



**European Prison
Education Association**

European Prison Education Association Magazine

The 14th EPEA Conference
"Better Out" - 2013 Iceland



Issue

43

Autumn 2013





Chairperson's Foreword

Dear EPEA Members,

The positive and enthusiastic atmosphere I felt at the 14th EPEA Conference, "Better out!", in Iceland last summer, made me happy. The noise from intensive conversations all over the place, early and late, convinced me that valuable contacts and important networking were created. I hope that you have kept your network as well as your inspiration. It was a pleasure to see a lot of well-known faces and also a special honour to meet several first time participants.

On behalf of EPEA I want to thank the Icelandic host, the local committee and all of you who put your efforts in the conference to make the very best of it for everyone.

We appreciate the feedback and evaluation that we got from participants, both constructive criticism and credits. Unfortunately, it was only 31% who took the chance to evaluate the conference, so that will be an issue for the next occasion, how to facilitate the evaluation. However, the result scored high with a high number of "over average". Some conclusions: autumn could be a more suitable time. One hotel for all participants is a strong wish and some special arrangements for first-timers are suggested, i.e. information about EU funding and a session to facilitate networking for projects. More interactivity at the workshops was another wish and the balance between practice and research was discussed; while someone found an overweight of "academics" other appreciated the mix as excellent. This was all discussed at the latest Steering Committee (SC) meeting and the results will be forwarded to the host for the next EPEA Conference.

The next EPEA Conference will take place in Belgium in 2015. We were happy to receive three bids for hosting this 15th conference; from Austria, Belgium and Romania. Thank you to all three for positive offers. After a long discussion the SC finally decided to go forward with the

Belgian bid. We are thereby looking forward to the co-operation with the Federal Public Service Justice – DG Penitentiary Institutions, and the Klasbak – Network of Prison Education Organisations in Flanders. I hope we will meet in Belgium in two years!

Thank you!

This summer we had rather big changes in the SC. Three Regional Representatives (RR) stepped down after many years of engagement for education in prison; **Kerstin Ekholm-Erestam** (Sweden), Northern Region, **Peter Ruzsonyi** (Hungary), Central Region and **Petros Damianos** (Greece), Southern Region. I honour them for their assiduous work as SC members which means very much for EPEA. Furthermore, I personally want to thank them for the support during my first period as the new Chair.

I assume that many of you have met **Valentina Petrova**, co-opted Project Coordinator? Even Valentina is now stepping down. I just learned that she has been there for EPEA during the last twelve (!) years – what a devotion to education in prison! She has a deep and wide knowledge and experience concerning EU projects and EU funding, a fantastic source of competence for the EPEA. Valentina was thanked at the SC meeting in October and we wish her the very best with a life without work obligations - an enjoyable life in freedom :-)

The SC is making contacts to find a successor for the role of Project Coordinator.

Welcome!

Some are stepping down and others are stepping up. I am happy to welcome the in-coming Regional Representatives; **Nyaggi Aggerneaes** (Denmark), Northern Region, **Angela Franke** (Germany), Central Region, **Ioana Morar** (Romania) Eastern Region and **Ioannis Papadimitriou** (Greece), Southern Region. The Eastern Region did not have an elected Regional Representative for some period, due to a low number of EPEA members. However, the situation is now rapidly changing in a very positive direction.

We had the first SC meeting in this new constellation a couple of weeks ago. I was impressed over how fast the

new members have shouldered their task. We had a fruitful meeting in a good team atmosphere. We also met members from the SC of the French EPEA branch, a valuable opportunity for exchanges, much appreciated. A special thank you to **Marc Desjaques**, Chair of the French branch, and his colleagues for their warm reception and fantastic arrangements regarding our stay at INS HEA, an educational organization within the field of special needs education. The EPEA SC will try to locate the meetings close to national branches to keep up this kind of connections with the members. Please find in this issue of the Magazine the secretary's report from the SC meeting in October.

Finally, I wish to highlight that the next **Meeting for Directors and Coordinators of Education in Prison will take place in Tallinn, 1-4 October 2014, Policy and Quality within Education in Prison**. If you have contact information to people within the target group for this conference, please contact me so that we do not miss anyone with the invitation.

A big thank you to those of you who have contributed with articles, to the Editorial Board and especially to the Main Editor, **Ioannis Papadimitriou**, who have put a lot of effort into this rich and splendid issue of the EPEA Magazine. I will urge you to give the Magazine some of your time to get inspired by these interesting and important articles within different themes. Remember that you always are welcome with your contributions; news from your part of the world, projects, experiences, opinions, inquiries... Let the Magazine be a forum for contacts, ideas, pictures from practices etc. within education in prison.

Best wishes,
Lena Axelsson
Chair of EPEA

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The next issue of the EPEA Magazine will be published in Spring 2014.

If you would like to submit an article, please contact
Mr. Ioannis Papadimitriou at:
ioanispap@gmail.com
before the 1st of April 2014

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



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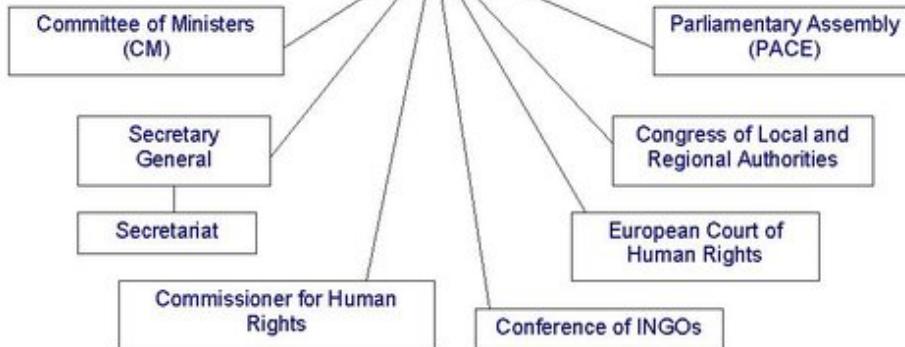
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Council of Europe Reports



Council of Europe



Council of Europe

The summer session for INGOs took place in Strasbourg, 25-26 June 2013.

Commission of Education and Culture

Rickard Stock, DG of the European Centre of Robert Schuman, spoke about a paradigm shift, "**The challenges of digital media education**" (presentation was to be published at www.centre-robert-schuman.org). Stock pointed at changing areas such as citizenship – there is a virtual life beside real life, democracy – access to digital media is crucial for democracy and those without access or without digital skills easily become "disabled" in society today.

Young people have to learn how to use digital tools in a responsible way. For the first time teachers are facing learners who make them loose the knowledge monopoly. We have to teach learners e-skills, to formulate the right questions. Rickard Stock stressed that "Sharing knowledge also means deciding to share the power" and that we need to reflect on how to invent and share the digital ethic.

A new citizenship is born with the digital sociability, building on participation and contribution. Was it a Twitter revolution in Tunisia? A Facebook revolution in Egypt?

Do we have a new human right to protect? Cybercrimes come up, analyses of data and statistics will bring profiles of individuals, opinions or behaviours, which increases the power of control. There is a security issue to prevent. Where is the line between usable data and pry into someone's private life? How to preserve the individual sphere of the 24/7 connection? The development leads to more and more communication and reactivity.

When society is changing there are also big challenges for the business world to face. People need to be adaptable, more responsible and more spontaneous; cannot wait for others to tell them what to do; a challenge for education. Companies today have Facebook which is about liking or not liking. If you are not liked anymore, it will mean problem for the company and the jobs for the employees.

The expression "M-education" was mentioned, "mobile education". 2015 more learners are using the Internet on a smartphone than on a PC. The cloud computing allows us to get rid of the link of hard drive. That will allow learners to break away from their computer, PC or laptop, and to do everything online, when moving at the same time. There is a quick development of online education where new ways to interact with learners all along the learning process are to be found.

The education system has to be transformed. The biggest change is that→

education becomes personal. We cannot teach with old methods. Therefore the focus will be on the innovative competences of teaching staff, at a major conference for teachers, 24-25 April 2014: "L'image professionnel d'enseignement du 21e siècle". Democracy does not exist without education.

What impact will this revolutionary digital development in the society have on education in prison? What will this new, digital citizenship mean for the needs of education for inmates? What kind of innovative thinking is needed? How to bring digital tools to the inmates for practicing e-skills? What kind of digital technic can be provided? How to use digital tools for pedagogical purposes? How can we create education systems able to cope with the future? Curiosity and questions can be a starting point for development, maybe in co-operation with others, maybe internationally, in projects?

The different working groups met for a part of the session (about 45 min). On behalf of EPEA I participate in the group "Access to digital media for all". The aim is to prepare a document/recommendations which is expected to be presented next summer, 2014.

Mara Georgescu, Council of Education, works as educational advisor for education for youth. She presented "**No hate**", an online campaign. There is a lot of "racism" on the Internet. Even though young people spend a lot of time on the Internet, it doesn't make them capable of using the digital tools in a responsible way. There are different expressions within discrimination, phobias etc. This is about the digital world, about education and democracy. The campaign engages young people for Human Rights online, for an Internet free from fear. Follow the link to see and listen to young people

speaking about "no hate": www.nohate-speechmovement.org Materials online for education (primarily for schools but also for NGOs) has also been produced and it will be translated to languages within and beyond Europe.

The Council of Europe as a promotor of human rights



Commission of Human Rights

The agenda for this session was very tight with a lot of points to go through. I will recommend the draft synopsis published at the Council of Europe website http://www.coe.int/t/ngo/Articles/CONF_HR_2013_SYN2_en.asp for further information. Examples of treated issues:

- A negative impact of economic problems on States' respect for human rights and civil society organisations is observed.
- A draft on Recommendations on Human Rights and Religions had been prepared and was approved to be submitted for adoption at the Plenary Conference later in June.
- It is a difficult situation for the INGOs in Russia, where people live in fear. According to a new legislation it is forbidden for NGOs to receive money from foreign organisations and agencies. During the first half of 2013 one thousand NGOs were inspected.

Lena Axelsson, Chair

Steering Committee Reports



The latest EPEA Steering committee meeting was held in Paris, France the 18th-20th of October.

Present was Lena Axelsson (Chair), Astrid Utgard (Secretary), Angela Franke (RR- Central), Ioannis Papadimitriou (RR-South), Nyggi Aggernaes (RR - north), Ioana Morar (RR-east, Membership manager), Valentina Petrova (Co-opted Project manager). Not attending: Per Sneeggen (Treasurer), Anthony Busser (RR - West), Per Trane (co-opted ICT, web).

We were invited by our French branch to stay at INS HEA in Suresnes, just outside Paris. The meeting was a great opportunity to meet with members of the French branch and the SC of the branch participated in parts of the meeting.

One of the big tasks on the agenda was to decide about the bids for the 15th EPEA Conference. There were three good bids from three countries; Romania, Austria and Belgium. After a long discussion the decision landed on Belgium. Within the SC we have established a workgroup consisting of Lena, Nyggi and Per S, who will negotiate the details in the Belgian bid.

Other matters which was discussed was the evaluation of the 14th EPEA Conference, which brought us a more pleasant economy, reports from the regions and action plan for EPEA for 2014. We also had a small workshop with the members of the French branch: SC and branches – the work for the EPEA aims, how can we support the members and each other in this matter?

The next EPEA Steering Committee meeting will be held in Romania 21th -23th of March. The SC is happy to hear from you about any matter you would like to bring to our attention. Please contact your regional representative, who will help you.

Best regards to all members

Astrid Utgard, Secretary



Chair of EPEA Lena Axelsson's opening speech

**EPEA Conference 05 June 2013
Hveragardí, Iceland**



My warmest welcome to the 14th EPEA Conference!

I am so happy to see all of you and finding that so many have got the possibility to attend, in spite of the difficult times in Europe. I take that as a sign of your serious engagement in the field of education and training in prison.

We are about 120 participants here from more than 20 different countries all over Europe and even beyond.

Both justice and education is represented. It is a fantastic mix of, for example:

- Teachers
- Researchers
- Directors general
- advisors
- principals
- project managers
- health workers
- ICT trainers
- Professors
- Art teachers

What a chance...

Before I go on I wish to say a big thank you to the Icelandic Prison and Probation Administration who is hosting the conference and TC. We are lucky to be in Iceland, this spectacular and beautiful country, which we will see more of tomorrow.

I know several friends and colleagues who are envying us at this moment!

The theme of this conference is Better out – how to prepare and support the inmates to enter the labour market.

We are here with so many different experiences and perspectives which is really an optimal situation for sharing information and thoughts. Crucial, however, is to define what we mean when we communicate. What I mean with distance learning is probably not exactly what you get in mind... What you mean with dyslexia is not sure to be the same as what I have in mind...

We have different connections and associations to expressions and words that we are all using.

Regarding to the theme Better out – how to prepare and support the inmates to enter the labour market – it is not meant as a limited focus. On the contrary.

To get a job, or establish an own com-

pany, is what many inmates are aiming to, dreaming of. We all wish to experience the good feeling of being needed somewhere, of having a task and being independent, making our own living.

Integration/inclusion is currently discussed in the open society as a crucial issue when it comes to immigrants and young people. There are research results pointing out the high risk of exclusion and even of criminality among young people, who are neither taking part in education nor working.

There are also results saying that work is a key factor for reduced recidivism.

These are arguments for inmates to aiming for a place at the labour market.

It is of course a huge challenge, especially nowadays with

- the financial crises
- the high level of unemployment
- decreasing salaries etc.

However, just because of these circumstances I would say that it is more important than ever to prepare and support inmates in education and training for a life in freedom.

I recently listened to a Swedish woman, Bodil Jonsson, professor emerita of Rehabilitation Engineering at Lund University. She was reflecting about the word employable which she does-



n't like. She objects to the thought of one being able for an employer to hire. Bodil Jonsson would rather talk about an individual "worthy of employment". This expresses more of a value of that individual.

Being worthy of employment – isn't that something that everybody should have the right to be?

That is to take into consideration the individual as "a whole". He or she needs skills to

- Communicate
- Solve problems
- Cooperate
- Respect time and schedules
- Interact with other people
- Take initiatives

...and basic skills concerning

- Reading
- Writing
- Mathematics
- Communication
- Handling digital tools

Competences from

- general education at higher levels
- vocational/practical competences
- creative competences; entrepreneurship

And, above all, he or she will need self-esteem.

Preparing and supporting the inmate to enter the labour market is therefore said in a broader meaning. It is about:

- respecting another adult individual,
- finding and acknowledging the skills, knowledge and experience he already has and
- adjusting education and training to his or her

individual needs

Education and training contribute to personal development. Development contributes to higher self-esteem. Self-esteem and skills, knowledge etc. will eventually enhance the individual's chances to a place at the labour market and, as a consequence, lower the risk for recidivism.

That is what Better Out and the theme of this conference would like to emphasize. That is also the reason for the verity of perspectives presented during these days.

Which is your perspective on the main theme?

The objective with the conference is to stimulate and inspire to further development of education in prison. Sharing experience, knowl-

edge and competence is an important way of getting new insights, new perspectives, testing own ideas and learning from each other. We want EPEA to be a forum for this kind of meetings, networking and sharing.

Development stands on knowledge. That is what research can bring to us. We need background information to make well-grounded, evidence based decisions for sustainable improvements.

Regarding to sharing information and the value of research, we will have a very special opportunity during this conference, to take part of an initiative for a brand new online journal, focusing on education in prison and re-entry. Friday afternoon we will learn more about this.

Before I leave to you to discuss these



things tonight, and the days to come, I wish to stress that this conference is taking place for you, the members – and yet not members? - of EPEA.

You are the expertise in this field and we wish you to have a central role during the conference. Take advantage of the occasion of being together with colleagues and friends from all over Europe and beyond.

To promote sharing of information you will find several sessions in the programme, destined for discussions and dialogue. The more you share and put into them, the more you will have in return.

Remember – you are unique!

No one else has exactly the same experiences, perspectives and reflections as you. Share them with us. I know that there are many of us who don't have English as our first language but please feel confident. We are in a supportive environment and we will help each other.

Finally, once again, a warm welcome to all of you! Enjoy the conference, which I hereby declare opened.

Lena Axelsson

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EPEA Conference History

14th Conference

"Better Out"
Hveragerdi, Iceland
June 5-8, 2013

13th Conference

"Learn to be free"
Manchester, United Kingdom
October 27-30, 2011

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 Sofia,
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



The 14th International EPEA Conference

5th – 8th June 2013, Hveragerdi, Iceland

The Conference started on the 5th of June. Participants were arriving at Hveragerdi all day long, and they had their first experience of this unique place, Iceland. At this time of the year the days last for 21 hours since the duration of the night was only three hours. The journey from the airport to Hotel Ork was 85 km long and so all had the opportunity to experience the beautiful volcanic landscape in the south west of Iceland, flat and covered with grass, broken by red rock hills or green mountains in a setting that one can only see and feel to understand. From time to time, hot steam was coming out of the earth. Training course participants had arrived a day before and started their work in the morning.

The venue was big enough to host most of the participants providing conference rooms and halls for the conference. Unfortunately, a small number of participants had to stay in another hotel close to hotel Ork, the hotel Eldhestar. Katla DMI, the tour operator that was responsible for the accommodation and transportsations of the conference, did their best to make everybody feel welcome.

At 19:00 of the same day, a reception with finger food and beverages brought people together in the base floor of the hotel. The host was Erlendur Baldursson the Icelandic Prison Administrator and everybody started to feel the conference spirit. Old friends, familiar faces from other conferences and new people started to chat and meet with each other.

Very soon, at 19:30, the organizing committee had to draw the attention of the group for the opening of the conference. EPEA's chair Lena Axelsson from Sweden welcomed everybody with a warm and very well prepared and presented speech, and followed by a loud applause. Lena declared the 14th EPEA conference open. The EPEA chair's welcome was followed by a second welcome speech from the Icelandic Minister of Interior Mrs Hanna Birna Kristjansdottir, honoring the EPEA by her presence. The Minister welcomed all participants in →





The 14th International EPEA Conference

5th – 8th June 2013, Hveragerdi, Iceland



Iceland and stated how happy all Icelanders were to host such a big event in their country. She expressed her belief that the state will benefit the most of the event which is expected to give an added value to the educational policies, approaches and challenges on prison education in Iceland. The event was widely presented in the national media with articles in newspapers and reports on television and radio. The head of the Icelandic organizing committee Mr Ingis Ingason was



interviewed for the Icelandic media presenting the works of EPEA nationwide.

The next day, the 6th of June, the confer-

ence started at 09:00 with the formal opening of the conference in the venue's big hall. After Lena Axelsson, important keynote



speeches followed. Tapio Saavala - DG Education and Culture, European Commission has send his presentation "Adult Education in Europe – Trends and Challenges", Hans Meurisse - President of the European Organisation of Prison and Correctional Services presenting "Importance of



Rehabilitation and Education in Prison" kept the audience's full attention until the coffee break. After that Mr Erlendur Baldursson pre-



sented "The Icelandic Prison Service and Education in Prison" and after lunch the program concluded with prison visits and the famous "Golden Circle" a journey through the



Icelandic landscape.

Buses were waiting outside the hotel and participants were separated into two groups. Each group visited a different Prison. Sogn, an open prison or Litla Hraun a closed prison,



were paid a visit giving each group the opportunity not only to have an inside view of premises and the education provided there, but to meet with prisoners and talk with them about their experience and views on the subject of imprisonment and education behind bars as well.

The "Golden Circle" followed: a tour to the most important sites of South Iceland,



Gullfoss Iceland's most famous waterfall, the impressive Geysers - hot water springs discharging water turbulently and accompanied by a vapor phase, from which all such springs are named after, and finally Tingvellir National Park a site where the Althing, an open-air assembly representing the whole of Iceland, was established in 930 and continued to meet until 1798. Tingvellir is also a place with great geological interest, since there the American and the European tectonic plates meet.





The 14th International EPEA Conference

5th – 8th June 2013, Hveragerdi, Iceland



The 7th of June started with a keynote speech "Educating the 'whole person' – a wide and deep role for Prison Education" presented by Kevin Warner, an important EPEA person, founding chairperson of the EPEA; former coordinator of Education in the Irish Prison System. After this keynote speech the first workshop session took place by running six parallel workshops in different rooms of the venue. Participants had chosen beforehand which workshops to attend in the whole duration of the conference. Workshop presentations were repeated accordingly in order to give as many participants as possible, the



opportunities to attend according to each participant's field and interest.

At 11:30 the EPEA General Council took place. Lena Axelsson the EPEA chair, Astrid Utgard the EPEA Secretary and Per Steinar Sneeggen the EPEA Treasurer, presented to the General Council EPEA's works covering the last two years activity. EPEA Regional



Representatives election procedures followed, which resulted to the participation of three new representatives in the EPEA Steering Committee for the North, Central and South region of Europe and the election of Ioanna Morar from Romania who was until then co-opted Representative as the Eastern Europe Regional Representative.

More details about presentations from the EPEA Officials and the new Regional



Representatives can be found in several pages of this issue.

After lunch, a keynote speech entitled "Cooperation – the key to success? About supporting ex-prisoners in finding and keeping a job" from Christina Rosengren Gustavsson - Swedish Labour Market Agency, gave way to the second workshop session.



The day closed with a presentation of JPER - International Journal of Prison Education and Re-entry given by the professors Arve Egil Asbjornsen form Norway and Bill Muth from the United States.

The last day of the conference, 8th of June,



started with discussions and feedback from the previous days followed by two keynote speeches. Karl Donert - President of EUROGEO spoke about "Digital Agenda for Europe" and Professor Helgi Gunnlaugsson from the University of Iceland presented "Penal Policies and Populism: is the court system more lenient than the public?". Workshop session→



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No 3 took place in parallel with a Researchers' Forum moderated by Norwegian Professors Arve Egil Asbjornsen and Terje Manger.

After lunch, Workshop session No 4 took



place in parallel with the Researchers' Forum continuation. A keynote speech by Agust Thor Arnason "What are the Ethical Limits of Higher Education Behind Bars?" and a music session with Icelandic music performed by members of famous Icelandic band, Olafur Agust Hraundal and K Mani Hraundal, gave way to the conference evaluation speech from Lena Axelsson. Mrs Lena Axelsson sum-



marized the works of the conference, expressing the feedback she got of a very successful conference.

She invited two participants that were in



an EPEA conference for the first time to share their views about the conference, Catalin Claudiu Bejan - General Director of the National Administration of Penitentiaries from Romania and Mrs Ute Fahl - Educational Services in the correctional facility of Koln, Germany. Mr Catalin Bejan thanked FOKO the Norwegian EPEA Branch for funding him to participate in the training course that hap-

pened in parallel with the conference, a funding that reflects the EPEA spirit and its efforts to promote prison education in Europe and beyond.

Mrs Ute Fahl shared with us her feelings



about all the new contacts and valuable experience to take home with, not only from the keynote speeches and the workshops but from meeting important people in prison education as well. Their speeches were very much appreciated by all delegates.

After that, EPEA chair Lena Axelsson declared the closing of the 14th EPEA Conference.



The final Gala dinner that took place after the formal closing added to the participants' common feeling of the value to belong in the EPEA family.

During the conference many of the participants had the opportunity to make short visits to the surrounding area of the hotel. Hveragerdi which is called "the hot spring capital of the world" is offering a geothermal park and interesting sites to hike to that were near to the hotel. In the hotel yard, at the residents disposal there were tree swimming pools heated by geothermal energy and a sauna and many participants had a relaxing time outside the conference's schedule.



The hotel bar hosted a lot of meetings and discussions and this certainly helped the EPEA spirit of bringing prison education people together.

After such a successful event, the evaluation from the participants that was submitted via electronic forms on the web was very positive. All issues that were reported in this evaluation, positive ones and negative ones, and all matters that need attention or improvement will be discussed in the EPEA Steering Committee in due time in order to organize the next EPEA conference in the best possible way.

I hope we will all meet in the next Conference and have the opportunity to expand prison education horizons further.



Ioannis Papadimitriou
EPEA magazine Editor
EPEA RR - Southern Region

Copenhagen, Denmark, 16th -18th of November 2012

Conference presentations



EPEA Secretary's Report September 2011- June2013

Members of The EPEA Steering Committee (SC) this period:
Officers:

Anita Wilson, England, Chair, until 1th of July 2012

Lena Axelsson, Sweden, Deputy Chair from 1th of July 2011-
30th of June 2012, Chair from 1th of July 2012

Per Sneeggen, Norway, Treasurer

Astrid Utgård, Norway, Secretary

Regional Representatives:

Central Region: Peter Ruzsonyi, Hungary

Eastern Region: Co-opted from 17th of November 2012, Ioana
Morar, Romania

Northern Region: Kerstin Ekholm-Erestam, Sweden

Southern Region: Petros Damianos, Greece

Western Region: Anthony Busser, England

Co-opted members, without voting right:

Per Thrane, Denmark, Advisor for Communication and
Webmaster

Valentina Petrova, Bulgaria, Project manager
Ioana Morar, Romania, Membership manager

The EPEA Steering committee has held →three meetings
during the period:
Malmo, Sweden, 9th -11th of March 2012

Budapest, Hungary, 8th -10th of March 2013

There have been one Officers meeting in Trondheim, Norway
9th – 10th of January 2013

Because of the current economic situation in the organization, we have tried our best to arrange low-cost meetings. Both in Copenhagen and Budapest we had free locations and even some support for food and beverage during the meetings. Travel expenses are held to a minimum, and some of the participants have had arrangements with their employer or branch to cover their travel expenses. The Officers meeting in Trondheim was at no cost for EPEA.

We owe a big thank you to all that have supported us for the good case of EPEA!

The Steering Committee has also tried out more up to date methods to meet and discuss the different issues. We have had a few sequences on Skype and Tiny Chat.

At the Steering Committee meeting in Malmo, Sweden in March 2012 it was agreed upon six objectives for us to work for.

- A new website
- An accurate membership list
- Clarified responsibilities for all SC members
- Transparent decision making
- Cutting costs
- Recruit new members and retain existing members

A new website

The EPEA website is renewed in order to make it more attractive to our members. This is a continual job to do, and both our Webmaster and Treasurer are in to it in cooperation with the whole Steering committee.

An accurate membership list

Our membership list has unfortunately not been updated continually, and we are now working to have an up to date list. We need help from our Liaison Persons and Contact persons to

get hold of every member. It is of great importance to have an accurate mailing list. Information and service to our members, as Magazine, Newsletter, Call for General Council and invitation to Conferences are offered digitally.

To be on the membership list, our members need to pay the membership fee annually. We are working on a new system to give every member a reminder at the same time a year, every year.

Clarified responsibilities for all SC member

We have made an organizational map to visualize the structure of the organization. Roles and responsibilities for Officers, Regional representatives, Co-opted members of SC and Liaison Persons/ Contact Persons are discussed and adjusted.

Transparent decision making

The SC wants our decision making to be transparent to the members. For example we want to publish Secretary's report and Treasurers report on the website and in the Magazine to be available to all of you.

Cutting costs

The SC has focused on how to cut costs and increase income. We have arranged low- cost meetings, online meetings and reduced representational costs to a minimum.

Get new members and retain existing members

The members are the most important activa of EPEA. Our main goal is to encourage all who work in the field of Prison education to join EPEA. We are developing a strategy for communication, working on the new web page and presenting EPEA on Social Medias as Facebook and Twitter.

We publish the Newsletter and Magazine to keep our members informed. Every other year there is an EPEA Conference to gather our members. This is a great opportunity to be updated, to do networking and meet colleagues within prison education in Europe and beyond.

The feedback from you, our members, on what you expect from us is of most importance. That will define the future of EPEA.

**Astrid Utgård
Secretary of EPEA**





EPEA Treasurer's report September 2011- June2013



European Prison Education Association
working to promote sound principles and good practice
in Europe and beyond...

Subjects:

- Summary of accounts for year 2011 and 2012
- Audit report
- Economical situation so far in year 2013
- Loss history
- Budget for year 2014
- Membership and membership fee



European Prison Education Association
working to promote sound principles and good practice
in Europe and beyond...

EPEA Accounts in Euro Result year 2012

Expenditure	Income
Office supplies	58,45
WEB costs	225,04
Meeting costs	9 215,73
Advertising costs	753,00
Membership fee	289,18
Bank costs	136,35
Total	10 677,75
	10 677,75 Total

Balance pr. 31.12.2012

Property	Dept and equity
DnBNor-Bank savings	1,51
DnBNor-Bank main	7 317,29
Total Proprietary	7 318,80
	7 318,80 Total Capital



REVISJONSKOMPANIET
MIDT-NORGE AS

Independent auditor's report for The European Prison Education Association

Report on the Financial Statements

We have audited the accompanying financial statements of European Prison Education Association, which comprise the balance sheet as at December 31, 2012, and the income statement for the year showing a loss of €21,75 Euro, prepared on Cash basis.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with laws, regulations, and auditing standards and practices generally accepted in Norway, including International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, taking into account the auditor's assessment of the risk of material misstatement. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements are prepared in accordance with the law and regulations and present fairly, in all material respects, the financial position of European Prison Education Association as at December 31, 2012, and its financial performance for the year ended in accordance with the Norwegian Accounting Act and accounting standards and practices generally accepted in Norway.

Tromsø, 11. May 2013


Dov Fjellstrøm
Certified public accountant
Revisjonskompaniet Midt-Norge AS



European Prison Education Association
working to promote sound principles and good practice
in Europe and beyond...

EPEA Accounts in Euro Result year 2011

Expenditure	Income
13 th. LPLA Conference	10 746,09
Meeting costs	10 878,77
WEB costs	2 328,72
Jean Monnet costs	5 770,59
Office supplies	36,55
Postcosts	179,44
Bank costs	247,18
Total	126 905,14
	126 905,14 Total
	18 179,13 Loss

Balance pr. 31.12.2011

Property	Dept and equity
Outstanding accounts	346,44
DnBNor-Bank main	9 247,10
DnBNor Bank Savings	77,87
Cash holding	-202,14
Total Proprietary	9 389,28
	9 389,28 Total Capital
	-18 179,13 Loss



EPEA Treasurer's report September 2011- June2013



European Prison Education Association
working to promote sound principles and good practice
in Europe and beyond...

EPEA Accounts in Euro Result year 2013

	Expenditure	Income	
Office supplies	45,52	9 374,39	Membership fee
WEB costs	164,55	714,17	PayPal
Meeting costs	455,02		
Travel costs	1 970,09		
Advertising costs	738,49		
Membership fee	154,94		
Bank costs	49,72	-6 510,23	Profit
Total	3 578,33	3 578,33	Total

Balance pr. 31.05.2012

	Property	Dept and equity	
Cash holding	1 684,39	7 318,80	Opening stock
DnBNor-Bank main	12 144,64	6 510,23	Profit
Total Proprietary	13 829,03	13 829,03	Total Capital



European Prison Education Association
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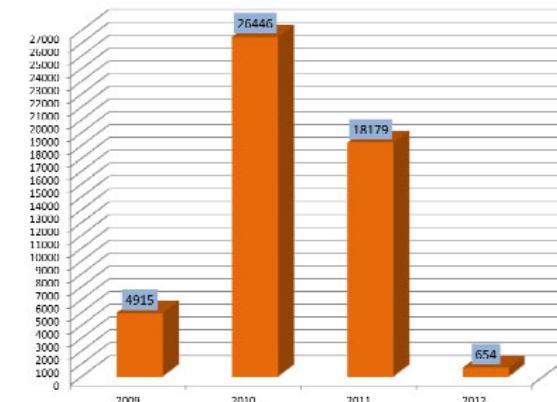
EPEA budget in Euro Year 2014

	Expenditure	Income	
WEB costs	200,00	12 000,00	Membership fee
Meeting costs	5 000,00		
Travel costs	5 000,00		
Other operating costs	1 100,00		
Membership fee o.o.	500,00		
Bank costs	200,00	0,00	Profit
Total	12 000,00	12 000,00	Total



European Prison Education Association
working to promote sound principles and good practice
in Europe and beyond...

Loss during the last 4 year in Euro



European Prison Education Association
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in Europe and beyond...

Membership 2012:

Number of paying members: 432

Members from 29 different countries.

Tasks of Liaison Persons

To keep an up to date list of EPEA members, and to copy this to the EPEA Secretary, Treasurer and Regional Representative
To remind members of paying the membership fee.

New EPEA Regional Representatives



**Angela Franke, Germany
EPEA Central Region
Representative**

Since 2001 I have been working in several prisons in Hamburg. I started as a career consultant in an open prison and since 2005 I'm working as an instructor of adult education in a high security prison. Mainly my subjects are German as a Foreign Language, Communication and Vocational Training. Working in a quite small prison school I'm also responsible for the teaching staff, the IT-aspects, the organization and contents of the classes and of course for the everyday administration.

Since the beginning of this year I'm also involved in the education and training of the prison staff, which is very interesting and challenging.

I have been involved in several European Social Funded projects (Application and Coordination) and applied for Grundtvig, Daphne and national fundings.

As the Chairperson of a non-profit association "Integrations Hilfen - Assistance of ex-offenders and homeless people" I try to support the interests of ex-offenders and homeless people in Hamburg.



**Ioannis Papadimitriou,
Greece
EPEA Southern Region
Representative**

I was born in 1967 and most of my life I live in Athens. After graduating from the University of Athens, Physics Department I was involved in education and the year 1998 I had my first contact with prison education as a volunteer.

Since 2000 I have been working as a teacher and later on as the Deputy Headmaster of the Gymnasium and Lyceum in the Avlona Prison for Minors and Young Offenders a prison school unit providing formal education in the largest prison for Minors and young offenders in Hellas.

My involvement with EPEA started in 2007 and the past few years I am an EPEA Hellas Branch SC member and webmaster. Moreover, I am an EPEA Liaison Person for Greece since 2010.

As the EPEA Magazine editor since 2006 I am helping the Organisation to present its work and keep contact with its members.



**Nyggi Agernaes, Denmark
EPEA Northern Region
Representative**

During the last 20 years I have frequently been an educational counselor and teacher in Helsingør 50 km north of Copenhagen. I am very glad to live in Europe where all prisons have the duty to provide educational programs for the inmates.

My family is involved in the travel business, that's why it has been possible for me to visit a few prisons around the world. These visits have made me believe that we do something right in Europe, and that we can be proud of the Council of Europe's policy on prison education.

I am also involved in the Danish Prison Teachers organization and the network of Danish teachers of mathematics.

I hope that the EPEA members from the northern region will contact me whenever they need help with organizing of European projects and when they have issues of political interest.





Training course "Better Out"

Iceland 5-8 June 2013



A good way to participate in the conference if you are not sponsored by your employer is to apply for a training course under the Grundtvig program for adult education. Each EPEA conference has held a training course parallel with the conference and with extra days of training.

This time we gathered a day ahead of the conference "Better Out" in Iceland and we were 17 delegates from different



European countries; France, Germany, Denmark, Sweden, Belgium, Norway, Iceland, Finland, Romania, Austria and Greece. We had different occupations such as teachers, researchers, project leaders, coordinators of education, vice General Director and evaluators. We introduced ourselves and talked about our expectations of the conference.

EPEA chair Lena Axelsson gave us information about EPEA's role in prison education. The challenges and needs are to increase the number of participants in studies, social inclusion after release, cooperation, better economy and evidence based education. Lena pointed out the need future research on what works and lifelong learning. The group suggested research within the fields of the psychological impact of prison education, what motivates the staff to create a good environment for inmates and education for teachers in prison.

Sigurdur Sigursveinson, former director of prison education in Iceland, talked about how the Icelandic prison education prepares inmates for the labor market. On Iceland "Better Out" means encouraging more inmates to study and to receive study guidance, better teaching materials, digital resources and more vocational education. Special attention is given to foreign prisoners and prisoners without diplomas.

We made a prison visit at the open prison Sogn near Hveragerði. There was a



Our guide Ingis Ingasson outside the open prison Sogn.

garden, greenhouses, fish cultivation and a few animals to take care of. We were in the little schoolhouse and after seeing the buildings we were informed about the possibilities to study at the university by two inmates. Our second day was the day after the conference had closed. We exchanged experiences from the conference and some of the Training course participants informed the group about their projects.

We were informed about the Danish situation by Nyggi Aggernaes. The open prison schools have access to internet and computers in the cells and the closed prisons have about 5% internet with school related pages. The teachers' situation has become more difficult with an increase of teaching hours. There are about 80 teachers who work in the Danish prisons.

In Greece the teachers are affected

by the economic crisis and there are economic cuts everywhere. We saw a film which was produced by the students in a Greek school, which produces all its teaching materials on its own.

Jean de Cock, a prison teacher from Belgium, has made prison visits and stayed overnight in prisons all over the world. He told us very moving stories from some of these visits and showed pictures. He told us he has seen heaven and hell on earth. He has started a foundation for building a new prison in Congo; www.prisoninfo.org

Our last session was about the new generation of funding programs and new opportunities for European projects. Paul Talbot from the Austrian organization dieBerator, had a short workshop with the training Course about how to be creative in forming new ideas into good projects.

To conclude our group added value to the conference, both personally and professionally. We got to know each other by socializing and we had a lot of exchanging of ideas. I can warmly recommend you to apply for the training course at the next EPEA conference.

Kerstin Erestam, Sweden
Former RR of the Northern region of EPEA and contact person between the Steering Committee and the Training Course in Iceland
kerstin.erestam@telia.com



Penal populism and criminal justice: Are the courts more lenient than the public?



**Helgi Gunnlaugsson, professor of Sociology
University of Iceland**
Email address: helgigun@hi.is



**Paper presented at the
14th EPEA conference
in Iceland June 5-8, 2013**

Abstract

In this paper presentation Icelandic findings from a recent Nordic study on judge and public attitudes towards punishment are analysed and discussed. The study was in large part sponsored by the Scandinavian Criminological Research Council, with all five Nordic member countries participating. Previous studies, both in Iceland and other Nordic countries, have repeatedly shown that the public believes punishment too lenient, in particular in cases of sexual and violent offenses. In turn, court sentences have become harsher in Iceland in the past few years, with Iceland's prison capacity being filled to its capacity today.

Using a variety of methods; phone and mail surveys, focus groups and a panel

of local judges, a different picture of public attitudes toward punishment appears. The results in Iceland, including the other Nordic countries, show that with more concrete information and in-depth focus group-discussions about specific crime cases and punishment types, the public becomes more lenient than earlier studies have shown.

The findings also demonstrate that the public tends to underestimate the actual level of punishment, which most likely explains why citizens typically complain in previous studies, that punishments are not stiff enough.

Introduction

Public attitudes toward the criminal justice system are important in a democratic society. Many scholars believe that punishment and the criminal law must reflect public sentiments (see for example Sutherland and Cressey, 1960). Research has shown that the majority of citizens in many western societies believe punishment to be too lenient and harsher policy measures are often justified by citing this public stand (Gunnlaugsson, 2008). In the wake of such sentiments punishment has become stiffer (Bragadttir, 2009) and prison time length has become longer (Prison Bureau homepage, 2013). To illustrate this point local newspapers in Iceland were cited in the plenary talk at the EPEA conference in Iceland to shed a light on this critical mood towards the

criminal justice system:

"It is clear that the Supreme Court (of Iceland) is too lenient in cases of serious sexual offenses and other violence, the public is offended" (Morgunblaðið, Sept 15, 2007). Another noted TV news analyst Egill Helgason commented on this subject in the following way on his blog: "Those who commit violence receive very lenient prison sentences, they just walk away...are on the loose among us" (Silfur Egils, February 11, 2011).

This type of reasoning towards the criminal justice system has raised concern among many scholars. If sentencing practices are indeed found to be in opposition to the public's sense of justice, trust in the criminal justice system can easily be undermined (Freiberg, 2003). Therefore, it is vital to study the public's sense of justice as thoroughly as possible. The major thrust of the plenary talk at the EPEA conference centered on presenting some key findings from a major Nordic research project on public attitudes towards crime and punishment.

About the research project

On August 19, 2010, a few preliminary findings of the Nordic research project sponsored by the Scandinavian Research Council of Criminology on public attitudes toward punishment were presented in Copenhagen during a Nordic criminology conference. This project was modelled after a

similar study conducted by Flemming Balvig in Denmark in 2006. All of the five Nordic countries participated. Leif Petter Olaussen from the University of Oslo, Flemming Balvig from the University of Copenhagen, Henrik Tham and Kristina Jerre from the University of Stockholm, Helgi Gunnlaugsson from the University of Iceland, and Aarne Kinnunen from the Justice Ministry in Finland. The findings from each country were presented at the conference to about two hundred experts in the field, among others the Minister of Justice in Denmark, who opened the conference.

The findings drew quite some attention in the Nordic media. Many newspapers reported on the main findings and Danmarks Radio 1 in Denmark for example included a ten minute segment on the study in their TV news hour (see NSFK homepage, 2010). The results are somewhat surprising and certainly worthy to be distributed as much as possible, i.e. to interested parties such as the group participating at the EPEA conference. Moreover since the first results of the project were presented back in 2010, more data collection and analysis has taken place, which will also be introduced here.

In each country different kinds of attitudinal data were collected. First, general attitudes to punishment were explored in a nationwide telephone interview. Second, a mail questionnaire survey was sent to a large representative sample of citizens to investigate what penal sanctions they thought to be appropriate in six serious criminal cases. Third, in order to be able to compare citizen's penal attitudes with actual level of punishment in society, a panel of local judges evaluated the same six cases in question, and decided on what punishment was likely, if the cases were brought to their local→

criminal court. Finally, a number of focus groups were set up in Copenhagen, Oslo, Stockholm and Reykjavik, where participants started out their discussion by answering the same questionnaire which had been used in the mail survey. After that they watched a video of a mock trial of one of the six cases covered in the questionnaire, and then answered again what punishment they wanted to give in the case. Finally the group discussed appropriate sanctions for the offender in question, before they responded once again what type of punishment they now wanted to give.

Thus, in the study a variety of methods was employed to gain a deeper insight to the subject than typically has been used in the research field. First, the telephone survey helps us to reveal general attitudes of the public toward punishment, second the mail survey gives us an informed aspect of how respondents want to use different punishment types in the six crime stories by using vignettes, third, the focus groups give participants access to a concrete case; by watching a video clip from one of the cases in the mail survey, giving them more proximity to the cases. Finally, a judge panel decision on the same cases presented to the public in the mail survey and focus groups, gives us an opportunity to elicit information on actual punishment in society enabling us to compare the public and the criminal courts.

Data collection

The mail survey was conducted in September thru December 2009 in all of the five Nordic countries. The court panel of judges was set up in April 2009 in Iceland by contacting an experienced local judge at the Reykjavik City District court who put together a panel of three judges. The judge panel decided on sentencing in six serious criminal

cases which had been prepared by the research group in association with legal experts in Denmark.

The criminal cases involved spousal violence incident in which the woman had to seek medical help at an emergency unit; the second case involved a drug courier arrested for smuggling 250 grams of heroin; the third a robbery at a convenient store where the perpetrator threatened the clerk with a knife and ran away with about 1500 Euros; fourth a rape in a hotel room where the couple in question had been together at a workshop but did not know each other before hand; fifth case a banker embezzling tens of thousand Euros from different clients and bank accounts; and the sixth case involved an assault on the street where the victim was inflicted by serious wounds to his face; cheek bone and nose broken and concussion. The cases were described in a half to one page each. The judge panel came up with a judgment based on what a likely outcome in court might be. All of the offenders were sentenced to an unconditional prison sentence by the judge panel (see results in Gunnlaugsson's slide show, 2013).

The same cases were also included in the mail survey. A random sample of 3,000 respondents was selected from the national register in the ages of 18-74 year olds. The questionnaire included a description of different punishment types to help respondents make an informed decision on punishment for each case. Respondents were allowed to choose two different punishment types but one was sufficient. Punishment types included unconditional and conditional prison sentences with different periods of time (ranging from a minimum of one month to a maximum of five years and more); fines, economic compensation to victim, restitu-

tive justice measures, treatment, electronic surveillance and community work. Respondents had to answer three different questions for each case: what they believed the judge decision to be in a criminal court; what they themselves wanted to see as the court decision, and finally, what the public in general would most likely decide. For each case respondents could mark two response options. Offender background varied and different forms of the questionnaire with different background information was equally split up among respondents. Either the offender had a prior criminal record or not, or had social problems or not. Here we will focus on general results of all offender types. The judge panel was also provided with different background information on offenders.

Data collection took three months in the fall of 2009. Two new letters complete with a new copy of the questionnaire were sent out to respondents encouraging them to participate. The response rate ended at about 40% which is low but perhaps not unexpected in mail surveys. Still, our responses reflected different social groups adequately because drop-out was not significant in any one specific age group. Moreover, the focus group interviews were representative of the capital area population, and there, participants were also asked to complete the mail questionnaire; with similar findings to the mail survey in the capital area. Thus, we can reasonably argue that our focus groups adequately represent the general population for the age group 18-74 year old.

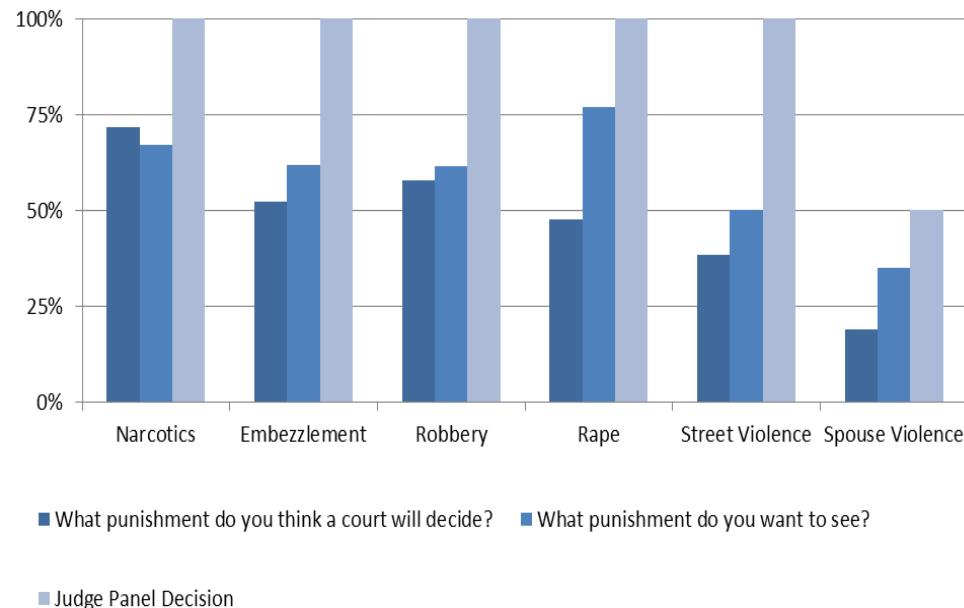
In the following we will split up the findings. We will separate between punishment types involving unconditional prison sentences and all other punishment types not involving serving time in prison. How

many respondents chose unconditional prison sentences in the six cases and how many chose other milder types of punishment? The decision of the respondents will be compared to the judge decision.

The judge panel decided on unconditional prison sentencing in all of the six cases. Only in the spouse violence case did the Icelandic judge panel include conditional punishment if the offender did not have a previous criminal record. If he had a prior criminal record the punishment meted out was a 10 month unconditional prison. As for the case of heroin smuggling the decision included 3-4 years in prison, the robbery case 1,5 years in prison, the rape case 2,5 years, the bank embezzlement case 3-4 years, and finally; the street violence case stipulated 8 months in prison. As for the judge panel decision from the other Nordic countries the results can be found in the slide show presented at the EPEA conference at Hotel Ork (Gunnlaugsson, 2013).

Key findings

Findings from Denmark, Iceland, Norway and Sweden presented in the EPEA talk at Hotel Ork in Iceland all produced relatively similar results (see also Balvig, Gunnlaugsson, Jerre, Olaussen, and Tham, 2010). Generally a majority of citizens believe in the phone survey that punishments are too lenient, especially for violence, and propose more use of imprisonment (see Gunnlaugsson, 2013). However, when respondents are asked in the informed mail survey (see graph 1) to choose a punishment type for each of the six concrete cases, a majority chose a sanction which was more lenient than the actual level of punishment. If respondents chose imprisonment, the time length tended to be shorter than the time length decided by the judge panel. The→



Graph 1. Percentage of Icelandic respondents in the mail survey who chose unconditional prison for the offenders in the six different criminal cases compared to the judge panel (who on all cases decided imprisonment except for spouse violence).

findings also demonstrate that citizens tend to underestimate the actual level of punishment, and this helps us explain why they (on general questions) believe that punishments are not stiff enough.

The major findings show that with more information (mail survey) and group discussion on concrete cases (focus groups) about crime and punishment, the more lenient the public becomes - most evident in the focus groups, in particular to the end of meetings (see Gunnlaugsson slide show, 2013).

The mail survey and focus groups showed that in almost all cases participants

underestimated how harsh the courts really are. In all of the six cases was the judge decision more harsh than the majority of the public suggested.

These findings contradict conventional knowledge about the public and punishment. Harsher measures are often justified by citing the public opinion - but the picture appears to be more complex than this according to the Nordic study findings.

Concluding remarks

Why do we find such a large discrepancy between earlier opinion surveys showing the public's choice of harsher punishments than the courts and the results of

this study showing the opposite? This study shows that the public tends to underestimate the actual level of punishment and chooses punishment that tends to be milder than the courts. An attitude found in phone surveys that punishments are too lenient no doubt reflects general reactions and emotions towards how the public perceives penal decisions of the courts. A sense of justice often portrayed in the media through individual cases with the message that the criminal courts are too soft. Also, by answering that punishments are too lenient respondents are most likely expressing their disapproval of crime in general and showing that they do care about victims of crime. A response indicating the opposite; that the courts are too harsh might even be interpreted as a certain disregard towards victims of crime and their suffering. Respondents understandably do not want their answers interpreted in such a way; that they do not care about the fate of the victim. Nevertheless, it is absolutely clear that the public wants criminals to pay for their crimes, but in more varied ways than has hitherto been the case. Participants would like to see more varied measures, such as compensation for victims, fines, reconciliation, treatment, even electronic surveillance, alongside traditional prison sentences. Thus, the conclusion of the study is that providing more information; increasing the proximity of citizens to parties to cases; the case circumstances, and discussing the case reduces punitive attitudes among citizens. It is therefore by no means self-evident that citizens want to see longer prison sentences than we have today to solve the problem of criminality. A number of different alternatives are available and possible according to the study.

An informed dialogue on crime and punishment in society is very important.

Courts and experts in the field should be obliged to explain to the public the processes of the penal system – not necessarily in light of certain case results - but rather in light of court practice and legal philosophy. The citizens must also be educated on the importance and limitations of the courts. The law and its implementation must reflect the citizen's general sense of justice, and nurturing and educating that sense is also important: to explain to the nation the legal reaction and its rationale. This study shows that there is indeed a great need for a research project of this type. Moreover, we should definitely take what the citizens tell us to heart.

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What are the Ethical limits of Higher education behind bars?



CONFERENCE SPEECH ABSTRACT

Agust Thor Arnason
Professor, University of Akureyri,
Iceland - agust@unak.is

I would like to begin with thanking the organizers of this conference for inviting me to talk to you about a subject which has been sporadically on my mind for a long time but something I have been faced with in the last eighteen months.

I will tell you a little bit about myself and my background why I came in the position of dealing with ethical questions in connection with higher education behind bars. I should tell you that when I came to work at the University of Akureyri in 2002 preparing a BA and masters program in law I had been advocating for a long time for a different approach in legal education in Iceland.

Those who were working with me were of the opinion that BA-studies should be a broad education in the basics of modern legal thinking and ideas and that we would fit the traditional black letter domestic law

into the framework of the masters studies. So we have from the beginning thought subjects on BA-level like rights theory, constitutional theory, international law and human rights, European law, Roman law, philosophy of law, history of law and sociology of law to mention a few.

Being the one who had been teaching sociology of law, when confronted with the question if the faculty of law would accept students who were sitting for years behind bars for serious crimes and allow them to study law with the purpose to become active lawyers, it was kind of obvious that I would be going against the tide of the times both in theory and practice if I would refuse to consider such a wish with open mind and I would have had to come up with some pretty strong arguments to convince myself and others that this was unthinkable.

Allmost three years ago I got a phone call from a young man who told me that he and his friend at Litla-Hraun had already been signed up for studies in business and economy at the University of Akureyri but what they really wanted was to study law. So he was asking if the faculty would consider their application positively. I cannot recall how quickly (or slowly) I replied but the conclusion of our conversation was that I, as the head of faculty, would give a green light so those inmates could contact the teachers in charge for the courses of the autumn semester.

We teach the courses of the BA-law studies in 3 week blocks so we are only teaching one subject at the time. Those two prisoners were then supposed to write an e-mail to each teacher asking for allowance to join the course telling the teacher that the faculty approved this practice given that the teacher would respond positively. A Cc of the e-mail was supposed to come to me to keep the necessary distance and transparency of the student – teacher communication.

I am glad to say that the cooperation with those two pioneers behind bars has until now worked out almost perfectly. They have followed and behaved according to the few rules given at the beginning of their studies. To be totally honest I have to admit that my correspondence has been almost entirely with the one who called me at the beginning so it limits the value of the statistical information coming of this experiment. He has been polite, humble and friendly (without being too friendly or trying to become a buddy). And he has been thankful, interested and has shown a balanced academic curiosity and respect that every teacher wishes from his students. If my story would have ended with the graduation of those two students I would most likely never have raised the question in public "What are the Ethical limits of Higher education behind bars?" But of course this adventure was too good to be a general experience.

A year later I got a phone call from Anna Frida who is the study counselor at Litla-Hraun and other prisons in Iceland telling me that the achievements of those two had inspired their fellow inmates so now there were five more who wanted to study at our University and two of them wanted to study law. Of course I agreed to allow them to begin their studies under the same conditions as the first two had had to accept.

To make a long story short we were confronted with a problem of improper behavior and something that our female teacher experienced as a harassment. After this had happened once I did order the student to contact teachers through me and to drop all personal lingua in his correspondence. When this happened again I told Anna Frida that we could not carry on with this prisoner as a student and that he would be suspended from our law program as long as he would spendinghis time in jail.

At this time it was clear to me that I had to think this whole procedure and cooperation through again. There had been meetings between my rector and the people in charge of Litla-Hraun and some of the other prisons in Iceland discussing a formal declaration and agreement on cooperation. That plan was automatically put on ice for the time being. Now, after having reflected up on our short but intense experience I have come to some conclusions about which questions we have to answer before we make any further steps in the direction of formalizing an agreement on higher education in prison between our University and the prison authorities in Iceland. The question we have to answer are i.e.:



1. What is the purpose of putting people in prison (in Iceland)?
2. Do prisoners have a right to university education while serving their time?
3. Do all prisoners have the same right to education in prison?
4. Which are the general human rights of prisoners?
5. How do we arrange the contact between a student behind bars and the teacher?
6. How much contact should there be between student and teacher?
7. How much contact can there be between student and teacher?
8. Are Universities ready to graduate prisoners who have committed serious crimes in sensitive fields of occupation?
9. Do the Universities have a stronger obligation to take the mental situation of the prison students in to considerations than judges have when they sentence people to jail?
10. Is it possible that a University which provides teaching to inmates can be charged for not allowing some of prisoners to study a given subject (study line) with out a clear violation of behavioral rules?

This list can become much longer if we give ourselves time to visualize different situations which can come up when running programs of higher education in prison. I would be glad if you could help me with answering but a few of those questions. It would help me even more if you could provide me with further ethical questions and dilemmas in the context.

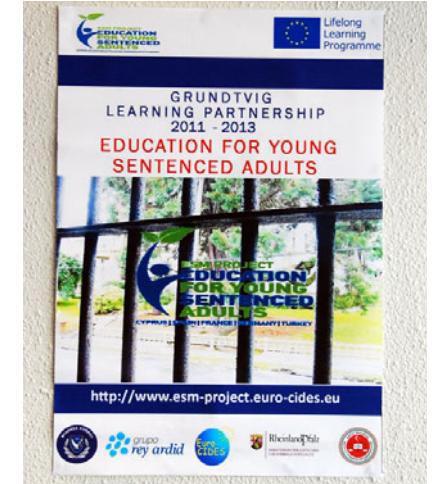
Thank you for your time and patience and I sincerely hope that you have gotten something out of this story of an exciting but limited experience.



Poster workshop

During each EPEA Conference an opportunity is given to the people participating to present their work to all participants by posters.

At the base floor of Hotel Ork a room was dedicated to these presentations. The posters were presented during the whole duration of the Conference.





JPER – the Journal of Prison Education and Reentry



Dr. Arve Asbjørnsen presenting JPER to the EPEA conference

The Journal of Prison Education and Reentry (JPER) is an international initiative to establish a new platform for online dissemination of research and practical guidance with the primary goal to continuously develop best practice in prison education and reentry. As announced during the EPEA conference in Iceland this summer, we can report on the development of the journal towards the goal of presenting the first issue late spring of 2014. As all the material presented in the journal will be PDF-files, it should be easy to download to your device and ready for reading on the go. We hope you all find it worth your time to use the journal.

Who is this JPER for?

Basically, the journal is intended for everyone with an interest in prison education. The journal will be laid out as an international, peer-reviewed, open access periodical that will publish articles relevant to prison education and prisoner reentry into the community. We aim to reach out to prison educators, scholars, counselors, administrators, policy makers, alternative educators and others interested in education in prisons, reentry, community and reform. JPER recognizes the interdependence of researchers and practitioners, but also acknowledges that best practice in prison education also depend on input from a variety of areas, including but not limited to education, psychology, sociology, criminology, anthropology, and law. JPER will publish

practitioner papers as well as research studies and scholarship with the intention of encouraging democratic dialogue within and across these two streams of practice. JPER is an inclusive forum where ideas from around the world are encouraged.

Why open access of JPER?

Over the years, journals and other platforms for publishing scholarly work have been commercialized, and access to new knowledge has become quite expensive and therefore not always available where it is needed. Open access is a way of publishing that assures everyone with access to the internet should also have access to the new knowledge without any cost. Open access is an increasing requirement of the research community, not least because most of the research is paid for by public funding, as is



the writing of scholarly articles, as well as the review process. Following this, the knowledge belongs to the community in large, and should be available to anyone with an interest.

What will be published in JPER?

The journal will accept for publication original research articles, practitioner papers, and feature articles, like letters to the Editor, book reviews, and updates from the EPEA.

The research track will publish original empirical studies and theoretical papers related to prison education and the reentry process. JPER embraces interdisciplinary scholarship and accepts manuscripts from all applicable fields. All submissions to the journal should align with internationally recognized ethical standards, that is well described for the international research community, in particular the application of procedures that assure informed consent and voluntary participation before information is conveyed.

A variety of research methodologies are welcome. For researchers, the quality assurance of blind review is crucial, and before publishing in JPER, all submitted papers will be independently reviewed by three experts in the field. As the main rule, the papers will be reviewed by members of the Editorial Review Board, but papers may also call for additional experts' advice. To be considered for publication, manuscripts should address important issues, have strong theoretical frameworks, employ sound methods, offer new and relevant insights, and be well written. The language of the journal is English. Authors who feel their work addresses the above aims should submit their full manuscripts for consider→

Journal of Prison Education and Reentry

Dialogue for researchers and practitioners



ation to <https://jper.uib.no>. Register through the "Online Submissions" sidebar on the right of the page.

JPER Practitioner Papers cultivate a sense of community-building and professional identity by allowing readers to examine daily practices and assumptions from a variety of perspectives. The journal will publish a variety of practitioner-written work, including but not limited to: instructional design; action research; innovations in art, humanities, literacy, civics, language, vocational, technical, health, reentry and continuing education programs; unique experiences and projects involving families and the community; personal reflections; showcases for class projects; and discussions related to professional development issues. We hope to feature one or more practitioner papers in each issue. Practitioner-based submissions will be reviewed and chosen by the Associate Editor for practitioner submissions and the Lead Editor, and not subjected to a standard peer-review by an Editorial Board. We encourage those who are considering submitting practitioner papers to work closely with the responsible Associate Editor. Please see <https://jper.uib.no> for more details. Manuscripts will be reviewed and considered for acceptance on a rolling basis, but will be organized as a spring and a fall issue.

Who are we, running the JPER?

The initiative for establishing the JPER evolved slowly during discussions with-

in an international group of scholars and practitioners from Europe and the United States of America, in the beginning using the EPEA conferences as a platform for our meetings.

The Editorial group consists of the Lead Editor, Dr. Arve Asbjørnsen, with his co-editors Dr. William (Bill) Muth Section Editor for research and Dr. Anne Costelloe as Section Editor for practitioners papers. In addition, Dr. Cormac Behan will act as Assistant Editor with Anne for the practitioner papers, to assure a fair and sound assessment of the submissions. In addition, an Executive Board will assure a good governance of the journal. In addition to the Editors, the board consists of Dr. Carolyn Eggleston and Dr. Thom Gehring, both from the Center for the Study of Correctional Education, California State University at San Bernardino, and Dr. Terje Manger, the University of Bergen. Dr. Eggleston is elected chair of the board.

Dr. Arve Asbjørnsen is the Professor of Logopedics at the University of Bergen, and the Chair of Bergen Cognition and Learning Group. He has published a number of articles and reports on learning challenges and motives for education among Norwegian prisoners, in addition to extensive research on neurocognitive functioning in dyslexia and also psychiatric conditions like emotional disorders, posttraumatic stress disorder and ADHD.

Dr. Cormac Behan teaches criminol-

ogy at the Centre for Criminological Research at the University of Sheffield, England. Prior to taking up this position, he taught history and political education in Irish prisons for over 10 years. His main research interests are in the areas of punishment and imprisonment and he has published a number of articles on prisoners and civic engagement and prison education in internationals journals.

Dr. Anne Costelloe has a PhD on motives for education among Irish prisoners, and has worked as an educator in Ireland's largest prison for over 20 years. She is a former Chairperson of the European Prison Education Association, and should be well known to the members of the EPEA.

Dr. Carolyn Eggleston is a professor of education and director of the Center for the Study of Correctional Education, California State University San Bernardino. Her scholarly emphasis is on correctional /special education, and has authored numerous articles and book chapters related to correctional education. She has served as President of the Correctional Education Association, and has also edited the Journal of Correctional Education for several years.

Dr. Thom Gehring is a professor of education and director of the Center for the Study of Correctional Education, California State University San Bernardino. His scholarly emphasis is on the history of correctional education and prison reform, and he serves

as the historian for the Correctional Education Association, and has authored and edited numerous articles and books. He has been a correctional educator since 1972.

Dr. Terje Manger, is a professor in educational psychology at the School of Psychology, the University of Bergen, Norway. He has published books and journal articles on topics such as general educational psychology, gender differences in mathematical achievement, motivation, self-concept and behaviour problems in school. Dr. Manger and his colleagues in the Bergen Cognition and Learning Group have a long record of contributions in the area of research on prison education and have the last years conducted several large scale studies in Norwegian and Nordic prisons.

Dr. Bill Muth is the Associate Professor of Adult and Adolescent Literacy and chair of the Curriculum, Culture and Change track of the PhD In Education Program at Virginia Commonwealth University. His research interests include prison based family literacy and critical approaches to prison education policy.

More information regarding manuscript guidelines can be found at the journal home page <https://jper.uib.no/>

Do not hesitate to contact Arve Asbjørnsen (asbjornsen@uib.no), Bill Muth (wrmuth@vcu.edu), or Anne Costelloe (annecostelloe@eircom.net) with any questions regarding the journal.



"Running the course" in the juvenile section

Towards a dialectic of times through the epistemology of science?
 (extracts of an article published in NRAS, d. INSHEA, n°59, october 2012)
Jerome FATET, Lecturer, FRED (EA6311), University of Limoges.
Romuald JOSSEURAND, Specialized teacher, juvenile section.
 Penal institution of Varennes-le-Grand, Burgundy, France.



In order to learn, students must organise their thoughts over a period of time, be able to distribute events over a future time frame, deal with the instability of the present time, review the past, and be able to link all these dimensions together. A course of work then emerges:

- defining and gathering the conditions within which incarcerated students are allowed to move from a constrained and fragmented time scale to a linear and constructed one which then becomes a medium for learning;
- creating the experimental conditions to articulate these different time-scales and build constants

The implementation of the learning situations described in this workshop aims at allowing students to develop an appreciation of this structured time scale, by through experimenting with it within constructed lesson plans as well as their contents - in this case, experimental sciences considered from an historical perspective.

1. Pedagogical modules and projected time

1.1. Times to come and learning times

School, the place for learning, is a complex reality for students. This is where the relationship to knowledge, the relationship to law and the world is progressively built. Most students from the juvenile section have met with school failure (many are not integrated into the school system at the time of their incarceration) or with a difficult learning history. Therefore, what meaning might school in prison have for them?

During initial interviews, we noticed that, for students, learning appears to be disconnected from practical usage. It seems to have little or no relevance to real life. Learning without purpose is not without anguish. Moreover, disjointed pieces of knowledge provide a blurry picture, where they cannot distinguish form. Therefore, we tried to provide knowledge that is relevant to their future, since school time only exists in the present. Michel Develay reminds us that "learning situations start carrying meaning for learners only when they can relate to an objective they wish to reach".

1.2. « Limited » modules and group stability

This poses the question of rhythm and of sequencing of situations and learning activities within group work, and beyond this the question of the link between the will to

reach common objectives and consideration of each student's learning approach. Inspired by concepts borrowed from work planning, Ph. Perrenoud opposes just-in-time work planning in which each stage exists within a plan that is revised according to time and to what remains to be done and a push flow organization in which, day after day, we progress a little, each stage preparing for the following, until the completion of the project.

Modular organization and just-in-time work management can help students to symbolically coordinate and plan actions. They can also train themselves to build in their minds a way of distributing events in the time that remains. Taking into account differences of each individual within this organization requires the implementation of differentiating instruction. The merit of differentiating instruction is that it focuses on each student's progression.

1.3. Differential education or drawing together the different timeframes

Absences from present time (or from current module) might be due to three reasons. The first is unforeseen physical absence of students (legal extraction, problems related to detention, or juveniles having just been incarcerated). The second is the impossibility of students to undertake studies because an external event to the module will prevent them from dedicating their thoughts to the learning process (students just returning from the visiting room or experiencing feel-

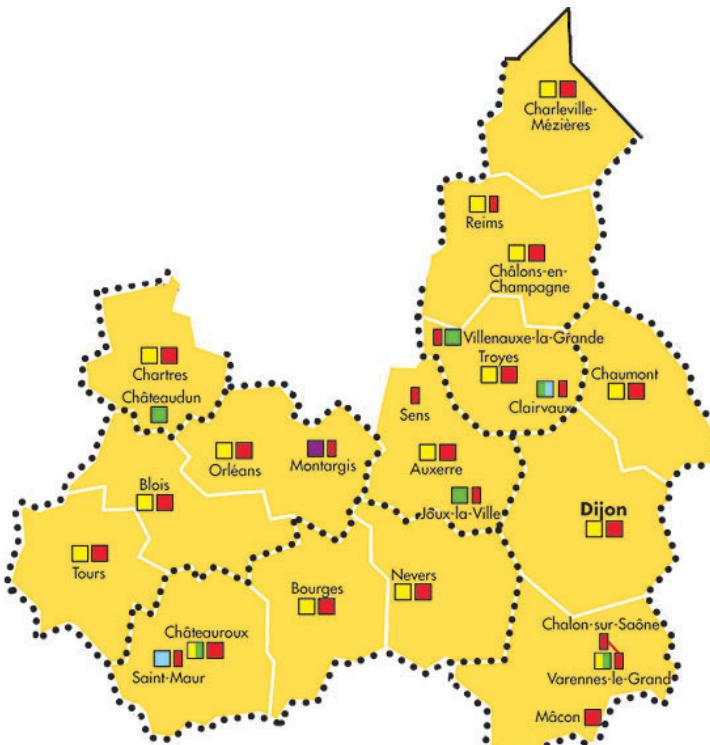
ings of anguish linked to an imminent court case).

Students are then physically present, they choose to come to school but they do not participate in collective work carried out in class. The third reason is when students are physically present, motivated to study, but the common objective to be reached necessitates shared knowledge (or a prerequisite) which they are lacking. In these three cases, we need to allow students to manage this temporality, which is different from that of other students.

1.4. Time passed and metacognition: how to ritualize reflective attitudes

We might think that for young people who had met with school failure, who are impulsive and deprived of training projects and who are incarcerated for a short duration, metacognitive training is relevant: review of past action permits arrest of present action and reorientation, if needed, of future action.





Map of prisons - DI Central East Dijon

Michel Develay emphasizes that "two words must direct [our] pedagogical action: linking and delinking (...) Times when teachers make students adhere to their teaching project and times on the contrary when students can distance themselves from experienced situations in order to analyze them".

This organization of learning time allows incarcerated students to become masters of their own time which remains subjective, to maintain some distance with it and to be able to review it. However, awareness of objective, universal time, is the very core of the contents dealt with in the experimented module.

2. Epistemology of science

actually tested.

However, experimentation should produce the same results as those obtained by investigators who are spatially and temporally removed. This criteria provides the constructed knowledge a temporal and spacial stability. This allows its exploitation in order to predict the behavior of objects submitted to the same phenomena in the future. If we can raise awareness of this specificity in our students, we will reveal an aspect which goes beyond normal school knowledge. Constructing, reproducing and analyzing facts along this structured approach is pertinent, as what is understood will have a definitive impact. This would allow our students

We decided to base our work on a scientific approach, as experiments can be reproduced. This is an essential aspect of the development of scientific knowledge. We wish to build concepts of stability and permanence with our students, as they face schooling difficulties. Experiments that cannot be reproduced are consequently excluded from our scope of reflexion. In fact, the same experiment conducted by two different groups of students must have the same result. The comparison of the results might require negotiation between the groups in order to be able to verify what was

to plan for the future and to build stable points of reference for their social and vocational integration.

It is in this manner that the historical approach meets the students' need for a structured temporality. To realize that the knowledge they are building has been elaborated several centuries before, with protocols very close to the ones they are using, will allow them to realize that some elements in the world, in this case physical phenomena, have a stability which goes beyond human scale and can always be reproduced. It is then possible, and students become aware of this, to pose the same questions as Galileo, five centuries later, to imagine similar experimental protocols, to obtain the same results and to harbour the same doubts. The enduring stability of these phenomena, from the Earth to the moon and over a long duration, as well as modular organisation of our teaching, contribute to the construction of time which is the core of our study.

Conclusion

Within a containing spatial and temporal frame built on scientific content oriented towards the structuring of the concept of time, we would like our students, confronted by significant difficulties, to be able to link all the dimensions of prison time by using dialectic thinking. This would allow them to "apply the combination to multiform mental representations of time: or in other words to have a grammar of time". This would assist students in building their own history, by managing their utilisation of time, by connecting events in such a way that the "me" of visiting time is also the "me" of modular learning, the "me" of learning with secondary school teachers and the "me" of the incarcerated. Furthermore, this would contribute to the establishment of a secure environment

as it would be deprived of hazards.

For our students to relate the different times that organize their week and for them to construct a linear temporality, we must help them to establish a very precise timetable. This quite complex organization within a prison environment is necessary as it allows dialectic movement: students must juggle between different groups, different moments and perceive time in its global sense in order to be available for the learning process. By ritualizing the management of timetables and through preparedness for the future, students should be able to anticipate all their activities, rendering themselves available for learning and rethinking their biological rhythm with a view to reinsertion into society. For all staff, this is a daily undertaking. This global approach to time, from one that is constrained and fragmented to one that is linear and multidimensional can encourage incarcerated students to comprehend temporal expansion and, if coupled with modular organisation, dialectic thinking.

This type of thinking might help students to construct bridges between different experienced realities and to link events in all their temporal dimensions. We suggest that such a cognitive activity would allow a rupture with their cyclic prison time. Being able to connect these times renders possible the construction of a personal history and projects for the future.

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 Romuald JOSSERAND,
 Specialized teacher, juvenile section.
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>>LBB: Languages Behind Bars



Increased numbers of foreign national inmates presents a huge challenge to prison staff and inmates. Language barriers can make it extremely difficult for prison staff and inmates to communicate with each other.

For prison staff, this makes their job much harder, as many foreign national inmates cannot understand their basic instructions. For inmates, this can have a negative effect on their knowledge of legal rights or court cases, access to medical care, participation in work, education and training, contact with family and the outside world, and resettlement opportunities. (Femke Hofstee-van der Meulen, 2008).

The project LBB combines the education and vocational training of these two important target groups to promote communication in a prison setting, helping prison staff overcome communication barriers, and providing foreign national prisoners better access to services in prison.

LBB is a transnational project funded by the European Commission's Lifelong Learning Programme. The project LBB is developing a multi-lingual, cross-cultural learning programme that incorporates not only the education of prisoners, but also offers vocational training opportunities to prison staff.

We hope that our work will help prison staff to promote more effective interactions, reduce unnecessary pressure and emotional stress and facilitate more effective rehabilitation of foreign national offenders.

The LBB consortium is led by die Berater®, (AT) and is a mixed partnership which includes partners from 6 European countries (AT, DE, UK, FR, NL and BG). It unites the



complementary expertise of organisations and networks in the prison sector with that of adult education providers and community out-reach organisations. LBB started in October 2012 and will run until September 2014.

We were very proud to present the project LBB to the 14th EPEA Conference in Iceland, during the conference workshop sessions. Language competences are a significant pre-requisite to successful labour market integration for ex-prisoners. However, conducting a series of workshops at the conference, our LBB project coordinator, Paul Talbot went beyond looking at the role of education for prisoners, highlighting the role of enhanced training and education opportunities for prison staff.



The LBB project is working with both target groups, to enhance communication between foreign-national prison inmates and the staff who work with them. Paul's workshops engaged conference delegates in a detailed analysis of the problems that prison staff face in supporting ex-prisoners into the labour market, and helped delegates to identify a number of creative, innovative solutions to help them address the pressing training and educational needs of prison staff. This led to an interesting project generation session, where delegates tried to match their ideas to current and previous European funding priorities.

Information on the on-going project activities will be distributed in due course through following project newsletters and on the project website: www.LBB-project.eu



Sample of artwork on prison characters, scenes and props in collaboration with the projects artistic consultant Dave Wright to be used in the creation of prison scenarios.

Contact Paul Talbot (p.talbot@dieberater.com) if you are interested to see how these characters and scenes evolve into practical, pedagogical story boards for effective language learning.





The Grundtvig Learning Partnership "RISE" was established in August 2011 with the intention to contribute to a broader social and educational participation of the marginalized group of prisoners. Over the period of two years, multi-disciplinary experts and stakeholders, ranging from prison staff to staff of external service providers and representatives of justice administrations have shared their views and developed common visions about educational approaches promoting lifelong learning in prisons across Europe.

The partnership has adopted a holistic approach to prison education and (re)integration after imprisonment. Core principles were, firstly that the social reintegration of (ex) offenders starts from admission to prison and continues after release and, secondly that education in prison is one pathway to successful reintegration; other pathways include work and qualifications, family and community supports, accommodation and rehabilitation. These pathways are closely interrelated and need to engage together in a meaningful way requiring the collaboration of all actors and institutions involved.



Grundtvig Learning Partnership: Reintegration into Society through Education and Learning (RISE)

Eight organisations working and researching in the field of prison education, from six member states (Austria, Belgium, Finland, Germany, Ireland, Luxembourg) were involved in the partnership. During a series of study visits hosted by each partner organisation, existing approaches, methods and instruments related to prison education were compared and the transferability of selected models was discussed.

As a main result of the partnership, the partners have collaboratively produced a position paper that aims to set new guidelines to make prisoner social and professional reintegration more successful.

The position paper contains the following key principles deemed integral to the reduction of recidivism through prison edu-

cation and learning:

- **Prisoner at the Centre:**

There are several key factors that could improve lifelong learning for prisoners and their successful reintegration, ranging from a holistic approach to prison education, to the importance of the prisoner's own motivation and ownership of the learning and change process, her/his orientation towards a positive future identity, and sustaining hope that this is achievable.

- **Common Coordinated Mission:**

An effective implementation of education and learning programmes in prison must be based on a common coordinated mission which is transparent to all involved actors. Prison staff who act as role models and facilitators of prisoner's learning as well as the support of decision makers is needed. Other important factors are the sustainable communication and cooperation between all actors inside and outside prison and the involvement of the prisoners themselves.

- **Continuum of Education and Learning:**

Prisons must be seen as learning environments in which learning and the support of alternative perspectives for a 'good life' are embedded. A continuum of education and learning in prison and towards lifelong learning must be flexible, needs-led and supported by committed staff.



**Lifelong
Learning
Programme**

- **Strengthening the Evidence Base:** This principle stresses the importance of strengthening the evidence base on prison education and learning through further research on these subjects.

- **Advocacy for Prisoner Education and Learning:**

The RISE partnership advocates for a wider concept of prison education and learning. Prisons should be positive learning environments in which prisoners have the opportunity to reflect their previous identity with offending. At the same time, prisons must become places which enable prisoners to acquire the necessary competences and skills supporting their social reintegration.

The RISE position paper highlights several good practice models that exist in the countries represented in the partnership and calls for the need to invest in such models.

During a press conference in June 2013 at the Information Office of the European Parliament in Luxembourg, two Luxembourg MEPs were presented with the position paper for the purpose of promoting it at a European Agenda level.

Link: RISE Website <http://www.rise.fczb.de/>

Irina Meyer (FrauenComputerZentrumBerlin e.V.)
Astrid Sanger (Johannes Gutenberg-Universität Mainz, Zentrum für wissenschaftliche Weiterbildung)



One-day London gatherings on prison education



Some 40 years ago I was a teacher in London, teaching kids from a place called Tottenham. Even then I was aware of the Institute of Education (IOE), which is part of the University of London, as a major player in teacher training and in-service support. Recently I became aware of its work again due to the formation within the IOE of the Centre for Education in the Criminal Justice System (CECJS).

The aim of the CECJS is "to ensure that people serving sentences in the criminal justice system benefit from education and training, leading to greater social inclusion and well-being and less crime". They are engaged in the professional

IOE London Education and Research Institute of Education University of London

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[Centre for Education in the Criminal Justice System \(CECJS\)](#)

Research

You are here: Home / Research / Centres / Centre for Education in the Criminal Justice System (CECJS) / Research

The CECJS is undertaking an individual and collaborative programme of research and development activities in the criminal justice system, including research, evaluation, consultancy, policy advocacy, training with a programme of research-informed development activity, providing CPD material for practitioners working in prisons and with offenders in the community.

The CECJS also acts as a resource hub for practitioners, policy-makers and researchers, enabling dissemination and communication of research in education and training.

Ongoing and planned research

A 5-year programme of research and development

[Centre for Education in the Criminal Justice System \(CECJS\)](#)
Institute of Education, University of London
WC1H 9AL

development of education providers in this field, and they conduct research and organise seminars.

The CECJS now has a website: <http://www.ioe.ac.uk/research/60131.html>

I have been impressed in particular by a day conference on prison education that they have organised in late June for the past two years. Each of these involved over 150 participants from a wide range of roles in the education and criminal justice systems: teachers, learners, governors, researchers, artists and others. There are people from prisons, probation, post-release projects, NGOs, education providers and more.

Given that most participants are from England, these one-day conferences are, naturally enough, shaped by concerns arising from the English criminal-justice system. But, as usually happens when prison educators gather together, I found each year that the themes and issues discussed are essentially the same as you would find among such a group anywhere. In 2012, there were, for example, talks or workshops on teaching reading, helping the under 25s, and post-release support. Likewise, in 2013, workshops discussed intensive English and Maths, the needs of women and youth, employment training, 'learning to serve time' and the results of a sur-

vey of prison educators' perspectives. Each year I enjoyed accounts of creative art in Scottish prisons.

Yet, Jane Hurry and colleagues in the CECSJ have consciously tried to introduce an international dimension to these June conferences. The two opening keynote speakers in 2012 were Joe Graffam from Australia (speaking about reintegration) and Terje Manger from Norway (exploring motivation and learning in prison contexts). This year, keynotes were provided by Michael Jacobsen from New York (asking if reform is possible in an era of mass incarceration) and Cristina Toeroc from Romania (explaining an innovative credit system to motivate learners in prison).

A great aspect of these one day conferences so far is that participation is



FREE! This is thanks to sponsorship by the remarkable Sir John Cass Foundation, which has been supporting education for more than 250 years. And a tip for staying in central London during summertime - you can get good accommodation in the heart of the city at reasonable prices by staying in university halls of residence, many of them just a short stroll from the IOE.

If you would like to know more about the CECJS, you can contact jane.hurry@ioe.ac.uk



Kevin Warner





'WHAT'S DIFFERENT ABOUT ME?'

One of the biggest factors in causing ex-prisoners to return to crime is lack of proper employment. One of the biggest factors in ex-prisoners lack of employment is the fact that they don't know what to do with themselves. They don't have a vocation. They are pessimistic about their

prospects. They often think that finding employment is a matter of luck.

After working for many years in UK prisons, we decided to create a programme that specifically helped prisoners decide what they could do as employment. We would make this the first question:

'What are you good at?'

But rather than simply ask the question and write down the replies, we decided to assume that the prisoner did not have a truthful answer to this question. That he didn't know the answer. This is not an unreasonable assumption. After all, many of us go through life without a clear idea of our talents and skills. If someone turns to me and identifies a particular skill that I have, my response is very often surprise.

Besides, there is another reason why we didn't want to ask prisoners directly. We wanted to identify potential skills and talents that hadn't yet come to the surface – but might come to the surface over the course of a few days working together, at least so they could be recognised. (All the time we are making a connection between skills that an individual has and a sense of fulfilment in their expression.)

I remember once running a different kind of course and during this course the prisoner was obliged to make a chart of his past life and imagined future life. The content of his



diagrams wasn't particularly notable; however the way he created the chart and the graphic skills he brought into play indicated a real visual flair. When I put this to him, he laughed. 'But that's just what I like to do,' he said, 'it's just play; it's nothing to do with work.' But of course it is a great deal to do with work, it's just he had a very narrow idea of what 'work' is.

So we created the programme called Talent 4... To do this we had to dream up a lot of different exercises in order to 'reveal' the prisoners to themselves. We invented most of them. We made films. We created audio tracks. We interviewed people. We stole some exercises from elsewhere and changed them around. We took photographs and assembled an image library. We created a programme of mostly original exercises that runs over three days.

None of these exercises rely on prisoners being able to read or write. All they have to do as participants is be able to listen, watch and communicate. There are puzzles to be solved, specially created films to watch, audio tapes to listen to, games to play, mini-competitions to run, problems to be tackled and constructions to be built by hand.

In the UK much of this work of diagnostics →





– discovering human potential – is done by asking questions and having participants fill in forms or tick boxes on a computer. We don't do any of that. Instead we rely on imagination, playfulness, creativity and the natural impulse of humans to make sense of what is put in front of them. By the very act of making sense, each individual chooses certain facilities within the brain to complete this task. But the facilities we choose are uniquely different to those chosen by the person sitting in the next chair.

Some people are more methodical in their approach to tasks and problems. Others are more intuitive.



Some people prefer to tackle tasks alone, others instinctively want to share.

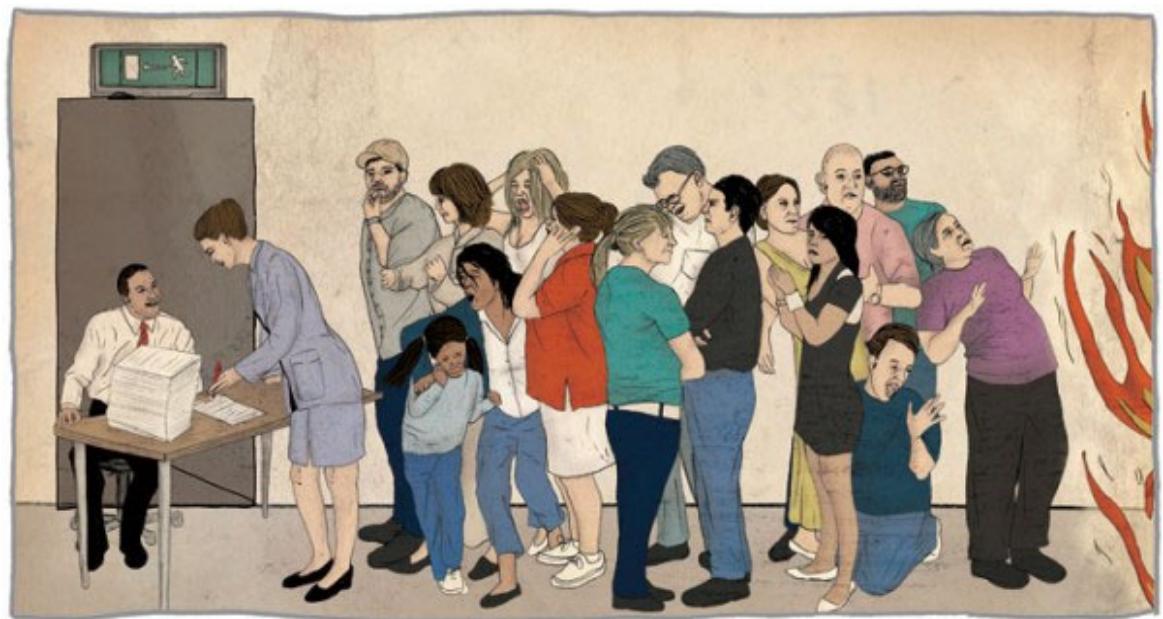
Some people receive information about the world primarily through listening, others through watching or sensing.

Some people are comfortable with abstraction, with intellectual concepts; others prefer things to be 'common sense' or 'matter of fact'.

And so on.

In Talent 4... we've developed a way of collating together these different preferences to give an indication of the talent spread of each individual. Once identified, we use software to suggest what kinds of professions tend to draw in people with particular skill sets. We can point to these different professions and say to the individual participant; 'In this profession they are looking for people who have the skill set you have. You may not have done a day's study in your life or even a day's work in your life – that doesn't matter. You've still found a way of getting by that has given you certain approaches, certain skills and talents which you could – if you wish – put to good use.'

In 2012 Rideout received a grant under the Leonardo Transfer of Innovation fund to allow us to take this programme to six different European countries. As a result, we are sharing it with colleagues in Romania, Malta, Italy, Spain, Lithuania



and Bulgaria. This will enable these colleagues to run the T4 programme either in prison contexts or elsewhere where individuals need help to find employment.

You can track how this work is progressing by visiting www.talent4.org or by finding us on Facebook.

Talent 4 is developed and produced by Rideout which you can find at www.rideout.org.uk

Talent 4... Europe is a Leonardo Transfer of Innovation project funded by the EU Lifelong Learning Programme. The programme has been evaluated by academics at Birmingham University. Their report identified the following:

Talent 4... significantly increases confidence in the ability to tackle the challenges of finding work in the future.

Talent 4... directly challenges negative cycles, increasing aspirations and confidence about work and employment.

Talent 4... significantly increases individual's knowledge and understanding about their strengths and weaknesses in relation to work and employment.

Talent 4... helps produce the right conditions for offenders to go on and achieve what is important for them.

Talent 4... increases the value placed on achievement of future career prospects.

Talent 4... provokes participants into in-depth consideration of their own skills and abilities.

Chris Johnston, Rideout

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Prisoners play their part in Commemoration of 1913 Dublin Lockout



The Dublin Lockout was a major industrial dispute between 20,000 workers and 300 employers which took place in Ireland's capital city in Dublin in 1913. The dispute lasted from the 26th of August 1913 to 18th of January 1914 and is often viewed as the most severe and significant industrial dispute in Irish history.

A 50 foot tapestry to Commemorate the Centenary of the 1913 Lockout in Dublin has been commissioned by NCAD (National College of Art and Design) and SIPTU (Services for Industrial, Professional and Technical Union). The artists selected to design the Tapestry were Cathy Henderson and Robert Ballagh, two well known Irish artists.

Artist Cathy Henderson has said that the tapestry is a visual narrative telling the story of events surrounding the Lockout and is designed along the lines of a large scale political comic strip consisting of 30 panels.

All the stitching work was undertaken by voluntary groups around the Country, i.e. the members of the Embroidery Guild, the Patchwork Society, a couple of schools, a

drug rehab group and two prisons. The prisoners involved in the tapestry were Mountjoy Medical Unit and Limerick Prison.

Eleanor Jones, the art teacher in the Medical unit said that all the students have benefited from being involved in the project. She also added that the students had shown huge enthusiasm for the project and it demonstrated that the prisoners can learn new skills and work as a team. The panel the students worked on was of a headline in the Irish Independent Newspaper at the time.

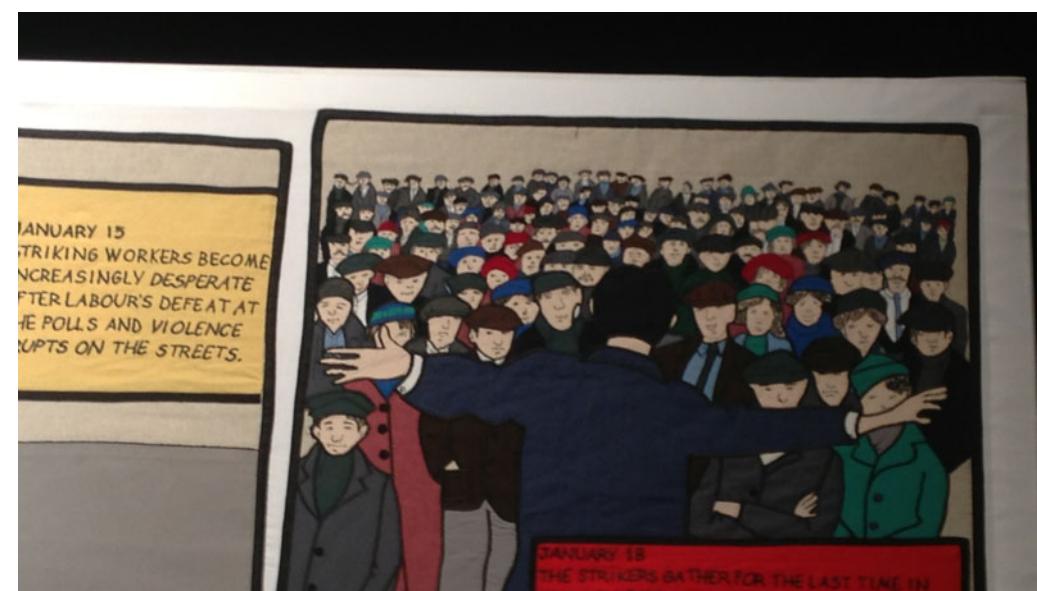
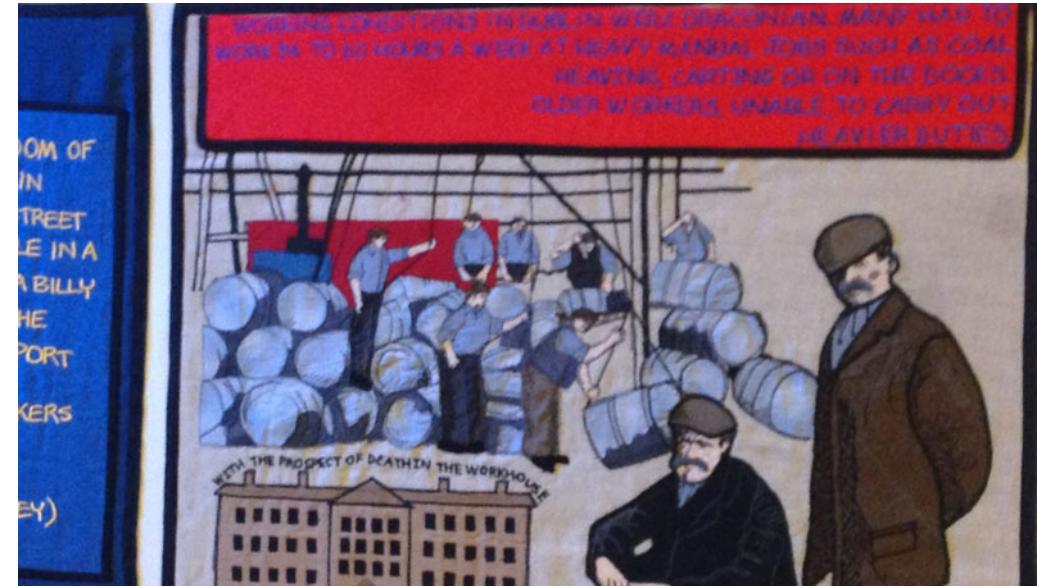
A prisoner named John from Limerick Prison worked on two panels with the help of his teacher Paula Rafferty. After initially looking at the drawings Paula said she and John discussed appropriate construction methods. John was left to make fabric and colour choices and he had to cut and apply the fabric on the background. On the second panel which was very detailed Paula said that John grew in confidence with the machine work as he worked on the intricate detailing of the features on the faces also for the second panel.

Recently, on the 18th of September 2013 the tapestries were unveiled by the President of Ireland Mr. Michael Higgins in Liberty Hall in Dublin. The unveiling was a wonderful display of craftsmanship with a great sense of community spirit. The President commented on the 'Sheer Beauty' of the panels on display.

The tapestry's eventual home will be Liberty Hall in Dublin but it is currently travelling around Ireland before it hangs on the walls there.



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Education through artistic expression in Plock prison, Poland



Lifelong Learning Programme and Grundtvig as one of its 'sub-programmes', gives a lot of opportunities for the ones working in adult education sector. Polish institutions are, of course, eligible to take part in it and obviously many of them are active in this field.

Since prison schools, and prisons themselves, in Poland, in huge majority, are establishments for adults, some of them are involved in Grundtvig activities. Unfortunately, only some of them are... Bearing in mind that in Poland there are about 150 penal units (both penitentiaries and detention centres) in which one can find 18 prison schools, the number of units engaged in Grundtvig activities is rather worrisome. In 2012 there were only seven institutions registered with Grundtvig and in

February 2013 only two more units applied for new grants in the last edition of LLP Grundtvig in present shape, before new programme Erasmus+ is going to be introduced!



What is more, all of the mentioned above Grundtvig undertakings were Learning Partnerships. None of them was a 'big' project like Multilateral or Network Project. It is hard to say why only so few projects are run every year. From my observations, however, I dare say that prison management and superiors are simply afraid to do something more than is needed in their everyday work. Also, majority of these people are scared to take more responsibility.

Nevertheless, I had a chance to run another Grundtvig Partnership Project that was finished in August this year and, as all of them, lasted for two years. There were three partner institutions involved in the partnership – my Polish prison school from Plock, a Romanian prison from a city of Giurgiu and a Turkish institution that works for the sake of the excluded from the society. The title of the partnership was "EduArt" which directly suggests that our activities were strictly connected with artistic education. In my prison there were two main groups of inmates that were directly involved – school students and inmates from the therapeutic unit in the prison.

Why did I decide to design, implement and run the project in Plock prison? The main aim of it was to organize additional activities for the inmates. For various reasons, some of the inmates cannot take part in any additional classes while serving their sentence and thus, the project was meant to be a great idea for them to become involved in some extra activities. Why the main area of

our project activities was spinning around art? I do think that increasing your artistic sensitivity is of big importance. That is why, we wanted to find a way to enable some inmates to learn, or develop already possessed, artistic skills within a socially excluded environment which is unique due to the nature of the institutions involved. Also, one should know that as part of the national curriculum the adult students in Polish prison schools do not have any artistic subjects at all. Nevertheless, some of them show artistic skills and would always be happy to find an opportunity to improve these skills while being involved in, for example, a Grundtvig project.

So, what did we manage to do within the two years when the project lasted? First of all, we organized several workshops during which inmates had a chance to learn



and create. We decided to divide workshops into three blocks:

- stained-glass making workshop,
- sculpting workshop,
- painting workshop and drawing.

When workshops were over we had

"The art is long, life is short"
Hippocrates



**Lifelong
Learning
Programme**

an impressive number of over 50 different pieces of art made in different techniques.

We thought that this would be a shame if no one could see these pieces of art. That is why; we took a decision of organizing an exhibition so that we could boast a little about our achievements. The exhibition was set up in the City Hall, thanks to which everyone could come and see the inmates' works. It lasted well over two weeks! As a part of the exhibition we published a brochure with the photos of the best, in our eyes, pieces of art with a brief explanation and description of the whole idea that lies behind the project.

What I like about such projects is the fact that at the very beginning you cannot predict what the coming two years would bring you. In the case of our project there came to unexpected results. One of them was a short fairy tale for children that two inmates wrote and illustrated. Since literary skills are also artistic skills, we thought this would be a nice supplement to the 'regular' artistic part of the project.

Another spin- →



off of our doings was a medal that we minted. 2013 is the year when our school celebrates its 50th anniversary. One of the inmates suggested that he could design a medal to commemorate this event. Word



became flesh and now we can also boast with a nice medallion – on the obverse there is a logo of the prison school with a relevant inscription while on the reverse there is a logo of Grundtvig programme – a very nice gift for guests who sometimes visit our premises.

Also, we could realize that fame spreads out very quickly. Right after the exhibition in the City Hall was over; I had a phone call from a completely unknown person to me, who read an article about the exhibition in a local newspaper. The person runs her own private art gallery well over 300 km away from my city, and asked me whether this would be possible to "lend" her our art



I am deeply convinced that such activities are not only useful because inmates can do something practical



works. As a result on the turn of November and December wider society will find out about our project and will be able to see its outcomes!



and effective when serving their sentence, which indirectly is service for the society, but also the outcomes of these activities, no matter how grandiloquent it may sound, in a way help inmates change themselves and become better people.

Let me quote one of our inmates – Chris, aged 28 - who was involved in the project activities to give an example:

"Having a possibility to be the part of the project lets me feel awarded among the many who are in a similar position that I am at. By making my efforts I would like to express my sensitivity to the emptiness around me. I think that when making something you need a rich world of your feelings, experiences and reflexions. Have I managed to express all of these? I do not know. I only know that I will be judged by the others who are on the other side of the wall. The ones whose opinion is of big importance to me. I take a bow in front of the people who enabled me to share my artistic world, the world that I created with my own bare hands and the world seen with my own eyes. I hope that thanks to the project my adventure with the artistic world has only just begun and I will be seeking my own truth about art regardless of the place I am at and regardless of the people who surround me. Now, I have the courage about which I could only dream before..."

I suppose the aforementioned quotation is a nice conclusion of this short article



– it is worth making a difference even though you might think your doings are just little ones and may seem unimportant. From my perspective I can only add that it was



worth getting involved in the project, despite the fact that some people did not like the idea and created obstacles. I can also promise that in the future I will not give up and will try to do my best to be the part of the "new" Grundtvig – Erasmus+.

And finally, as the Hippocrates' quotation from the beginning of this piece of writing implies, let's hope the art created by our inmates will last long and others will be able to admire it long after everyone else forgets about the project itself.

Hubert Skrzynski
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EPEA National Branches



The EPEA encourages the establishment of national branches to ensure that we are meeting the local, immediate and specific needs of our members, and in order to represent their interests at a national and international level. Any such representation is stronger coming under the auspices of the firmly established, well respected and international EPEA organisation. Working locally and collaboratively within a branch structure allows members establish a national presence so that they can achieve their objectives within the overarching protection, support and benefits that only an international NGO can bring.

What do we mean by a branch?

The branch is the local organisation of the EPEA at a national level. It shares the same basic aims as the EPEA as well as its governance structure. In effect, the branch is the EPEA's representative body in that country and it is the primary point of contact between the local members and the EPEA. The Steering Committee of the branch is comprised of elected volunteers responsible to the Steering Committee of the EPEA. The national branch itself cannot be an institutional member of

the EPEA. The individual and institutional members of the national branch are automatically individual or institutional members of EPEA.

Read more about the criteria for forming a branch
<http://www.epea.org/index.php?option=content&task=view&id=413&Itemid=456>

FRANCE: EPEA France

Chairperson: Marc Desjacques
 Deputy chair: Dominique Delaporte
 Treasurer: Dominique Antony
 Secretary: Lucie Alidieres

REP. IRELAND: EPEA, Ireland

Chairperson: Jane Carrigan
 Secretary: Edel Cunningham
 Treasurer: Peter Doyle
 Liaison Persons: Veronica Hoen and Kevin Warner

HUNGARY: EPEA Hungary

Chairman: Peter Ruzsonyi PhD
 Secretary: Erzsebet VOROS
 Teacher Coordinator: Zsuzsanna BORGULYANE ANTAL
 Social organisations Coordinator: Mercedes MESZAROS

HELLAS: EPEA Hellas

Chairperson: Damianos Petros
 Secretary: Zouganellis Georgios
 Treasurer: Samara Sophia
 Members: Papadimitriou Ioannis, Chatzimanolou Efthimia

MALTA: EPEA Malta

Chairperson: Dr. Joseph Giordmaina
 Treasurer/Secretary: Dr. Anthony Vella

NETHERLANDS: EPEA-NL

Chairperson: Annet Bakker
 Secretary: Ge Krekelberg
 Treasurer: Ed Santman

NORWAY: FOKO, Norway

Chairperson: Hilde Linda Larsen
 Deputy Chair: Tore Kjærnerud
 Treasurer: Per Sneeggen
 Secretary: Paal Chr Breivik
 Information manager: Knut Bjørn Strommen
 Board members: Janne S Offerdal, Geir Dahl

SOLA - Scottish Offender Learning Association

Steering Group:
 Kirsten Sams, Maurice McKenna, Joy Kemp,
 Ryan Dobbin, Hazel Lynn, Jim Chalmers,
 Martin Laidlaw, Katherine Brash,
 Ian Henderson, Kaye Stewart



EPEA France



<http://www.epea.org/epeafrance>

History

During the international conference on prison education held in Sofia in May 2005, 4 French participants wished to work together to create an association in order to involve more French prison teachers or administrators in the work done on a European level by EPEA.

The EPEA France association was established in January 2006 and officially declared to the French authorities with its constitution and its officers

Aims

As a French branch of EPEA, it supports the aims of EPEA by:

- forming a national network of persons involved in prison education
- spreading information and encouraging exchanges
- helping in participating to European events
- promoting the Recommendations of the Council of Europe

Members

15 members. The full members will automatically be members of EPEA

Steering Committee

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Deputy chair: Dominique Delaporte

Treasurer: Dominique Antony, dominique.antony@cegerel.net

Secretary: Lucie Alidieres, lalidieres@gmail.com

EPEA Liaison persons

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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.

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

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

Objectives

which are also fundamental to The EPEA are:

To support and assist the professional development of those involved in prison education through European cooperation.

To work with related professional organisations

To support research in the field of education in prisons

Membership Benefits

The EPEA Magazine, only for members. You will receive a magazine twice a year and regular newsletters.

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 a member by visiting
the web site of the EPEA
<http://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 and your National EPEA Branch if there is one.

**Further information about bank transfer -
See Web Site**

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



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

Name of the Bank	Address of the Bank
DnB NOR IBAN: NO2216382496969 BIC/Swift Code: DNBANOKKXXX The name of the bank account: EPEA c/o Per Sneeggen Otto Skirstads vei 22 7022 Trondheim Norway	Head quarter: DnB NOR Aker brygge Stranden 21 0021 OSLO Norway Local Bank Branch: DnB NOR Bragernes Torg 11 3017 Drammen Norway

* Discount for certain countries

Individual members from Albania, Azerbaijan, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Greece, 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.



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