



Issue **37**

Spring 2010

European Prison Education Association Magazine



12TH EPEA INTERNATIONAL CONFERENCE ON PRISON EDUCATION
29 October-01 November '09 Protaras, Cyprus



Liberation through Education



News - Articles - Updates - Membership



Chairperson's forward

Dear EPEA colleagues,

First of all may I send you every good wish for a happy and peaceful 2010. We have much to look back on in 2009 that should inspire us in our work during 2010.

Our conference in Cyprus was an astounding success, and although we thanked our hosts at the time, I would like to say 'Thank you!' once more to all the Cyprus conference team. As well as catching up with old friends and renewing acquaintances, it was especially heartening to see so many new people who became part of our EPEA family during the time in Cyprus. It is even more heartening that many of them have chosen to become members of our organisation.

2009 also saw some changes in the organisation and as outlined in the last Newsletter we have sadly said goodbye to some colleagues. Katinka Reindjers from the Netherlands, our representative for the Western Region, has been replaced by Cormac Behan from

Ireland and we wish to thank her most sincerely for all she has done from the EPEA over the years. We are happy that she remains our contact to the Director's conference which takes place in September 2010.

We also celebrated the success of our Grundtvig-funded project '*Virtual European Prison School*' and it seems that its impact will continue into 2010 when it is showcased at the European conference on prison education to be held in Budapest in February 2010 under the auspices of the European Commission.

We also give a warm welcome to our new Secretary Asbjorn Stoverud who we profile in this edition of the Magazine.

Looking to the future, our Project Co-ordinator Ms Valentina Petrova has submitted a bid to the Jean Monet program on behalf of the EPEA and we hope to hear a positive response from them in the near future. As part of this bid we needed to increase the number



of organisational members of the organisation, and I would like to thank most sincerely all those who responded to our request.

Finally, as we move into 2010, I hope to be able to meet with many of you at conferences and seminars. I am sure that you are already aware that EPEA is a very friendly organisation and that we always welcome your input. But it is important to remember that we rely on you, not only to support the EPEA, but also to spread the word to your colleagues, organisations, and governments about who we are and what we do. Our profile continues to grow and we are grateful – but there is, of course, still much to do in the world of prison education.

With very best regards – Anita Wilson (EPEA Chairperson)



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**Next issue of
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If you would like to submit an article,
please contact Mr. John Papadimitriou at:
ioanisap@gmail.com
before the 1st of October 2009

If you like to contribute to the
making of this magazine your help
is more than welcome.
Please contact EPEA Chairperson
epeachair@googlemail.com
in order to join the editorial board

EPEA magazine Editors

Editor:
John Papadimitriou, ioanisap@gmail.com

Guest Editor:
James King,
James.King@sps.pnn.gov.uk



Board of Editors:
Anita Wilson, epeachair@googlemail.com
Per Thrane, fluke@mail.dk
Ingrid Almen, Ingrid.Almen@kriminalvarden.se
Peter Ruzsonyi, bvpk@rtf.hu

Assistant Editor:
Kirstin Anderson, cricketkir@gmail.com



European Prison Education Association new Secretary



Asbjørn Støverud
Norway

Dear all EPEA - members

As the new Secretary of EPEA I am pleased to be asked by the Editor of EPEA Magazine to give a short presentation of myself.

I am 36 years old and work as Head of School department in Ullersmo Prison. I started working in prison education nearly 10 years ago. First I worked as a teacher, then as School Counselor, and since 2007 as Head of the School department. I am a graduate teacher with a master's degree in Nordic literature and language.

Ullersmo prison is located 40 km north of Oslo, nearby Oslo Airport Gardemoen. It is a multicultural prison with 250 inmates from 40 different countries. Ullersmo prison is a high-security prison holding longtime male prisoners serving sentences up to 21 years. In European scale this is a small prison but it is one of the largest prisons in Norway.

In the Norwegian prison education the school departments are linked to a nearby Upper Secondary School. My school is a part of Jessheim Upper Secondary School. In the school department it is approximately 95 pupils, 55 full time and

40 part time.

We provide the inmates with vocational education as well as general academic studies. Ullersmo prison also has a low-security department that holds 60 inmates serving rather short sentences or inmates with long sentences serving their last period of the sentence. Here several of the inmates have work or go to school outside the prison. All in all, I have an interesting job with a lot and a varied set of challenges.

You, the members of EPEA, elected me last spring and I have been in post since July 2009. I have met many of you at EPEA conferences and recently in Cyprus. This conference was a huge success with high quality lectures and an outstanding venue. EPEA is not all new to me. Working in the prison education for some years now, I know a little about the organization, but I have learned during the first meetings in Steering Committee that I still have a lot to learn. Previous I have had offices in FOKO for several years, both as board member and as editor of FOKO-news. FOKO has a close link to EPEA being one of the branches of EPEA. For a couple

of years (2005-2007) I was also editor of the EPEA-news. And I have contributed in making conference news in several Norwegian, Nordic and European conferences. For the last three years I have not had any positions beside my job, but last spring I concluded that it is time for this again. Hopefully I can do the job as Secretary in a productive way.

In the end, I would like to emphasize that I am very pleased to be elected as Secretary in Steering Committee and I am looking forward to getting to know the EPEA and the members better. As I know EPEA it is a very friendly organization and it is an organization in growth. My prediction is that EPEA will continue to grow.

Dear friends of the EPEA: Keep on motivating your colleagues whose interest lie in promoting and developing education and related activities in prisons throughout Europe to join EPEA!

Asbjørn Støverud





Updates from the Council of Europe

The EPEA's Council of Europe Representative, Anne Costelloe, attended the Spring Session of the Conference of INGOs of the Council of Europe from 25 - 27 January 2010.

Unfortunately due to extreme weather conditions adversely affecting flights across Central Europe, the new Deputy Representative, Antigoni Faraoulitaki, was unable to attend. The EPEA is member of the Culture, Science and Education Committee and also the Human Rights Committee. Reports, minutes and agendas from each of the meeting attended by the EPEA can be found on the Council of Europe on www.epea.org.

In the meantime, members might be interested in some of these upcoming events which were highlighted at the meetings.

World Youth Conference. (24 – 27 August 2010, Mexico City.)

The second World Youth Conference will be held in August in Mexico, it is 10 years since the first and only World Youth Conference was held. The conference will focus on social inclusion and aims to agree a United Nation's Declaration on Youth, which governments throughout the world will be expected to sign. See www.youth2010.org for further details.

In preparation for the event, numerous pre-conference will be held throughout the world. The European pre-conference will be held in Strasbourg in 10 & 11 March. The EPEA believes it is essential that relevant issues surrounding the broad field of Juvenile Justice be raised at the World Youth Conference. To this end,

the Steering Committee will be drafting a written submission for the pre-conference in March.

If you would like to be involved in the preparation of this submission or have particular concerns or ideas you feel should be included in this submission, please email Dr. Anita Wilson

at: epeachair@googlemail.com.

The Forum on the Universality of Human Rights. (21 & 22 October 2010, Oslo.)

This Forum will attempt to reconcile the inherent tension for society in advocating the universality of human rights while allowing for cultural and religious diversity¹. In essence, the dilemma lies in how to acknowledge differences among humans without endorsing all their differences as morally and politically valid. ▶

1. The relevance of this tension for the EPEA is evident from the fact that while European countries agree that all

prisoners 'have the right to education' (i.e., this is an universality accepted human right), the reality is that local 'circum-

stances/conditions' conspire frequently to prevent prisoners accessing education while in prison.



Updates from the Council of Europe

► At the forum, specific problematic topics will be discussed, such as:

- Is a hierarchy between human rights acceptable?
- How do you solve conflicts between rights?
- How can universal human rights merge varying religious or sovereignty rights?
- What is the role of education in promoting human rights and democratic values?

This two day discussion forum is being organised by the INGO Standing Committee in operation with the European Wergeland Centre. The EPEA has been invited to lead the discussion at the Forum on how education can work to solve the dichotomy between allowing for cultural diversity but ensuring the universality of human rights.

The EPEA's representative at the Council of Europe has

been invited to become a member of the Forum's Organizing Committee. Members will be kept informed of developments as they happened, in the meantime, if any member would like to comment on any of the issues raised above, please

email annecostelloe@eircom.net

Shared Histories – Conference on Teaching History. (15 & 16 June 2010, Oslo)

History teachers might be interested in a conference being organised by the Council of Europe's to promote Recommendation 2001, 15. The conference will launch a programme, developed by the Education, Culture & Science Committee of which the EPEA is a member, called Shared Histories.

This programme is based on a multi-perspective approach to teaching and promotes the view that the teaching of history

should not be based on the notion of a common history for all but rather a shared history which recognises differences in perceptions and interpretation. The conference will examine how to teach history in a post-conflict situation and debate the question, 'how do we see others when teaching history?'

For further details on these events or on the role of the EPEA in the Council of Europe, please contact, the EPEA's Council of Europe Representative, Dr. Anne Costelloe at annecostelloe@eircom.net



Budapest



The European Conference on Prison Education, hosted by the European Commission, takes place in Budapest in February 2010.

The conference is by invitation only and the organisers hope to have representatives from both policy and practice, together with a range of experts drawn from across Europe.

The aim of the conference is to showcase projects that have been supported by European funding streams.

As the leading organisation focussing on prison education in Europe, the EPEA is playing a central role.

We are represented on the Organising Committee by

Anne Costelloe and members of the Steering Committee will contribute to the various workshops and discussion groups that are being convened.



Naturally, we will be showcasing the various projects that EPEA have been involved in.

During the EPEA Conference that took place in Cyprus, several EPEA members lead discussion groups, under the valu-

able guidance of Alan Smith. Various subjects covering the full spectrum of prison education were discussed and key issues were brought to the Steering Committee.

Although it entails a great deal of hard work, we feel that the conference is an excellent opportunity for EPEA to raise its profile and look forward to meeting old and new colleagues in the field of prison education during our time together in Budapest.





VEPS awarded in Bonn



The EPEA coordinated project The Virtual European Prison School has been awarded as the best project 2008 in the category Best European Project by The European Association of Education of Adults.

The Award is to be given to the organization or participants who presented the best product of a transnational project in adult learning. The main aim of the VEPS project was to increase the participation of prisoners in lifelong learning in order to enable their reintegration into the society after release.

The project was designed to reinforce the role of educational policies in prisons taking into consideration the Recommendation No. R (89) 12, EDUCATION IN PRISON, of the Council of Europe. The project

sought to find solutions to actual identified needs of teaching and learning processes in European prisons and to develop strategic policy statements addressed to the decision makers of penitentiary systems at European level.

Former EPEA Chairperson **Anne Costelloe** and project coordinator **Valentina Petrova** represented the partners from the EPEA project The Virtual European Prison School in Bonn in mid June 2009.

Anne Costelloe described the ceremony at the Town Hall of Bonn as being very pleasant. During the ceremony Valentina Petrova presented the project to all participants and both EPEA representatives spoke about prison education. Local EPEA member Jürgen Höfinghoff was also present and joined the following EAEA General Assembly together with

Anne Costelloe and Valentina Petrova. Anne Costelloe chaired a thematic network meeting on increasing participation in adult education.

VEPS Partners

EPEA

EPEA-France

IEPEA - Irish Prison Education Association

FOKO, Norway

Kriminalvården, Sweden

Сдружение за Европейско Образователно Сътрудничество, Bulgaria

Vezenska sluzba Ceske republiky - Stredni odborné uciliste, Czech Republic

2ο ΓΥΜΝΑΣΙΟ ΑΥΛΩΝΑ ΜΕ ΛΥΚΕΙΑΚΕΣ ΤΑΞΕΙΣ, Hellas

Department for Education and Skills: Offender Learning and Skills Unit



12TH EPEA INTERNATIONAL CONFERENCE ON PRISON EDUCATION

29 October-01 November '09 Protaras, Cyprus



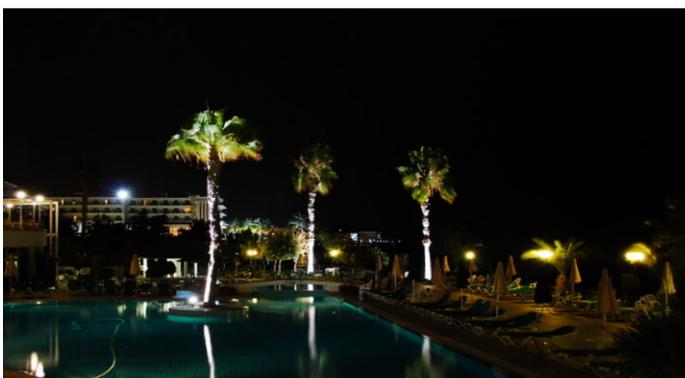
Liberation through Education

The 12th International EPEA conference took place in Cyprus from the 29th October to the 1st November 2009 inclusive in a wonderful venue.

The conference provided a rich mix of analysis, dialogue and practice drawing on a diverse range of activities taking place internationally within the field of Prison Education.

More than 200 participants had the opportunity 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 facilitated prison education practitioners; providers and policy makers, exploring innovative developments as well as best practice, research findings and new project and program strategies.

In short, the conference provided an opportunity for networking and the sharing of ideas and experiences among those interested in prison education in Europe and beyond. All participants agreed it was a wonderful event that provided not only valuable knowledge inspiration and communication but in hole was beyond their expectations.





Liberation through Education

Formal Opening



EPEA Chair, Dr Anita Wilson opening the Conference

In a good atmosphere of friendship and belonging to a family of prison education the Mayor of Paralimni Ms Andreas Evaggelou welcomed the delegates to his city. His welcome was witnessed by many officials from Cyprus like Minister of Justice and Public Order Loukas Louka, Permanent Secretary Minister of Justice and Public Order Antis Tryfonides, Divisional Police Commander Famagusta Antonis Papaconstantinou, Permanent Secretary Ministry of Labour and Social Insurances Georgios Papa-georgiou, Chief Administrative

Officer Ministry of Justice and Public Order Andreas Louka, Administrative Officer Ministry of Justice and Public Order Lina Tsiaklidou Director of Justice Ministry of Justice and Public Order Marianna Patsalidou.



Mr. Anastasiades received an award by the Minister of Justice



Liberation through Education

Grundtvig projects presentation



On the second morning Alan Smith from the European Commission gave a detailed explanation of how Grundtvig projects are organised and administered.

As the EPEA and its members are often involved in Grundtvig programs, this was seen as a particularly welcome addition to the conference speakers. Alan also joined the discussions in the special interest groups.

In Addition, a lot of collaborative work was done by EPEA SC members on the the forthcoming European Conference on Prison Education, that will be hosted by the European Commission, Budapest February 2010.

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, programmes 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.

General Council

More than 50 people attended EPEA's General Council.

Reports were given by the Chairperson Anita Wilson, the Secretary Asbjorn Stoverud and Treasurer Gisle Grahl Jacobsen. The Chairperson gave a report on the development of the EPEA the recent years telling that the EPEA is gaining importance compared with the last report. The Treasurer presented a healthy economy that leaves space for arranging a meeting for Liaison Persons of the EPEA. All reports were accepted by the General Council.

Election Results

Northern Region

Re-elected Kerstin Ekholm-Erestam (Sweden)

Western Region

Mr Cormac Behan (Republic of Ireland)
replace Katinka Reijnders (Netherlands)

Central Region

Re-elected Peter Ruzsonyi (Hungary)

Southern Region

Re-elected Petros Damianos (Hellas)

Eastern Region

Re-elected Valentina Petrova (Bulgaria)





Liberation through Education

Presentation of the VEPS Project

As coordinator for the project The Virtual European Prison School Valentina Petrova from Bulgaria presented EPEAs award winning project. The project received the award from the EAEA of being the best European project 2009.

In the VEPS projects NGOs and governmental institutions worked together to improve prison education in Europe.

In cooperation the Republic of Ireland helped Hellas to start cognitive programs in the Hellenic prisons. Sweden help the UK and Czech Republic to introduce distance education and Norway helped Bulgaria



to introduce module build adult education. And EPEA offers a home page for placement of education materials in different languages.

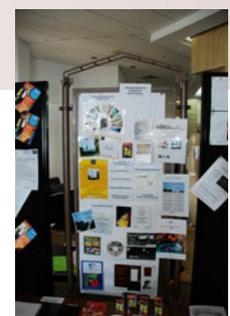
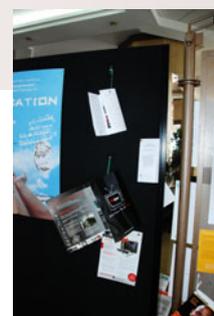
workshops

During the conference, in parallel sessions, the delegates had the chance to chose between more than 40 workshops. They covered all aspects of prison education and helped participants to share experiences views and innovations in

the field. Creative activities, Juvenile education, validation, juvenile release, reading skills, ICT and multimedia as an educational tool, professional development, music and adult education for all, were some of the subjects.



poster workshop



Liberation through Education

My first EPEA Conference

Between 26 October and 2 November 2009 I took part in the 12th EPEA International Conference on prison education.

The conference took place in Protaras, Cyprus (as most of the readers probably know, anyway). This was my first international conference ever. At the end of the event I was asked by the EPEA Chair, Mrs. Anita Wilson, to share my feelings about the whole meeting.

Before I tell you what my feeling were, I need to give you a very short briefing on what it is like to work in my reality in respect of European activity. So, frankly speaking, it is not so easy. The support I receive is very insufficient. The only person that fully supports me is the Head of my school – Mr. Zdzislaw Trzcinski, whom I hereby I would like to thank. It is so hard to introduce any changes within prison education system in my country. I sometimes feel that people from managing bodies are afraid to take the challenge and/or responsibility for any additional actions that go beyond their duties.

So far, I am the only(!!!) EPEA member and obviously I was the only person from Poland at the conference. This number shows interest in the topic. Just to give you comparison: there were 6 people from Greece, over 10 from Germany and Ireland and over 40 from Norway! I could only envy those who could meet other people from their homecountries.

What I noticed during the course of the event was that in terms of my professional career I definitely felt more at home among all of those people who came for the conference (and whom I personally didn't meet before and so, I didn't know them) rather than among my co-workers back at home. This was obviously possible because I found understanding, people could HEAR me talking and they did listen to me. People I met here are "made up of the same clay", as a Polish saying says. That it why, on Cyprus it was so easy for me to find common topics with anyone I spoke to.

I do have big hopes connected with EPEA and my membership. I believe that with the help of the



Association I will be able to make a change, at least in my prison where I work. I also hope that people I met here and links I established will become of precious value in the future.

So, coming back to the point and answering the question what my feelings were about the conference. This was an experience going beyond my expectations. A very inspiring and impressing event. I still feel thrilled that I could meet so many people who, although are much further and higher on the ladder of prison service/prison education career than I am, are still normal, common people ready to share their views, experience and their knowledge with me.

It certainly gave me power to try further and harder and do my best at work. Thank you all for that and I think it is time we started countdown to the next conference in two years' time. I hope to see you all there!!!

Hubert Skrzynski
Poland





Liberation through Education

My first EPEA Conference

The theme of this year's conference, "Liberation Through Education" compelled me to visit Cyprus and participate in my first EPEA conference.

Themes of containment, liberation, and freedom inform my work as an artist. My experience was positive and meaningful and made possible by the hard work and support of the organizing committee and staff. My work in the creative arts with male inmates in re-entry in the U.S.A. and also my one-on-one

creative collaboration with a male inmate serving a life-term in New Jersey will be strengthened by my exposure to both the practical advice and unique ideas utilized in education as shared in the workshops I attended.

For me, the conference wove together varied threads with a common purpose, to focus upon, implement, and ultimately use best practice to serve the educational needs of prisoners. I leave Cyprus with a broader understanding of prison work at the international level and not only on a



theoretical level, on a very personal and human level. The energy of the conference has refueled my passion in many ways.

I know it will bear fruit in the years to come as I continue upon the path of serving the educational needs of the underserved.

Zaharati Morfesis
USA



Our feelings...

We took part in EPEA's 12th international conference at Cyprus. It was the first time for us.

We work in the Probation Foundation in Finland. Our Free from Learning Difficulties -project aims to look into the learning difficulties prisoners and customers of the Probation Service have and to construct rehabilitation paths from the term of punishment to freedom.

We learned much about prison education in the

other European countries and met wonderful people. Delegates presented many interesting workshops and good practice and knowledge for us.

For example, data from Norwegian studies on ADHD and reading and writing problems among inmates and the practical consequences of the results for prison education was very useful for us. Generally we were impressed how the things are in Norway: lot of education and studies about prison education.



Conference was a nice and important experience.

EPEA is doing great work.

Kati Sunimento,
Mirva Gullman,
Pirjo Poutala
Finland

Email: forename.surname@kripts.fi



Liberation through Education

Sharing...

My name is Antonio Ollero and I am a teacher in Las Palmas Prison (Canary Islands-Spain). I "try" to teach English and Spanish Language and Literature to upper level inmates who can get their degree to find a job when they leave this prison. I have been asked to give my impressions about the EPEA International Conference in Cyprus last October and here they are.

First of all I didn't know there were going to be so many colleagues in this 12th EPEA International Conference. Secondly there was an incredible friendly atmosphere. Everybody was open to talk, to share his experiences. You could have breakfast with somebody from Poland, then go to a workshop and sit by an Italian teacher, then have a

break in front of a cup of coffee with someone from Ireland, then have lunch with Valentina Petrova..... So you never felt strange or lonely in the middle of nowhere.

Unfortunately time went so quickly that at the end at least you had more email addresses than you thought so that you can be in touch with your colleagues at anytime in the future.

If there is a word to define the experience that is "SHARING". You share your experiences with people you haven't met before but suddenly you realize that they have the same problems, same doubts, same... with their students.

So we can conclude with the famous sentence at the end of the film "Casablanca": "I think this is the beginning of a beautiful friendship". So not only we

have shared the same experiences but we are going to be in touch to consult each other our doubts, our problems, our thoughts.

In conclusion it was such an extraordinary experience that once back at work I started to look for EPEA partners in this prison and we have made a new organizational membership in Las Palmas in the middle of the Atlantic Ocean.

So I must thankful to my NA, EPEA and EU that made it possible for me to be there and of course to all the colleagues I have met at this international conference.

Antonio Ollero
Canary Islands - Spain



My first EPEA Conference

I recently attended the EPEA conference in Cyprus and returned truly motivated. This was my first EPEA conference and I was unsure what to expect. The Cyprus Prison Service representatives could not have made me feel more welcome. The venue was lovely, the workshops were interesting and informative and best of all - I met lots of like

minded people.

Attending the conference gave me the opportunity to see what projects and initiatives are happening in other countries. It was also good just to chat to people about their work and the advantages/disadvantages they face in their particular establishment. One of the highlights for me was

getting better acquainted with the other delegates from Scotland. We had all met professionally, but the informal atmosphere of the conference meant we got to know each other on a more personal level which was really nice.

Marion Nelson, Patient Learning
Manager, the State Hospital,
Schottland





Liberation through Education

... I felt was nothing but grace and hospitality from start to finish...



I would like to thank Ioannis Papadimitriou for inviting me to submit a few notes about the International EPEA Conference in Cyprus last October.

As a prison educator from the U.S., I was elated when my presentation proposal was accepted by the EPEA conference planning committee. Why is EPEA so important to me? Here are some reasons:

First, William Perry once said, "In order to understand anything really well, you need at least three good theories." I have had the good fortune to attend two EPEA conferences so far (Dublin, 2007 and Cyprus, 2009). Both times EPEA provided rich intellectual soil in which to grow. Just as it must be for all EPEA members, so for me, stepping outside my home country opened a very useful perspective on what we are doing (for better or worse) back home.

As a researcher, university instructor and advocate, EPEA empowers me with language, ideas and networks that help me do my job with more confidence and a sharper critical stance.

Second, the format and size of the EPEA is just about perfect. For me, the hallmark of the EPEA meeting is this: It supports a sense of belonging and inclusiveness. There is always space and time to nurture old friendships and build new ones.

Conversations that start in workshops or plenary sessions often spill over into the bars, restaurants and other gathering places. (Are there more paradisiacal gathering places than the ones we enjoyed in Protaras?!) Also, the break out sessions on Sunday morning provided an excellent chance to tap into and channel all the positive energy fomenting throughout the week.

Last, but not most important, are the diverse people that comprise the EPEA. It is easy to romanticize about places far away... as I do about things like the Humanist agenda embodied in the European Prison Rules, and the European Commission's Grundtvig Programmes. But EPEA's diverse membership keeps these projects real rather than reified trivialities. This makes the overall experience all the more powerful and useful.

I can't imagine the headaches an event like this must inflict on the conference staff. But what I felt was nothing but grace and hospitality from start to finish.

Congratulations, and thank you, EPEA, for another well designed, well run experience!

William R Muth
USA



... CU...

I enjoyed the conference very much, because it was nice to meet people from all over Europe working in prisons; it was comforting to hear that other people in other countries have similar problems as we have in Belgium, and it was great to hear how some of them found solutions for the problems. As an ICT-teacher, I was very much inter-

ested in the Swedish and the Norwegian use of an intranet and the internet in the prisons. In Belgium, inmates don't have internet access; in my classroom, they can only learn how to use a word processor, a spreadsheet, a database program, ...

Being on the conference, I very much wanted to visit the northern countries to see how it all works. But I don't want to do this on my own: I want to talk this over with my Belgian colleagues, before we

start communication with prisons in other European countries.

I am looking forward to the next EPEA conference, and I hope to tell about things that happened as a result of the conference in Cyprus. cu next time!

(cu is what young lads say nowadays when they want to say: see you ...)

Gerda Dekempe



Liberation through Education

Turn Up and Tune in to EPEA ... love Cyprus

Conferences come and conferences go. Corporate conferences are centred on the CEO, who strides in to some gladiatorial music, gives the sermon on this year's performance and then hammers out what is needed for the next. The supplicants agree and all depart.

Not so for EPEA – there was a difference here that is best captured in the theme 'Liberation through Education'. Now here's the twist – prison and liberation. From landing to leaving Cyprus – there was an undeniable air of liberation, a freedom to speak and think and exchange thoughts and ideas throughout the period of the conference.

We turned up and checked in to what must have been one of the best hotel resorts in Cyprus. Of course this was a very sharp operation. We landed, we were greeted and we were transported to our hotel, all done with a smile and warm welcome. Rooms were comfortable and most of all, the food was just what we needed – a wide variety of salads, meat fish and vegetables... and

you could be a liberal with the helpings as well!

Listening to the opening welcome by Dr. Anita Wilson – in her dulcet tones more suited to a radio programme worked well – she inspired us with her experiences of former conferences and of the journey that she and many others on the Committee had made. At the heart of it all, was about persons who through their own actions or dint of fate are in our care and custody – the Prisoners.

EPEA has at its core, the role that education can make in improving the lives of prisoners, while they are in our custody and beyond. What the EPEA does is ensure that education is interpreted in as liberal a context as possible.

So listening to the drama project at Cyprus Prison where prisoner and prison officer are both thespians treading the boards – brings an unusual experience of Equality and a common bond of humanity. Andreas summed it up so wonderfully in his talk when he said that the rehearsal and perform-



photo by Robert Taylor

ance times, were distinct periods in his and the prisoner's lives when they could lay aside antagonism, about who had power and who had not ; and simply allow the performance to their liberate their minds ...and whatever acting ability they had.

Liberation through education – is a compelling theme for any organisation. It is what drives Dell and Microsoft to get the best out of their programmers and engineers. It is that freedom of thought and idea which had driven the Digital Revolution. So taking this theme into the general prison establishment is nothing short of controlled anarchy!

Bill Muth from University of Virginia shared his Mural project with us. Prisoners and their children constructed murals with a general theme or message they wanted to give to each other. The one I recall most vividly was a mural that ▶



Liberation through Education

▶ depicted a beauty queen with an inset photo of the daughter. Why this theme I questioned - as a card carrying Womanist? Well, he wanted his daughter to KNOW that he thought she was beautiful - and most of all he wanted her to hear it from him first. I am sure that the background work for this project included some literacy and numeracy, planning skills, layout and colours to be used, dates and times for the visit to take place, officer escorts and most of all Visitor clearance.

And after all of the prison administration had been in place - the project liberated father and daughter.

That this prisoner could educate his daughter about love - Agape and Eros and hopefully liberate her for her future loves. This is a truly precious human experience.

The two sessions I have drawn on for me best encapsulated the true meaning of education and its ability to liberate the mind and soul. There were countless other sessions - including my own from across the EU members states and US, all of which were apt examples and I wish I could write more, but limitations to a page of script just would not allow me to do justice to all the projects and sessions so - I beg your indul-

gence if I have not cited your talk or project.

The future is bright for EPEA. The trend towards rehabilitation and improving the quality of life for prisoners is very high on the agenda. It is universally understood that life on the 'inside' i.e. prison, should in part be about preparation for better reintegration back into the community. That comes from learning about oneself, one's actions and repercussions. It is Liberation through Education.

Luna Frank-Riley
Head of Diversity
HMP Manchester, UK



My view of the EPEA 2009 Conference

I arrived at Larnaca Airport into the warm embrace of the Airport Welcoming Team. This was soothing to a traveler like me who had had a long trip from Nigeria to Cyprus with an over 7hr stop-over at the Dubai Airport. The drive from the airport to the hotel was quite interesting, I met with 2 other Conferees and we all discussed very freely throughout the about 40 minutes drive to the hotel. The Registration Team at the Hotel and the Hotel front-desk staff were no less warm and courteous. My room was

nice and welcoming. All the above coupled with a good shower launched me into the Conference; I readily forgot my fatigue and boisterously enrolled for the visit to Cyprus Central Prison where I had a very educative encounter with the prison officials and the inmates. All the plenary and syndicate sessions I attended as well as the Poster sessions were well structured, educative and informative. I was really happy that I had a full house at my presentation and my audience was just wonderful. The meals were good and generous and the excursions were interesting. I

was happy meeting with people who are using their time, talents and personality reshaping the lives of others and in their own way are making the world a better place. For me, EPEA 2009 was a huge success and Cyprus was the place to be in for those 5 days. I am looking forward to the next EPEA Conference!



Adenike Emeke
Nigeria



Liberation through Education

My first EPEA Conference

This year was the first time I participated in a conference organised by EPEA, which took place in Cyprus. I was really impressed by the exceptional and resonate organization. At the same time what was unforgettable was the warm hospitality I received from the organisers.

Apart from these remarkable people, there were a great number of participants from countries around the world. I had never met so many people from so many different places before. Everybody was friendly and well-intentioned, eager to talk about their countries and the educational issues/problems they have to encounter, and share their own thoughts and experiences. Some of them you get to know better and soon you form groups, which constantly change-people come and people go,

there are continual alterations. New faces with differentiated beliefs and everyone is extrovert and willing to assist in every possible way. What was really impressive was that you could form amiable relationships and share common interests with people you had just met.

The workshops of the conference were truly astonishing-and their themes so challenging and absorbing. The vast, if not the total, majority of the plenary speakers were vivid, communicative and enthusiastic/passionate.

I have gained many valuable things from this conference: new material to study, new ideas to ponder upon, new perspectives on my own considerations, but, mostly and on top of everything else, solid foundation to



build relationships with new people.

I would never have pictured myself crying because I had to say 'goodbye' to people I had only known for 5 days. I am truly grateful to the EPEA and, of course, to Cyprus for such a wonderful conference.

I hope I will manage to take part in a respective conference, and get together with the same-and perhaps with new-people who share the same inner strength, spirit and thoughtfulness for what they do!

Damianou Dorella

Prison Teacher

Hellas



impressions



visit www.epea.org

the official web site of the organization



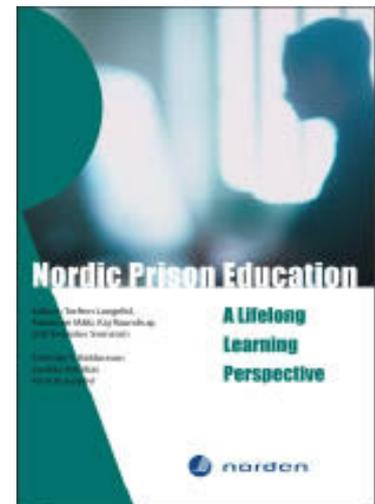
The screenshot shows the EPEA website header with the logo, the text "EPEA - European Prison Education Association working to promote sound principles and good practice in Europe... and beyond", and a row of national flags. Below the flags is a "Home" link and a "Main Menu" section containing "Home", "About EPEA", and "Become member R(89)12". On the right side, there are partial links for "European Prison Educa" and "European Prison Edu".



Nordic Prison Education

A Lifelong Learning Perspective

by Marianne Maki, Finland,
Kaj Raundrup, Denmark,
Torfinn Langelid, Norway and
Svenolov Svensson, Sweden



This report Nordic Prison Education.

A Lifelong Learning Perspective is a revised report of the 2005 edition. A decision was adopted in 2007 to revise the report in relation to recent research, new surveys, and general developments in the Nordic countries. The project was directed by the County Governor of Hordaland, Norway. The survey was funded by the prison and probation services and the educational authorities of the Nordic countries.

The purpose of the project was to provide a concise, overall and updated comparative view of education and training in prisons in Denmark, Finland, Norway and Sweden, as well as a brief description of the situation in Iceland, Greenland, the Faeroe islands and the land islands.

If convicted prisoners are to be offered education on equal terms with others in society, the right to education must be clearly stipulated in the legislation.

According to this report, good cooperation between the prison and probation services and other authorities is one of the key starting points for satisfying prisoners' educational needs. The prison education offered today does not satisfactorily correspond to prisoners' educational needs. Increased investments in prison education would probably be of added value for society as a whole. This report provides useful documentation for individuals working with any aspect of the wider problem complex relating to prison and probation services. The report could also be used as literature in studies of sociology, criminology and prison regime development.

Hopefully you will find the report useful concerning the development of prison education in your country.

For further information contact
Torfinn Langelid, e-mail:
torfinn.langeli@fmho.no or

Svenolov Svensson, e-mail:
Svenolov.Svensson@kriminalvar-
den.se See also the homepage of

the Nordic Council of Ministers
<http://www.norden.org/en/publications/publications/2009-536>

The report can be ordered from the Nordic Council of Ministers, see the above mentioned homepage or from the County Governor of Hordaland, Norway
e-mail: torfinn.langelid@fmho.no
Price 255 DKK



**FLAME***To be continued...*

So, the FLAMES have met for the first time after lots of mailing, planning scheduling and re-scheduling!!!

Our first meeting was in Malm , so I started out to be the first hostess and it felt just great.

I was lucky throughout the procedure of making up plans as I was able to make some of the plans together with Kjeld Ericson in the project Bridge, so we had some joint activities.

What did we do, might some of you wonder?

Well, we visited Hørsroed Prison in Denmark, we visited Elsinore and the castle famous for being the place where Hamlet by Shakespeare took place, we visited Kirseberg prison in Malm and we did some work as well of course...

I made the Bridge people and the Flame people

laugh (quite involuntarily, when telling everyone that no woman would be allowed to wear bras with wires, everyone thought I was joking, but NO, this is the reality, Kirseberg prison is a High Security prison and all measures are taking when entering through security!!)

Working for the Flame group meant, a lecture given by my headmaster Ann-Sofi Ericson where she described the Swedish Way of teaching prisoners, we also had an interesting briefing by Bengt Wallin our specialist when it comes to IT.

Our group has now decided to make materials for the inmates in our different countries, we will produce real materials, we will make a calendar with word in English, an exercise book, a very very basic grammar book and even more materials, so no theories here, just the reality...

Now we have to look into the matter of printing costs,

logistics and much more.

We summarized the project by having a joint dinner in Copenhagen Friday night and on Saturday everyone went home to their own countries and the FLAMES will burn again in March this time in Estonia.

So until then, Best Regards to you all from

Ingrid Alm
Malmö/Sweden





Inspiring Change

Motherwell College is the lead provider of prison education in Scotland, providing a learning and skills service in 9 prisons. The College is keen to ensure that it provides as broad a curriculum as possible in the learning centres and to this end has recently secured additional funding from the Scottish Arts Council to pilot a programme of arts interventions in 5 pilot prisons.

The "Inspiring Change" project will provide a systematic and structured programme of high quality arts interventions in music, drama and the visual arts for prisoners in custody. The project aims to use the arts to stimulate engagement with learning and improve literacy skills among offenders in custody and to demonstrate the potential of the arts to support the process of rehabilitation. Partners include Motherwell College, the Scottish Prison Service (SPS), Scottish Opera, the Scottish Chamber Orchestra, National Youth Choir of Scotland, Scottish Ensemble, Citizens Theatre, the Traverse Theatre and the National Galleries of Scotland.

The impact of the project will be evaluated by a multi-disciplinary team of researchers from the University of Edinburgh. The project will culminate in an exhibition and conference on the arts in prison. The exhibition will be taken on tour to local communities and will be the focus for discussions with local people about offending, punishment and reha-

bilitation. The project will be filmed and the film will supplement the final evaluation report and will document the views of prisoners, project participants and key stakeholders.

While there is an overarching project concept which relates to the impact of the arts in promoting rehabilitation and personal change, each participating prison will focus on a particular art form. In addition, the visual arts element, supported by the National Galleries will take place in all 5 prisons. Thus each participating prison will engage in at least two sets of arts activities. Where appropriate linkages will be made between the visual arts project and the other arts activity taking place in the prison.

A summary of each of the activities is provided below.

**Prisoner Self-Portraits
The National Galleries of Scotland
Locations: HMP Shotts, HMP Greenock, HMP Barlinnie, HMP Open Estate and HM YOI Polmont.
10 month programme: 80 offenders (male and female)**

The self-portrait is a powerful mechanism for exploring one's personal life and is a powerful means of self-understanding. It has been used for centuries by artists and others to explore their innermost feelings and motivations. Prisoners will respond to the opportunity to express themselves and their stories through a

fluid process of looking (at the best historic and contemporary art), interpreting, discussing and creating visual art. The portrait theme will be flexible, thought-provoking on a personal and social level, and ultimately life-changing for those taking part and for those audiences who see the Prisoners' artworks. The aim is to create a set of artworks and a filmed experience that can be taken to communities and young people in particular to help prevent re-offending. The completed art works will be exhibited in the National Gallery in Edinburgh in October 2010.

**From Start to Finish: How to Build an Opera
Scottish Opera & Scottish Chamber Orchestra
Location: HMP Shotts
6-month period, 20 long-term offenders (male)**

Scottish Opera and Scottish Chamber Orchestra will combine forces for the first time to enable 20 long-term prisoners in HMP Shotts to build an opera from start to finish. Professional musicians, a designer, production manager and writer will engage with prisoners and staff over a 6 month period, teaching new skills and sharing their expertise as a new opera is developed. The project will give prisoners access to professional staff and musicians who want to share their own skills and experience, thus enabling them to learn about music and express their ideas through music and drama in the opera. The project will culminate in a performance and there will be follow-up workshops to assess the impact of the project and explore ways of sustaining the activity. ▶



Inspiring Change

Scottish Ensemble and National Youth Choir of Scotland

**Location: HM YOI Polmont
12 week period, 30 young offenders (male)**

The musical aims of the project are to engage prisoners in the creative process through the familiar medium of the guitar, and the potentially less familiar medium of a string ensemble. We will look at how musical material common to the rock and pop worlds also appears in the music of Baroque, Classical and Romantic genres, thus introducing prisoners to the potential of melodic forms or chord progressions for example.

The prisoners will learn about the creative process, look at structure and form as a starting point for composing their own music, and will perform alongside members of the Scottish Ensemble at the end of the residency. The project will closely relate to the core repertoire of the Scottish Ensemble, which will be introduced by Jamie through the guitar, and subsequently by the whole ensemble.

The starting point for the Scottish Ensemble would be visits from Jamie Akers, Artist in Residency with the Ensemble, working with the young men in groups facilitated by the existing music teacher at Polmont. The project would run from January to April 2010 involving training for musicians and project prepara-

tion; initial visit and workshop and further follow-up visits in January and February. Joanne Green, Scottish Ensemble violinist and workshop leader, will join Jamie Akers for further development of music and to get to know the group. The project will culminate in a concert by Jamie, Joanne and 2 further players from the Scottish Ensemble and a return visit with full Scottish Ensemble playing music related to the project and their April touring programme of Vivaldi and Piazzola. This concert will be scheduled so that prisoners' families and visitors will be able to attend.

National Youth Choir of Scotland 12 week period, ca 30 young offenders

The National Youth Choir of Scotland has established a strong reputation in encouraging, enhancing and supporting choral singing at all levels to the highest standards for Scotland's young people. The Polmont project will provide a different platform for their educational work, providing a more challenging opportunity than anything that has been done to date. The Choir will draw on its particular expertise in encouraging young men in particular to take up singing. NYCoS' education principles are based on the teachings of Hungarian Composer and Educator Zoltan Kodaly who advocated that music education should start nine months before

the child is born, should be organised in a systematic and structured way throughout school years, and should start with the most natural instrument in the world - the voice. Research has shown that good music education will not only help develop musical skills, but will also enhance numerical, social and linguistic skills. For this reason the prison is particularly interested in supporting the NYCoS initiative.

NYCoS has for some years now been delivering Kodaly based programmes for schools. This year NYCoS developed and piloted a new music project in West Lothian linking Kodaly based material with Curriculum for Excellence Active Learning. Its success has allowed NYCoS to feel confident that this will roll out to more schools, providing non-specialist staff with the necessary skills, resources and confidence to deliver a quality music programme, which is at the core of the curriculum. The Polmont project will allow the transfer of similar skills to Learning Centre staff helping the longterm sustainability of the project.

Both music projects at Polmont will hope to make a link with the plans for a radio station in the prison. The College has had discussions with Young Enterprise Scotland about their plans for a radio station and will collaborate on the development of the facility.

A Woman's Place Citizens Theatre

**Location: HMP Greenock
6-week period, 35 offenders
(women)**

Up to 12 people in the writers group, 15 performers, ▶



Inspiring Change

▶ 8 people to work with scenic and props.

The project will start with a series of introductory workshops, used to engage interest in the project, to offer a variety of forms of involvement, performing, music & singing, writing, designing, scenic painting and prop and puppet making. Phase 2 of the project will focus on the role of women in society and storytelling. Participants will create material for the play with a writer and drama specialist. Participants will be encouraged to draw on their own pieces of narrative, humorous and moving, autobiographical and fictitious. The third phase of the project will see stories being staged through rehearsals and shaped into a performance. This period will also involve participants working with a Music Director to input & create a sound backdrop to support the performance. A Scenic Designer and Painter would also work with some participants to create the performance setting. The experience will be interactive and highly visual, placed within a strong storytelling framework. Throughout, there will be close collaboration with learning centre and prison staff with the aim of transferring skills to support ongoing work in this area.

Platform Two Ten Citizens Theatre

**Location: HMP Barlinnie
8-week period, 30 offenders
(male)**

It will be a performance project lasting over eight weeks, collaborating with inmates and prison staff, and culminating in a performance. During the first phase of the project The Citizens will work with a playwright and drama specialist exploring stories. They will encourage participants to draw on their own pieces of narrative, whether they be humorous or moving, autobiographical or fictitious. The writing and devising element of the project will last over four weeks, two sessions per week & would be lead by Citizens Theatre staff. The second phase of the project will see these stories brought to life through rehearsals and shaped into a performance by Citizens Directors. Participants will work with a Music Director to create a live band and sound backdrop to support the performance. A Scenic Designer and Painter will create a theatre set and participants would have the opportunity to learn and enhance their creative skills by being part of this process. The eight-week project will culminate in four performances to invited guests and the wider prison establishment.

OpenWrite

The Traverse Theatre

**Location: HMP Open Estate
15-week evening programme,
30 offenders (male)**

OpenWrite is the Traverse Theatre's new writing and theatre skills programme for inmates of the Scottish Prison Service Open

Estate at Castle Huntly. OpenWrite is a 15 week evening programme (approx. depending on home-leave) of writing and theatre skills workshops. Over the 15 weeks the participants will work with a professional playwright, drawn from a pool of Scotland's best writers, to develop their own writing skills. Several other theatre professionals, including a director; designer and a technician will work with the participants to give them an understanding of how a play goes from page to stage. The sessions will encourage the participants to consider all the elements needed to write a successful play. During their home-leave week the participants will be invited to watch a performance at the Traverse and have a 'behind the scenes' tour of the theatre. The participants will work towards completing their own short play which will be performed and produced by professional actors and directors at Castle Huntly and on the Traverse's main stage. Each of the participants will also receive a published anthology containing all of the plays written during the project.

Although each prison will pursue its own arts projects, all project partners are committed to working together as a group to share experiences and inform the evaluation process. There will be workshops in the course of the project which bring all participants together for this purpose.

Anyone wishing to know more about the project should contact **Kirsten Sams** (ksams@motherwell.co.uk) or **Catrin Kemp** (ckemp@motherwell.co.uk)



Teaching Music in Scottish Prisons

Ten music teachers working in Scottish Prisons gathered in Edinburgh on 13 June 2009 to take part in a workshop and to exchange ideas for best practice. This was the first workshop of its kind for musicians and teachers to meet others who teach music in Scottish prisons, to establish connections and to form a network in which individuals can continue to exchange lesson ideas and experiences.

The workshop was led by Kirstin Anderson and was conducted as part of a Knowledge Transfer project, funded by the University of Edinburgh, and coordinated by Dr. Katie Overy, Co-Director of the Institute for Music in Human at Social Development (IMHSD). As part of the workshop, Kirstin introduced a workbook that was developed with Dr. Overy: "Teaching Music in Prisons: Introductory information and ideas for musicians and teachers working in prisons".

"It was an excellent (and rare) opportunity to find out how other people approach the role of music-educator in a secure environment."

-Selena Kay, Music Tutor at HMP Pentonville

Music teachers from HMP Edinburgh, HMP Kilmarnock, HMP Perth, HM YOI Polmont and HMP Shotts, as well as Dr. John Milner from the Roaches School in Stoke-on-Trent, Selena Kay from HMP Pentonville in London and representatives from the IMHSD and the postgraduate Music in the Community program at the University of Edinburgh, attended the daylong workshop.

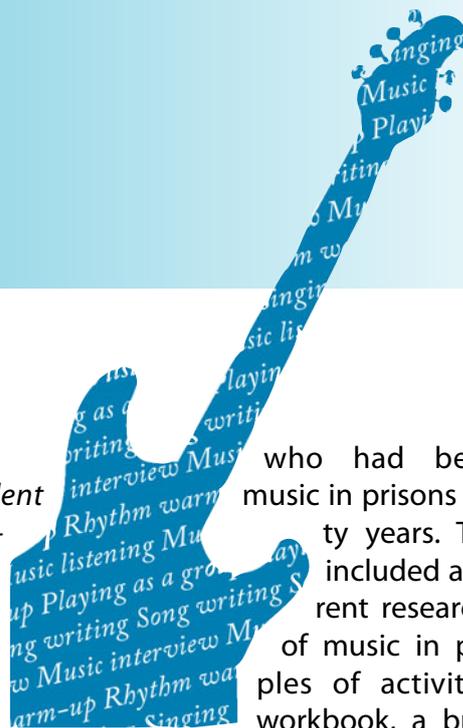
The group had a range of experience in prisons, from teachers who were just starting to work in prisons, to individuals

who had been teaching music in prisons for over twenty years. The workshop included a review of current research on the use of music in prisons, examples of activities from the workbook, a brainstorm session on how to combat the difficulties of teaching music in prison and an exchange of best practice ideas. A post-workshop questionnaire revealed that all of the participants felt that the opportunity to assemble and to share their ideas and experiences of teaching music in prisons was valuable to their teaching and in turn, to the learning centers and prisons where they work.

"I think the workbook is ideal really. Perfect size and really accessible."

-Ruari Wilson, Music Tutor at HM YOI Polmont

The workbook was designed with two objectives in mind: ▶





Teaching Music in Scottish Prisons

- ▶ 1) to be used as a resource for those who teach music in prisons and
- ▶ 2) to accompany the Teaching Music in Prisons workshop.

The workbook does not provide a rigid curriculum for teaching music in prisons; rather it presents ten activity sections that provide a starting point for teachers to develop activities that are specific to their student group. The ten sections (Music interview; Music listening; Rhythm warm-up; Singing; Guitar: standard tuning; Guitar: open tuning; Guitar: tablature; Playing as a group; Song-writing; Evaluation) were chosen specifically with the prison music class in mind. References, additional reading sources and student activity sheets are also included in the workbook.

"I believe that music is still perceived by some prison staff, and certainly individuals who do not work in a prison environment, as a 'treat' for prisoners where they get to sing and make music. If people

had to look beyond the surface of music classes, they would certainly find that music and creative subjects are vital in the personal development, educational development and rehabilitation of prisoners and young people."

- John McBlain, Music Teacher at HMP Kilmarnock

Playing music in a group is an activity that takes communication, trust and commitment. Group members have to listen to each other, which requires individuals to take into consideration the feelings, thoughts and concerns of the other members in the music ensemble or class. Having music ensembles in prisons also gives the opportunity for prisoners to form a new identity, one that is separate from that of prisoner. Men and women that participate in music groups can start to identify themselves as a musician or part of the

band or choir.

Having a music class as part of the education curriculum in prison can contribute greatly to prisoners' personal development and to the prison environment overall. It is vital that music teachers in prisons have support for what they do and a community of other music teachers in prisons to exchange ideas and develop their practice.

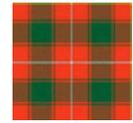
The teachers that participated in the Teaching Music in Prisons workshop are the beginning of such a community.

Kirstin Anderson is a PhD student at the University of Edinburgh, studying the use of music in prisons. She taught music at HM YOI Polmont. Please email Kirstin at musicinsscottishprisons@gmail.com if you have further questions about the Teaching Music in Prisons workbook.

Kirstin Anderson
Assistant Editor



Scottish Prison Service Vision for Correctional Excellence



Establishment Name	Location
HMP Aberdeen	Aberdeen
HMP Addiewell	West Lothian
HMP Barlinnie	Glasgow
HMP Castle Huntly	Near Dundee
HMP& YOI Cornton	Dumfries
HMP Edinburgh	Edinburgh
HMP Glenochil	Near Alloa
HMP Greenock	Greenock
HMP Inverness	Inverness
HMP Kilburn	Kilburn
HMP Perth	Perth
HMP Peterhead	Peterhead
HMYOI Polmont	Polmont
HMP Shotts	Lanarkshire

The SPS are already at the forefront of providing quality prisoner programmes geared to reducing re offending. In the years ahead this will be increasingly important. It is the key contribution we can make to reducing crime and making Scotland a safer place.

The priority for the Scottish Government is to make Scotland a safer place, to free communities from crime and the fear of crime. We have a leading role to play in delivering that commitment. By breaking down the barriers that exist between agencies and being open and responsive to the needs of our partner agencies.

We also have to be able to prove that our work with offenders makes Scotland a safer place. We need to put in place systems to measure and prove the value of the work we do.

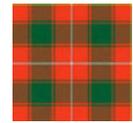
The expectations of the public about what kind of service we should provide for them have changed over the years. As well as responding to those expectations we have to try to influence and shape them by informing the public about the good quality of the work we are doing and the real differences we are making in reducing offending, so that our service is something the Scottish public is prepared to pay for.

The greater the value that the Scottish public place upon the work that we are doing then in a very real sense the greater actual value that work has. ▶



Scottish Prison Service

Vision for Correctional Excellence



▶ The key Aims (the Mission Statement) of the Scottish Prison Service are:

- to keep in Custody those committed by the courts;
- to maintaining good Order in each prison;
- to Care for prisoners with humanity;
- to provide prisoners with a range of Opportunity to exercise personal responsibility and to prepare for release; and
- to play a full role in the integration of offender management services.

These aims are central to our new Vision for the future. Our Mission tells us what to do, the vision is aimed at making us do it better by concentrating on 5 key themes.

- Leadership in correctional Service
- A prison estate that is fit for the purpose
- Highest Standards of Service
- Respect for our Staff
- Value for Money for the Taxpayer

Correctional Excellence

In a very real sense we already have many of the elements of a correctional service within SPS; for example, in the programmes we deliver and the work we do in preparing prisoners for life on the outside. We aim to ensure that the prisoners we deal with are less likely to re-offend.

In the future we must

ensure that we play a bigger role in correction. This means that as well as developing programmes which are effective in making prisoners face up to and address their offending behaviour we also have to build on the relationships we already have with other agencies, and develop new partnerships.

A Prison Estate That Is "Fit For Purpose"

A prime concern for the service is to ensure that we have a prison estate that is fit for the 21st century - where the living conditions for prisoners and the working conditions for staff will serve our goal of correctional excellence.

We need to use the funds that are now available to us from the executive to end the undesirable practice of slopping out as soon as possible. This will of course, mean that some difficult decisions have to be made - decisions, which will have a direct effect on many people within the service.

We must recognise that our job is to provide a vital service for the people of Scotland and that the service has to be provided in the way which best meets their needs rather than the convenience of those of us who work within the service.

Highest Standards of Service

We will aim for consistently high standards, not the cheap and cheerful. We are committed to being the kind of organisation

that makes quality a part of everything we do. As well as developing management techniques and monitoring systems that will guarantee we provide this quality we also need the commitment of all of our staff to the idea of quality and the need to constantly improve.

We will look everywhere for best practice. By learning lessons from the wider world, as well as from each other we will build on what we have already achieved.

Respect For Our Staff

The Scottish Prison Service is proud of our people. We recognise that our staff work in difficult circumstances and are dedicated and skilled. But our image is not good and often that is a self-inflicted wound. We all have a responsibility to make sure that the work we do is recognised, in the wider community. Over the next 3 years we intend actively to promote the work of the Service to the people of Scotland and do all that we can to ensure that our work is valued by society. But staff at all levels also need to play their part by being positive about the service and selling it to the wider public.

James King

James.King@sps.pnn.gov.uk

Guest Editor



CELL Project

HMP Glenochil

ect have built a model of a cell, learned the skills of storyboarding, photography and filming as well as animation.

They have been supported by college lecturers in computing, art and design and creative writing classes. They have also been supported by the writer in residence. Prisoners will work on this project for approximately 6 months then another group will have the opportunity to continue the project. The men will also have the opportunity to gain qualifications as a result of the work they are doing.

Katharine Brash

Carnegie College

kbrash@carnegiecollege.ac.uk



Carnegie College Learning Centre, HMP Glenochil is delivering an exciting multimedia project. This is a 3 year project and is nearing the end of year 1.

The aim of the project is to produce a DVD which shows a single cell and the individual stories of a number of different offenders serving both short and long term sentences. We will also produce learning materials, which will allow tutors to address literacy issues by working through the DVD. The stories will include issues of literacy, health and families. The materials will discuss where to go for support.

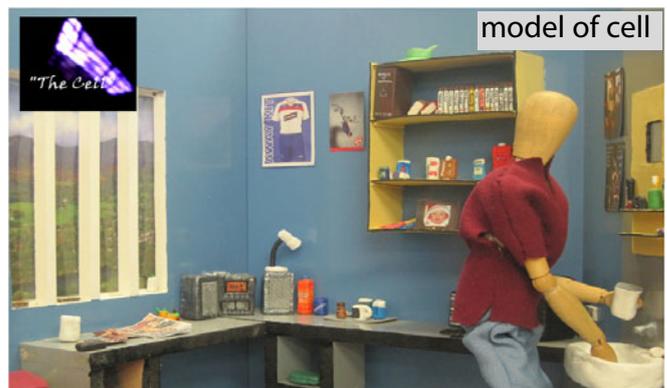
This project will promote the role of the peer tutor within the prison. The power of the spoken word for many offenders can



model of cell

be particularly influential when coming from their peers in person or on the DVD. It is anticipated that the messages from the various stories will provoke thought and give a new level of insight, thus providing offenders with a renewed interest and vigour in addressing their learning needs.

The prisoners participating in the proj-



model of cell

Scottish experience - Resettlement for ex-offenders

In parallel with several criminal justice services across Europe - if not worldwide - the Scottish experience of facilitating successful resettlement for ex-offenders following imprisonment has met with varying degrees of success. As many readers will already know, the problems associated with community reintegration invariably revolve around issues of drugs and alcohol misuse, accommodation, benefits, healthcare and family relationship. As such

issues invariably require a multi-disciplinary and sequenced approach; any attempt to address individual issues in isolation will often achieve only partial success.

Having said that, the problems inherent in trying to provide a coordinated and comprehensive range of services to meet the diverse needs of ex-offenders is equally problematic. For example, prisoners in Scotland are categorised into two principal groups of: short term prisoners (STP's - those serv-

ing under 4 years) and long term prisoners (LTP's - those serving sentences over four years). Since 2006, both groups of prisoners are managed throughout their prison sentence by a system of Integrated Case Management (ICM). This process is designed to identify and address the risks and needs of individual offenders throughout their time in custody and to provide key information for post liberation Community Integration Plans (CIP's). For those offenders subject to statutory post liberation supervision, community based social ▶



Scottish experience - Resettlement for ex-offenders

▶ work services will engage with individuals to address their range of ongoing risks and needs. However, for those offenders not subject to any form of post release interventions or supervision (usually but not exclusively those serving under four years), the participation in ongoing interventions is purely voluntary. The ICM process is shared between the Scottish Prison Service (SPS) and community based justice social work services and is closely supported in custody by an electronic Prisoner Records system (PR2).

As prisoners approach their liberation dates, a number of assessments, interventions and the identification of future needs have already be undertaken and in theory, can subsequently be progressed by community based justice services and partner agencies following an individual's release. However, it is at this point where the system often fails due to the voluntary nature of post release engagement. Accordingly, while many prisoners will acknowledge and accept a range of support services during their custodial sentence, they will often fail to continue to access such services in the post release period. Those serving longer term sentences have greater time and opportunities to address their individual risks and needs. However, they will also be required to comply with specific licence conditions if allocated parole or early release. However, the numbers involved are substantially less than those of short term prisoners who frequently float in and out of prison for sentences of less than four years or even for a few weeks or less.

Consequently, the principal problem lies with short-term prisoners clogging up the prison system and whose needs are

often extensive. The issue of overcrowding in Scotland's prisons and the high levels of need exhibited by these individuals has been highlighted in a number of reports by eminent commentators and through policy proposals by the Scottish Government in documents such as 'Fair, Fast & Flexible': (<http://www.scotland.gov.uk/Publications/2008/12/16132605/0>).

Prior to the current administration assuming power, the previous Scottish Government had sought to tackle these issues through primary legislation: Management of Offenders, Scotland Act 2005 :

<http://www.scotland.gov.uk/Topics/Justice/public-safety/offender-management/law/manoffendbill>.

This legislation established eight Community Justice Authorities as independent strategic public bodies to contribute to a safer, stronger Scotland by formulating strategic area plans that will reduce reoffending. There are eight regionally based CJAs across Scotland with coterminous boundaries to the various groupings of local authorities which they serve. Membership of the CJA is restricted to elected councillors from the constituent local government areas in partnership with the Scottish Prison Service, police and criminal justice social work who are statutory partners. Other organisations such as voluntary sector providers (receiving in excess of £100,000 from any authority) will also be required to participate in achieving the objectives of area plans through their status as 'duty to cooperate' agencies. Elected members are assisted in their task by a Chief Officer who is responsible for drafting area plans and coordinating progress of the CJAs.

Area plans seek to coordinate and improve all aspects of offender services across agencies including risk management, through identifying shared objectives including key outcomes and potential benefits for communities, offenders; and for the criminal justice system in general. The improvement of literacy skills and employability prospects feature as key outcomes for CJA plans in conjunction with a range of actions to address issues of addictions, homelessness and health care. Accordingly, prison based learning providers are beginning to work more closely with community partners to establish clear routes of progression between custody and community based learning.

In summary: Community Justice Authorities will work closely with the Scottish prison Service, police, voluntary organisations, local authorities and criminal justice services to reduced reoffending through the establishment of coordinated and effective services for offenders both within community and custodial settings. The role of offender learning will be integral to this overall process with prison based learning services working closely with community based colleagues to enable a seamless route for progression. This will involve guidance, information sharing arrangements and the transfer of learning plans where appropriate to encourage continuity of engagement for prisoners on release.

James King
Scottish Prison Service
Guest Editor
James.King@sps.pnn.gov.uk





Theatre from Romania

To be or not to be, this is the question!



"I was passing by the theatre of Craiova almost every day, but that building never had any value or importance to me. I could not understand why people spend their time with such things as theatre. I don't know if or what changed in my mind after the whole theatre experience, but it seems I've learned to be more patient and to turn into hope a small part of my misery." This is what an inmate declared for Reuters, during the Drama Festival for Inmates, organised in Bucharest in November 2009 by the National Prisons Administration of Romania.

To organise a theatre festival for inmates, in a country where the situation of prisoners is not a priority (admitting that there is such a priority anywhere in the world) seems, at least at first sight, if not impossible, at least very difficult to accomplish.

I confess I didn't want to organise such an event in order to test my powers; it was actually a long-term process in my attempt to find solutions that would allow me to draw the attention of the society to this particular area.

2001, my first visit in a prison, I follow the absurd sound of a male choir, and I discover the inmates rehearsing in a big room, which was the penitentiary club.

They rehearse for what seems to be a variety show, and the artists of all ages and social origins follow blindly, just like first grade pupils, the orders from an improvised conductor. I am convinced that under normal circumstances, no one would be able to create such a gathering of old and young, rich and poor, university graduates and illiterates, in one voice, in one action, without any pecuniary or social stake. "Time passes by more easily, we forget our problems, our shame, our frustrations, we get to do something with ourselves, with our mind, otherwise our brains would macerate completely" – confesses the son of a famous film director, with a 7 years sentence for rape.

2003, Satu-Mare Prison, I went there to see the rehearsal of a theatre play. The director, a French man, Christian Benedetti, directs a play for teenagers with in a project financed by UNICEF. There is quite an unusual relationship between the director, a foreigner of around 50, and the young inmates; it's a relationship based on trust and respect, even if they cannot communi-

cate through words, even if they come from such different worlds.

Although most of the prisoners are illiterate or almost, they learn the text very easily, they don't get tired no matter how many times they have to repeat the same thing, over and over again, and such an attitude is at least surprising, taking into account they are teenagers who never had such artistic hobbies before, who would rather give a hard time to the guards. At the end of the project, during the press conference, a very impressed Christian Benedetti declared to journalists that we assist impassively to a war waged by adults against children, and he was not only referring to teenage inmates in Romania.

2004, in the Maximum Security Prison of Arad, a psychologist, Sorina ogoie, chooses psychodrama as therapeutic method, and includes in the working group aggressive prisoners or prisoners with very long sentences. Out of enthusiasm, the prisoners write a play in which they interpret their own roles. The play is being presented in the local theatre and that is how I get to receive all the articles published in the local newspapers. ▶



Theatre from Romania

To be or not to be, this is the question!



► It's in my job description to read every article in the press related to the Romanian penitentiary system, and usually the comments about prisoners and the penitentiary system are very superficial, but this time the journalists invited to the opening were so thrilled by the performance of these "actors" that they dropped the stereotypes and wrote honestly and out of their hearts, also mentioning the reaction of the spectators who applauded the prisoners until they got out of the theatre building and were put in the van that transported them back to the penitentiary. "Thursday", the Thursday when the commission who grants remission of sentence gathers, "the Thursday when they come to read the electricity meters, when do they read yours?!", the play written by the prisoners of Arad is being played in the autumn of the same year on the stage of one of the most important theatres of Bucharest, and has unprecedented positive reviews in the media. "I never thought I would be a spectator in the Nottara Theatre of Bucharest, but to be an actor, to be applauded on the stage of such an important theatre..." declared, overwhelmed by the reaction of the spectators, one of the prisoners, sentenced to 25 years for murder.

2008, the Penitentiary for Minors and Young Offenders, a casting is organised for a feature film, the action is going to take place in a re-education centre for minors. This time, the director is not an exuberant French man, but a very serious Romanian, and his seriousness could be boring for a bunch of youngsters who are usually impatient and undisciplined. Surprisingly, the prisoners seem willing to obey any order; they play the game with enthusiasm and improvise in the most natural way. The 11 young inmates selected for the movie "If I Want to Whistle, I Whistle!" (in the meanwhile the film was selected for the Berlin Film Festival - the Golden Bear - and one of the actor-prisoner is invited to take part to the festival as well) are most of them of Roma origin and integrate quickly, accept willingly all the rules on the set and win the respect and admiration of the whole crew.

"In fact, these youngsters were never seen by anybody, they were treated like badly smelling waste, they were intentionally neglected by all the responsible adults in their lives. It is not surprising that this

„waste" gets to explode one day; what is surprising and sad is the hypocrisy of the society that seems not to understand the reasons and sweeps everything under the carpet (in this case behind bars), all this human failure that actually belongs entirely to the society!" declared Florin Ierban, the film director, in an interview for the Penitentiary Magazine.

"I never thought I would be a spectator in the Nottara Theatre of Bucharest, but to be an actor, to be applauded on the stage of such an important theatre..."

One doesn't have to be a psychologist to understand that art can be an excellent means of communication that people on both sides of the barrier can be surprised and become grateful if they do not have to live mechanical lives. In such a moment of gratitude one can send messages that

usually cannot be heard, no matter how deafening the cry may be. In August 2009, I sent an official invitation to all penitentiaries and re-education centres in Romania. 15 penitentiaries and one re-education centre entered the competition for the festival.

The idea was to encourage directors or young professional actors to get involved ►



Theatre from Romania

To be or not to be, this is the question!



▶ in selecting the plays and in directing them. And there was one condition; the play had to be shown at least once on stage in a local theatre. Some penitentiaries were located in cities where there was a local theatre, some were not, some of the directors were willing to work pro bono, some others were not, sometimes the set and costumes could be improvised, but in other cases the cost would go beyond the possibilities of the project, which had a total budget of 9000 Euros; sometimes the guards were willing to get involved, but some others thought this was a useless activity, an extra one, for which they didn't get any extra money, one they didn't trust at all; sometimes the actors-prisoners got ill or were released and they had to be replaced as soon as possible, and there is still a long list of all the obstacles and problems we had during the almost four months that we needed to organise the festival.

Out of 16 plays and over 100 prisoners involved, 10 plays and over 70 prisoners were selected to take part in the Drama Festival for Inmates that took place on the stage of the Nottara Theatre in Bucharest on the 25th and 26th of November 2009.

Attendance was free, and the 400 seats proved to be insufficient for the spectators, most of them very young people, who probably came out of curiosity, but who ended up standing and applauding in disbelief, for minutes and minutes. Some plays were written by prisoners and were directly related to their life experience, some were plays of well known authors like Garcia Lorca, Caragiale, Cehov, Daniil Harms, Hristo Boicev or Slavomir Mrozec. Beyond the incredible performance of the actors, there was also the freedom of prejudices, even if only for a few hours, for prisoners, guards, journalists and spectators alike.

During the four months of organising the festival I never thought whether the Romanian society was ready or not to accept an artistic event of this type, I didn't think about the numbness of a society which is still in transition or in financial crisis, I was just continuously haunted by the image of the prisoner who, for the first time in his life, becomes disciplined and confident and accepts a lesson in responsibility, in the absence of any "normal" stake, as well as by the image of the spectator who gratefully accepts a confrontation with himself.

The reason to organise this festival was not the drama in itself, nor the wish to diversify the cultural life in Bucharest, nor the attempt to bring some action in the life of prisoners. I don't have the illusion that the prisoners involved have become responsible citizens in the meantime, or that the public, media and the staff working in the penitentiary system have dropped the inertia and prejudices that normally animate our society, which is so superficial and satisfied with what it has.

A Drama Festival for Inmates is equally a confrontation and an alternative, it's the possibility to look at things from a different perspective, it's a chance to normality; if the inevitable question keeps on turning, if this very concrete lesson of respect challenges our mentalities even for a while, this means that our objectives, at least the ones in the short term, were reached.

Chief Commissar Dana

Cenusa,

*Director of Public Relations
Bureau within the National
Prisons Administration of
Romania*





Membership

www.epea.org/membership.htm



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

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

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

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

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

OBJECTIVES

which are also fundamental to The EPEA are

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

Membership Benefits

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

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

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

Individual membership, one year 20,00 euros, two years 40,00 euros

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 Adult Education Trends and Issues in Europe
 NICT meeting, Prison of Meaux-Chauconin
 "Fengslande utdanning" Similarities and differences in the Nordic countries , EPEA representatives visit Russia
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UN Report on the Right to Education
Australia Combined Conference 2009
Perspectives from the Council of Europe
A Report on the Virtual European Prison School Project
EPEA Hellas Branch 2nd Annual Conference
The great European family of E.P.E.A.



EPEA NEWS ISSUE 37
 European Prison Education Association
 working to promote prison education and good practice in Europe and beyond
www.epea.org apea@epea.org
 November 2009

Calendar 2009

12th EPEA Conference in Cyprus
 Conference edition

Response from Conference Delegates

Conference delegate: It was lovely to meet you in Cyprus, and all the lovely people who attended. I really did enjoy the conference and came back inspired.

Workshop presenter: I would like to thank you very much for giving me the opportunity to participate in the conference - What an exceptional! Meeting groups prosper when there is open and equal access to participate. You have shown me equal and open access to participate and I am very thankful and acknowledge your continued support.

Shelagh delegate: I would like to thank you again, for the opportunity you gave me to learn many things about Prison Education and to meet interesting people in Cyprus. I want you to know, that it was great to meet you!

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Membership

www.epea.org/membership.htm

You become member in 3 steps:

STEP ONE

Pay a membership fee

Two options,

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

STEP TWO

Filling in a form indicating your particular fields of interests

STEP THREE

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

STEP ONE a) - PAYMENT BY CREDIT CARD

PayPal - Payment by Credit Card

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

The payment form on the web looks like this:

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

STEP ONE b) - Alternative Payment by Bank Transfer

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

The fees are:

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

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

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: seec_vp@hotmail.com

CYPRUS

Michael Hadjimetriou

P.o. 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: pthrane@gmail.com

ENGLAND & WALES

Mrs. Anita Wilson

Literacy Research Centre
Linguistics Dept.
Lancaster University
Lancaster LA1 4YT
England & Wales
E-mail: anita@wilsonhmp.freeseve.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

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

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 Majerus

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
PI Vught
PO Box 10055
5260 DH Vught
The Netherlands
Phone: + 31 073 6582582
Fax: + 31 073 6582676
E-mail: K.Reijnders@Vosseveld.DJL.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
Gims y 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 2PT
Phone: +44 (0)2892 614794
E-mail: geoffmoore1000@hotmail.com

REPUBLIC OF IRELAND

Mrs. Catherine Caokley,

Education Centre
Cork Prisons
Rathmore Road, Cork.
Phone: +353 21 4503237
Email: cpreduc@iolfree.ie

Catherine Byrne

Education Unit
Cloverhill Prison
Clondalkin
Dublin22
Phone: 00353 16 30 4852
E-mail: catherinebyrne@eircom.net

SCOTLAND

Mr Ian Henderson

Learning Centre Manager
The Learning Centre
HMP Edinburgh

33 Stenhouse Road

Edinburgh

EH11 3LN

E-mail: ian.henderson@sps.pnn.gov.uk

Telephone: 0131 444 3032

Ms Rosann McNamara

Offender Learning Lecturer
Learning Centre
HMP Barlinnie
Glasgow
G33 2QX
Tel: 0141 770 2069
E-mail: rmcnamara2@ntl.com

SWEDEN

Mrs. Kerstin Ekholm-Erestam

Anstalten Hinseberg
PI 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 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 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
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 Ghiculeasa No 47
R - 023762 Bucharest
E-mail: dumitranc@yahoo.com
Phone: 0727375051

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
Phone (cellular): 07919303250
E-mail: James.King@sps.gov.uk

SPAIN

Mrs. Laura Galera Garcia

Universidad Complutense de
Madrid
Facultad de Educaci n
Departamento de Teor a e
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



**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.