



Issue **38**

Autumn 2010

European Prison Education Association Magazine



News - Articles - Updates - Membership



Chairperson's forward



Dear EPEA members,
It hardly seems any time since we published the Spring Magazine, and yet here we are almost at the end of 2010!

As you will have noticed from our Magazines and Newsletters, EPEA has had a busy year, supporting the various celebratory conferences for the Grundtvig 10th Anniversary, attending the conference for the Directors of Prison Education in Switzerland, and beginning to plan for the next EPEA conference in 2011.

This is in addition to the usual business of our continuing membership drive, our Steering Committee meetings, our attendance at various EU-funded

network meetings and project seminars, and the additional work involved in operationalising the Jean Monnet funds.

Our Magazine fulfils an even more important task, however, It reflects one of the most important aspects of the EPEA - the hard work that it being done by what I would like to call the life-blood of the EPEA - the members.

In this edition you will see articles from Sweden and Romania, together with reports on the success of various partnerships that EPEA members are involved in across Europe. We even have an article from South Africa which shows that we have a truly international profile!

For me personally, the

most significant article in this edition of the Magazine comes from a prisoner in Hellas. While we regularly offer a platform for prison teachers to share their experiences, the voice of students rarely gets heard. I would encourage you to include the voice of your students in future articles you submit to us.

Once again, may I thank you all - the Editors for producing such a great Magazine, the contributors for providing such interesting reading, and to you - the membership - for continuing to support the organisation.



Contents

European Prison Education Conference 2011, Manchester, UK.....	4
Council of Europe Reports.....	5
Reflections on the Directors Conference, Luzern, September 2010.....	6
The European Conference on Prison Education, hosted by the European Commission.....	8
National Strategy of Social Reinsertion - Initiative of the Romanian Prison System.....	11
Visiting Wheatfield Prison and Pathways Project.....	13
Books Behind Bars Project.....	15
Flame.....	17
The Movable Barres EU project.....	19
Knowledge is Power, article from a prisoner in Hellas.....	23
Membership.....	24
Liaison persons - Contact persons.....	26
COUNCIL OF EUROPE RECOMMENDATION No. R(89)12.....	28



Next issue of
EPEA-magazine will be
published in Spring 2011

If you would like to submit an article,
please contact Mr. Ioannis Papadimitriou at:
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before the 1st of May 2011

If you like to contribute to the
making of this magazine your help is
more than welcome.

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European Prison Education Conference 2011 Manchester, UK



The EPEA is pleased to announce that the EPEA conference 2011 will be held in Manchester, UK.

Dates are likely to be November 2011. Formal announcements will take place in January 2011.



EPEA CONFERENCE HISTORY

12th Conference
"Trends in Prison Education"
Protaras, Cyprus
October 27 - November 2, 2009

11th Conference
"Learning for Liberation"
Dublin City University, Ireland
June 13-17, 2007

10th Conference
"Challenges for European Prison Education -
Let's make the changes together"
Boyana Residence, Bulgaria
May 18-22, 2005

9th Conference
"All of me"
Langesund, Norway
July 14 - 18, 2003

8th Conference
"Prison Education:
"A Multicoloured Palette?"
Noordwijkerhout,
The Netherlands
October 10 - 14, 2001

7th Conference
"Breaking The Spiral of
Exclusion" Athens, Greece
October 10 - 13, 1999

6th Conference
"Protective Bars?"
Budapest, Hungary
November 1 - 5, 1997

5th Conference
"Bending Back the Bars"
Blagdon, England
October 1 - 4, 1995

4th Conference
"Beyond the Walls"
Sigtuna, Sweden
June 14 - 17, 1993

3rd Conference
"How High The Walls"
Bergen, The Netherlands
May 13-16, 1991

2nd Conference
Oxford, England
September, 1989

1st Conference
"Strategies for Education inside
Prison Regimes"
Sussex, England
July 3-5, 1984





Council of Europe Reports

The EPEA has been represented at three meetings of the Council of Europe which have taken place during 2010.

At the first we were represented by Antigone Faragoulitaki (Greece) and Per Thrane (Denmark), at the second by Kerstin Ekholm - Erestam (Sweden) who is the Regional Representative for the Northern Region, and at the third by our European envoy Dr Anne Costelloe.

Due to the number of articles contained in this latest Magazine, full copies of each CoE report can be found in the members section of the website.

www.epea.org/members/historic/Council_Europe

If you have forgotten your membership ID or password, please get in touch with Per Thrane at fluke@mail.dk.

As always we are grateful to colleagues who represent

EPEA at these meetings, and hope that our support for their attendance also offers them some insights into the workings of European legislature.



visit www.epea.org

the official web site of the organization





Reflections on the Directors Conference,

Luzern, September 2010

As the Chairperson of the EPEA, I was asked to close the conference with some reflections on what had been discussed and achieved over the 3 days.

This could have been a very short reflection in that it would be very easy to sum up the conference in one word 'excellent' in every respect. But I felt that conference colleagues (and those who were unable to join us) might expect a little more!

Fundamentally, every attendee left the conference with increased knowledge about the Swiss system, and the progress that is being made in various countries within and beyond Europe, together with a greater understanding of some of the issues and concerns that affect all of us who work in the field of prison education.

Moreover, we – as delegates

– were spoiled by the location, the surroundings, the hotel, and the social program for the conference. We also enjoyed the generosity of our Swiss colleagues working in the prisons who gave up their time to allow us into their establishments.

The European Prison Education Association also benefited considerably from the conference. Through the scholarship program offered by the Swiss organisers, we were given the opportunity to make connections with new countries, which in turn will increase our membership and support our claim to be truly pan-European. The conference also gave us the chance to widen European networks, which began earlier this year with our partnership with Romania, and continuing now with other new countries, including those further

afield such as New Zealand.

Listening to the presentation by Alan Smith, it is heartening to know that the work done during the EC-sponsored conference earlier this year in Budapest, supported by many of my EPEA colleagues, has not only been well-documented but is also being taken forward, published widely and acted upon.



Mr Victor Gaehtwiler

However, the conference also highlighted that there are things that still need to be done and issues that need to be addressed.

In many systems, prison education is still selective, limited, and an activity enjoyed by only a small percentage of prisoner students. Despite European Recommendations, prison education is still not available to all.

In many systems, foreign



prisoners continue to be seen as a 'problem' rather than seeing their presence as an opportunity for us to widen our experiences and to face our prejudices – prejudices that extend to prison staff, prison teachers, and prisoners themselves.

In many systems, prisoner learners are still as a single group. Little or no attention is paid to learning styles, pace of learning, or the inflexibility of regimes that prevent people from reaching their full intellectual potential. In prison, things which appear insignificant in the outside world are magnified to the point of halting progress. A lost letter or bad news, for example, can affect the ability of a prisoner to learn on any given day.

In many systems, diversity – if it is addressed at all – still concentrates on major issues and easily identified groups, primarily with a view to the threats they may pose. Diversity is rarely seen in its

many facets, or includes the truly marginal small populations. Systems rarely recognise that such groups could be usefully drawn in to educational contexts as a way of dispelling ignorance.

However, the conference shoed overall that it is important to keep things in perspective and to recognise the many positive things that are going on. For me, these were the highlights:-

Having the opportunity to experience a 'whole process' – being able to see the inception, the implementation, and the evaluation of the BiST project in Switzerland, including seeing it in action in the prison.

Seeing research – spoken of by Terje Manger and others as being valued for the future impact and implementation it may have, and the realisation that research does not have to be tied down purely to notions of employment

or recidivism.

Bringing together not only Directors but academics, practitioners, administrators, and outside agencies to give 'real-time' examples of partnership working, and being able to see the future potential of such partnerships for prison education.



Being reminded by Kevin Warner of the fundamental truth of prison – that it is populated by people and that these people are diverse, that they have aspirations, and that they have rights.

Finally, I would like to thank on behalf of myself and the EPEA all those who contributed to making this such a successful and enjoyable event.





Budapest

**The European Conference
on Prison Education, hosted by the European
Commission, Budapest, February 2010.**

Budapest 22/2 to 24/2

*Here the views and thoughts from
a participant from Sweden*

I start by saying that this will be a very personal article, I may forget names, I may forget to mention important news, I may even forget important dates, regulations and laws, but I will give you me very own personal view of these days.....

I was one of 224 registered participants who had been lucky to get an invitation to this conference.

The first meeting started Tuesday the 22nd mid afternoon, big round tables with lovely flower centerpieces met us all when we entered the room full of enthusiasm and aspirations for these days. Some of us had met before, so there were a lot of "Hello nice seeing you again" "Oh are you also here" etc..but of course no one could possibly know all the participants, so a lot of introduction

conversations and presentations were made quickly at the tables.

The introduction and Welcome to Budapest was made by Marta Ferreira and Dr Judit Fazekan, they both made us feel really welcome to the capital of Hungary.

Prof Tom Schuler gave a short briefing into Inquiry into the Future for Life long Learning, this is what it's all about

Learning never stops, being it formal or informal, both are just as important

Coffee breaks are always appreciated and in Budapest they were no exception.

Our hosts treated us with coffee, chocolate truffles, small cookies of all sorts and many were we who took one too many of those delicacies and returned to the discussion tables with a bad conscience and the set mind "not to eat that many next break".

Alan Smith gave all of us a presentation concerning all the projects going on at the moment (and they are many) both Grundtvig and Leonardo ones. He made it clear to all of us, that the work we do everyday matters and that felt good.

Alan Smith has a way of transmitting his message so that everyone feels, he is talking to me, this is not a gift possessed by everyone.

The Workshops subjects were many and all of them equally important.

Human rights don't stop because people are in prison, they have been sentenced once so we (the teachers) do not have to do that over again, our duty is quite something else.

This message sank in deep and here I see myself as a spokeswoman for the Prison teachers





Budapest

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Commission, Budapest, February 2010.**

See the individual needs of the offenders and give them recognition for what they have accomplished during life, this means that everyone has the right to start at their own level and work at their own pace.

This is really so obvious but, unfortunately this is not the reality in many prisons.

At the end of Day 1 we all felt a bit tired but convinced that “we make a difference” well, maybe not everyday but most days.....even teachers have “bad hair days”

An ex-prisoner from Bulgaria went up to the podium handing over a beautifully made painting of Grundtvig, painted in the icon-style. He confessed that, hadn't it been for prison he would never had the opportunity to be a creative person in a positive sense, he had discovered this gift within himself and had been encouraged to continue his art training and in my eyes this boy was Good.

First day ended with dinner in the art-deco styled dining hall at Novotel Centrum

Day 2

Breakfast at hotels ...aren't they something special? At least to me they are...and this one left nothing more to ask for

New sessions and many were about culture clashes, overcrowded prisons, language difficulties...so hard things to face but we also dealt with new approaches to teaching. We were all convinced that daring to do things and the too much used phrase “think out of the box” is necessary and not frightening at all.

If you have a good idea Go for It

We are colleagues but we sit in different prisons in different countries, we “serve time” but in different cultural setting, different environments so conferences like this one is not only fun but important.

We are all skilled academ-

ics, but we do not work in an academic world so we need to be wide open and have a holistic approach and see the person and not the prisoner

The word holistic is very much in use at the moment, and as such it may lose in importance but if we use it correctly and when needed, it is a very good word, and in our situation meeting people we do not normally meet, as we move in different circles, it is a good way of looking.

One very important thing was stressed many times....Ask the inmate.. what is your need?

Where do we start? It is much easier to start if you have agreed on these simple matters, then you will start off in a positive way.

You do not impose anything because now you have been asked to do something for this inmate... Simple ? Yes !

So what about Teacher training?

Well..... most of us do not



Budapest

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on Prison Education, hosted by the European
Commission, Budapest, February 2010.**

have that and may be there is a need, our situation is different, but at the same time, I don't think you should overstress this fact, you have to be aware where you work, you have to feel confident in yourself, you have to be able to stand up for yourself, you have to be able to lean back on your skills as being a truly professional, but isn't this what you do all the time being a teacher?

What is different is that we have so many with different needs, so many with different diagnosis, so many with difficulties and failures behind them. This is something that we ought to discuss during seminars and Teachers' days. We have to be realistic, we may not make wonders every day but I am sure we make a difference at least..... once a week.....

Tuesday offered two different evening activities, one was a Danube dinner cruise and the other was SPA evening and dinner. I chose the Danube cruise and was not disappointed.

Budapest looked magnificent when lit and all the impressive buildings seemed even more impressive with all the lights and spots in the right places.

The Buff made all of us go back and forth many times before returning back to the hotel around 10:30...maybe some went on..I have no idea, I said Good night and went to my nice room and enjoyed a good night's sleep.

Wednesday and last day and the day for summing up

I think all participants shared the same feeling, this conference had been a good one, a lot of fruitful discussions, new contacts being made, business cards had been exchanged, new networks formed and most of all we all felt that going to work is important.

We are the lucky ones having a job to go to, a job that demands a lot from us but a job that is recognised as being an

important one, so important that the European Commission considered it worth while to hold a conference with the title European conference on Prison Education

Thanks to everyone, I may see some of you again somewhere Please mail me if you want to exchange more views or just ask questions about the way we work in Sweden

Best Regards from
Ingrid

Ingrid Almen
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NATIONAL STRATEGY OF SOCIAL REINSERTION Initiative of the Romanian Prison System



» Previous meditations entitle me to say that the only and truth consequence of the offences is the prejudice to the society (...) Sometimes, people inspired by the best intention produce the greatest harm of society, while other times, inspired by the worst intention, produce the best”
BECCARIA Cesare – About offences and punishments – chapter. VII Mistakes according to punishments, Humanitas Publisher: Bucharest, 2007

Reflections of one of the most quoted authors in the field of criminology and penology offer, in the current coordinates, the pretext for a debate concerning the effectiveness of the criminal policies and social exclusion prevention of the individuals deprived of liberty.

The National Administration of Penitentiaries appreci-

ate as a priority the co-operation with the public institutions, governmental and non-governmental organisations, with responsibilities concerning the preparation for release and with possible involvement in the post penal assistance. The specific activities of education and psychosocial assistance, developed by the specialised staff, especially during the penal execution process, represent a necessary but not sufficient condition for the social reinsertion. The involvement degree of the personnel from the social reinsertion domain, in co-operation with the representative of other activity sectors, in the cycle receiving-training-release conditions the increasing of the reinsertion chances of the person deprived of liberty into society, with reduced risks or reoffending.

Projects promotion and fundraising to improve conditions of detention, custody means of

assistance to individuals and professional development of specialized personnel are also solutions that could contribute to the assurance of the educational and psychosocial intervention co-ordinates, similar to the standards available in the community.

Lacking of an adequate legal framework and interactive institutional system, articulated and functional, to continue the educational and psychosocial assistance demarches during detention, the results thus obtained reduce them efficiency, which necessarily requires the elaboration and promotion of a National Strategy of Social Reinsertion for the deprived of liberty individuals, assumed at national level. It is necessary a new approach orientated both towards the deprived of liberty individual and the finalisation of the social inclusion demarches, initiated



even during the penal execution process, by the contribution of the public institutions, governmental and non-governmental organisations, that may develop activities in the post-penal assistance domain.

This approach aims to reveal the active role that institutional factors and community should acquire, by a convergent action, in relation to the social reinsertion goal for the individuals that committed offences. This is the mechanism by which essential resources can be mobilized to support individual efforts of the persons deprived of liberty to regain a stable social role and cease depending on the social assistance means.

In these coordinates, after the public launching by the National Prison Administration of the proposal for establishing a working group - involving representatives of public institutions, non-governmental organisations and other civil society representatives, with the possible role in the post penal assistance – in order to draft the National Strategy for Social Reinsertion and following the first working meeting, takes shape encouraging prospects.

In the context of the National Strategy for Social

Reinsertion project has been identified also the need to create a set of media products, to serve a social campaign to facilitate the social reinsertion of individuals deprived of liberty; united to this goal proved to be the team of the Theatre and Television Cluj Faculty, who was involved in efforts to design and develop above mentioned products. A social campaign, promoted nationally, both by television broadcasters and radio stations (in the context of co-operation protocol between the National Administration of Penitentiaries and the Romanian Radio Broadcasting Corporation) should operate efficiently, in order to increase the public awareness. Inoculating, through the media, the idea that each society member is responsible directly or indirectly by the manner and degree the social reinsertion of the deprived of liberty individuals is achieved and that the community safety is conditioned by the understanding of the phenomenon, giving up the prejudices against those that committed offences, might act as a facilitator factor of the social reinsertion of the deprived of liberty individuals.

If "People act on the world, transform it and are transformed themselves by the consequences of their actions" (Burrhus Frederic



Skinner, "Verbal behaviour"), certainly each of us can become vectors for attitude and conceptual changing, promoters of perspectives harmonization on the issue of the deprived of liberty individuals social reinsertion. Beyond reconfiguring the behaviour of the deprived of liberty individuals, we as social education and psychosocial assistance staff have the mission, often difficult, to convince the community that it time to look with fresh eyes to what is considered to be on the edge of the society: the prison and the individuals deprived of liberty.

Ioana Morar

Director

Social Reinsertion Directorate

National Administration of

Penitentiaries



VISITING WHEATFIELD PRISON AND PATHWAYS PROJECT IN DUBLIN

12 teachers from Trondheim Prison in Norway visited Wheatfield Prison and Pathways Project in Dublin in the end of April.

We left a winterly and snowy (!) Trondheim on a Tuesday morning, fought erupting volcanoes and ash-clouds through the day, and made it safely to Dublin by late afternoon. So by late evening the same day we celebrated a long day's coming to an end at various waterholes in the Temple Bar district energized by our first taste of Guinness and the fabulous music scene.

Trondheim is an urban area in mid-Norway (population 200 000), hosting a regional all categories prison, Nermarka, with a capacity for close to 200 inmates. In addition to the on-site prison school, the visiting teachers also represented a post-release follow-up unit in Trondheim city, Oppf lgingsbasen, and a unit at a smaller open prison on the outskirts of the city, Leira. As educators, we cover vocational training, general studying competences and arts and crafts, both inside and outside of prison.

The two visited institutions in Dublin are quite similar to the

prison school and the follow-up unit in Trondheim (Nermarka and Oppfolgingsbasen) by design; their main function is to provide education and/or vocational/ life skills training for convicts, both inside and outside of prison. In both cases are the schools independent from the prison administration and hosted by external institutions, thus alleviating the school from the daily stresses of the prison bureaucracy, for students and teachers alike.

Upon visiting these institutions in Dublin, are at first sight the similarities most striking; the design of a prison is in many respects universal, and readily recognizable to an accustomed eye. But a country's culture is also readable in its prisons and legal institutions, and quite often in an interesting way.

Our first visit was with the Pathways Project. We arrived in the afternoon of Wednesday, 12 sizable and bulky Norwegians occupying the cozy, if not spacey premises to the full. Posters exhibiting Norwegian and Irish flags welcomed us along with a very friendly crowd flashing big



smiles and friendly greetings to us. The whole place reeked of positive vibrations and good energy!

Tom L, head of staff, gave us an enthusiastic and vibrant lecture on how Pathways is run (and not run!), eliciting nods and admirations, but also recognitions from the visiting hordes. Participants in the project also presented their various roles and in what way they and/or the project benefited from this participation.

Tom explained how the project started and how it has developed to what it has become. Therein are the main differences from Oppf lgingsbasen of Trondheim; Oppf lgingsbasen is also placed in inconspicuous surroundings in the downtown area of the city, but it is an integral unit of the prison school (Trondheim has only one main prison) and therefore also has a closer link between convicts serving time and their post release. In Trondheim's case, this brings on a closer tie to



VISITING WHEATFIELD PRISON AND PATHWAYS PROJECT IN DUBLIN

the school situation in the transition from prison-time to freedom.

So our students tend to have a more formal academic contract that has an on-start in prison and which they carry with them to Oppf lgingsbasen. And our location carries therefore a more scholastic air to it.

Pathways appeared to have a broader purpose, almost like an academic training- and activities center, with working hours at times stretching into the evenings (at Oppf lgingsbasen a strict daytime schedule is followed!), and also the forming of self-help or peer-support groups for handling of common issues among participants. So Pathways has a flair of life and excitement to it that is very tangible, more so than we achieve in Trondheim!

We also have a focus on making the school-environment less intimidating and more playful to the students (sharing a lunchtime meal that we all set up together, students and teachers alike, for instance), but as a design, Pathways is ahead of us in this area. At Oppf lgingsbasen there is a drive towards educating the students to a specific goal, and very many of our students end up with qualifying papers for their individ-

ual plans.

The next day we were picked up at our hotel by the Wheatfield Prison van and collectively taken to the prison. After a tour of the grounds (we were extremely impressed by the park area, with a greenery and a duck-pond with park benches for inmates!) we were greeted in the school area of the prison by performing arts groups of inmates; first a band playing a beautiful rendition of the Beatle-classic "Norwegian Wood" (nice touch, to us Norwegians!), and thereafter a very moving dialogue between an estranged father and son (written by one of the performers, who also had won a national writing prize!).

This set the tone for our visit, and we got the impression that the prison-school succeeds in giving the students liberating experiences through expressive arts. The first-aid group likewise showed their activities with a dedication and passion that was very convincing, so the school department appears to be a place where students prosper and personal growth takes place. A very inspiring visit, indeed!



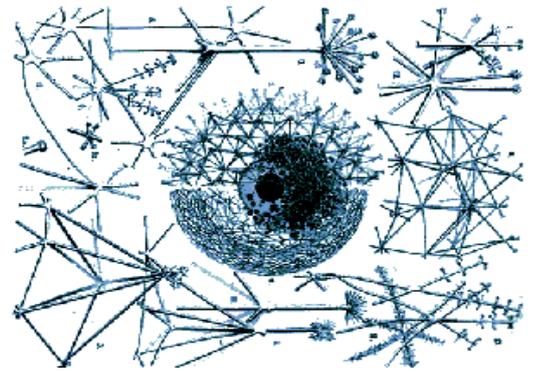
Half of our group left the next day, but those of us who stayed on through the weekend also managed a visit at Kilmainham Prison, which is now a museum. Both the structures, but also the guide on the grounds made this an unforgettable experience! Irish history presented with a twist!

So- we were twelve educators visiting from Norway, and this was an uplift for us all! Educational, inspiring, fun and enriching! And after all, isn't that what a field trip is supposed to be? Thank you all for sharing and showing us your institutions along with your excellent and friendly city!

*On behalf of the visiting Vikings,
Arnfinn Urnes*



Books Behind Bars Project



When the average person thinks of prisoners, images of murderers and rapists comes to mind, we think they should “lock them up and throw away the key” and as part of their punishment they should have no rights at all. Prisoners should be punished to the full extent for the crimes they’ve committed and surely our criminal justice system are much too lenient, just look at how rampant crime is in our country and how full our prisons are. This is the general perception, until you start getting involved with the people behind the bars, you listen to their stories, you experience their circumstances and you realise that most of them want to better themselves so they never need to return to prison.

As part of the penal reform system of the South African Department of Correctional Services basic education is compulsory to all juvenile prisoners and the department must provide or give access to as full a range of programs and activities as is prac-

ticable to meet the education and training needs of sentenced prisoners. The importance of the name Correctional Services are highlighted here, because prisoners should be encouraged as far as possible to correct their behaviour and as such become contributing and respected members of our society. Many a scientific study has shown that the best way to reform and improve behaviour is through education.

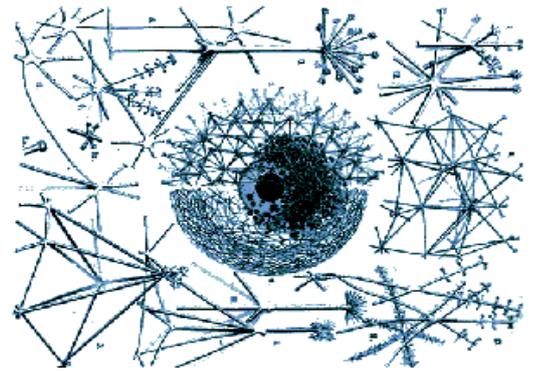
The University of South Africa, (Unisa), is the biggest distance education provider in Southern Africa where students from all walks of life can partake in undergraduate and post graduate studies, resulting in it being the university of choice for incarcerated students. Studying while in prison poses challenging because it is embedded in a difficult environment where learner needs can in many cases not be catered for due to restrictive processes and procedures as well as lack of resources. As part of Unisa the School of Computing have a num-

ber of incarcerated students studying for a Diploma in Information Technology, a degree in Computer Science or Information Systems or doing their post graduate studies in afore mentioned fields. Through working with these students the staff within the school was able to identify some of the more pressing concerns of our incarcerated students which among others include limited access to resources such as books, internet, journals, email, and external communications.

Having identified some of the problems faced by learners in prisons, and the contributions that studying for a qualification can make to their rehabilitation, the School of Computing started an initiative for sourcing learning resources for incarcerated learners registered for one of the qualifications offered within the school. This project was dubbed “Books Behind Bars”. The Books Behind Bars project currently caters for students in prisons in the Pretoria area as it is closest to our main



Books Behind Bars Project



campus, but hopes to expand its reach to prisons in the other regions.

The staff at the School of Computing involved in this project collects and donates books, software and as much resources as they possibly can. To date over 200 academic books has already been donated to Pretoria Central prison. These books are not limited to the field of computer science, but they include all genres of study undertaken by the incarcerated students. In some cases the lecturers put in extra effort to get prescribed or recommended material to students, they take out library books in their own names and photocopy journal articles given the fact that the incarcerated students are not allowed internet access. For some this is has become more than a project, it has become a passion.

Since the inception of the project there have been a few success stories such as the student

who completed an Honours degree with an average of 68%, graduating in 2009. He took only two years and passed all exams first time and is now registered for an MSc in Information Systems. Another student completed his Masters degree within two years, with an average mark above 70% - his study supervisors visited him in prison during his studies. Then there is the student got his BSc degree with distinction, completed an Hons BSc degree and also hopes to finish his Masters in Computer Science within two years.

While Books Behind Bars main aim is to provide academic books to inmates studying at the university it also collects school books and story books to send to needy schools such as Luvhivhini Secondary School in Kutama and Olievenhoutbosch Primary School. Other deserving schools were also identified and the project expanded to include school and story books especially for

young children in grades 0-3 to be sent to Trust Hope Afterschool Centre and Mweni Community School in Kwa-Zulu Natal.

The project is managed by Prof Mariki Eloff and the group members are Prof Laurette Pretorius, Mrs Daphne Becker, Mrs Tertia Horne, Mrs Marthie Schoeman, Mr Mathias Mujinga, Ms Dalize van Heerden, Mr Niall Levine and Mr Baldreck Chipangura.

Should you wish to become involved in this project please contact Tertia Horne at hor-net@unisa.ac.za or Daphne Becker at becked@unisa.ac.za or you can send material to:

Books Behind Bars Project
School of Computing
 Unisa
 Pretoria
 South Africa





Here we go again, some of you might follow with interest the progress of the FLAME project (foreign Language Acquisition Made Easier), others might still be unaware of this project, anyhow, we have had a new meeting and this time in Turkey, between the 20th and 25th of September.

Why not take out a map of Turkey and start finding Istanbul, then you go southeast about 70 minutes' flight time, this will bring you to Elazig, then you go a little north up to the town Tunceli and you are on the right spot for our third meeting.

Tunceli is a province surrounded by mountains which meant that going from Elazig to Tunceli took a good one and a half hour by car and also by a ferry, the

landscape is magnificent and could be the setting for any Hollywood movie wanting to create an almost supernatural feeling. Lakes, blue sky, sheep, +29C, winding roads and more than so (I am terrified going on such roads so I keep my eyes closed, but I have a very vivid imagination so although my eyes are closed I see it all as a film playing in my mind).

Those of you who are interested in hiking should come to this province during spring and those of you interested in fishing would be happy to find trout in the steams.

One of our participants is the manager of Tunceli prison ,so he was happy to invite us to "his" prison. Tunceli prison , which is a

A-3 type Closed Regime Penal Institution, was built in 1960 and has been in operation since then.

The capacity is 60 inmates. The main building consists of 5 wings, library, canteen ,barber, medical room, kitchen and storage rooms. In the prison there are inmates sentenced to 7,5 years or less and the inmates have not committed organized crimes.

There are at the moment 5 inmates studying open elementary school, 7 studying open high school and 1 higher education. The teachers come to the prison during certain hours and have their prison job as a part time combined with the other part of their regular work.

There are no regular prison schools in prisons in Turkey, how-



ever, the inmates have the opportunity to study at different levels and those who are illiterate are provided with literacy courses.

The educational activities of primary and secondary school taking place in prisons are under the supervision of the Ministry of Education and higher education is under the supervision of Higher Education Institution.

We were showed around this little prison and were all happy to say that there seemed to be a good atmosphere between the guards and the inmates and although the prison was old the conditions gave nothing to complain about.

We spent two days in Tunceli and our hosts had put us up at the newest hotel in town which was highly appreciated.

After two days we left for Ankara, so now bring out your map again, because now we are going northwest, around 60 minutes by air. Ankara is a big city and the capital of Turkey (it may not be as big as Istanbul which has around 12 million inhabitants,

Ankara only has around 3,5). Kemal Ataturk the founder of the secular Turkey plays a very important role in the whole of Turkey but especially in Ankara as he made this city the capital.

Here you will also find his Mausoleum which we visited and we were all highly impressed.

We were give a tour at the new prison at Senceli, a really big "campus-type-of-prison". At this campus we were shown



prisons of different levels, all the different prisons had their own manager but outside the buildings it was managed as one unit.

The prison was new and we were given the tour around seeing everything from furniture making for other prisons, to computer classrooms, to workshops, and we were served a brilliant lunch that could compete with any

restaurant in town.

So did we work, some of you might wonder?

Yes we did, our project is coming along just as we have planned, we struggle with costs for the printing of our calendar for 2011, but we will manage.

All participating countries (Spain, Sweden, Poland, Estonia, Turkey) are on their way with their individual projects, so we are proud to say that we are a fantastic group, not only do we enjoy each other's company and have fun, we are also very efficient.

Next mobility will take us to Madrid in the beginning of February and we are all looking forward to that.

Best Regards to all of you having read this,

Ingrid Almen

Ingrid.almen@kriminalvarden.se

Kirseberg Prison / Malmo Sweden

2010-10-04



The Movable Barres EU project

The Movable Barres project is a two year project aiming to promote music and dance education in prisons and has ended at September 2010. Its action followed on from two other European - funded initiatives: the 'PAN European Network', promoting prison arts in general across Europe, and 'The Will to Dream', encouraging the use of theatre and video in offender learning.

PARTNERS

Coordinator

The Manchester College, UK

Sonder Orme Prison, Denmark

Gymnasium & Lyceum, Avlona

Juvenile Prison, Greece

Centro Europeo Teatro e Carcere,

Rome, Italy

Dance United, UK

Music in Prisons, UK

INTEGRA, Sofia, Bulgaria

Amitie, Bologna, Italy

Gronland voksenopplaeringscenter,

Norway

Prison Arts Foundation, Belfast,

Northern Ireland

PROJECT AIMS

1. To identify current activities in music & dance in adult prison education across Europe;
2. To create, pilot & disseminate a practical educational model (a multilingual, multimedia learning package) for the use of music & dance inputs into adult prison

education across Europe;

3. To organise practical workshops for exchanges of information and best practice between centres experienced in using music & dance in adult prison education and those with limited experience;
4. To develop strategies for promoting the use of music & dance in adult prison education in centres where it not previously been used;
5. To develop an effective framework for employing the rich traditions of European music & dance, in particular through the involvement of professional musicians & dance practitioners in adult prison education;
6. To develop the use of music & dance to explore and analyse personal and group reactions and relationships within prison education;
7. To establish local, regional & national partnerships to support music & dance activities in adult prison education;
8. To combat racism, xenophobia and other negative attitudes towards fellow human beings through the creative use of music & dance in adult prison education across Europe.



Lifelong Learning Programme



movable
BARRES

Funded through Life Long Learning Programme: Grundtvig 1 Project no. 2008-142276-UK-GMP

TRANSNATIONAL MEETINGS

The transnational gatherings for Movable Barres provided a cornerstone for the project's activities and outcomes. Such events were essential for a number of reasons:

- to enable the partners to get to know each other and their different working methods in order to create a working collective able to cooperate effectively with one another in achieving the project's aims;
- to gain a wider overview of current music and dance practice in European prison education through visits, workshops and presentations;
- to engage directly with prisoners in their own environment through music and dance, promoting the benefits of such activities;
- to provide regular opportunities to evaluate and where necessary adapt project plans and



The Movable Barres EU project

strategies through discussion and debate;

- to provide a platform for developing new ideas and material in collaboration with one another;
- to disseminate project material and outcomes to a wider audience in different countries and contexts. Each of the meetings involved some if not all of the above and helped to create a strong framework for our work.

The first event involving some of the MB partners was the invitation by the CETEC partner in Italy for Movable Barres to co-sponsor their annual Edge Festival in Milan, October 2008. Although only a few partners were able to attend, the Festival provided an opportunity to experience the situation in three local prisons, to discuss key issues with Italian artists working in prisons and to promote the Movable Barres project at an early stage.

The first official meeting took place in Manchester & Southampton, March 2009. Because of the tight schedules of the two English arts groups, it was not possible for all partners to attend the opening session at The Manchester College, so the decision was taken to travel down to Southampton to meet the Dance United representatives and witness the premiere of their latest work. This arrangement did enable the

foreign delegates to experience examples of best practice in both music and dance in England en situ.

During the Manchester part of the meeting delegates attended a concert by young offenders in Risley Prison, the culmination of a week-long workshop by Music in Prisons; whilst in Southampton delegates witnessed the premiere of the contemporary dance production, *Destino*, involv-



ing for the first time professional dancers with ex-prisoners, which the following week went on to a highly acclaimed season at London's Sadler's Wells Theatre. Despite its fragmented nature, this first meeting was able to draw up a clear action plan, allocate partner roles and identify the next series of activities.

The second transnational meeting was held in conjunction with the Final Conference of the PAN European Network in Skanderborg, Denmark, June 2009. Around 50 delegates from 16 countries attended – and to further highlight examples of good practice. A range of music and



dance activities took place, including a workshop by two internationally-renowned contemporary dancers from Ethiopia, a performance by a Danish music group, video presentations of creative



work in European prisons. The reaction from everyone who attended was extremely positive, both about the Conference as a whole and Movable Barres's contribution.

The next meeting was held in Rome, December 2009, concentrated mainly on organisational issues. This proved very effective and key decisions were made concerning the publication and other outcomes. Particularly encouraging were the videos of music and dance work undertaken in prisons by the various partners. In addition the partners were able to witness a dynamic flamenco dance

The Movable Barres EU project



production in a disused prison and attend a presentation with musicians, dancers and film-makers of their work in Italian prisons.

The next meeting in Greece, April 2010, proved a very special experience – and not only because the transnational partners found themselves stranded in Athens for a few extra days due to volcanic ash! The highlight of the meeting, was our visit to the Avlona Prison School, where we were able not only to link up with



their many dedicated teachers but to witness the key role that the arts play in the education of young offenders. We were treated to a music and dance concert by the young people and then taught traditional Greek dance by some of the teachers, the results of which we were able to demonstrate at the restaurant later that evening! The ethos and dedication of the Avlona teachers impressed us all and gave a further stimulus to our work.

The workshop was covered by a Greek journalist and on the 22 of April, a Greek newspaper, one of the larger selling daily newspapers in Hellas, published an article



about the workshop and the project disseminating its outcomes in the best way. All the participants stated that the workshop was a fantastic experience and that they have learned a lot from it.

The final meeting, originally planned for London, took place in Belfast, September 2010, in conjunction with another European project, Art & Culture in Prison. This proved a fitting finale to the Movable Barres project, especially as the event encompassed all three of Northern Ireland's prisons. Officially opened by the head of the prestigious Koestler Trust, promoting art work in British prisons, the meeting included a range of prison art, with many examples of the work created by the Movable Barres project members, both live and on video. These included an exchange involving Music in Prisons and inmates in Sonder Omme Prison in Denmark, a collaboration combining music and dance in a



Belfast Prison, a 'hip-hop' dance video from Norway, and a concert in Maghaberry Prison featuring their own Heavy Whackers band and a group of Italian ex-offend-



ers. Overall the event left a strong impression both of the creative commitment of the project participants and the positive impact that such activities can make on those unfortunate enough to be spending time behind bars.

WEBSITE www.movablebarres.eu

After the end of the project its web site will be hosted by EPEA web, and like the PAN project, will stay active trying to maintain communication between the partners and sustain the projects outcomes.



*Ioannis Papadimitriou
project partner*



The Movable Barres EU project

The story of The Movable Barres Blues

*“As I lie in my cold prison cell
And think of all the deeds I have done
Of the stories and tales I could tell
Of how to this place I’ve come ...”*

It is a key principle of all the prison arts projects organised by the Offender Learning Directorate of The Manchester College that prisoners and ex-prisoners should be actively involved in our activities. Thus the logo of the Movable Barres project was designed by an inmate of Oslo Prison, following a competition involving prisons in the partner countries.

*“In this place without laughter or hope
I dread the future might bring,
And a lump rises up in my throat
As I begin to sing.”*

For a project involving music and dance in prisons, it seemed appropriate that it also had its own song. The idea was suggested at the first meeting in Manchester but no-one took it up.

CHORUS

*“These bars that won’t let me go
These bars that won’t let me by
One day they’ll melt like snow
And I’ll sing and I’ll dance and I’ll fly.”*

Following our successful conference in Denmark in June 2009, a few Movable Barres partners took a canal boat trip round Copenhagen. During it I got the idea for a song and wrote down a few words. Back in England I tidied them up and circulated them to the other partners. The response to my lyrics was generally positive but for a couple of months I didn’t hear anything more.

*“And I think of the people I’ve harmed
And never ‘xpressed regret
And I know that I’ll never be calm
Until I can repay my debt ...”*

Then Marty Rowlands, the music teacher at Maghaberry Prison in Belfast, contacted me, saying that he’d given my lyrics to his students – long-term prisoners who’d formed their own band – and they’d put them to music.

*“And my fingers and toes start to move,
My body ‘gins to sway,
And I know I have something to prove
As I dance in this way.”*

A few weeks later I visited Maghaberry Prison as part of another project, and whilst I was there – before an audience of European visitors, prison officers and fellow inmates – the Maghaberry Heavy Whackers gave their first performance of the Movable Barres Blues. It was very well received!

CHORUS

*“These bars that won’t let me go
These bars that won’t let me by
One day they’ll melt like snow
And I’ll sing and I’ll dance and I’ll fly.”*

Soon after, Marty sent me a recording of the song and I distributed it to the other partners. It was also put onto the MB website. I even sent copies to friends in lieu of Christmas cards.

*“But one day I’ll be free from this cell,
One day I’ve served my time,
Though the number they gave me will
tell
I’m never free of my crime ..”*

Unfortunately, the day after they recorded the MB Blues and some other songs they had created, the members of the Maghaberry Heavy Whackers were split up and sent to different Northern Irish prisons, effectively ending their collaboration. However, their recording has been submitted as an entry for the prestigious UK Koestler Award and was played at the end of a prestigious Prison Education Conference in Budapest, organised by the European Commission.

*“Not free – but the pain will recede
My life begins to repair
And I’ll show others how much we all
need
Song and dance in the air.”*

During our Greek meeting in April 2010 Marty asked me to sing the MB Blues during a musical evening. The next day young offenders at the Avlona Prison School gave us a concert and in return I sang the MB Blues accompanied by partners from Greece, Ireland and Denmark. It went down really well and since then I have sung it in Liverpool, Oslo and Florence. The latest performance was during the Belfast meeting in September 2010, accompanied by members of the original band. A fitting occasion!

CHORUS

*“These bars that won’t let us go
These bars that won’t let us by
One day they’ll melt like snow
And we’ll sing and we’ll dance and we’ll
fly.”*



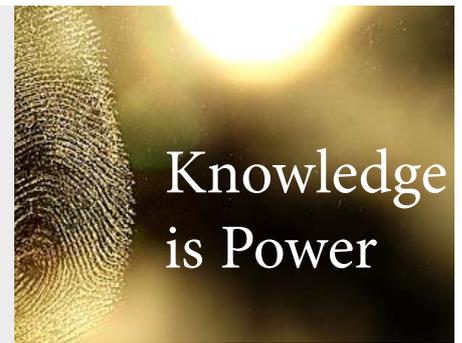
by Alan Clarke,
The Manchester College

The Gymnasium and Lyceum in the APMY is a prison school, an autonomous school unit sited inside a Prison for Minors and Young Offenders. It was founded and is still supervised by the Greek Ministry of Education, Life-Long Learning & Religious Affairs, on an equal basis to every other Greek school as far as curriculum and qualifications awarded are concerned.

The overall aim of the school is to provide secondary level education to juvenile and young prisoners - following a

full curriculum at both gymnasium and lyceum level. In addition, our students/inmates have the opportunity to take National Exams, leading to University studies. Last school year two students managed, after taking exams, to gain access to University.

The text that follows was written by one of them, D.K., who was asked by his teachers to write an article about his achievement. Still imprisoned, has established a communication with his professors via email to follow theoretical courses and he is taking day



leaves to follow mandatory practical classes.

*On behalf of the teachers,
School Headmaster Petros Damianos,
School Deputy Headmaster
Ioannis Papadimitriou*

Autumn 2010...

It all began three years ago when I decided to enroll in school once more. I had already quit school for three years, been imprisoned for one year and the only thing I had been doing was just sit around and stare at the empty walls absentmindedly...

So I became a student of the 1st grade of Lyceum... Time went by pleasantly, studying... learning... being aware of the fact that my teachers encouraged me to keep trying throughout Lyceum, and keep showing the same determination and willpower as on my first year.

So, there I was... on my final year in Lyceum... With courage and support from my teachers, I decided to sit the National Exams. At the beginning of the school year I felt that the subjects I would take exams on were really difficult-too difficult, in fact, for me to cope with!!! So much so that...! The truth of the matter is that I was so nervous that I believed I wouldn't be able to achieve even the minimum grades required to enter any university school. The truth is that many times I tried to quit because of the stress and the fear of

failure which got the better of me...In the end, I realized that I wasn't that much discouraged-I still believed in myself, and in those who supported and believed in me through this trying period-and, thus, I started building up my self-esteem-I began trusting my potential, and...

I thought to myself: "having a dream, setting a goal, is a human trait-and I can do it!"... At the end of the school year, and ten or so days before the commencement of the exams, the nerves, the anxiety, the pressure, all these different and never-felt-before emotions are at their peak!

With plenty of support and intensive tutoring from my teachers, I made it into the classroom to sit my first exam... (try to imagine how I was feeling!).

Finally, after seven different subjects, the National Exams are over. I feel relieved because I've made it through the first, hard stage-I took the first step...

Mid-August and the results are-at last-to be announced. My emotions? Stress and awe-did I pass my

exams, did I fail them? How did I do? And the distant dream became a tangible reality-I managed to reward myself and my teachers-the results were positive; I succeeded in entering a management college.

These days all I'm doing is getting ready for the faculty's lectures-I'd like to believe that- with plenty of will and determination-I will be able to cope with the school and its demands.

The reason I'm writing all these is to share my experience and through it to show you that if you truly want something-whatever that is-and there are people standing by you and guiding you, then you can do anything you set your mind to. In life, no matter how many obstacles you may have to overcome, it's never too late to move on, to go forward. All you need is a goal, a true desire.

They are right, you know, those who say that "knowledge is power"- now I feel stronger than ever...

15/09/2010

D.K. student - inmate





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

EPEA Magazine 37



EPEA new Secretary
 Updates from the Council of Europe
 European Conference on Prison Education, February 2010
 VEPS awarded in Bonn
 12th International Conference on Prison Education
 Nordic Prison Education, A Lifelong Learning Perspective
 Project Flame
 Inspiring Change Teaching Music in Scottish Prisons
 Scottish Prison Service Vision for Correctional Excellence
 CELL Project HMP Glenochil
 Scottish experience - Resettlement for ex-offenders
 To be or not to be, this is the question!

EPEA Magazine 36



Chairperson's forward
European Prison Education Association new Chair
Report from the Council of Europe
Election Secretary 2009
EPEA International Conference
Prison Education, a Grundtvig Contact Seminar in Lisbon, Portugal
European Adult Education Association (EAEA) Members Forum
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 Magazine 35



EPEA new Deputy - Chair, Treasurer
 Vacancy - COE Representative
 12th EPEA Conference
 Report on the Liaison Persons' Meeting in Sofia, Bulgaria
 Making Spaces for Change
 SOMETHING NEW IS HAPPENING at CAMP HILL PRISON
 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
 Distance teaching in Prison, a chance for development full of pitfalls
 Report of advanced Education in a Russian Prison
 7th International Conference for Directors of Prison Education
 On our way to freedom

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

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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.
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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.

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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, Belarus and Turkey apply for a reduced membership fee. (Based on calculated Labour Cost for a teacher per day under 150 Euro, Socrates selection 2006 and considerations on GDP)



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

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

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

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

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;

2. Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;

3. Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;

4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;

5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education;

6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;

7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;

8. Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems;

9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;

10. Prisoners should have direct access to a well-stocked library at least once per week;

11. Physical education and sports for prisoners should be emphasised and encouraged;

12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;

13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;

14. Wherever possible, prisoners should be allowed to participate in education outside prison;

15. Where education has to take place within the prison, the outside community should be involved as fully as possible;

16. Measures should be taken to enable prisoners to continue their education after release;

17. The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.