



Issue **40**

Winter 2012

## European Prison Education Association Magazine



The 13th EPEA  
International  
Conference 2011

**LEARN TO BE FREE**

Manchester, UK

News - Articles - Updates - Membership

# Chairperson's Foreword



Dear Colleagues and friends of EPEA,

It is with great pleasure that I am able to introduce to you the latest EPEA Magazine which takes as its main focus our very successful conference and Training Course which were held in October 2011, in Manchester, England. For those of you able to attend we hope this will act as a nice reminder, and for those who could not join us we hope it will give you a flavour of what you missed.

We are also delighted to be able to announce that the next conference (due to take place in 2013) will be held in Iceland. We are sure that it will be the latest in a long line of successful

conferences and we are especially glad that it will give us the opportunity to make even stronger contact with our Icelandic colleagues who have supported EPEA for many years.

EPEA is also keen to make sure that our members are familiar with those who are elected to the Steering Committee and so we have included a number of interviews that will give some idea of what the various roles and responsibilities of the Committee members are.

As always we are hopeful that some of you will be able to contribute to our next Magazine – perhaps you have some students who might like to write a piece - and we would like to thank our guest editor Catalin Bejan from Romania for his excellent input.

Throughout 2012, there will be a number of opportunities for EPEA members to attend conferences and seminars that relate to aspects of prison education such as the one highlighted in the Magazine which will be held in The Netherlands. Many of them can be found on the EPEA website under the 'Calendar' heading. Do

remember that often it is possible to obtain funding from National Agencies under the Mobilities programs in order to attend.

It is always sad to say goodbye to people and in this issue you will see that a number of long-term EPEA supporters are leaving their organisations to go on to new and exciting things. It is impossible to fully explain the incredible input they have had to the on-going success of the EPEA as a pan-European organisation of some influence and credibility. It would be selfish to ask them to stay but they will be sorely missed, and we look forward to working with their successors.

We hope you enjoy the Magazine – my thanks go especially to the editorial team for doing such a good job - and may I wish you every success in your endeavours for prison education in 2012.

Best regards – Anita Wilson

# Contents



Chairperson's Foreword .....	2
Council of Europe Reports .....	4
General Council & EPEA elections 2011 .....	5
Important people working on and assisting prison education who have retired ___	6
The 13th EPEA International Conference 2011 - LEARN TO BE FREE Manchester, UK .....	7
EPEA Steering Committee Interviews .....	13
UNLOCKING SKILLS FOR A NEW LIFE - The Arts supporting Employability and Personal Effectiveness .....	18
A brief overview of the Romanian Credit System .....	19
EPEA National Branches .....	21
Membership .....	22
EPEA Liaison Persons .....	23
EPEA Contact Persons .....	24
COUNCIL OF EUROPE RECOMMENDATION No. R(89)12 .....	25

The next issue of the EPEA Magazine will be published in late Spring 2012.

If you would like to submit an article, please contact Mr. Ioannis Papadimitriou at:  
ioanispap@gmail.com  
before the 1st of May 2012

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

epeachair@googlemail.com

in order to join the editorial board.



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The Council of Europe (CoE) winter session of INGOs (International Non-Governmental Organizations) took place in Strasbourg in January. EPEA is a member of the Education and Culture Committee (ECC) and the Human Rights Committee (HRC).

The Chair of the ECC, Sabine Rohmann, introduced the session by picturing the structural changes of the society such as poly-crisis, demographical development, migration flow, access to the knowledge-based society, implementation of the project economy etc. The consequence is, she said, that we have to cope with new challenges and be innovative. Concerning education we have to:

- adapt the educational system to the needs of today/tomorrow – and stop adapting the learners to the system.
- scrutinise our objectives, our contents, our methods and teaching tools.
- give substance to the lifelong learning and education on the pedagogical and structural level.
- help stakeholders to understand the paradigm shift, to understand that education does not stop at the borders, that it is a concern of the whole society.

There were different working groups on themes as Learning history – to become European citizens,

# Council of Europe Reports

Access to digital media for all, Think-Tank Education 21/Teaching profession for the 21st century and Living together in the 21st century. There is a 3 years plan for the work, with the purpose to have a pragmatic result for policy makers, something very concrete and substantial. A suggestion was that we ought to connect to the needs of the politicians – the five targets in Strategy 2020

[http://ec.europa.eu/europe2020/reaching-the-goals/targets/index\\_en.htm](http://ec.europa.eu/europe2020/reaching-the-goals/targets/index_en.htm) 5 targets Strategy 2020 – when arguing in favour of education.

Some statements from the meeting: What is the purpose with education? How to measure that? Changes of education structures are not possible as long as the frames and marking scales are still the same. To have expectations on the learners is crucial for their learning. The teaching profession must be professionalized. There is a lack of further education for teachers. Once they have reached their certificate they do not get any more. Furthermore the leadership in schools must be focused.

Josef Huber from the Education Directorate of the CoE, had a speech. He is responsible for activities in the field of intercultural education and for the Pestalozzi Programme, the CoE programme for the training of education professionals. He wished that the NGO's would use their voice to stress the importance of education to get more money to that field. Society needs education! Huber asked rhetorical if we are doing the right things? Do we have an education for living together? An education for development of self-esteem? Personal development? The society needs people who can "use their

brains", who can practice creative thinking. If you are interested in more of Huber's reasoning you will find his article "Seven theses on teacher education and the purpose of education" at the following link:

<http://www.theewc.org/uploads/files/Seven%20theses%20on%20teacher%20education%20by%20Josef%20Huber.pdf>

In these discussions the EPEA can be the important voice of adult education and education in prison. Regarding to prison education we also have to reflect on the four points above; not least do we have to scrutinize our objectives, contents and methods.

The HRC discussed the digital technique which has changed our way of living. What we write at the Internet will immediately be read in another part of the world – and will be understood from the point of view of that culture and that society. How can we live in mutual understanding in the digital world and how will the human rights be applied in that context? There are e.g. rules in France but they are not valid in the USA. There is a need of education about human rights and of extending the rights to include the digital world. Access to the digital life is nowadays a matter of citizenship, democracy and human rights. This is an important statement to have in mind when striving for access to the Internet for inmates as part of education in prison.

Best regards,  
Lena Axelsson  
Deputy Chair, EPEA





# General Council & EPEA elections 2011



## General Council Overview

The EPEA General Council meeting took place during the Manchester conference on Thursday 27th October 2011 between 17.00 and 18.00.

### What is General Council?

General Council is an integral part of the organisation of the EPEA. It is a public forum that serves to dictate policy, agree rules and principles, and generally influence the direction of the association in accordance with the EPEA Constitution.

### When does it happen?

According to the constitution, General Council must be convened at least once every two years, and it normally takes place during the EPEA Conference because that is when most members are gathered together.

### Who is it for?

All members of the EPEA can attend General Council. It is comprised of Liaison Persons from those countries that have Liaison Persons and also the Officers of the association.

### What is it for?

- General Council is the official public forum
- to account for the work of the Steering Committee
  - to account for money received and spent
  - to adopt changes to the Constitution of the EPEA
  - to hold elections for Regional Representatives onto the Steering Committee

### What happened there?

#### 1. Officers' Reports

During the General Council meeting, the officers of the EPEA gave an account of their activities since the previous General Council to assure members of the smooth running of the organisation and provide a public review of their work. They also answered questions or queries from members.

#### 2. Amendments to the Constitution

Only General Council can agree changes or amendments to the constitution of the EPEA. The Steering Committee proposed a minor amendment to the constitution which was voted by the General Council. this change is: EPEA Constitution, Under Section 6 b (iii) "The quorum for the Steering Committee meetings shall be 1 Officer together with 4 voting Steering Committee members."

#### 3. Election of Regional Representatives

The election of Regional Representatives onto the Steering Committee takes place at General Council, (this is unlike the election of the Officers of the Steering Committee who are elected by all members through a postal ballot). As with all EPEA elections, the election of Regional Representatives is by secret ballot and by means of single transferable vote.

Liaison Persons can only vote if the membership/branch they are representing are fully paid up.

Election of Regional Representatives – Information for Liaison Persons

The EPEA is divided into 5 regions.

**Western:** Nth. Ireland, Ireland, England, Scotland, France, Netherlands, Belgium

**Central:** Germany, Austria, Poland, Czech Rep., Slovakia, Slovenia, Luxembourg, Switzerland, Liechtenstein, Hungary

**Eastern:** Bulgaria, Romania, Ukraine, Montenegro, Belarus, Armenia, Moldova, Georgia, Azerbaijan, Serbia, Bosnia/Herzegovina, Croatia, Russia

**Northern:** Norway, Sweden, Finland, Estonia, Latvia, Lithuania, Denmark, Iceland

**Southern:** Portugal, Spain, Italy, Malta, Albania, Greece, Turkey, Cyprus, Monaco, Andorra, San Marino, FYROM

Each region has one Regional Representative who sits on the Steering Committee. Each Regional Representative is voted for by the Liaison Persons from the countries in its region.

During the General Council there was no election procedure because for each region there were no more than one candidates to be elected. So the result was that either Regional Representatives were reelected or replaced by only one candidate.

The EPEA Regional Representatives are:

#### Western Region

Tony Busser (UK) replacing Cormac Behan (Ireland)

#### Central Region

Péter Ruzsonyi (Hungary) re-elected

#### Eastern Region

The Regional Representative for the Eastern Region is currently under review by the Steering Committee

#### Northern Region

Kerstin Ekholm-Erestam (Sweden) re-elected

#### Southern Region

Petros Damianos (Greece) re-elected



## Important people working on and assisting prison education who have retired



### ALAN SMITH

Grundtvig Coordinator and Deputy Head of Unit EAC-B4, DG Education & Culture, European Commission. Alan Smith has been instrumental in keeping prison education well and truly on the lifelong learning agenda. It is due to his efforts that a positive and productive relationship has been developed between the Commission and the EPEA. His expertise has allowed EPEA to inform its members and colleagues of opportunities for sharing good practice through partnerships and projects. For those familiar with adult education politics at the European level, Mr Alan Smith has become known as 'Mr Grundtvig'.



### TORFINN LANGELID

Senior Advisor at the County Governor of Hordaland, Torfinn Langelid has become an international and well-respected figure in the world of prison education. His publications and presentations on effective practice in Nordic prisons have been widely acclaimed and disseminated across Europe and beyond. He has remained a long-term supporter of EPEA in a variety of roles including membership of the EPEA Steering Committee and conference organiser.



### PETER BIERSCHWALE

Chairman of the Federal Association of Teachers in Germany which is an EPEA Organizational member. Peter Bierschwale has contributed a great deal in promoting prison education not only in his country but in International level as well. He has been a supporter and member of the EPEA for many years in his capacity as Liaison person.



It is always sad to lose the support of people who have an interest in our specialist field of prison education, and at this time we have to say goodbye and thank you to Alan Smith, Torfinn Langelid and Peter Bierschwale.

Although they have all had very different careers and input to EPEA, their enthusiasm, expertise, and willingness to support prison education in general and the EPEA in particular has been applied in equal measure. Due to their efforts prison education and EPEA in particular have continued to flourish and to maintain a profile across Europe at local and at international level.

Building on the professional relationships we have built with these three colleagues, we have high hopes for fruitful collaboration with their successors and look forward to working with new colleagues.

While I am sure that everyone in the EPEA would like to wish each of them well for their future endeavours, I personally, together with the Steering Committee of the EPEA cannot thank them enough for their support, friendship, and commitment – goodbye and thank you.

Anita Wilson  
EPEA Chair

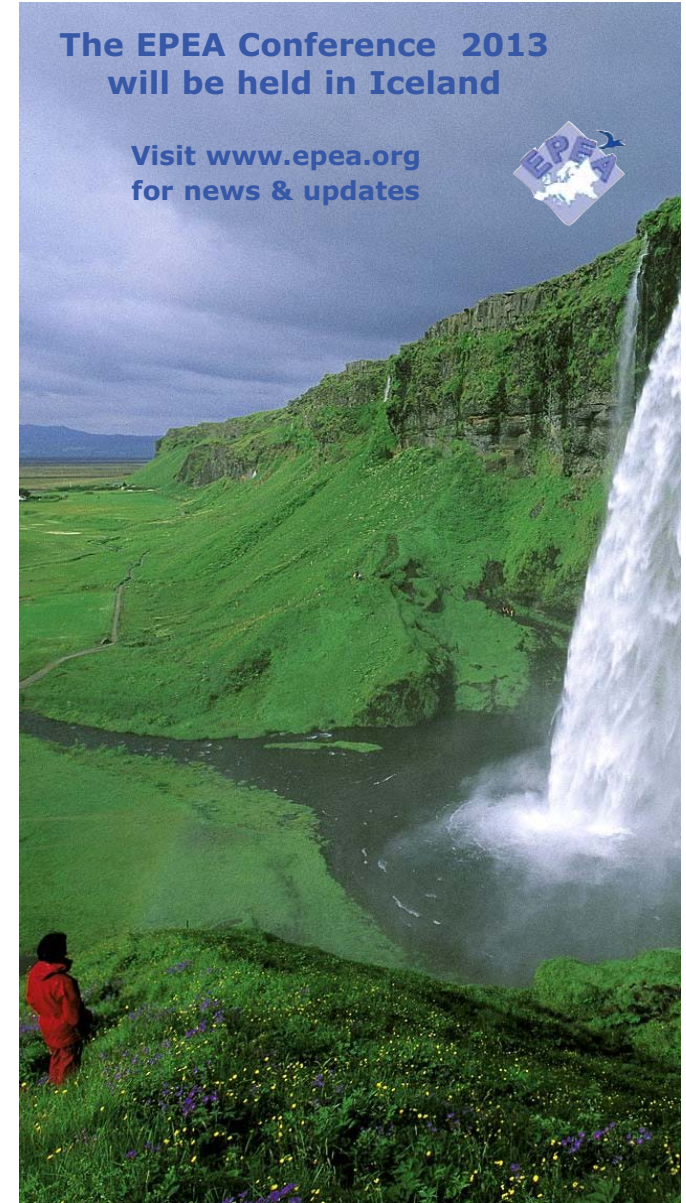


EPEA CONFERENCE 2013

ICELAND

The EPEA Conference 2013  
will be held in Iceland

Visit [www.epea.org](http://www.epea.org)  
for news & updates





## From the Organising team



The Manchester College was very proud to host the 2011 EPEA Conference in Manchester and is delighted that the event was so successful.

The Manchester College is the largest Further Education College in England employing around 5000

## The 13th EPEA International Conference 2011

### LEARN TO BE FREE

Manchester, UK

staff. The College has a specialism in Offender Learning with around 2800 staff employed across 80 prisons in England.

The Conference gave countries from all over the world the opportunity to network and share good and promising practice in the field of prison education. Many roles of employment were represented including teachers, prison staff, support workers, managers and policy makers. All types and categories of prisons were represented.

The Conference took the form of formal presentations, workshops, art exhibitions, seminars and poster exhibitions to showcase a great variety of excellent initiative to improve the life chances of those prisoners in our care.

The Friday afternoon was dedicated to an Arts Extravaganza, organised by PAN (Prison Arts Network) which was highly professional and extremely entertaining. The Halle orchestra performed alongside the young trainees from Thorn Cross Young Offenders' establishment and received a well deserved standing ovation. The performance was followed by an afternoon of art, dance, song and drama at the College's Sheena Simon Conference. Once again a standing ovation was given to the students from the Arden School of Theatre.



The training course ran for 5 days within the Conference and included presentation sessions on; Offender Learning in England Women in Prison The Young Offenders' estate The



Virtual Campus A visit to HMP Manchester, a large top security and local establishment, also proved greatly informative to the delegates. The course was wrapped around with panel discussions, plenary sessions and informal sharing of experiences and ideas.

The venue at The Midland Hotel, in the centre of Manchester gave everyone the opportunity to explore the wonderful attractions of the city.

I am sure all those who experienced this year's conference will be looking forward to the next in 2013.

**Merron Michell OBE**  
The Manchester College





# Workshops

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

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

It was a common belief among the participants that these workshops added a great value to the Conference.







## Impressions from the conference



overview of 'Women in English Prisons' and also by the Education Manager at HMP Hindley who talked about 'Young People in English Prisons'.



We were taken through the 'Virtual Campus Website' by Sally Garratt who is the Operations manager in the Manchester College. This presentation led to many questions as most of the attendees at the course have limited or no access to the internet in their prisons.

Following lunch the group walked to HM Manchester Prison and were shown around the Prison by the education and prison staff. We had an opportu-



nity to see the Education Centre, the Print and Laundry Workshops, the Industrial Training and Bricklaying workshops and many more. We had a chance to ask questions and to speak with both staff and prisoners

during the course of the visit. In the evening we had a private exhibition viewing at Bankley Gallery of work made by professional artists, who also work in prisons, and ex offender artists.

I would encourage other delegates to apply through their National Agency to attend the Grundvig Training Course for the next Conference as it not only provides you with a backdrop and foundation for the conference that follows but it is also a good way to make a connection with a smaller group of delegates from the outset.

The programme which was set up for the Conference in Manchester was a combination of workshops, keynote speakers, discussion groups, etc. but with enough time built in to speak with other European Prison Educators in a non formal way.



Each morning began with a talk from a keynote speaker and was followed by an array of workshops from which one had to choose. Because of my art

I consider myself very fortunate to have attended the 13th International European Prison Education Association Conference in Manchester in October, 2011. Manchester was the first conference whereby I obtained a grant for the Conference and the Grundvig training course which ran concurrently with the conference over five days.

My initial reaction on returning from EPEA Conferences is that I feel like I have attended several in-service training courses in one, such is the positive and uplifting feeling I always have following these Conferences and this can carry through to my everyday work for several months later.



On the first day of the Grundvig Training Course twenty four other delegates and myself attended a morning session at the Manchester College where we met with the staff of the College who manage the Offender Learning Programme.

There were several presentations made as well as a presentation by Annick Platt who gave us an



## Impressions from the conference

background I tended to opt for the workshops that had an art/drama/music theme to them. I must admit that I was spoilt for choice.

These workshops covered topics such as 'Employability through the Arts Education in European Prisons', 'Art Behind Bars' 'Exploring the post release experiences of ex-prisoners using film', 'Telling the story; working with museums and digital Story telling'. After lunch there were meetings, poster sessions and more workshops. Another workshop I attended was titled 'Behind the Vale'. In this workshop session we looked at a drama which was set in two Scottish Prisons and explored the barriers to education in conjunction with associated themes that affect women prisoners such as addiction, domestic violence and separation from family and friends.



I presented a poster workshop on:  
'The Artist in Prison Scheme -  
A Partnership that works'

The intention of this workshop was to celebrate the art work made by prisoners in Ireland over the years through the Visual artist in Prison Scheme.

There were several keynote speakers and the one that stood out for me in particular was from two former prisoners telling their personal stories. There was also a keynote speech from The Timpson Academy who train and employ ex prisoners. This was of great interest to all as the job of finding employment for all our students is one of key importance.



On the Saturday afternoon there was an arts extravaganza programme planned for all delegates which began with a musical performance by prisoners



from Thorn Cross and The Manchester Halle Orchestra. There was also a performance by students from the Arden School of Theatre which took place at the Sheena Simon campus. It also included art work by prisoners and a performance called 'The Insider' performed by Alan Clarke and Jyothi Kuna. This was truly a spectacular afternoon, one which I noticed took several delegates breaths away, standing ovations were called for and some tears could also be seen!



I would like to take this opportunity to thank the Chairperson, Dr. Anita Wilson, the staff from The Manchester College and the Steering Committee who provided a conference programme which was not only full with relevant and up to date topics but they were presented in an informal manner which allowed for a more open discussion between delegates.

Veronica Hoen  
Art Development Worker  
Prison Education Service, Ireland





## Impressions from the conference

1  
first  
impressions



Dear EPEA team,  
I was very lucky to get the chance to attend the EPEA 13th conference. It was my first time to participate in such a big event and I was truly amazed how accurately everything was arranged. The group of organizers was prepared to answer each of the participant's questions, even though the program, the materials, brochures, leaflets, books were in place.



The workshop sessions helped me to get familiar with the different countries experience, share the thoughts how the education processes can be improved in the penitentiary establishments, what are the challenges and how to deal with them.

Those 3 days spent in the most comfortable "Manchester Midland hotel", enjoying the interesting workshops, meeting the professionals from all over the world, building the network became fruitful days of my stay in UK.

It was really inspiring to listen to the former inmates' success stories, to apprehend once again how important is to treat people in a human way. I was truly impressed by the performance of the prisoners from HMYOI Thorn Cross and Manchester Halle orchestra and brought those fantastic ideas back to my country.

I want to express my gratitude towards EPEA team and FOKO for letting me participate in such an outstanding gathering and wish you success and luck in your extremely responsible work.

Moreta Bobokhidze  
National Project Coordinator  
The Norwegian Mission of Rule of Law Advisers to Georgia

Dear Sirs, the 13th International Conference of EPEA which was held in Manchester between 27th and 30th October, named "Learn to be free", created a strong bond between me and EPEA. A bond of transition from experiential education to a scientific area of prison education.



In this short period of time I had the chance to come in contact with a network of specialists and researchers in the field of prison education. More than 300 conveners from Europe, America and Australia shared their experiences, hesitations, their new ideas and curriculums and therefore they became shareholders of the vision and basic principles of EPEA concerning the prisoner's right for education.

It's my wishful thinking that this conference provided all the participators with the knowledge and the supplies to be more productive in this demanding environment, like prison, which shows lots of differentiations between the participant countries. The negative conjuncture of financial crisis which influences Europe shouldn't localize the educational work of correctional as well as the social, psychological, mental, legal issues of the prisoners. The result of this entire project is the reintegration of the prisoners and the combating of social exclusion.

I would like to end this letter with the wish and hope that in our next meeting in 2013 the Greek representation would be wider as all the prison institutions in Greece would have a common educational structure and their differences would have been limited.

Finally, I would like to give my warm congratulations to the organizers of the conference for the attributions during the conference.

Best regards,  
Paschalis Dimou,  
Teacher-Social Anthropologist  
PhD candidate  
Med Management of Education  
Med Anthropology of Education  
Headmaster of 30th Elementary School of Volos  
Hellas



1st  
Impressions

## Impressions from the conference



### EPEA Conference 2011

For me, this has been the first EPEA conference I've attended in my life. I know I'm speaking for each member of the Dutch delegation when I say it has been the most wonderful, enriching experience. I came back inspired, full of positive energy and full of intentions to make this world a tiny bit better by doing the amazing work that we do.



The programme was enchanting with a variety of showcases, arts and music, workshops, lectures, and meeting all these like minded people. I think it's safe to say that we've all learned so much from it.

For me personally, it felt like I discovered a treasure box filled with knowledge and experience that are mine to take whenever I need. All I need to do, is reach out to my colleagues across the EU through an email of a phone call. It's a warm and safe feeling.

Together with my colleague Ed Santman, I was proud to present the PEETA Project

[Personal Effectiveness and Employability skills Through the Arts] in a workshop on the last conference day.



I truly believe that [arts] education can make a true change in peoples lives. A lot of people, both inside as well as outside prisons, live their lives simply trying to survive and sometimes have to make bad choices in order to do so. [Arts] education has the power to change 'survival' into 'living'.

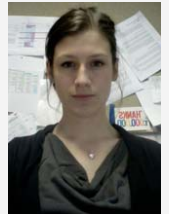
It was truly inspiring and amazing to meet all these people from all these different countries who have the power and the skills to make this happen for our precious learners.

Pris Tatipikalawan

Arts teacher at the Dutch prison  
PI Krimpen aan den IJssel  
Team PEETA NL - The PEETA Project

I am currently beginning the second year of my PhD at Bangor University, Wales (UK).

My research involves evaluating and improving the basic literacy levels of adult offenders under care orders. I was pleased to attend my first EPEA conference this October and found it to be a thoroughly valuable experience.



I was delighted to be in the company of so many likeminded people and appreciated the warm reception from the conference organizers. Talk topics were thought provoking and had a wide variation between each.

I found myself making some difficult decisions planning my daily schedule! I look forward to the next conference in 2013, and hope I can contribute in presenting some of my research findings.

Thank you to the EPEA for a captivating few days!

Amy Hulson-Jones  
Wales

# EPEA Steering Committee Interviews



Lena Axelsson (Sweden)

ROLE IN THE SC:  
DEPUTY CHAIRPERSON

## What is your role in the SC?

I am the Deputy Chairperson and I will be the next Chair person, actually I am quite new in the SC since I have participated in just one meeting so far.

## What is the reason why you got involved in the SC?

In fact I was very surprised when I got a phone call from Torfinn Langelid who is one of the EPEA wise people and he asked me if I could think it over to become a Deputy Chair. I was really astonished and at the beginning I had not realized that taking the place meant that I was to become the next chair of the Organization, I thought it was only for the Deputy Chair place.

But I think it is a very stimulating role and I feel that if I can help somehow with my work in the important area of prison education in a European level it would be essential, since I have a great respect on the role I am about to take.

Since epea is a European and an International Organization, do you think that your personal work and your country will be helped by this involvement?

Yes, I am sure. Exchanging experiences is important for development. In this Conference, for example, there are plenty of different countries represented in one place at the same time and you get new context and networking by meeting people in the field. You can see / learn how other people have solved issues similar to the ones that each one of us deals with and how problems and obstacles can be overcome. That way we can have new ideas and arguments for our own National work.

## What do you think epea can do for the new European countries and the countries that are going through crisis?

First of all I see EPEA as an arena for sharing knowledge, ideas and experience, a platform that can be used through the website wherever you are and which allows you to participate without travel costs etc. The mix of participants from different parts of Europe (and beyond), with various situation, history and culture, contribute to a rich supply of ideas and current issues.

EPEA can be a platform for gathering people in European projects and providing the networks and the mobility activities supported by European funding. EPEA can provide information about these possibilities which

perhaps are not known for everyone especially not in new European member countries.

## Is there anything else you would like to add?

I assume that people involved in EPEA have a deep interest in education in general and in Prison Education in particular. Education for all is a human right. We can work together for further development within this field, no matter from which part of Europe, and EPEA can be the facilitator in this matter.





## EPEA Steering Committee Interviews

Torfin Langelind  
(Norway)

### ROLE IN THE SC: Previous SC member

#### What was your role in the SC?

I have been a SC member for ten years, from 1997 to 2007, and I have been a member of the EPEA Conference Organizing Committee several times.

#### What is the reason why you got involved in the sc?

I think that it was back in 1997 in an EPEA Conference in Budapest when a member of the Organizing Committee and somebody from Norway proposed that I should be a member of the SC and so I became a Regional Representative in 1997, and in 1998 I was elected as the EPEA Membership Secretary and I kept this place until the 1st of July 2007.

#### Do you think that your personal work and your career were helped by this involvement?

Yes, this involvement was very interesting because being a member of the SC I got a lot of contacts all over Europe within the committee and also by Organizing Conferences I met with people from different countries. I developed a network all over Europe and these contacts were very important for me because I got ideas from other countries and so I was able to help to develop prison Education in Norway. So, International relationship and contacts are very valu-

able for everybody working in the field of prison Education.

As I have mentioned in my workshop here at the Conference, I have seen great development taking place. In the year 2000 very few Institutions, very few prison schools, took part in European programs, and I kept encouraging people in Norway to take part in these programs and step by step it has been much easier and I think the same thing has happened in most European countries as well.

#### What do you think EPEA can do about the European countries that need support like the countries that are going through crises nowadays?

Of course I think there is a deep financial crisis all over Europe, maybe Norway is not facing the same problems because of the oil, but I think that the EPEA should try to support and encourage the members in the European Countries to try to get funding for research in the field of prison Education.

In Norway we have done a lot of research on prisoners' educational backgrounds, preferences and motives and we have seen that this documentation is very important for politicians and bureaucrats, and when the politicians see the documentation then it is easier for us to convince them to give funding for education in prison.

The next step is that the EPEA develops the contacts with the EU Commission that has a lot of money available for these tasks. Therefore the EPEA should take initiatives to go further trying to get funding for prison education in Europe. I know that the SC has a project coordinator who will try to develop a

project for the EPEA in this field and that should continue. Specific directions should be given by EPEA to the member countries about these funding possibilities.

Also, we must try to go further on organizing EPEA National Branches in the different European countries. Today we have National Branches in Norway, Greece, Cyprus, Malta, France, Ireland and Hungary, and we should go further and try to develop National Branches in all the European Countries. Having a strong National Branch is important not only for the teachers but it is also a strong voice that can be heard by the Ministries of each country and so, I would like to encourage the SC to try to develop these Branches.

#### Is there anything else you would like to add?

I have been involved in prison education since 1974, and I can see as an old man a development in the field and I see that today there is a much more International aspect in our work and this is very important because we can learn from each other, we can develop ideas and thoughts to push prison education further. There has been a lot of research in the field nowadays but we have to do more. In addition, we need to develop networking between prison teachers all over Europe and EPEA has to play a major role in developing this area.



# EPEA Steering Committee Interviews



## Anne Costelloe (Ireland)

### ROLE IN THE SC:

Council of Europe Representative, Former Chairperson, Secretary & Regional Representative



### What is your role in the SC?

Representative at the Council of Europe. Former Chairperson, Secretary & Regional Representative.

### What is the reason why you got involved in the SC?

I was invited to do so and so I ran for election as Regional Representative but didn't get elected. However, a few months later a Regional Representative had to step down and I was co-opted onto the Committee until the next election period. I then won the subsequent election.

Before that, I had been a member for a number of years and had attended some of the conferences so I knew that it was a 'friendly and relaxed' organization and that's why becoming more active and involved didn't seem so daunting or inconceivable. I suppose I didn't give it too much thought, it just seem 'like a good idea' at the time and an interesting thing to do.

### Do you think that your personal work and your career were helped by this involvement?

I think my personal work as a prison teacher has been improved immensely through my involvement. It has opened my eyes to 'other ways' of doing things and made me realise that my problems and my successes are very similar to those of other prison edu-

cators right across Europe. Knowing this has not only helped me find solutions and consider other options but also if I haven't been able to resolve the problem/difficulty, knowing that I 'was not alone' was helpful in itself. Also, my students always enjoy hearing about and discussing how things are done in prisons in other countries.

I am not sure if involvement has helped me in my career as to be honest my employers are not very interested in (or even aware of the possibilities afford by) the EPEA and tend instead to focus 'on the Irish situation' so I think they view my involvement as a personal thing rather than a professionally thing, and I don't think I've gained any kudos from them because of it. Maybe it has raised my profile nationally.

### What do you think EPEA can do for the new European Countries and / or the European Countries that need support (like the ones that are going through a crisis)?

It's very easy to feel isolated and peripheral when things are going badly but it is rarely helpful to do so. Knowing that you are part of something bigger can give you a sense of cohesion and strength in numbers. In a practical sense, membership of the epea allows us do something proactive, to take back some control over our professional lives and of course it widens our network base. Participating in forums, chat groups or special interest group can grow / broaden our networks and allows us to use our international peers as sounding boards and potential contacts. Not only does it broaden our knowledge base but it can help us

focus on priorities.

### Is there anything else you would like to add?

While this might sound like a cliché, I have made some lovely friends and acquaintances through the EPEA, I have met fantastic people from countries I would never have visited (or even known very much about) and that's great.

I think it is particularly good for those of us who work in a prison environment (which can nearly always seem depressing, miserable and can be very tough) to get away from all of that from time to time and meet new people with new outlooks and refreshing ideas.

But it's particularly great to meet new people who understand 'where you're coming from' and for me that helped restore my faith in humanity and kept me positive when things were looking very bleak in the world of Irish prison education. In addition, I have had wonderful opportunities to visit other countries and because I like to travel and because I have always had an interest in geography, history and architecture, it has been a pleasure for me to do so.

I would urge anyone who is considering to become more active in the EPEA to do so – it's good for the mind and good for the soul!



## Astrid Utgard (Norway)

ROLE IN THE SC: **SECRETARY**



### What is your role in the SC?

I am the EPEA secretary and I am on duty from the 1st of July 2011 replacing Asbjorn Stoverud who has left the place earlier because he got a new job.

### What is the reason why you got involved in the SC?

Actually, my boss asked me to take this job and that is because she thinks it is important for us in Norway to be involved in EPEA and I also think that it is important to be involved in what is going on in prison education in Europe. For example, during this Conference, I have seen a lot of things going on in the field and it is important to know about them and have the opportunity to contribute.

### Do you think that this conference gave you the chance to meet people from other countries and be informed about other prison education systems?

I have been a partner to a project earlier and during its works we have been able to see how other countries deal with prison education but now as an EPEA SC member at the conference I see a greater opportunity to meet people and be able to make networking contacts in the field which is very significant for our work. It is a great opportunity to know names, to know projects, to know how people work and I feel that it is a very good experience for me.

### It is clear that you have a very positive idea about the epea and the sc, so how long will you be a sc member?

Well, really I don't know because it is a little unclear if I am replacing Asbjorn for one year or I am keeping the place for three years, but now we have a strong SC staffed with people who are really willing to contribute to what is going on and I would like to be part of that. I feel that it is an interesting role from which you can learn a lot.



## EPEA Steering Committee Interviews



## Kerstin Ekholm-Erestam (Sweden)

### ROLE IN THE SC: Regional Representative, Northern Region

### What is your role in the SC?

I am a regional representative in the SC of EPEA. This means that I am the contact person for the Liaison Persons and Contact Persons in the Northern Region of EPEA. Before our SC meetings I send out information and ask for opinions or questions that need to be put on the agenda. At the SC meetings I will submit a report from the branches in the region and share any information about new developments in the region. I will also send out invitations for events or other relevant information from the SC or any member.

### What is the reason why you got involved in the SC?

I was asked to be the LP from the Swedish members 2005 and shortly after I was asked to join the SC as a regional representative in the Northern region and was elected into the SC at the conference in Sofia, Bulgaria. My first encounter with the EPEA was at the conference in Langesund in Norway and I was impressed by the organization and the international involvement. I was then already a member of the EPEA and had been to Nordic Conferences.

### Do you think that your personal work and your career were helped by this involvement?

Yes, I have gotten a lot of inspiration from my friends in the EPEA and from taking part in conferences

and the organizing meetings in the SC. It has been inspiring to meet colleagues from all over Europe and beyond and also to take part in the latest research and findings within prison education. I have had the chance to talk about EPEA at the Nordic Conference and also at local meetings for teachers in my region in Sweden. I have been working as a prison teacher all these years with EPEA and this involvement has meant a lot to me personally, but hasn't changed my career.

### What do you think EPEA can do for the new European Countries and / or the European Countries that need support (like the ones that are going through a crisis)?

I think that EPEA can be supportive to members and also to branches of the EPEA by inspiring and supporting new initiatives and also to put pressure on policy makers and legislative bodies to follow the Council of Europe recommendations where ever they are violated.

### Is there anything else you would like to add?

We can always become better at sharing information with all our members and make use of new ways of communication. Every member should feel that they are important and that we all have things to share with each other. We need to find ways to make members active and share good practice.





# EPEA Steering Committee Interviews



## Petros Damianos (Hellas)

ROLE IN THE SC: Southern Europe Regional Representative

### What is your role in the SC?

I am a regional representative in the SC of EPEA and this means taking part in the making of decisions, and also participating in whatever action is undertaken by the SC. Being the regional representative also means that I am the contact person for the Liaison and Contact persons in the Southern region of EPEA - therefore it is my responsibility to inform, via the LPs and CPs, all members of the region on any relevant matter, and ask for their feedback on opinions and/or problems in order to put forward to the SC. As a representative, at the SC meetings I keep the directors up-to-date on all the latest developments in our region, inform them about any problems, and pose questions and issues that might have arisen.

### What is the reason why you got involved in the SC?

The reason behind my involvement is my firm belief that prison education needs perseverance and massive action on behalf of our colleagues, so that it is represented by a united front in order to forward the relevant issues and problems.

My first encounter with EPEA took place in 1999, at the EPEA conference in Athens. At the time I was a volunteer, helping out students, who had demonstrated criminal behavior, in various correctional facilities in Athens. It was then that I realized I was no Don Quihotte, and that hundreds of people in Europe shared the same views as me and as my few-back in those days-colleagues, with whom we had the same or similar beliefs.

The very first person I met at that conference who was a member of the EPEA was Torfin Langelind, and he was the one to encourage me to become a more active participant. He helped me see that an idea is bet-

ter realized when put into use not just in one country (Greece-in my case) but at a European level, as well.

### Do you think that your personal work and your career were helped by this involvement?

It goes without saying that both my career and my personal work have improved; during all these years I have come across very many different, interesting people I would not have met otherwise, with whom I have had lots of discussions on issues regarding prison education. We have exchanged ideas that proved stimulating for us all, and have supported each other.

What's more, my involvement in the EPEA has led me to form EPEA HELLAS. As you very well know this is the local branch of EPEA, which reinforces our views on prison education and has united those of us working in this field through our internet site and our google group, two means that bring all members from all over Greece together; any thoughts, any ideas, any questions or issues can be brought to our attention through the google group, where all members have access to. The point of these technological meetings is to avoid feeling isolated. And this is why we organize annual meetings where we can see each other in person and communicate more efficiently.

The very first thing is to keep up the good work, that is, to carry on supporting morally and mentally all branches and their members in the difficult task they are undertaking. Secondly, as it has been the case on more than one occasions, to provide help to its members across Europe to deal with any problems, by briefing both political authorities and the public.

Furthermore, as long as the financial resources

of EPEA are sufficient, it is vital to sponsor events organized by its branches-either partially or wholly-especially those which aim at bringing the members together in order to discuss the problems and challenges they face, i.e. conferences where adherence to the instructions of the European Union concerning prison education, and the reinforcement and boosting of prison education are on the agenda.

### Is there anything else you would like to add?

I wish for EPEA to grow stronger as each year goes by, and I hope that more people will be interested in becoming members of EPEA. I also hope that all of us will fight together to improve prison education. This must be clearly understood by everyone, because the next years are going to be much, much harder than anything we have dealt with so far, and we will need to stick together and fight to uphold everything we have achieved. What is really important is for all of us to try our best to force our governments and the European Union to enact laws for even better living conditions for the inmates. Among other things, this is crucial for the improvement of prison education.

Another point I would like to stress is that we should all bear upon the authorities for improvements on the legislation concerning the criminal record of minor and young offenders-keeping in mind that for them to be able to find a job after being released from prison should be a top priority. Especially those inmates who have successfully graduated from schools within prisons, can be considered role models, motivate other prisoners, and help change the way society views juvenile delinquents.

And I feel that we, not just as individuals but mostly as members of EPEA, do have what it takes to achieve this.

As sung by Pink Floyd in their song 'Hey You'...  
*"Together we stand, divided we fall"*



## UNLOCKING SKILLS FOR A NEW LIFE

### The Arts supporting Employability and Personal Effectiveness

- International Conference -  
September 27, 28 and 29, 2012  
in Rotterdam, the Netherlands

- Grundtvig Course,  
"Effective learning through the arts" -  
September 25 – 29 in Rotterdam, the  
Netherlands

Policy makers, artists and scientists worked together during 2 years of European exchanges, intensive workshops and research in 6 countries. This resulted in new ways of learning and new possibilities for art education in prisons and elsewhere and in a new certificate that will help them find their way in society.

We kindly invite you to share, discuss and reflect on the opportunities art education currently offers. We will present some excellent results and explain what learning through the arts means to people in the margins of society. We will lay out its benefits for employers, the judicial system, policy makers and art-educational institutes.

'I had never been able to work with others before but this has taught me to listen and work together, not to just to follow my own ideas'.

Dutch prisoner after music-theatre workshop.

The University of Exeter has done extensive research into the effectiveness of workshops that were mostly delivered in prisons. At the end, most of the detained participants felt empowered and had significantly improved their communication and collaboration skills.

The SEPE (Supporting Employability & Personal Effectiveness) programme offers courses in the 'soft' skills that employers are keen on, such as team work, good communication, time management, flexibility and presentation. These courses are delivered by trained artists aiming at underprivileged groups e.g. inmates, youngsters, immigrants, illiterates and resulting in CDs, staged plays, concerts or exhibitions. The focus is on informal learning, there is no writing, studying or exams. It is all about developing skills through the dynamics of the group processes.



The SEPE Certificate for participants is developed by Edexcel part of the PEARSON Group, the world's leading company in education.

### The Conference

We aim to have some outstanding Dutch and European policy makers, artists and employers shine their light on the arts contribution to desistance, employability and the potential for learning through the arts. Additionally, inspiring speakers are being contacted to be with us at the conference.

See our official conference site [www.peetaproject.com](http://www.peetaproject.com) for the preliminary programme, how to register and some useful tips for your stay in Rotterdam. The conference language will be English. For more information please send an email to [teampeeta@peetaproject.com](mailto:teampeeta@peetaproject.com)

### The Grundtvig course, "Effective learning through the arts"



This Grundtvig course which runs parallel to the conference, teaches artists and teachers on the new possibilities of art education. How to formalise informal learning, how skills can be learned through the arts, how the arts can help to make changes in the system. After completing the course, the participants will be certified to organise and deliver SEPE courses as a SEPE trainer in their own country.

Is this beneficial to you and your profession? Then please tick YES on this link [www.peetaproject.com](http://www.peetaproject.com) and you will receive further information on the conference in a few weeks or contact us at [teampeeta@peetaproject.com](mailto:teampeeta@peetaproject.com)



Theatre by inmates in the prison of Krimpen aan den IJssel in Holland

The international PEETA (Personal Effectiveness and Employability skills Through the Arts) Team hopes to welcome many of you in Rotterdam this September.

(Legal organisers: the international PEETA Team in cooperation with the Custodial Institutions Agency of the Dutch Ministry of Security and Justice)

# A brief overview of the Romanian Credit System

by Catalin Bejan, guest editor



Catalin Bejan is the deputy director of Poarta Alba Prison responsible for the education and psychosocial assistance department.

He is also a TAIEX expert (TAIEX is an Instrument of the Institution Building Unit of the European Commission).

He is concerned with the identification of ways of implementing the national strategy of social reintegration and how bring to life centres for social reinsertion of ex-offenders.



When we talk about the increasing of opportunities for the socio-professional reintegration of those who execute a penalty involving deprivation of liberty, we are referring primarily to improve the cultural and educational background of the inmates, as well as to the development of knowledge and skills to gain a job on the competitive labor market. Here intervenes the individualized intervention plan, important recovery tool that works across the penal executional journey.

One of the major obstacles in the implementation of individualized intervention plan is lack of motivation for prisoners and for the implementation of the recommendations made by specialists (educators, psychologists and social workers). On the one hand it is about basic educational deficit and the low level of school, on the other hand we are talking about a distant horizon of expectation from the perspective of the detainees who will return to a life of freedom.

The Penal Code and the Law of executing penalties in Romania stipulate that a prisoner may be released before the full enforcement of the sanction imposed by the Court if it satisfies the conditions written in the code of criminal procedure.

Article 77 of law No. 275/2006 on the enforcement of prison sentences provides that "... a Commission ... recommends conditional release taking account of the: actual percentage of punishment

enforced and the duration of the penalty that is considered to be executed on the basis of work performed by the inmate; conduct of the person convicted and its efforts for social reintegration; in particular in the context of education, cultural activities, psychological counseling and therapeutic programmes, social assistance and vocational training school; responsibilities, tasks, rewards, disciplinary sanctions and criminal record." In a restricted interpretation of this legislative text, inmate must provide proof to the Commission about measurable social reintegration efforts.

The way that the law provides for the granting of prizes for the prisoners involved in activities or programs of education and psycho-social assistance and in

labor activities is the reward (Article no.68 by Law 275 / 2006: „Persons sentenced to deprivation of liberty, which have a good conduct and have proven to be diligent in their work or in education, cultural activities, psychological counseling, therapeutic and social assistance, education and training, may receive ... rewards”). It has the form of a written document and it shall be filled in the disciplinary folder of each inmate and afterward in the personal electronic files. With as many rewards as well as the higher are the chances of conditional release.

The Credit System was born out of the desire of the National Administration of Penitentiaries (and especially by experts in the field of education and



Volunteering activities



Family reunion project

# A brief overview of the Romanian Credit System

by Catalin Bejan, guest editor

psycho-social assistance) to give inmates a practical instrument which to reward their participation in the activities recommended in the individualized intervention plans for reentry.

In a much broader approach, it is a unitary system, objective and predictable. Emphasis is put on the recovery dimension of penalties involving deprivation of liberty by measurable and real means. Inmate has an active role in managing his own executional path, taking into consideration its own degree of awareness of social responsibility. A natural consequence of the implementation of this system will be an increasing number of requests to participate in the activities and programmes of education and psycho-social support and a decreasing number of withdrawals.

In order to implement the provisions of the Credit System in a uniform manner, have been taken into account all activities that need involvement of detainees during the execution of penalty in prison. Of course, we refer in particular to the programmes of intervention which involve at least 12 meetings before graduation. Have been assessed and have been granted credits for educational programmes, psychological and for social assistance. In addition to intervention programs have been evaluated labor activities and those to prevent situations of risk.

Credits generate consequences in two ways: 1. to provide support for the uniform application of rewards as provided by law, a practice uniform and elimination of possible cases of corruption; 2. the can-



Sports activities

cellation of consequences disciplinary sanctions applied, by deducting the appropriate number of credits: more specifically, in order to obtain a reward after you were punished for disciplinary action, the appropriate number of credits will be deducted from the total amount that you have and just then you can qualify for a new one.

Therefore, the Credit System is made up of: the number of credits for every reward type, the number of deductible credits for every disciplinary sanction applied, the number of credits for graduating or finalizing the educational, psychological and social assistance activities and programs, the number of credits for involvement in working activities and the number of credits for prevention risk situation.



The granting of credits shall be carried out by the workers engaged in the activities and programmes that generate credits. Management of the credits, their growth or deduction is carried out through computer software called PMSWeb (Prison Management System Web) under reserve of the accuracy of the data entered by the expert staff (educators, psychologists, social workers etc.).

At this moment the Credit System is tested in 10 prisons in order to identify and solve possible malfunctions. We expect that in June it will be implemented at the level of the entire prison system.

We strongly believe that the implementation of this innovative system will lead to a revitalization of the involvement of prisoners in the activities and programmes of education, psychological and social assistance.



# 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=com\\_content&task=view&id=413&Itemid=456](http://www.epea.org/index.php?option=com_content&task=view&id=413&Itemid=456)

## FRANCE: EPEA France

Chairperson: Janine Duprey Kennedy  
 Deputy chair: Dominique Delaporte  
 Treasurer: Jacques Morin  
 Secretary: Thierry Hanssens

## REP. IRELAND: IPEA, Ireland

Chairperson: Cormac Behan  
 Treasurer: Marie Breen  
 Secretary: Paula Egan

## HELLAS: EPEA Hellas

Chairperson: Damianos Petros  
 Secretary: Zouganelis Georgios  
 Treasurer: Zarras Grigorios  
 Members: Antigoni Faragoulitaki,  
 Papadimitriou Ioannis

## HUNGARY: EPEA Hungary

Chairman: Peter RUZSONYI PhD  
 Secretary: Erzsébet VÖRÖS  
 Teacher Coordinator: Zsuzsanna BORGULYÁNÉ ANTAL  
 Social organisations Coordinator: Mercedes MÉSZÁROS

## 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: Vigdis Fosheim  
 Deputy Chairperson: Frøydis Holstad  
 PR and Information: Leif Lyngstad  
 Treasurer: Gisle Grahl-Jacobsen  
 Secretary: Torfinn Langelid  
 Others: Elin Barth and Asbjørn Støverud

## Membership

[www.epea.org/membership.htm](http://www.epea.org/membership.htm)

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

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

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

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

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

### OBJECTIVES

which are also fundamental to The EPEA are

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

### Membership Benefits

- o Magazine is only for members
  - o As member you will receive a special membership CD with information about the EPEA
  - o A magazine twice a year and regular bulletins
  - o Discounts in conference fees.
- If you become a member you will receive a regular copy of both EPEA Magazine and EPEA Newsletter and become part of the network of prison educators across Europe and the world. These will keep you updated on EPEA business and developments in the world of prison education.

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

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

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

#### \*Discount for certain countries

Individual members from Albania, Azerbaijan, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Moldova, Poland, Portugal, Romania, Russia, Slovak Republic, Belarus and Turkey apply for a reduced membership fee.

(Based on calculated Labour Cost for a teacher per day under 150 Euro, Socrates selection 2006 and considerations on GDP)

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## Western Region

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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.



<http://www.epea.org>

Visit epea web to find the Recommendation translated in 28 languages  
direct link: [http://www.epea.org/index.php?option=com\\_content&task=view&id=53&Itemid=66](http://www.epea.org/index.php?option=com_content&task=view&id=53&Itemid=66)