Welcome to the Spring 2009 edition of the EPEA Magazine, for which I would like to thank John Papadimitriou our excellent Editor, Sofia Samara and the rest of the editorial team and a big thank you also to our Guest Editor, Ingrid Almen from Sweden. As this is my last 'foreword' as Chair, I would like to take this opportunity to welcome the incoming Chairperson, Dr. Anita Wilson. Anita takes up this role at a time when we are facing significant challenges in prison education. But, I have every confidence that her valuable experience and knowledge will contribute greatly to the further growth and development of the EPEA. I would like also to take this opportunity to thank everybody who has helped and supported me during the past three years. I have enjoyed my time as Chair immensely. I have relished the chance it has given me to be a part of 'something bigger', to look beyond the comfort of my own setting and to meet new people and learn new things. In this way, I can truly say that I have benefited from everything the EPEA has to offer its members.

I have been reflecting on my EPEA experiences and it has led me to consider the concept of 'Europe' and what it means to be European. Of course, as someone who began her career as a History and Geography teacher, I am very aware of the difficulties that lie in deciding where Europe begins and ends, not just territorially, but indeed culturally and ideologically as well. Yet, from my experiences with the EPEA, I have learnt not to think so much about boundaries and borders as shifting maps, all too often drawn in blood, but instead as points of contacts, doorways to possibilities - rather like the EPEA itself.

When we look back on European history it is easy to focus on its brutal side; the avenging crusaders, the grabbing colonialists, the tyrannical dictators, the cruel feudalism and countless empires that thrived on war, famine and disease. But we must not forget all that 'Europe' has created; from the stirrings of democracy in Greece, to the Enlightenment's nurturing of literacy, to the emergence of the universality of human rights, and to where we are today - a continent whose citizens take it for granted that their children are born free, independent and equal. And of course the principles and practices of the EPEA are embedded in these noble achievements and we draw our vision and aspirations from all that is good in our shared histories.

Still, we must not forget all those written out of European history. "The slaves who carried Socrates's bag to the frightened boys who expired face-down in the mud of a Flanders field, and from the women who sewed the Bayeux Tapestry to the immigrants who clean toilets in the magnificent modern stadia, there have always been millions of unregarded extras in Europe's epics." And to that list we can add all the countless prisoners who have wasted away over the years and also our many predecessors who have tried to help them cope. Even today that is the essence of what we strive to do in the EPEA. We try to help prisoners cope with their sentence because we do not want to see them emerge from prison any more damaged than when they went in. Why would we? How could that help anyone? How can that be good for society? (This does not mean of course that we ignore the damage they have caused or that we excuse them of their crimes, but that is a whole other issue.)

By helping our students cope with their sentence we are fostering the possibility of 'change' and it is this concept that must lie at the core of all we do.

So, from my time with the EPEA, I have come to the simple conclusion that prison education is all about change - it's about nurturing and supporting the potential and capacity for change that lies in all of us - prisoner, teacher, education service, prison system, society. This is why I have always contended that prison education is not concerned merely with the acquisition of work-related skills and the upgrading of qualifications but with a significant change in understanding, perception and worldview. If we can help the prisoner student transform negative perceptions and attitudes of self and others, then the consequential changes in their behaviour and outlook will not only be significant and real but more likely to be lasting.

Therefore, I wish you, your students and staff 'lots of changes' and all the very best for the future.

Anne Costelloe
Chairperson - EPEA
Contents

Chairperson’s forward ________________________________ 2
European Prison Education Association new Chair ________________________ 4
Report from the Council of Europe _________________________________ 5
Election Secretary 2009 __________________________________________ 6
EPEA International Conference ______________________________________ 8
Prison Education, a Grundtvig Contact Seminar in Lisbon, Portugal ______ 10
European Adult Education Association (EAEA) Members Forum __________ 12
UN Report on the Right to Education __________________________________ 14
Australia Combined Conference 2009 _________________________________ 15
Perspectives from the Council of Europe ______________________________ 17
A Report on the Virtual European Prison School Project _________________ 20
EPEA Hellas Branch 2nd Annual Conference ____________________________ 25
The great European family of E.P.E.A. ________________________________ 26
Membership info _________________________________________________ 27
EPEA Liaison & Contact Persons ____________________________________ 29
Recomendation No. R(89)12 _________________________________________ 31

Next issue of EPEA-magazine will be published in Autumn 2009
If you would like to submit an article, please contact Mr. John Papadimitriou at:
ioanispap@gmail.com
before the 1st of October 2009

EPEA magazine Editors

Editor:
John Papadimitriou, ioanispap@gmail.com

Guest Editor:
Ingrid Almen,
Ingrid.Almen@kriminalvarden.se

Board of Editors:
Anne Costelloe, mjoyed@eircom.net
Per Thrane, pthrane@gmail.com
Peter Ruzsonyi, bvpk@rtf.hu

Assistant Editor:
Sophia Samara, sophiesam@gmail.com
There are quite a few changes coming up in the Steering Committee of the EPEA that I would like to draw your attention to.

Firstly, our Chairperson Anne Costelloe steps down in July 2009. It is impossible to quantify what Anne has done for the EPEA and we are very glad that we will not really be saying goodbye to her as she has agreed to stay on as our representative at the Council of Europe where we are sure she will carry on the good work done by her predecessor Janine Dupres-Kennedy.

Also, in July I will take over as Chair. For me this is both an exciting and a daunting task as the running of the EPEA is a big responsibility. I am glad that I have such a strong Steering Committee to draw upon. Because I am moving from my position as Secretary to Chairperson, we are currently holding an election for our new Secretary. If you have not already done so, there is still time for you to cast your vote. More details are available not only in this magazine but on the website as well and you have until 31st May to make your choice.

Many of you may already know me - I feel that the EPEA is one big family! The first presentation I ever gave was at an EPEA conference way back in the early 1990’s and the first person I spoke to was Svenlov Svenson! By profession I am a prison ethnographer. I am based at Lancaster University in the Literacy Research Centre, attached to the Linguistics Department. I have been researching in prisons for almost 20 years and I am constantly impressed with the part that education plays, not only in guiding prisoners towards a more fulfilling life when they return to their outside worlds, but in the way that education helps them to get through their time in prison.

Equally, I am impressed by the good work done by prison teachers, and prison staff involved in education, who continue to work in conditions that are not always perfect and often with students who require a great deal of support.

Although taking up the post of Chairperson is making me very nervous just now, I will try to do my best for the organisation and for the members that go to make the EPEA something very special, and certainly unique in the world of incarceration. I also look forward to meeting many of you at our next conference in October 2009, in Cyprus. Of course, we are all looking forward to the sunshine and the hospitality of Cyprus but I can also promise you that there is going to be a wide range of very interesting workshops, some inspirational speakers, and a wonderful mix of like-minded people who know how to make a conference successful.

With very best wishes - and looking forward to meeting as many of you as possible during my term of office.

Dr. Anita Wilson
Report from the
Council of Europe

January 2009

Council of Europe

Details on the latest INGO meetings at the Council of Europe, at which the EPEA was an active contributor, can be accessed at http://www.coe.int/T/E/NGO/public/. In addition, further information on recent activities and developments are outlined in the presentation of Ms. Annelise Oeschger, the retiring President of the Council of Europe Conference of INGOs, delivered at the plenary session on 28 January 2009. This informative stocktaking of recent initiatives and priorities can be found at http://www.coe.int/t/e/ngo/public/stocktaking_AO_speech_280109_en.asp#TopOfPage.

Of particular significance for EPEA members is the latest initiative taken to improve the creditability of the Conference of INGOs and to foster greater representatively. Accordingly, it was agreed at the January session to establish a number of working groups with responsibility for varying spheres of interests and shared priorities. Under the broad umbrella of the Education and Culture Grouping, the EPEA will be represented in two of its sub-groupings, namely, Widening Access to ICT and Digital Opportunities in Education and Inclusiveness in Education. In this way, it is hoped that the aspirations and needs of EPEA members will be placed at the centre of the agenda of future meetings and more general COE dialogue platforms.

Anne Costelloe
CoE Representative
Ballot Paper: 
**Election Secretary 2009**

Dear Colleagues,

We have 2 candidates standing for election for the position of EPEA Secretary from July 2009.

**Anthony Busser (England)**

I am currently Liaison Person for England. My position as Operations Manager at a large local London prison (currently Wormwood Scrubs) means that I have the skills to organize and coordinate meetings with diverse groups of teaching staff, prisoners, HMPS staff and other outside agencies. I frequently create agendas, organise meetings, take minutes and write reports for the various groups I attend. I can speak Dutch and Italian fluently; French and German less so. I have travelled extensively to non-European countries. Being the son of non-English migrants and being a migrant myself, I feel I have a good understanding of the barriers to effective communication between different cultures and I am committed to supporting the aims of the EPEA to overcoming them.

**Asbjørn Støverud (Norway)**

I have been working in Norwegian prison education since 2000, first as a teacher (2000-205), thereafter as school counsellor (2005-07) and now as Assistant head Teacher (2007-). This obviously provided me with useful experience about Norwegian prison education. From 2002 - 2007 I contributed in FOKO, the Norwegian branch of EPEA, first as editor from 2004 also as member of Steering Committee. This involvement has given me experience about being a board member as well as knowledge about European prison education in general.
Ballot Paper and Election Procedure

In order to ensure a secret ballot we ask you to use the following voting procedure:

1: Rank your preferred candidate by writing 1 (for your first choice) and 2 (for your second choice) in the box beside their name.

   Anthony Busser

   Asbjørn Støverud

2: Now place your completed ballot paper inside an envelope and seal it.

3: Place this sealed envelope (containing your completed voting paper) inside another envelope and print your name and the name of your country on this second envelope*.

4: Finally, place the second envelope inside an outer envelope and post directly to; Anne Costelloe, Prison Education Service, Belfield Office Park, Beaver Row, Dublin 4. Ireland, before the 30th May 2009.

You MUST be a paid-up member of EPEA to vote. Emails and faxes will not be counted.

* On receipt, the election officer (Anne Costelloe) will record the name on the envelope to ensure that each member has voted only once. The inner envelope is then removed from the outer envelope and added to the pile of other closed inner envelopes until they are each opened on the day of the election in the presence of a number of EPEA members. In this way, it is not possible for the election officer to determine which ballot paper belongs to which voter, but it is possible for them to keep a record of which members voted.

Notification of the new Secretary will be made to the Applicants and the membership by 5th June 2009
The 12th International EPEA conference will take place in Cyprus from the 29th October to the 1st November 2009 inclusive. The conference will provide a rich mix of analysis, dialogue and practice drawing on a diverse range of activities taking place internationally within the field of prison education. It will provide participants with opportunities to learn from one another, to showcase their work, meet new people and develop new ideas and thinking that will feed into their professional development and which they can bring back to their colleagues and students.

The conference will facilitate prison education practitioners; providers and policy makers to explore innovative developments as well as best practice, research findings and new project and program strategies. In short, the conference will provide an opportunity for networking and the sharing of ideas and experiences among those interested in prison education.

Conference Objectives:

- Explore the concept and relevance of prison education within rapidly changing attitudes to imprisonment and an unfavourable economic climate.
- Provide an international forum for discussion on the meaning of prison education and related conference themes.
- Share information on a range of prison education practices, programs and projects.
- Disseminate information regarding best practice and innovative strategies taking place internationally.
- Outline current research findings relevant to prison education.
- Facilitate networking among the EPEA membership and others interested in prison education.
- Showcase examples of best practice either through workshops presentations or poster workshop exhibits.
On the 13th of May representatives from the C.O.C had a meeting with Sunrise Hotel manager Mr. Kyriakos Kagiatos and went through details concerning the comfortable stay of EPEA delegates. It has been verified that those conference members who will still have energy after the daily presentations and meetings can, if they wish, follow hotel functions for their entertainment.

However, the provisional program includes one beach party which will take place on hotel grounds and everybody is invited to dance on the beach, under the stars or have a midnight swim. If the weather changes for the worst then we will apply alternative entertainment.

In a recent visit to Cyprus the EPEA steering committee has inspected the venue and found it satisfactory. Also it had a meeting with the Deputy Mayor of Paralimni, and Protaras who has repeated the offer of the local authority to sponsor the folkloric evening which will include traditional food and dance.

In addition to the above, the organizing committee here in Cyprus has drawn a program for the spouses and those accompanying delegates. The program includes visits to local sights such as the monastery of Agia Napa, Paralimni town center for shopping as well as the aquarium. However weather permitting it is certain that spouses will prefer to bask under the sun, on the beach, getting a nice tan. More information will be given in due course.

All delegates will have the opportunity to take part on the conference tour which will take us to the Troodos Mountain and visit the monastery of the Holy Cross. Will you believe it that according to legend when st. Hellen visited Cyprus returning from the holy land, came to this place, nowadays called Omodos and left a piece of the holy cross. This is covered in gold and is on display in the monastery. In Omodos we will have the opportunity to visit a winery which will give us the chance to sample local wine as well as the zivania, a strong alcoholic beverage always consumed iced cold. Due to the fact that nobody will be driving back, I suggest the brave ones to have a sip or two. Next stop will be the village of Omodos. Here we will have the opportunity to visit the folkloric museum and buy nice laces.

Another piece of information which might interest the delegates has to do with the prison visit. According to the provisional schedule the prison visit will take place on the 28th of October in the afternoon. A day before the conference opens officially. Busses will be parked outside the hotel which will drive them to Nicosia, the capital. Besides, the local prison, people will have the opportunity to visit the old prison, currently a museum. However, due to tight schedule, delegates will have a couple of hours available to visit also the old city, to walk in the old town and see the old Venetian walls surrounding the old city.

We must inform all people that have been accepted to the conference to book their participation as early as possible so that we can accommodate their needs and plan ahead for the various events. Those wishing to come early or extent their stay we suggest that they get in touch with the hotel directly and ask for the special price by referring to the EPEA conference.
During a week in November between the 3rd and the 7th around 70 people gathered in Lisbon to attend this seminar hosted by The Portuguese National Agency and the topic was "Prison Education".

The participants were from almost all countries in Europe, everyone eager to meet potential partners, make contacts and develop project ideas to submit to Grundtvig funding.

During the Contact Seminar we had the opportunity to: learn more about education in prisons, sharing our own experiences and achievements, listen to best practice examples of education in prisons and take part in working groups to meet partners and develop project ideas.

Grundtvig Learning Partnerships are small clusters of organisations active in adult education and committed to working collaboratively at a European level. The partners receive advice, support and funding from the Lifelong Learning National Agency in their own country. They establish a joint project with an activity plan lasting two years for the benefit of their learners and their mutual development.

The Grundtvig Project Programme has a special role in addressing the needs of marginalised groups and also of individuals whose school experiences was unsatisfactory. It therefore has a special relevance to those involved in the learning needs of people in prison, many of whom face challenges in terms of their essential skills.

Considering that there are some successful experiences and practices in prison education at the European level, it is important to maximize the Grundtvig projects in order to promote the inclusion of learners, to address issues involving the re-integration process and to create a European network among prison educators.

The Grundtvig Project Programme has a special role in addressing the needs of marginalised groups and also of individuals whose school experiences was unsatisfactory. It therefore has a special relevance to those involved in the learning needs of people in prison, many of whom face challenges in terms of their essential skills.

The topics were many and included among others, language learning in prison, re-integration into society, women in prison, training for staff/teachers and many more.

The enthusiasm was astonishing and the openness was total when it came to sharing ideas.

No question was too strange or silly to be asked, no topic too strange to be discussed. Never have there been so many ideas heard in the conference rooms at the Holiday Inn Continental in Lisbon.
It was of course not only work, our hosts treated us in a magnificent way, each evening a superb meal at a specially chosen restaurant, each restaurant having its own very special atmosphere, the spirits were high and laughers among new friends were heard around all tables.

The last day the groups were all involved in doing as much as they could when it came to trying to make their "soon - to- be projects" as easily understood and defined as possible.

The Partnership application is jointly prepared by all the institutions participating, but each institution receives its grant from its own National Agency.

One institution per Partnership is the "coordinator" the others are "partners" and when all the National Agencies have approved the applications nationally, the coordinator is the one who submits the Final Application for the group.

All this has to be done by the 20th February 2009 and then all the groups will have to wait until June or July 2009. If lucky the Projects will have their start in early autumn 2009.

So there's a lot to be done before start… but I think everyone involved will agree that it's worth waiting for.

I see myself as the spokeswoman for everyone participating in Lisbon and I would like to express our Thanks to Everyone from the Portuguese National Agency who made this Contact Seminar really worth attending and happy days to remember.

Ingrid Almen
Kirseberg Prison
/Malmo Sweden
Guest Editor
The EAEA has started to offer its members forums on various topics and all EAEA members are invited and encouraged to participate. Not only do the forums offer members the chance to discuss topical issues but also to support and advise the EAEA’s policies and strategies in different areas.

Currently they are running 9 thematic forums as follows:
1. Analysing the effects of reforms in education and training on adult learning
2. Key competences & future competencies
3. Active citizenship and democracy
4. Critical approach of social assumptions through the observation of Art
5. Literacy
6. Adult Education and Development
7. Intercultural learning
8. Mediation and conflict resolution
9. Promoting adult learning for marginalised and disadvantaged citizens and migrants

Theme number 9 is chaired by EPEA Chairperson, Dr. Anne Costelloe, and is focused on the role education has to play in reducing the social exclusion of the most marginalised and disadvantaged members of our communities. The Chair opened this thematic network with the following introduction;

Frequently the most marginalized/disadvantaged members of our societies are those least likely to access adult learning. Undoubtedly there are many reasons for this and the reasons may vary from country to country, but I propose that the primary aim of this thematic network is to tease out some of the reasons why ‘those who need it most’ do not engage with adult learning, and what we can do to promote and encourage their participation. In order to arrive at some sort of shared understanding on these issues, it might be useful to focus our dialogue around 6 broad questions:

- What has adult learning got to offer ‘the marginalized’?
- Why do the marginalized choose not to engage in adult learning?
- What are the obstacles or barriers to their participation?
- Are these barriers real or perceived?
- How can we/they overcome these barriers?
- What then?

In addition to these questions, it might be helpful to examine and discuss examples of best practice in this area and equally examples of attempts that have failed. Furthermore, we might spend some time defining what we mean by ‘the marginalized’, as in my experience, not all ‘the marginalized’ consider themselves to be marginalized. Of course, it would be ideal if we could include our ‘subject group’ in our discussions, so I would be keen to encourage feedback and interaction from learners and participants in your organisations where practicable.
Finally, none of the above suggestions are intended to be prescriptive, if you would like to suggest a different approach, or envisage a different aim for this group, or have other ideas for discussion, please let me know. After all, the network itself ‘must practice what it preaches’, so we need to nurture an inclusive and dynamic network that is valued by all and where everyone can have their voice heard. If we achieve this, I think we can generate innovative and workable ideas and fresh and practical solutions.

How to join the discussions

If you would like to join in this discussion or any other thematic forum, please send an e-mail to: eaea-office@eaea.org

In the email, include

1. your name
2. e-mail address
3. what EAEA member organisation you are coming from
4. which thematic group(s) you wish to join
PROMOTION AND PROTECTION OF HUMAN RIGHTS, CIVIL,
POLITICAL, ECONOMIC, SOCIAL AND CULTURAL RIGHTS,
INCLUDING THE RIGHT TO DEVELOPMENT

The right to education of persons in detention

Report of the Special Rapporteur on the right to education,
Vernor Muñoz*

CONTENTS

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. BACKGROUND</td>
<td>5</td>
</tr>
<tr>
<td>A. Resources do not explain policy</td>
<td>12</td>
</tr>
<tr>
<td>B. International learning</td>
<td>14</td>
</tr>
<tr>
<td>III. CONFLICTING PHILOSOPHIES AND ASSUMPTIONS</td>
<td>16</td>
</tr>
<tr>
<td>A. Role of prisons vs. &quot;correctional&quot; education vs. the right to education</td>
<td>16</td>
</tr>
<tr>
<td>B. Participation</td>
<td>19</td>
</tr>
<tr>
<td>IV. INTERNATIONAL LEGAL AND POLITICAL DEVELOPMENTS</td>
<td>21</td>
</tr>
<tr>
<td>V. THE REALITY OF PRISON EDUCATION</td>
<td>28</td>
</tr>
<tr>
<td>A. Global detention: levels and trends</td>
<td>28</td>
</tr>
<tr>
<td>B. General barriers to education in detention</td>
<td>30</td>
</tr>
<tr>
<td>C. Learning disabilities and learning difficulties in prisons</td>
<td>35</td>
</tr>
<tr>
<td>D. Children in detention</td>
<td>37</td>
</tr>
<tr>
<td>E. Education programmes for children living in prison with their mothers</td>
<td>43</td>
</tr>
<tr>
<td>F. Women in prisons</td>
<td>47</td>
</tr>
<tr>
<td>VI. BFPI/IFS RECEIVED TO THE QUESTIONNAIRE</td>
<td>53</td>
</tr>
<tr>
<td>A. State responses</td>
<td>56</td>
</tr>
<tr>
<td>B. Replies by intergovernmental organizations, non-governmental organizations and civil society</td>
<td>70</td>
</tr>
<tr>
<td>VII. CONCLUSION AND RECOMMENDATIONS</td>
<td>89</td>
</tr>
</tbody>
</table>

Summary

The present report is submitted pursuant to Human Rights Council resolution 8/4. The Special Rapporteur decided to devote the report to the question of the right to education of persons in detention, a group subject to discrimination generally and to discrimination in the provision of education specifically.

Learning in prison through educational programmes is generally considered to have an impact on reinsertion, reintegration and, more specifically, employment outcomes upon release. Education is however much more than a tool for change: it is an imperative in its own right. However, prisoners face significant educational challenges owing to a range of environmental, social, organizational and individual factors. The Special Rapporteur aims to inform and assist Governments and interested parties in their efforts to address these factors and develop best practices so as to ensure the currently unutilized right to education for persons in detention.

The report greatly benefited from the active and constructive engagement of many relevant actors, including Governments, international organizations, academics, non-governmental organizations and prisoners. (Combined, they offered a wealth of different perspectives on education in detention from which all can learn and which form the basis of a number of recommendations at the end of the report. To those who have so engaged, the Special Rapporteur extends his warm thanks.

I. INTRODUCTION

1. The present report is submitted pursuant to Human Rights Council resolution 8/4. Since presenting his previous report to the Council, the Special Rapporteur has undertaken a mission to Guatemala (A/HRC/11/8/Add.3). He has also had working meetings with Governments, United Nations and other multilateral agencies, teachers’ unions, non-governmental organizations, universities, students, children and adolescents and national human rights institutions in nearly every region of the world. The Special Rapporteur also presented a report to the General Assembly at its sixty-third session (A/63/292) and, among others, participated in a day of general discussions organized by the Committee on the Rights of the Child on the theme "Education in emergencies" and was invited to address the International Conference on Education on the theme of "Inclusive education".

2. Upon his appointment, the Special Rapporteur decided to focus his attention on groups traditionally marginalized and vulnerable to discrimination in education. He has sought to establish the causes and circumstances surrounding such discrimination and the challenges that must be faced in order to promote the realization of their right to education.

3. People in detention constitute one such highly marginalized group that faces endemic violations of its right to education. In the present report, the Special Rapporteur demonstrates clearly an urgent need to redouble efforts to respect, protect and fulfill that right. For the purposes of the report, the Special Rapporteur will focus on persons serving a sentence and/or on pretrial, in prisons and other forms of correctional facilities and in closed facilities for asylum-seekers.

4. Learning in prison through educational programmes is generally considered a tool of change, its value judged by its impact on reinsertion, reintegration and, more specifically, employment outcomes upon release. Education is, however, much more than a tool for change. It is an imperative in its own right. Prisoners face significant and complex educational challenges owing to a range of environmental, social, organizational and individual factors. These factors and the challenges they present are not inanimate.

II. BACKGROUND

5. Profound global, social, political and economic changes have had an impact on all penal systems. Although these systems vary, reflecting for instance specific State characteristics, languages, cultures, peoples, philosopohies and political institutions, they demonstrate similar yet unique traits. Although the Special Rapporteur does not claim to offer a theoretical analysis of...
Combined Conference 2009

ACEA—Reintegration Puzzle

a combined conference for 2009

Corrections education and the dynamics of community reintegration

30 August–2 September 2009 | Perth
Innovations in reintegration of offenders

The conference provides opportunities to share policies, practices and research related to optimising successful reintegration to the community for people entering and exiting the criminal justice system.

Participants will share information and inspiration through:

- presentations
- workshops
- exhibits
- networking.

Who should attend?

People interested in promoting social inclusion for prisoners and offenders on their release: educators; policy makers; professionals working in the justice system, in housing, in drug and alcohol, in education and training; researchers; employers, social service organisations and interested members of the community.

Conference hosts

Deakin University School of Psychology, The Australasian Correctional Education Association (ACEA) and the Education and Vocational Training Unit of the Western Australian Department of Corrective Services are the joint hosts of the conference.

Venue

Parmelia Hilton Hotel, Perth

Register your interest online

To register or find more information online go to: www.deakin.edu.au/hmnbs/psychology/research/ease

Further details from

Ms Jenny Crosbie
School of Psychology
Deakin University
221 Bunwood Highway
Bunwood, Victoria, 3125
Australia
Telephone: 61 3 9251 7887
email: jennifer.crosbie@deakin.edu.au

Call for papers

Sessions will include paper presentations (30 minutes) and workshops (up to one hour).

Submission of abstracts

Abstracts of papers or descriptions of workshops of 200 words (maximum) required before 17 April 2009. Please include style and length of presentation.

Topics and themes

- Education and training
- Working with prisoners and offenders
- Indigenous offenders
- Transition programs
- Reducing recidivism
- Re-integration policy
- Mentoring
- Employment and prisoners and offenders
- Families and the justice system
- Barriers to re-integration
- Drug and alcohol programs
- After release accommodation
- Juvenile offenders
Ladies and Gentlemen,
It is a great pleasure and an honour to be here today as a representative of the Committee for the Prevention of Torture.

In discussing the trends for Prison Education in Europe we recognise that we are talking about a large number of people. According to the latest available statistics there were, in September 2006, 1,787,591 prisoners incarcerated in countries bound by the Convention for the Prevention of Torture and Inhuman or Degrading Treatment and Punishment - today the number is even higher.

The fundamental principles governing relations between the CPT and parties to the Convention are cooperation and confidentiality. In this respect, I should emphasise that the role of the Committee is not to condemn States, but rather to assist them in preventing the ill-treatment of persons deprived of their liberty. The right to education is one of the basic rights that need to be protected.

The CPT is an excellent watchtower that offers an overview of how well prisoners’ rights are realized in 47 European countries. The principle of the right to education is clear:
The Convention on Human rights states in Article 2 that "No person should be denied the right to education". Recommendations from the Council of Europe on Education in Prison and the laws of each nation provide the Committee with its main indicators of the standard to be expected from respective governments regarding prison education.

Prison Services all over Europe are facing challenges that are effecting the provision of prison education. Not only has the prison population grown but its character has changed, and the material and human resources available are not sufficient to fulfil all obligations. These conditions are stressful both for prisoners and for staff members and do not offer a good starting point for the provision of out-of-cell activities. The fact is that there are not enough opportunities for out-of-cell activities to be offered to all prisoners and as work opportunities for prisoners have been substantially reducing, so the role of educational activities has became an even more important opportunity for meaningful activity.

As I have already stated, the European Recommendations for Prison Education is considered beside national legislation when CPT examines how the prisoners’ rights to education, training, sports and cultural activities should be realized. Prisoners' access to education is considered to be of great significance when CPT is examining the treatment of prisoners and it is always reviewed, as the manner in which these rights are treated gives the Committee important information: information about the state and standard of specific educational activities; about the existing attitudes, values, interpretation of laws and daily practice; and also about the understanding of and respect for prisoners' rights. It is not rare for the Committee to hear allegations of prisoners' rights to education being used as a tool of punishment or as a mean of exercising power and control. This is an unacceptable trend. A person should never be punished by depriving him or her of the right to education.

There are both positive and negative trends visible in the light of the Recommendation of European Prison Education. Some of the negative trends are due to the imbalance between expressed rights and needs on one hand and the shortage of material and human resources available on the other. This imbalance has, in fact, increased as the legal rights of prisoners have been improved. Prison populations have grown constantly, increasing demands.
on Prison Services all over Europe. The consequences have, however, been more serious in countries where the Prison Service has a low priority. In these cases the external funding of prison education has been welcomed. Improvement in the legal framework in many countries should be considered the first important step in the right direction. It is an indication of willingness to improve the opportunities for prison education. Prison education has received more attention and publicity. First and foremost this is a result of the excellent work done in this field by supervisors, teachers and administrators. The increased public interest might also be due to the fact that the EU has supported prison education. A number of projects financed by the EU or other donors have made it possible for new educational programmes to be started and new pedagogical methods to be developed. Hundreds of prisoners have, through these projects, received an opportunity to study that they would not otherwise have had. These border-exceeded projects have resulted in good practice and care-taking of creative productions at international level.

Prison education cannot and should not mainly rely on short term projects and funding connected to these short term projects. I do not need to go into detail here of the consequences for administrators, teachers and prisoners if their government has not reserved sufficient funds in the budget to enable prison education for all prisoners.

And so we come to focus on some of the more serious problems related to the implementation of prisoner’s rights. In theory the rights of prisoners have been improved by reforms at national level as well as by recommendations at international level. However, the implementation of these rights are in many cases another story.

1) The Recommendation that all prisoners should have access to education has not been met. In most countries bound by the Convention study opportunities for prisoners are very limited. The number of prisoners that are able to take part in classroom education is limited. The number of courses or classes is limited and the number of lecturers given again, are limited. We know from research carried out in many countries that the prison population tends to have a weaker educational background that the population in general. Not all have been able to complete their compulsory education; indeed many prisoners have learning difficulties or basic literacy difficulties and these are ongoing. There appears to be a trend towards more and more ‘drop outs’ from the educational system in the outside world and the outcome of this is now visible in the prison population.

The Recommendation is that education for prisoners should be comparable with the education provided for similar age groups in the general population, but in light of their learning difficulties and the existing gap in their educational backgrounds, prisoners often need more individual supervision and more classroom education. However these resources are more limited in prison than in the outside world. This is not in accordance with the recommendation that special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems. It is very important that this challenge will be met in prison education, both from the individual and society’s point of view.

An obvious trend is also that in practice vulnerable groups in prison are excluded from educational programmes. In most of the countries bound of the Convention the educational rights of juveniles have been notified and met to a certain degree. But there are few opportunities for women to ...
take part in education and the situation is even worse for prisoners sentenced to life or to very long sentences. Foreign prisoners and national minorities are almost always excluded. The trend is that these vulnerable groups are left behind and this is not acceptable: these are the groups most likely to need education. The situation is even worse if a prisoner happens to be, for example, a foreign women sentenced to life. The likelihood of members of these groups demanding their rights to education or training is in reality nonexistent. There are many sad examples of what has happened to those who have tried to ask for their rights.

It is also cause for concern that the right to education is seen as a privilege or as a reward for good behaviour or more seriously, as mentioned before, as a method of exerting power over a prisoner, rather than as a basic right. Furthermore, the principles’ governing who will get the right to education within the prison establishment is not always clear and transparent.

I have often asked myself whether access to education is given in the first place to those prisoners we believe more likely to succeed and therefore who will give us the best results? Or do we give study opportunities to those prisoners who really need it most? In these days there might be a great temptation to back up the potentially “good” students.

2) More attention should be paid to the quality of prison education, not only the number of people registered as students. Unfortunately many prisoners that are considered students are actually studying on their own in their cell without receiving any help, support or feedback. The temptation to present the prison in a positive light in terms of numbers of ‘students’ is allowed to overshadow the need to deliver good quality educational activities and this is a disservice to all parties.

3) As mentioned earlier the trend in many European countries is that prisons are overcrowded and understaffed. It is obvious that this is a serious obstacle for prison education. The trend is not only that there are not enough staff employed but also that not all of them are trained to work with prisoners. Attention should be paid to the recruitment of good quality prison staff and motivated competent teachers to undertake this challenging work in conditions that are often hard. There is room for improvement towards making the field of prison service employment in general and prison education work in particular more attractive at a time when there will be a competition amongst potential employees.

4) I believe you will agree if I say that attitudes towards prisoners have become hardened. There is not much understanding of the concept of defending the rights of prisoners. All of you hold important positions in prison administration or in political bodies - you all have to be very brave to protect prisoners’ basic rights like the right to education. You have to be able to explain that the right to education is a right for everyone. You don't deserve it by being good and you cannot lose it by being bad.

You have to explain to people both inside and outside prison that prison education is always a good investment from all points of view. It is well known that allowing access to education and training is one of the most successful means of helping a person out of a criminal lifestyle, and is therefore a means that should never be left unused.

Ladies and gentlemen, although most of the trends mentioned here are hard challenges that need to be met, I don’t want you to be pessimistic. I believe that it is possible to meet these challenges once we are aware of them and as long we keep in mind the importance of making opportunities for education available to every individual prison. I am also convinced that there are professional, good and humane people working in prison education and I want to wish you all the best in this important in work - it is never in vain!

Sonja Kurten-Vartio
The Virtual European Prison School (VEPS) Project was developed through the Lifelong Learning Program - Grundtvig Multilateral Projects of the European Union. It aimed to benchmark best practice, inform constructive policy, instigate innovation in Internet, eLearning and distance learning technologies and generally facilitate greater contact and cooperation among prison educators. In this way, improvements in the quality of teaching and learning as well as the quality of management, evaluation and planning in prison education would be realised. The project lasted from October 2007 to December 2008 and involved a wide range of prison educators from across Europe. The coordinating partner was European Prison Education Association (EPEA) was the coordinating partner and the other project partners were drawn from prison education services, organisations and bodies in Bulgaria, Czech Republic, England, France, Greece, Ireland, Norway and Sweden.

The project not only lead to the development of new programmes and the adoption of new methodologies but also to notable changes in policy direction and restructuring in some prison education services. Furthermore, the transfer of distance learning methodologies and the creation of eLearning opportunities enabled the widening of both provision and access. Of particular note, is the creation of the Virtual Prison School established as a repository for educational programmes, teaching materials, course syllabi, etc, which prison educators can access to assist international students study in their mother tongue while imprisoned abroad. In order to benchmark and disseminate its outcomes an International Conference for Directors and Coordinators of Prison Education was convened and in an innovative move, the project was presented to relevant agencies and organisations at the Council of Europe in Strasbourg and also the Modern University of the Humanities in Russia.

Aims and Objectives
The project had four overarching aims, which were met through a variety of actions:

Aim: To identify and benchmark existing best practice in prison education and support the transnational transfer of such practices.

Actions:
" Three examples of best existing practice were identified, namely, the Norwegian modular system, the Swedish distance learning model and the Irish Personal Development Programmes. Target countries were identified to which these could be transferred; Bulgaria, Czech Republic, United Kingdom and Greece.

" The convening of a conference for policy makers and administrators involved in the field of prison education would help disseminate the project’s outcomes and ideals and consolidate the transfer of best practices.

" The involvement of the Modern University of the Humanities in Russia as well as Council of Europe INGO's ensured that the project was informed by developments and experiences of a wide range of organisations and bodies.

Aim: To improve the national and local provision and management of prison education.

Actions:
" The transfer of best practices aimed to improve the target countries’ prison education services through the development of flexible, student-centred and cost effective systems grounded in the practices and philosophies of lifelong learning.
"A secure system for Internet use in prisons based on ILIADS and building on the PIPELINE Project was tested and perfected for use in prison education centres."

"A web-based Virtual Prison School was established to act as a repository for teaching materials and an online resource store.

Aim: To minimise the social exclusion of prisoners by increasing their participation in and widening their access to lifelong learning programmes.

Actions:

"Dissemination of the project’s aims and outcomes to Council of Europe INGO’s concerned with the role education has to play in combating social exclusion informed their perceptions of prison education.

"The project put into practice the EPEA’s contention that prison education has the power to transform prisoners’ lives by cultivating the combination of knowledge, skills, values and motivation necessary for active citizenship.

Aim: To develop innovative programmes and strategies focused on reducing levels of re-offending.

Actions:

"The newly developed programmes would foster relevant skills and enhance the capacity of prisoners to compete successfully on the labour market, or continue with lifelong learning on their release.

"The transfer of the Irish Pre-release Programme would stimulate new thinking on re-offending prevention strategies.

"The Project’s focus on developing links between prisons, public institutions and the civil society would highlight successful social inclusion routes for ex-offenders.

Actions

The primary actions (other than project dissemination) can be outlined under two headings, the transfer of best practice and the creation of the online Virtual Prison School.

Transfer of best practice

Norwegian Module System transferred to Bulgaria

During their formative years, many prisoners have had negative experiences of education, viewing it as irrelevant, boring and a waste of time. Part of this ennui can be due to their perception that the curriculum is too vast and the achievement of their goals too long term. To counter this viewpoint and to overcome the difficulties of a high turn over of students due to short-term sentencing, Norwegian prison teachers felt that teaching short-term, modular courses could be a practical solution. They set about structuring the standard adult education curriculum and subjects in the upper levels of compulsory school into modules that they students could build up to achieve certification. The benefits of this are

"Student motivation is enhanced as they work on small-scale, but complete projects, and the series of small steps mean that the long-term goals can be achieved in a manageable and focused manner.

"Grading the final assessment on individual grades in each module can increase the breadth of instruction. Teaching can be more student-centred rather than curriculum-centred.

Students in small and medium-sized prisons will be able to work to long-term perspectives. The problems arising out of transfers between prisons will be diminished, as inmates will bring their separate module grades with them from one prison to another.

"Re-offenders can build up their competences as they are credited on modules completed and they can pick up where they left off on their previous sentence or continue on the outside.

"Ultimately, more prison students will achieve high school certification.

Since 1989, political and economical developments in Bulgaria had a negative effect on prison education. Prisons were demilitarised and they lost their financial independence as prison budgets became centralised. Tightening the budgets in all sectors resulted in the closure of several prison schools. The prison education model in operation was not in accordance with the principles and practices of adult learning as was the case in other countries. Instead, it followed the general education curriculum developed for primary level children and was thus degrading, de-motivating and ultimately ineffectual. A major review and restructuring of the Bulgarian prison education was necessary and the VEPS project provided the opportunity to prove or to reject the applicability of the module system there."

"
Details on how the transfer proceeded can be found on the VEPS website at [http://www.prisoneducation.eu/course/view.php?id=9](http://www.prisoneducation.eu/course/view.php?id=9)

**Irish Personal Development Programmes transferred to Hellas**

The philosophy of education framing education provision in Irish prisons is grounded in the ideals and methodologies of Adult and Community Education and in particular in Transformative Learning. The emphasis is on meeting the needs of the student as defined by the students and her particular circumstances. Readjustment and resettlement can be problematic for many men and women when they leave prison. Housing, relationships, addiction, finance, relapsing into crime, employment, etc. are just some of the areas that pose the most immediate challenges and difficulties. Accordingly, the IPEA was keen to stress that substantial, realistic and practicable support must be provided to all prisoners before and after release. The IPEA in its transfer of best practices was eager to highlight how the philosophy of adult education and transformative leaning was fundamental to the design and delivery of Pre-release courses in Ireland. Transformative learning reflects the belief that the best prevention strategy and most successful attempts at re-integration come about from lasting and significant changes in the prisoners’ thinking and actions.

After much discussion, the 2nd Gymnasium and Lyceum in the Avlona Prison for Minors and Young Offenders arrived at the conclusion that the most useful adaptation of the Irish holistic approach to personal development would surround the development of Pre-release Programmes being delivered in Ireland. Having investigated a range of teaching methodologies and adapting and modifying the Irish approach, they designed a generic pre-release programme based on the Irish experiences but relevant to the Hellenic context. The programme was piloted the Gymnasium and Lyceum in the Avlona Prison for Minors and Young Offenders and an Instruction Manual devised for use by teachers in other Greek prisons. For further details on the transfer, the piloting process and its outcomes, please see [www.prisoneducation.eu/course/view.php?id=9](http://www.prisoneducation.eu/course/view.php?id=9).

**Swedish e-learning system transferred to Czech Republic and UK**

The emergence of new technologies further excludes prisoners from participating fully in society. It would be no exaggeration to generalise that Europe’s prison population is not digitally literate. The eEurope 2005 Action Plan (2002) states that every European citizen should be equipped with the skills needed to live and work in the information society. It proposes to connect all schools to the Internet, to adapt school curricula and to train teachers to use digital technologies. Few attempts have been made to implement this in our prisons. Yet, the VEPS partners recognised that there is considerable potential for the sharing of the limited resources and strategies that do exist. They were keen to investigate existing practices that combat the lack of digital literacy and to promote virtual campuses and virtual twinning of prison education programmes. It aimed to encourage the integration of the new information and communication technologies into prison education and training systems, thereby improving their quality and accessibility.

The Swedish distance learning system is based essentially on elearning models. It allows for the delivery of over 800 courses and thus every prison can provide a vast range of subjects to which every prisoner, including non-Swedish prisoners, can have access. Involving a joint venture with the Swedish Agency for Flexible Learning (CEL) alignment to the national adult education service was ensured. A net-system connects each prison and communication is based on Internet and telephone connections. Teachers are located at different prisons and each is responsible for all subjects and students, for example, a math teacher teaches students in all prisons. The program is being upgraded currently and video connections will be available in 2009.

The Czech Republic was interested in applying the technologies to their system in order to offer distance learning in every prison. Similarly, the UK was eager to investigate the applicability for the UK context, being impressed in particular with the flexibility it allows. This aspect of the project is incomplete at the time of going to print, but the final outcomes will be available on the website [www.prisoneducation.eu](http://www.prisoneducation.eu).
Virtual European Prison School

Increasingly, more and more people are being imprisoned in countries other than their home countries. This is a cause of concern for many prison educators, as often they feel ill equipped to meet the diverse demands of ethnic and religious minorities and non-national students. The 'Virtual School' established as part of the project attempts to meet some of those demands. It is designed as a repository for educational programmes, teaching materials, course syllabi, etc, which prison educators can access to assist all students study in their mother tongue or achieve certification from their country of origin while imprisoned abroad. The VEPS Steering Group hopes to develop this resource further over the coming years.

Impact on Practice

As in much of mainstream education, the education of prisoners is not an exact science, yet over the years, experienced prison teachers have perfected the practices, methodologies and materials that enhance teaching and learning in their classrooms. The downside to such onsite and practitioner-led developments is that news of exciting and innovative developments in one prison is rarely shared with colleagues in other prisons or other countries. This means that teachers new to prison education or those attempting new approaches and programmes are forced frequently ‘to reinvent the wheel’. The benefit of projects such as this is that they not only allow for the transfer of best existing practices among the project partners but they ensure that the results are distributed beyond the life and remit of the project. For example, the Greek partners arranged for the 'Instruction Manual' produced as part of the project to be distributed by the Correctional Policy Directorate of the Hellenic Ministry of Justice to every prison in Greece. Similarly, the Norwegian partners realised when revisiting their modules that changes in the national adult education curriculum necessitate changes to their existing modular courses. In this way, we can see how this particular aspect of the project not only impacted positively on the recipient country but also in the source country. These are just two basic examples of how VEPS enhanced and enriched practices in all the countries involved. Further details on the various changes to methodology, the adoption of new programmes, the modification of existing programmes and the collating of useful teaching resources which resulted from the project can be viewed on the VEPS website.

Impact on Provision

The provision of education in European prisons can prove problematic. The variety in the type of bodies and institutions currently providing education in European prisons highlights the fact that there is little uniformity and no ‘perfect’ provider. In many countries informal, voluntary organisations effectively plug gaps in provision while other countries have at their disposal the services of highly trained professionals. Independent 'outsiders' deliver the service in some regions while custodial and security staff are the main providers in others. Such diversity means that the methods of delivery, the type of provision and indeed the quality of provision varies enormously. On a more positive level, it means that those seeking to upgrade or enhance the quality of their provision have the opportunity to examine numerous tried and tested ways. So it was for the project partners. For example, the Czech Republic and the UK partners were keen to follow the IT-supported distance education approach of the Swedish prison education service. While, the testing and application of the distance learning system acquired by the Czech partners and in the UK is ongoing, initial feedback is positive and undoubtedly it will prove to change dramatically the provision of education in each country.
Impact on Policy

It could be said that changes in policy and policy implementation rarely result from practitioner-led projects but it is no over exaggeration to suggest that the VEPS project led to significance changes in policy direction in some countries. Certainly, the changes in practice and provision can be seen to have been an aid to policy making and review. For example, the transfer of the Norwegian modular system to Bulgaria led to a national review of the Bulgarian prison education service with the emphasis on identifying its weaknesses and strengths. This resulted in the decision that the upgrading of the service to bring it more in line with European counterparts was to be a priority task for the Prison Service in 2008 - 2009. Consequently, a working group was set up to develop the service and harmonise it with the national curriculum and report back to the Ministry of Education and the Prison Directorate. In this way, the knowledge generated by the project and its application of new practices had a direct bearing on a shift in policy direction. Likewise, it would be naïve to think that the changes in provision which will result from the UK and Czech move towards elearning will not necessitate changes in policy there. This is particularly significant should it influence a decision to allow greater Internet and ICT access for prisoners in those countries as this would in turn influence other national services to review their policies on Internet and ICT access. Policy changes that the project partners believe are long overdue and which they will continue to work towards.

Conclusions

The project opened new doors for prison educators to network internationally and initiate developments adapted to their local or national context. It provided them with the resources necessary to evaluate their situation, allowed them discover a rich palette of best practices to choose from and the tools needed to assess the appropriateness and effectiveness of those alternatives. It indicated cost effective steps that would prove critical to the appropriate design and implementation of new programmes and practices and the harnessing of state of the art technologies and methodologies. In light of the success of VEPS, it is essential that the project partners, the EPEA and other interested bodies, continue to develop and advance the changes brought about by the project and support and stimulate further cooperation and project involvement among European prison educators. It is hoped that this account of the experiences and outcomes of VEPS will inspire other prison educators to develop and build on the achievements of the project.

Finally, the VEPS Project generated knowledge and outcomes that have and will impact significantly on transnational policy formation, service development, planning and deployment of resources. As we have seen, it prompted new responses and approaches to the policy, practice and provision of prison education in a broad mix of European countries. While these substantial and direct changes stretch from the macro to the micro and from local to national and international levels, what is most noteworthy is that they reached down to the level of the prison classroom and rise up to the level of politicians and policy makers. This was made possible because the project identified gaps in provision and shortcomings in practice. It put these issues on an international agenda and then brought solutions and responses to the attention of decision makers and practitioners alike. Because the changes were needs driven and because they significantly enrich and enhance practice and provision, they will undoubtedly prove long lasting and far-reaching.
The 2nd annual EPEA Hellas Conference took place on the 9th May 2009 at the premises of the Hellenic Ministry of Education under the title: "Prison Education: A means for Rehabilitation".

A lot of people attended the event, including teachers of prison schools from all over the country, Governmental officials representing both Ministries of Education and Justice, psychologists and social servants.

The Deputy Minister of Education Mr. Alexandros Lykourentzos and General Secretary Mrs. Niki Gotsopoulou, both addressed the Conference thus showing their great appreciation for the Branch’s efforts in promoting Prison Education nationwide. Representing the Ministry of Justice the Head of Correctional Education Policy Bureau for Minors Mrs. Maria Lagiou spoke very highly of the role of prison education as a means for rehabilitation.

Moreover, Mrs Maragopoulou Chair of the Hellenic Criminology Organization and deeply involved in the Hellenic Committee for Human Rights appeared and delivered a very enthusiastic speech about the role of prison Education in Hellas.

In the keynote speeches: Athens University Law School Criminology Professor Kaliopi Spineli spoke about the value of iner-institution education as a means to fight recidivism supporting her speech by statistic research outcomes.

Professor Nestor Kourakis Chair of the NGO “epanodos” working in the field of rehabilitation under the supervision of the Ministry of Justice gave a speech about rehabilitation perspectives.

Prison teacher and EPEA magazine editor Mr. Ioannis Papadimitriou presented the edition regarding rehabilitation “before the release” a book for the teacher, outcome of the VEPS project’s Irish-Hellenic subgroup.

In the second and third session of the Conference prison school Headmasters, Mr Zouganelis Georgios, Mr Agelos Mioxopoulou, Mrs Marinopoulou Filio, Mr Pirounakis Klimis, Mrs Helio-poulou Vasiliki, Mr Gitsas Georgios, presented the work of prison schools all over the country.

Moreover, several presentations were made by prison teachers, social workers and other servants covering the full spectrum of the Conference’s themes.

Plenty membership applications for both EPEA and the Branch were made.

All in all, the Conference was a great success.

Sophia Samara, Prison teacher
Assistant editor
Dear Friends in the great European Family of E.P.E.A,

I would like to express my gratitude and share my feelings about the support you have given me not so long ago, embracing my efforts to improve the legislation concerning minors’ and young offenders’ criminal records in Greece.

There is a story behind these efforts:
It was December 4th, 2008, just a few days before the outbreak of the events in several Greek cities, triggered by the tragic death of a student by a policeman. At the same time, there were festivities celebrating the 60th anniversary of the Global Declaration of Human Rights in Athens as were all over Europe. The Hellenic Committee of Human Rights, in order to commemorate this anniversary, had, among other activities, organized a conference in Athens under the title: "Conditions of Imprisonment and the Rights of Inmates in Greek Prisons" which I attended.

During the first recess of the conference, I came across Michael’s mother. Michael was once our student. He was a great student, one of the rare cases for whom one can say: "he made it"..."we made it". Not only had he managed to graduate from secondary education Lyceum, but made it to University. Contrary to so many others who give up, his imprisonment led him to try even harder. He had to put down undeniably huge efforts, as all who decide to fight have to.

I asked her: "How is Michael doing?"
She answered: "He has graduated from University" but instead of a smile, tears filled her eyes.
"Mr Petros", she went on, "for months and months now he has been filling out r?sum?s and has been to interviews, trying to find the job he deserves for all the efforts he has made to be adequately qualified. But when he gets to the question about his criminal record, he knows that he will be rejected".

I urged her to address the Conference, to describe the rejection Michael has to face.
Well, she did so. And I seized the opportunity to reinforce her word.

Our intervention caused an exchange of thoughts and opinions at the Conference.
More or less, my intervention was based on the following thoughts:
We, as prison teachers, struggle to inspire and urge our minor and young students-prisoners to fight for a better future by educating themselves. Some may succeed. However, if society does not allow hope for the future, providing them with a job as an opportunity to start over, then: "we as members of the society, are being unfair to those who have been struggling"

So, why prison education students go on fighting and how can they find the mental strength to do so?

Moreover, prison educators’ work loses significant appeal, as it seems powerless to provide adequate employment even to University graduates.

Almost two months later, at the end of January 2009 I received a phone call from the National Committee of Human Rights informing me that the Committee, as an outcome of the conference, decided to raise a question to the Greek Government regarding the improvement of Minors and Young Offenders Criminal Record legislation. I was, therefore, invited to participate in the works of the Committee. At that moment I thought of E.P.E.A.

My conviction was that if "brave" decisions were to be made, reporting on existing relevant European legislation could prove to be a milestone.

So, on the February 2nd, 2009, I emailed both the S.C of E.P.E.A and E.P.E.A’s L.Ps, asking for your help to gather information on the relevant legislation in your countries.

The response lived up to my expectations. Your prompt reply was moving. Your help was invaluable in the making of a powerful presentation to the Committee.

I was not alone there; I had you with me, backing me up.
It was an overwhelming feeling. During my everyday work in prison, I feel that we all work together, in theory and action, colleagues from E.P.E.A. Hellas and you from all around Europe.

For the first time I experienced this feeling back in 1994 when I asked among my colleagues for volunteers to teach minors in various Ministry of Justice Institutions in Athens. My appeal for help was answered in the most moving way.

It happened in Greece, and now it happens in Europe.
I feel lucky. Thank you.

Petros Damianos
EPEA SC member - South Europe Region, EPEA Hellas Chair
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 THREE**
Informing your Liaison Person you are a member if you have a Liaison or Contact Person in your country.

---

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

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

The payment form on the web looks like this:

---

**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><strong>Individual</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20euros</td>
<td>40euros</td>
</tr>
<tr>
<td><strong>Individual</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Discount countries*)</td>
<td>10euros</td>
<td>20euros</td>
</tr>
<tr>
<td><strong>Associate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30euros</td>
<td>60euros</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>150euros</td>
<td>300euros</td>
</tr>
</tbody>
</table>

**Name of the bank**
DnB NOR
IBAN: NO2216382496969
BIC/Swift Code: DNBANOKXXX
The name of the bank account:
EPEA
c/o Gisle Grahil-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
Bragernes Torg 11
3017 Drammen
Norway

Further information about bank transfer - See Web Site

---

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

ALBANIA
Mrs. Marinela Sota
National Prison Administration
Rr. Abd 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: seec_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 - 5792 rslev
Denmark
Phone (job): +45 72 55 38 25
Phone (cellular): +45 51 80 71 27
E-mail: pthran@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
Pb 133
04201
Kerava E-mail: minna.peltonen@om.fi

Mr. Claus Andersin
Pelso Prison
92810 Pelsonsuo
Phone: (358) 8 8189111
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
Nassauische Str. 19
D-10717
Berlin
Phone: +4930 861 6545
Fax: +4930 86424307
E-mail: kvogel@t-online.de

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

Mrs. Antigoni Faragoulitaki
Ministry of Education
Head of Directorate of Quality and Effectiveness
Hellas
Phone: +302 210 3442891
E-mail: antigonifarag@yahoo.gr

HUNGARY
Dr. Peter Ruzsonyi Ph.D
Head of Prison Department of Police Academy
1121 Budapest
Farkasv Igyi utca
12 Hungary
Phone/Fax: + 36 1 392 3526
E-mail: bvpk@rtf.hu

LUXEMBOURG
Mr. Jean-Lou Majorus
Centre Penitentiaire de Luxembourg
Po.Box 35
L-5201 Sandweiler
Luxembourg
Phone: + 352 359 621-303
Fax: + 352 359621-357
E-mail: Jean-Lou.Majorus@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  
Tel: +356 2340 2943  
Mob: +356 79058050

Mr. Desmond Zammit Marmara  
Education Coordinator  
Corradino Correctional Facility  
Valletta Road  
Paola Malta  
Tel: +356 2340 2943

**The Netherlands**  
Mrs. Katinka Reijnders  
Mw MI  
PO Box 1005  
5260 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

**Republic of Ireland**  
Mrs. Catherine Coakley,  
Education Centre  
Cork Prisons  
Rathmore Road, Cork.  
Phone: +353 21 4503237  
E-mail: cpreduc@iolfree.ie

Catherine Byrne  
Education Unit  
Cloverhill Prison  
Clondalkin  
Dublin 22  
Phone: 00353 16 30 4852  
E-mail: catherinebyrne@eircom.net

**Scotland**  
Mr Ian Henderson  
Learning Centre Manager  
The Learning Centre  
HMP Edinburgh

### Contact Persons

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

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

**Iceland**  
Mr. Ingis Ingason  
c/o Fjölbakaskoli 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  
4251 Pravieniskes-2  
Kaisiadorys  
Lithuania  
Phone: 37 056 56219  
Fax: 37 056 56387  
E-mail: brpdk@takas.lt

**Romania**  
Ms Cristina Dumitran  
National Prison Administration  
Str. Maria Ghiuleasa No 47  
R - 023762 Bucharest  
E-mail: dumitranc@yahoo.com  
Phone: 0727375051

**Spain**  
Mrs. Laura Galera Garcia  
Universidad Complutense de Madrid  
Facultad de Educaci n  
Departamento de Teor ae Historia de la Educaci n  
Despacho 3004, C/ Rector Royo Villanova s/n,  
28040 Madrid  
ESPA A  
Phone: (91) 3946303  
E-mail: lauragalera@edu.ucm.es

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

**International Members**  
Anne Costelloe  
Education Centre,  
Mountjoy Prison, North Circular Road, Dublin 7  
Ireland  
Phone: 00 353 1 8062833  
E-mail: mjoyed@eircom.net
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,

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.