Service
HQ Calton House, Room G15
5 Redheughs Rigg
Edinburgh EH12 9HW
Phone: +0131-244-8609
E-mail: James.King@sps.gov.uk

SPAIN
Mrs. Laura Galera Garcia
Universidad Complutense de Madrid
Facultad de Educac?n
Departamento de Teor?a e Historia de la Educaci?n,
Despacho 3004, C/ Rector Royo Villanova s/n,
28040 Madrid
Espana
Phone: (91) 3946303
E-mail: lauragalera@edu.ucm.es

TURKEY
Mr. Yusuf Ogmen
Ministry of Justice
Adalet Bakanl?g?n
TR-06659 Ankara
Turkey
Phone: +90 312 4254635
Fax: +90 312 4251431
E-mail: yogmen@adalet.gov.tr
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.