

European Prison Education Association Magazine

Issue **41**

Winter 2012



The 14th EPEA Conference, News, Articles, Updates, Membership



Chairperson's Foreword



Welcome to this winter 2012 edition of the EPEA Magazine.

In times when the temperature is low and the daylight hours are few in the northern part of Europe it can ease up to think of inspiring meetings, international colleagues and summer time... I am delighted to announce that the 14th International EPEA Conference, Better out!, will take place at Hveragedi in Iceland the 5th – 8th of June 2013.

A Training Course will be arranged with two more days (4th – 9th of June) and overlapping the conference. Please note that there are possibilities for persons in EU-member states to apply for funding through EU-Programs. In every country there is a National Agency that provides full funding for the travel, the subsistence and the course. Notice that the final date for applications is in the middle of January.

The theme for the EPEA Conference 2013 is how to prepare and support inmates to get a place at

the labour market. What can be done to bridge the gap between imprisonment and a life in freedom, without crime?

The General Council will take place during the EPEA Conference with elections for the Regional Representatives in the Steering Committee (SC). There are five regions: Northern, Western, South, Central and East Region. I will urge members to consider running for election. The elections ensure the continuous of the SC which shall be as representative for the membership as possible. It is important for inmates that there is a voice for education in prison and that is a role for the EPEA.

More information and further details about the conference and Training Course (TC) are continuously published on our website, so please log on and find out more.

In this edition of the EPEA Magazine you will find inspiring contributions in articles from different

parts of Europe. Read about inmates who are quilting amazing crafts, find reflections from a project conference in Rotterdam about Personal Effectiveness and Employability skills Through the Arts and from a Grundtvig course, Skills through the Arts. From Romania comes the contribution Festival Multiart for prisoners, a unique event about reintegration which states that success depends on the cooperation with civilized society. Bridging the gap is finally the focus of an international cooperation which is described from Slovenia where the project is co-ordinated.

Last but not least I would like to thank our fantastic Magazine Editor Mr. Ioannis Papadimitriou and the editorial board for their great work with this issue. A special thanks to our Guest Editor, Jim Doolan, who shares his very personal experiences with us. Welcome to this edition – I hope you will enjoy reading it.

I am looking forward to meeting you all in Iceland in June.

Lena Axelsson
Chairperson - EPEA 

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The next issue of the EPEA Magazine will be published in Spring 2013.

If you would like to submit an article, please contact Mr. Ioannis Papadimitriou at:
 ioanispap@gmail.com
 before the 1st of March 2013

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.



Editorial board

Editor:

Ioannis Papadimitriou, ioanispap@gmail.com

Board:

- | | |
|-----------------|---------------------------------|
| Lena Axelsson, | Lena.Axelsson@kriminalvarden.se |
| Astrid Utgard, | astrid.utgard@ntfk.no |
| Per Thrane, | fluke@mail.dk |
| Peter Ruzsonyi, | bvpk@rtf.hu |
| Veronica Hoen, | vmhoen@ipsedu.ie |
| Catalin Bejan, | catalinbejan2004@gmail.com |



Guest Editor:

Jim Doolan, jpdoolan@eircom.net

Council of Europe Reports



The EPEA is an official Non-Governmental Organisation (NGO) with participatory status at the Council of Europe. Since its foundation the Council of Europe has developed working relations with non-governmental organisations which:

- (i) directly represent the general public,
- (ii) are relays for efficient mutual communication,
- (iii) can furnish advice and take action.

In most areas, the Council of Europe works in close co-operation with non-governmental organisations which it considers an essential part of the democratic process.

The EPEA takes part in two groupings:

Education and Culture

Ninety NGOs which hold consultative status with the Council of Europe have come together in this grouping, which exists to facilitate NGO participation in all the Council's bodies which deal with issues relating to education and culture in Europe. The person liaising with them is usually from the Directorate of Education.

The grouping has adopted a working method involving ad hoc committees corresponding to current Council projects. These committees liaise with all the grouping's NGOs. There are currently four such committees, covering the teaching of 20th century history, education for democratic citizenship, media education and culture.

A regular link with the education departments makes close co-operation possible between the NGOs, which contribute their expertise, and the Council.

Education issues are so complex that this grouping has links with other NGO groupings and other Council of Europe directorates (human rights, social cohesion, North-South, civil society in the new Europe).



NGOs participate at several levels: project groups, major conferences, seminars, texts and reports, contributing both the experience they have gained in the field and their ideas.

Human Rights

As the name implies, this grouping studies all issues concerning the respect, protection and promotion of human rights. The heads of the grouping systematically call on Council officials to report on the Council's activities in the human rights sphere.

These bilateral relations are very precious because regular and because of the confidence that reigns. The NGOs, for their part, keep one another informed about their activities, consulting each other about possible joint actions.

The grouping occasionally decides to hold meetings of select working groups over a specified or unspecified period as appropriate on such themes as "50th anniversary of the ECHR", "vagrant children", "psychotherapy and human rights", "languages and human rights", "media and human rights", this work being undertaken under the responsibility of the grouping.

A representative of the grouping is sometimes called upon to address colloquies, seminars or information sessions, in particular those for new INGOs or new INGO representatives, as well as those for civil society representatives in the new member countries of the Council of Europe.

There are only two CoE meetings a year that EPEA participates, one in June and the other in January.

Updates from the January 2013 meeting will be published in the next issue.



Steering Committee Reports



The Steering Committee of the EPEA is elected by the members of the EPEA by means of regular ballots. It meets every 6 months in some part of Europe, and convenes with the General Council every two years.

It works on behalf of the membership, providing leadership, promoting and administering the association. It meets to achieve progress within a strategic plan of development and to carry through the policy decisions identified by the Officers and Regional Representatives, the General Council and the membership of the association.

At present the committee is made up of:

Chairperson: Lena Axelsson (Sweden)
Secretary: Astrid Utgard (Norway)
Treasurer: Per Sneeggen (Norway)

Regional Representatives

Central Region: Peter Ruzsonyi (Hungary)
Eastern Region: Co-opted Ioana Morar (Romania)
Northern Region: Kerstin Ekholm-Erestam (Sweden)
Southern Region: Petros Damianos (Greece)
Western Region: Anthony Busser (United Kingdom)

Co-opted persons

Advisor to the Council of Europe (COE), and member of COE INGO Liaison Committee: Lena Axelsson
Project Coordinator: Valentina Petrova (Bulgaria)
Advisor for Communication and Webmaster: Per Thrane (Denmark)



At the last Steering Committee meeting it was agreed - with her acceptance - that Ioana Morar (Romania) is now on co-opted Regional Representative for the Eastern Region.



The 14th EPEA Conference, Iceland 5-8 June 2013

EPEA conferences are always hard work, friendly, and highly regarded and we hope that the 14th will be one more in a long line of successful events. We have a great location in a unique island an inviting venue and a great programme - check out the preliminary programme which we will be adding to as the conference planning develops.

To those colleagues who are familiar with our conferences - welcome again! To our new colleagues - welcome to the EPEA conference experience which we know you will enjoy.



Training Course "Better out"

The European Prison Education Association is offering a 5 day Training Course between 5th - 9th June 2013, Hveragerdi, ICELAND. The Course runs in parallel with the 14th International EPEA conference. Training Course participants will have the opportunity to engage with policy-makers, practitioners, and researchers from around Europe and beyond, learn about best practice with regard to prison education, and be able to share their knowledge with other professionals. We gladly welcome colleagues from juvenile, female and male prisons; practitioners and administrators engaged in prison education activities from as many European countries as possible.

Funding Opportunity

If you are interested in attending the 14th EPEA Conference "Better Out" and you are a citizens of an EU member country but your employer cannot provide funding for you, you can benefit from the following opportunity,

Apply for funding from the National Agency of the Lifelong Learning Program (LLP NA) in your country

The Icelandic Conference Organising Committee in collaboration with the SC of EPEA has organised a Training Course for you, which is validated in the Comenius and Grundtvig Training Database under number:

Course No: **IS-2013-109-001**

Course Title: Better out. How to prepare the inmates for taking place in the labour market / how to support them to get into the labour market.

Course Start: 5 June 2013

Course End: 9 June 2013

Travel Days: 4 and 10 June 2013

Link to the course:

<http://ec.europa.eu/education/trainingdatabase/index.cfm?fuseaction=DisplayCourse&cid=34789>

The Training Course Program covers:
two days individual program (on 5 and 9 June 2012)
three days overlapping with the EPEA Conference program (on 6, 7 and 8 June 2012)

If you wish to apply for funding please follow the next three steps:

1. Enter your contact details in the Course Request Form from. Find it here

<http://app.uredison.com/edison/event/katladmi/FANGO613/>

You will then receive a Pre-registration Confirmation by the Icelandic Course Organising Institution that there is a place reservation guarantee for you.

Deadline for this registration: 7 January 2013

2. Download the In-Service Comenius and Grundtvig Training Courses Application Form from the website of your LLP NA Contact details of all National Agencies in Europe are found at

http://ec.europa.eu/education/lifelong-learning-programme/national_en.htm

3. Complete the application form and send it together with the received Pre-registration Confirmation to your LLP National Agency.

Deadline for sending your application to your LLP NA: 15 January 2013

When you receive the decision of your LLP NA, you have to inform the organisers even if it is negative. If we don't hear anything from you till 22 April 2013 your place will be cancelled.

It is advisable to ask your LLP NA for other funding opportunities. Depending on the funds available the NAs may recommend you to apply also under other funding options.





EPEA Conference History



14th EPEA CONFERENCE 2013

ICELAND

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



Conference Registration and fees

EPEA welcomes you to the 14th EPEA conference "Better out" to be held in Hveragerdi, Iceland 5th – 8th June 2013. Travel days are the 5th and the 9th of June.

You can register at: <http://app.uredison.com/edison/event/katladmi/FANG0613/>

After you have finished the registration process you will receive a confirmation and invoice per e-mail.

Please note: The confirmation you'll receive automatically out of the system is not a final confirmation. The number of participants is limited.

Conference fees

EPEA members (4 nights):	single room € 809,00
	sharing a double room € 664,00
Non EPEA members (4 nights):	single room € 869,00
	sharing a double room € 724,00

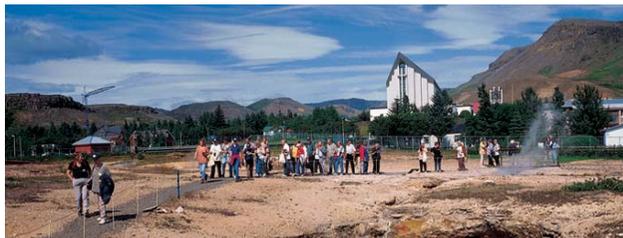
The fee includes: Conference, accommodation, meals, gala dinner, prison visit and a culture trip in the Icelandic landscape. Deadline for application is 8th of April. If unable to attend another person can replace the applicant.

Cancellation fees

Accepted applicants have to pay the cancellation fee themselves.
6-4 weeks before the conference = 15%
4-1 weeks = 25%
1 week or less = 80 %.

Please Visit
www.epeaconference2013.com
for news & updates





The 14th EPEA Conference Iceland the 5th – 8th of June 2013

Preliminary programme

5th of June - Wednesday

Registration and check in
Reception with finger food and beverages

19:30 Formal opening of the EPEA Conference
Lena Axelsson, EPEA Chair
Welcome, Icelandic Minister.

6th of June - Thursday

9:00 – 9:10 Good morning
9:10 – 10:10 Adult Education in Europe – trends and challenges
Tappio Saavala, European Commission for Education and Culture (TBC)
10:10 – 10:30 Coffee/tea
10:30 – 11:30 What does these trends and challenges mean to our work with education in prison? Discussion in smaller groups
11:35 – 12:00 The Icelandic Prison Service and Education in Prison - Erlendur S Baldursson, Icelandic Prison Administration
12:05 – 12:30 The possibilities for Icelandic ex-offenders to step into the labour market
Th. Farestveit, Manager of Prisoners Aid Association in Iceland
12:30 – 13.30 Lunch
13:30 – ca.19:00 Prison visits - Buses
Golden Circle - cultural trip in the Icelandic nature

7th of June - Friday

8:15 – 8:40 Good morning
Short resum from the group discussions on trends and challenges for lifelong learning in prison
8:40 – 9:30 General Council
9:30 – 10:00 Coffee/tea
10:00 – 11:00 Cooperation – the key to succeed?
About supporting ex-prisoners in finding and keeping a job
Christina Rosengren Gustafsson, Senior Advisor
Swedish Public Employment Agency
11:00 – 11:15 Pause
11:15 – 12:15 6 parallel running workshops (first session) - on the theme of how to support inmates to get a place at the labour market
12:15 – 13:15 Lunch
13:15 – 14:15 6 parallel running workshops (second session) - on the theme of how to support inmates to get a place at the labour market
14:15 – 15:10 Coffee/tea
15:10 – 16:10 What will we do when we are back home, inspired by the speaker and workshops during this day?
Discussions in smaller groups
16:15 – 17:00 From prison to working life – some perspectives
Keynote speaker to be confirmed
19:00 Dinner

8th of June - Saturday

8:30 – 8:50 Good morning
Short resume from the group discussions on what to bring home to do, inspired of the presentations the day before.
8:50 – 9:50 Penal policies and populism: Is the court system more lenient than the public?
Dr. H. Gunnlaugsson, professor, University of Iceland
9:50 – 10:20 Coffee/tea
10:20 – 11:20 From prison to working life-some perspectives - Keynote speaker to be confirmed
11:30 – 12:30 Parallel running workshops (first session) - on the theme of how to support inmates to get a place at the labour market
12:30 – 14:00 Lunch
14:00 – 15:00 Parallel running workshops (second session) - on the theme of how to support inmates to get a place at the labour market
15:00 – 15:30 Coffee/tea
15:30 – 16:30 Which are the ethical limits of higher education behind the bars?
Dr. Agust Por Arnason, professor, University of Akureyri
16:30 – 17:00 Evaluation and closing of the EPEA Conference, Lena Axelsson, EPEA Chairperson
19:30 Gala-Dinner

9th of June - Sunday

Departure for the Conference participants



Hveragerdi, ICELAND



The 14th EPEA Conference
will be held in Iceland
5-8 June 2013

Visit www.epea.org
for news & updates



Hveragerdi is a town and municipality in the south of Iceland located 45 km to the east of Reykjavik on Iceland's main ringroad, Route 1. The river Varma runs through the town. The population of the town was 2,316 on 1st January 2011.

Hveragerdi may be seen from the vantage point of the Kambar mountain slope, as it spreads out across a 5,000 year-old lava field. Throughout the year, pillars of steam from the numerous hot springs in the town may be seen rising up out of the ground. In summer the town is truly a green community, abounding in trees. A green revolution is taking place as areas of woodland in and around Hveragerdi expand, with the locals working together in order to further develop their blossoming town.



Without a doubt, Hveragerdi's most precious gem is its geothermal park. There can not be many towns in the world with hot springs literally in peoples back yard. The geothermal park is centrally located and is open every day in the summer time. A natural clay foot bath can be enjoyed in the park and afterwards you can soak your feet in one of the hot springs. In a hole in the park the locals bake their famous black bread using the geothermal ground as an oven. Friendly hens in the park lay eggs that tourist can boil in the hot springs and later enjoy warm with the bread. Guidance is provided on the spot.

The surrounding area is part of the Hengill central volcano, and is geothermally active and experiences very frequent (usually minor) earthquakes. The town is known for its greenhouses, which are heated by hot water from vol-

canic hot springs. These springs are the site of occurrence of certain extremophile micro-organisms, that are capable of surviving in extremely hot environments. (C. Michael Hogan, 2010).

An infrequently erupting geyser, Gryla is at the entrance of the Olfusdalur valley. The borehole Lep-paludi on the way to the Gufudalur valley erupts continuously, reaching a height of 10–12 meters.

Close to the church is a hot spring called Sandholshver, formed during the violent South Iceland earthquake of 1896. It is now about 94°C and was used for a long time to heat up the houses close by. A fenced-off geothermal area in the town has numerous hot springs and fumaroles.

The exhibition "The Earthquake in 2008, presents the causes and derivatives the earthquake 2008 in Hveragerdi. The exhibition shows the experience of residents, how it affected the buildings, local environments and other damage. Television screen shows the recordings from the camera monitoring, photographs of local people and information from Earthquake Center, University of Iceland.

To the south of Hveragerdi, there is the small port of Þorlákshöfn, point of departure for the ferry to the Westman Islands. The largest island, Heimaey, has a population of 4,135. The other islands are uninhabited, though six have single hunting cabins.





The Conference **V**enue will be the Hotel Örk



<http://www.hotelork.is>

The venue is a country hotel located in Hveragerdi, a small village often called the Hot Springs Capital of the world, only 30 minutes drive from Reykjavik.

The hotel offers friendly accommodation and well-equipped facilities in beautiful surroundings.

There are 76 spacious and well-furnished twin rooms and 9 superior rooms that offer even more luxury. Each room has a private bathroom and is fitted with a mini-bar, telephone and television. The bath-



rooms are equipped with both a shower and a bathtub.

There is an outdoor swimming pool that features a water slide, hot tubs and geothermal sauna. In the restaurant, you may enjoy the best of Iceland's healthy and wholesome food, some of which is grown right next-door in geothermally heated greenhouses.



Conference rooms



Several conference rooms provide the equipment and space needed to host the conferences works.

Activities

Iceland Activities offer great bicycle trips, walking trips and surfing. Only about 5 minutes walk from the hotel.

Eldhestar offers a variety of riding tours all from one hour up to a week on horseback. Only about 5 minutes drive from the hotel.

Golfclub in Hveragerdi is in the valley Gufudalur. The field is in a great landscape with hot springs all around.

Iceland Riverjet offer unique trips in a River Jet boat down the river Hvita. They are located in a about 40 minutes drive from the hotel.

Superjeep offer great superjeep trips around the southern Iceland and the Golden Circle. Guests are picked up from the hotel.

Offroad Iceland offer unique trips in a modified jeep where guests will take the ride of their life.

Arctic Rafting offer great rafting trips with fully trained guides. The trips are suitable for groups and individuals. Only about 60 minutes drive from the hotel.



Inmates in Ireland - are all stitched up!



Nowadays, we don't normally associate quilting and needlework with prisons but in one prison in Ireland, the inmates (predominately male) are busy making a name for themselves in this craft, not only in Ireland but on a world-wide stage.

An exhibition of the inmates quilts called 'Fly Away' was one of the most successful exhibits at the hugely popular 'Knit and Stitch Show' which was held in Dublin in November last.

The Curator of the exhibition was Paula Rafferty, who is the Art, Craft and Design teacher in Limerick prison and showcased 15 quilts made by her students over the last two years. Ten quilts were hung in the gallery with another five available for people to look at more closely on a display table. Twenty five thousand people attended the show over



a four day period and a large amount of the visitors came just to see the Prison Quilts. Extra signage was needed in order to direct the visitors to the prison quilts! The general reaction from the public was overwhelmingly positive and people were amazed by the standard and quality of the workmanship. One visitor was so interested that she asked how she could take part in the quilting classes without having to do time in prison....

The prison quilt exhibition received huge media interest before and during the 'Knit and Stitch Show' with the inmates and staff interviewed for National radio and television and the print media.



The outstanding piece photographed above called 'Fly-Away' by John, took a year to complete and was inspired by a photograph in a National Geographic magazine. John had several quilts on exhibition, his teacher Paula said ' It is very important that this work is seen by the public as it is one area within the system that shows the positive aspects of Prison Education and what can be achieved'. Paula also added that; ' All of my students have never used a sewing machine before entering my class, but many reach such a high standard that it gives them another option when they leave prison.'

We look forward to a 'Good News' follow up story when their prison term is complete.

Veronica Hoen
Art Development Worker,
Prison Education Service,
Ireland





The old adage; "It is sometimes better to travel than arrive" has been tested, and for me at least, and found false as a result of my attendance at Rotterdam in September 2012.

Initially the Conference promotion flyers had pulled my attention - due mainly to the claim that something new and exciting and unknown in my teaching experience to date was to be revealed: Certification through the Arts! WOW!

Now that had me sitting-up and eager to know whether such an elusive practice might actually exist.

Suspecting there might be a treasure-trove of new avenues and ideas to consider and test with my students, I ventured to show my awkward, shy self hoping I could merge into the background and take notes whenever relevant ...

WORKSHOPS ! ? I thought I had merged with the furnishing well enough..... but was mistaken; the Superact invigilators had seen this before and before I could say "I don't dance, or do aerobics, and am not a performer" there I was - a member of a team who would be instructed in the processes of creating suitable projects/performances/ tableau, and more!

I derived more creative enlivenment than I could have imagined through the number of interactions we engaged in as groups as and when the new 'performances' demanded. I didn't care to admit so soon that the group and individual interactions could bring such a super sense of being a vital element in a group dynamic. I haven't yet enrolled to acquire new dance skills but ...

The Workshops and Conference were the outcome of a European PEETA project: (Personal Effectiveness and Employability skills Through the Arts),

and proved to be fact-filled and expertly documented series of evidence-laden presentations on the outcomes of informal learning, how skills can be learned through the arts, how the arts can help to make changes in the system.

Amongst the professionals taking the podium and big screen were those science and academic bodies who developed the learning and evaluation processes which we were now seeing evidence of through the practical delivery to students in Portugal, Italy, Turkey, Austria and Holland.

An unexpected, but to my mind pivotal conclusion, came with a revealing of how future Arts Education platforms are now being developed, directed, and funded in a larger European context. A recommendation was forwarded for vigilance by teachers in their constant monitoring, appraisal and application of such changing directives in order to ensure they remain equipped to drive aspects, such as 'digitalisation' and more, in the mainstreaming of informal learning methods.



Eventually with my newly acquired SEPE Training Certification in hand and filled with instruction I set for home to digest the package of contents brought into our domain and ready seeing in practice. My students, who once cared only to know Van Gogh's 'Sunflowers', now are alert to the realisation their paths of instruction and assessment sees them declaim some Shakespeare; paint alla Banksy; dramatise storylines of their own creation...and more... while their new-found 'soft skills', are documented as a record of their previously unseen and unmarked progress.

Jim Doolan,
Art Teacher with the Irish Prison Service.
Art Practitioner.
Member of the Water Colour Society of Ireland.
Member of the Ulster Watercolour Society.
Guest Editor



Delivering skills through the arts, the final conference of the PEETA Project

"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.
"Other courses teach you how to do, this course teaches you how to be"
- Director of education Sergio Cosmai Prison Calabria Italy.

A very successful European project called PEETA, which stands for Personal Effectiveness and Employability skills Through the Arts resulted in an inspiring conference on September 27, 28 and 29, 2012 in Rotterdam, the Netherlands. This conference 'UNLOCKING SKILLS FOR A NEW LIFE' was all about how the Arts can support Employability and Personal Effectiveness.

In the PEETA project policymakers, artists and scientist 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 ex offenders to find their way in society. Using the arts as a vehicle to learn basic skills, such as active listening, team work, flexibility, reflective thinking and others. The so called SEPE (Supporting Employability and Personal Effectiveness) certificate is developed by Edexcel part of Pearson, the worlds leading learning company. The certificate is not about artistic skills but it is all about employability skills learned during an art education project.

Learning skills through the arts opens new possibilities for people in the margins of society. It has benefits for employers, the judicial system, policy makers and art-educational institutes.

For more information please send an email to:
teampeeta@peetaproject.com

Ed Santman



The Grundtvig course: "Skills Through the Arts"

"I have learned more in a week than in twelve years of teaching in prisons"
(Irish art teacher after attending this course in Rotterdam)

June 25 – 29 - 2013 in Rapolano Terme Tuscany, Italy

This Grundtvig course, teaches artists and teachers on the new possibilities of art education. How to use 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 organize and deliver SEPE (Supporting Employability and Personal Effectiveness) courses as a SEPE trainer in their own country.

The history of this approach

Policymakers, artists and scientist worked together in the PEETA project, 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 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.

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) program, that we have developed 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.



photos from the Rotterdam conference: photographer Monique Baan

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, using the arts as vehicle.

The SEPE Certificate for participants is developed by Edexcel part of the PEARSON Group, the world's leading company in education. Is this beneficial to you and your profession, contact us at teampeeta@peetaproject.com.

The Dutch PEETA team (PEETA stands for Personal Effectiveness and Employability skills Through the Arts) hopes to welcome many of you in Tuscany this summer.

How to apply for funding

If you're interested in the course and if you live in Europe, you can apply for full funding for the travel, the subsistence and the course. In every European county there is a National Agency that provides funding to attend courses like this elsewhere in Europe. If needed, we can help you to fill in the application form. For registration, information on the program or any other information please contact:

teampeeta@peetaproject.com



The Reference Number of the "Skills through the Arts" course in the Grundtvig database is: NL-2012-315-001

Ed Santman



Lifelong Learning Programme



Festival Multiart for prisoners – a Unique event in Europe



Reintegration of prisoners is an approach that involves human and material resources both inside and outside the prison environment. The success of this action depends on the cooperation with civilized society, the way that people understand to give former prisoners a second chance.

Based on reconsidering the way that prison relates with society, aiming the understanding of our institution, the National Administration of Penitentiaries organized on the 26th-28th of November, 2012 a multi-art Festival for prisoners which was a unique event in Europe

The fourth edition of this event brought together theatre and other artistic formations that have delighted audiences and received exceptional media coverage, thereby helping to reduce prejudices affecting the image of the whole prison system. For four years, we have given the audience a different perspective on the prison, where inmates are not criminals, but real actors.

Through these actions we want to make the audience feel responsible for the social reintegration of prisoners efforts and to explore the inmates desire for social and moral recovery. Encouraging inmates to assert themselves in the field of acting, we presented society with another aspect of people who are in detention and the prejudices on them to be more easily overcome.

Since its first edition, the project enabled the development of cooperation with representatives of the theatre (directors and actors) who have worked with inmates to adapt familiar texts or writing their own scripts.

To date the four editions of the festival were attended by 35 prisons, about 342 inmates and 49 artists were employed to present their performances on stage of the "Nottara Theatre" in Bucharest.



The multi-art Festival for prisoners is now a complex event that lasts three days and includes three sections: theatre, documentaries and an exhibition of photographs about the prison.

Each year, the event attracts representatives of the community and the art world, who want to send a message of encouragement to prisoners and their tolerance and acceptance by society

Organizing an evening dedicated to documentary film in a multicultural space, we offer to the civil society the opportunity to interact with detainees and initiate open discussions with and about the prison. Up to now three documentaries were presented and made in Romania, Austria and Poland about life in prison.

This year, the opening section which is dedicated to theatrical performances was marked by a unique artistic moment, conducted by 8 young percussionists in Juvenile Prison in Craiova and 2 students from the School of Art in Craiova, which showed that art takes into account only the talent and passion.

Given the beneficial role of drama-therapy, the work manages to overcome prejudices about the prison, and the public is surprised by the emotion transmitted from the stage. The six theatrical performances by the prison Arad, Bucharest Rahova Codlea, Craiova, Gherla and Oradea had the opportunity to demonstrate the talent and artistic skills of the 60 actors/inmates, most of them present for the first time at this event.

Apart from the artistic attributes the activity provided an opportunity to develop lasting collaboration between the artistic community and penitentiaries and the effort was rewarded by an overcrowded room full of applause. The project is a partnership invitation to the entire Romanian society for social reintegration problems facing the people imprisoned in Romania.

Andreea Neagoe
Prison educator
Romania





Bridging the gap - bi-level tutorial system for imprisoned persons' career growth (1.10.2010 – 31.10.2012)

The BRIDGE project brings together partners from four European countries with tradition and experience in adult education and working with prisoners: Center za izobraževanje in kulturo Trebnje (CIK Trebnje), Slovenia as coordinator, Universitat Bremen, Institut für kriminalpolitik (BRIK Institute – Law Department, Bremen), Germany, Stiftung Bildung & Handwerk (SBH, Paderborn), Germany, Pro-eco d.o.o., (PRO-ECO, Ljubljana), Slovenia, L-Għaqda għall-educakzjoni fil-habs-fergha ta Malta (EPEA Malta Branch, Mosta), Malta and County Governor of Hordaland (FMHO – Department of Education, Bergen), Norway.

Education is the constitutional right of the citizens of the Republic of Slovenia. The Universal Declaration of Human Rights, adopted and proclaimed more than 60 years ago by the United Nations General Assembly, states that everyone has the right to education and that education should be available and accessible to all. Adult education and lifelong learning is also a priority objective of the European Union and the lifelong learning programme under which the BRIDGE project was developed.

Prisoners are one of the marginalized groups where the majority is under the age of 50 and more than a third with no occupation. Levels of educational attainment within the prison population are low and often inadequate, which is why, after release, they face the lack of means for survival as well as the lack of independence, resulting in the inability to successfully function in the environment. Their self-esteem and self-image are low, more and more attempts end in failure, the motivation to find a way out of the dire situation grows weaker ... All this leads back to a life of crime.

Educating the prisoners is of key importance to their successful re-entry into society. Prison education is intended not only for training for work and the acquisition of vocational skills, it is much more than that. It provides education attainment, eliminates functional illiteracy, develops relations and cooperation, encourages personal growth, fulfills prisoner's psychosocial needs, connects the prisoner with his environment, family, institutions and finally, it motivates the prisoner to participate in learning. Education plays an important role in the prisoner's psychosocial rehabilitation; it opens new paths and opportunities and presents a way to break out of the vicious circle.

These are the starting points on which the project's concept is based. The project's primary goal was to develop and test a bi-level tutorial system with a view to connect the activities in the field of prison education and vocational guidance during imprisonment and after release. The system has, through the help of an independent tutor (mentor) and a web application, linked the prisoners with the environment they are returning to having served the sentence. To this end, a tutor training programme, tutor manual, web application and web application manual have been developed. All products developed during the pilot phase of the project have been tested. The pilot phase lasted one year and included all four partner countries.

The project's pilot phase took the form of individual meetings between the tutor and the prisoner as well as monthly motivational workshops for prisoners. The individual meetings were supported by the web application into which the tutor and prisoner entered the individual plans, activities, time frames, progress and the participating institutions in the field of education and vocational planning.

The pilot phase of the project lasted 12 months, which proved sufficient for testing the results in the planned

scope. During this phase and in the face of specific features of prison system regulations, tradition and the level of prison

education development in individual countries, the tutorial system has witnessed four unique experiences and processes. It has been found that the tutorial system developed within the project would benefit from further testing.

This project is one of many that have been implemented in Slovenia in the field of prison education addressing the issue of successful reintegration of prisoners into society. In this case, the project is based on education and guidance. Prison education in Slovenia is very well organised. Unfortunately, prisons face problems with understaffing and overcrowding due to the growing prison population, which hinders their effectiveness.

The Bridge project and many similar projects have developed and tested different solutions regarding prisoner education and guidance and bridging the gap between time spent serving the sentence and time after release. Bridge is based on already existing options and systems and connects them through a web application, thus ensuring project sustainability and longevity.

Project BRIDGE is LLP Grundtvig project and has been funded with support from the European Commission.



More about the project: <http://bridge-euproject.eu/>.



Patricija Pavlie, CIK Trebnje



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

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



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: Zouganelis Georgios
Treasurer: Zarras Grigorios
Members: Papadimitriou Ioannis

MALTA: EPEA Malta

Chairperson: Dr. Joseph Giordmaina
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NETHERLANDS: EPEA-NL

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Chairperson: Hilde Linda Larsen
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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



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

- o 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
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, 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)

EPEA Liaison Persons

Central Region

GERMANY

Mr Peter Bierschwale

Texas 4, D-29221 Celle, Germany
Phone: +49 5141 911350
Fax: + 49 5141 28442
E-mail: Bierschwale@t-online.de

Mr Klaus Dieter Vogel

Nassauische Str. 19, D-10717, Berlin
Phone: + 4930 861 6545
Fax: +4930 86424307
E-mail: kdvogel@t-online.de

HUNGARY

Dr Peter Ruzsonyi Ph.D

Head of Prison Department of Police Academy
1121 Budapest, Farkasvolgyi utca, 12 Hungary
Phone/Fax: + 36 1 392 3526
E-mail: bvpk@rtf.hu

LUXEMBOURG

Mr Jean-Lou Majerus

Centre Penitentiaire de Luxembourg
P.o.Box 35, L-5201 Sandweiler, Luxembourg
Phone: + 352 359 621-303
Fax: + 352 359621-357
E-mail: Jean-Lou.Majerus@apsch.etat.lu

Eastern Region

BULGARIA

Ms Valentina Petrova

Box 65 BG - 5500, Lovech, Bulgaria
Phone: + 359 68 604 330
Fax: + 359 68 600 360
E-mail: seec_vp@hotmail.com

Northern Region

DENMARK

Mr Kaj Raundrup

Direktoratet for Kriminalforsorgen
Strandgade 100, DK - 1004 Copenhagen K, Denmark

Phone: +45 33 11 55 00
Fax: +45 33 11 53 01
E-mail: kaj.raundrup@gmail.com
Web: www.kriminalforsorgen.dk

Mr. Per Thrane

Statsfaengslet pa Sobysogard, DK - 5792 Arslev, Denmark
Phone (job): +45 72 55 38 25
Phone (cellular): +45 51 80 71 27
E-mail: pthrane@gmail.com

FINLAND

Ms Minna Peltonen

Assistant Governor
Kerava Prison, Pb 133, 04201
Kerava E-mail: minna.peltonen@om.fi

Mr Claus Andersin

Pelso Prison, 92810 Pelsonsuo
Phone: (358) 8 8189111
Fax: (358) 8 8189214
E-mail: clausandersin@yahoo.co.uk

NORWAY

Mr Torfinn Langelid

County Governor of Hordaland Department of Education
Box 7310 5020, Bergen
Phone: + 47 55 57 23 66/2351
Fax: + 47 55 57 23 52
E-mail: Torfinn.Langelid@fmho.no

Ms Hilde Larsen

F rder vgs. avd. Berg fengsel, Boks 43
N - 3101 Tonsberg
E-mail: hildela@vfk.no

SWEDEN

Ms Kerstin Ekholm-Erestam

Anstalten Hinseberg, PI 1005, S - 718 92 Fr vi
Phone: +46 581 797858
E-mail: kerstin.ekholm-erestam@kriminalvarden.se

Southern Region

ALBANIA

Ms Marinela Sota

National Prison Administration
Rr. Abdi Toptani, Tirane
E-mail: marinelasota@yahoo.com or refraction@albmail.com
Phone (cellular): + 355 682 167 154

Ms Entela Kaleshi

Rr. Don Bosko, Tirana, Albania
Phone: +355 692071437
E-mail: entela.kaleshi@gmail.com

CYPRUS

Mr Andreas Pelavas

P. O. Box 24 175
Prison Department
1702 - Nicosia, Cyprus
Phone: +357 224 06 126

HELLAS

Mr Ioannis Papadimitriou

Deputy Headmaster Secondary School, APMY
P.Grigoriou E 21-23, 15121 Pefki, Athens
Phone, school: +302295029926
Phone: +306973370876
E-mail: ioanispap@gmail.com

Mrs. Antigoni Faragoulitaki

Ministry of Education
Director of Directory of Religious Affairs
Prison Education Coordinator of the Ministry of Education
and the Ministry of Justice
Hellas
Phone: :+302 210 3442891
E-mail: antigonifarag@yahoo.gr

MALTA

Dr Anthony Vella

Coordinator for the Programme for Education in Prisons
Department of Education Studies Faculty of Education
University of Malta, Msida MSD2080 Malta
anthony.vella@um.edu.mt
Tel: +356 2340 2943
Mob: +356 79058050

Mr Joseph Giordmaina

University of Malta
Department of Education Studies
Faculty of Education
E-mail: joseph.giordmaina@um.edu.mt

Western Region**ENGLAND & WALES****Mr. Tony Busser**

HMRP Latchmere House
Church Road, Ham Common Richmond, Surrey TW10 5HH
England & Wales
E-mail: anthony.busser@hmpps.gsi.gov.uk

FRANCE**Mr. Thierry Hanssens**

44, avenue Blanche de Castille ,78300 Poissy
E-mail: th.hanssens@infonie.fr

THE NETHERLANDS**Mr Ge Krekelberg**

P.I. Zuid-Oost., afdeling Onderwijs, Keulsebaan 530, NL 6045
GL Roemond
Phone +31 475381275
E-mail: G.Krekelberg@DJI.minjus.nl

Mr Ed Santman

P.I. de IJssel, Van der Hoopstaat 100, NL 2920 CB
E-mail: edsantman@gmail.com

NORTHERN IRELAND**Mr Geoff Moore**

Education Department Maghaberry Prison
Lisburn BT28 2PT,
Phone: +44 (0)2892 614794
E-mail: geoffmoore1000@hotmail.com

REPUBLIC OF IRELAND**Ms Catherine Caokley**

Education Centre
Cork Prisons Rathmore Road, Cork

Phone: 00353214503237

E-mail: cpeduc@iolfree.ie

Ms Catherine Byrne

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

SCOTLAND**Mr James King**

Scottish Prison Service
HQ Calton House, Room G15
5 Redheughs Rigg
Edinburgh EH12 9HW
Phone: + 0131-244- 8609
Phone (cellular): 07919303250
E-mail: James.King@sps.gov.uk

**CONTACT PERSONS****BELGIUM****Mrs. Rosemarie Nossaint**

Coordinatrice des formations pour Jamioulx
FUNOC asbl
19, Avenue des Allies
B-6000 Charleroi ,Belgium

ESTONIA**Ms. Lya Manniste**

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

ICELAND**Mr. Ingis Ingason**

c/o Fjölbrautaskoli Sudurlands
Tryggvagata 25
IS-800 Selfoss, Iceland
Phone: 354 4822111
Fax: 354 482 3112
E-mail: ingis@fsu.is

ITALY**Mr. Angelo Ruggieri**

Via Ezio no. 80
04100 Latina, Italy

LATVIA**Mrs Aina Vilcane**

Vienibas iela,
44 - 85 Daugavpils LV- 5401
Phone: + 371 9 484967
E-mail: aina.vilcane@gmail.com

LITHUANIA**Mr Skirmantas Agurkis**

Pravieniskes
General Regime Prison
4251 Pravieniskes-2
Kaisiadorys, Lithuania
Phone: 37 056 56219
Fax: 37 056 56387
E-mail: brpdk@takas.lt

POLAND**Mr. Hubert Skrzynski**

Zespol Szkol nr 4
Ul Sienkiewicza 22
PL-09 400 Plock
Poland
Tel: +48 502024458
E-mail: hrkrzynski@wp.pl

ROMANIA**Ms Cristina Dumitran**

National Prison Administration
Str. Maria Ghiculeasa No 47
R - 023762 Bucharest
E-mail: dumitranc@yahoo.com
Phone: 0727375051

SPAIN**Mr Antonio Olero Ruz**

Las Palmas Gran Canaria Prison
E - 35019 Las Palmas De Gran Canaria
E-mail: aolleroster@gmail.com
Phone: +34 652439793

SWITZERLAND**Mr Victor Gaehwiler**

victor.gaehwiler@ji.zh.ch

TURKEY**Mr. Yusuf Ogmen**

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

International Members**Anne Costelloe**

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





COUNCIL OF EUROPE RECOMMENDATION No. R(89)12

OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON EDUCATION IN PRISON

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

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

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

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;
2. Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;
3. Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;
4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;
5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education;
6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;
7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;
8. Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems;
9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;
10. Prisoners should have direct access to a well-stocked library at least once per week;
11. Physical education and sports for prisoners should be emphasised and encouraged;
12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;
13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;
14. Wherever possible, prisoners should be allowed to participate in education outside prison;
15. Where education has to take place within the prison, the outside community should be involved as fully as possible;
16. Measures should be taken to enable prisoners to continue their education after release;
17. The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.



<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