



**European Prison  
Education Association**

European Prison Education Association Magazine

Reports  
News - Articles  
Updates  
Membership

Issue **44**

**Spring 2014**







## Foreword

Dear EPEA Members,

In this moment you are reading a brand new colorful and meaningful EPEA Magazine. I hope it is important to you. I hope you find something of interest about our field of prison education, something to inspire you, to get new ideas, to get new energy and to understand that the work you do every day is of importance to someone.

Ioannis Papadimitriou, the editor of the Magazine for the last 7 years, is one of those who have used his energy and inspiration, both professionally and personally, for the good case of prison education. To edit the Magazine has not only been to edit the articles and material, but also to write articles himself, get interviews with people who have interesting views on prison education, to contact guest editors and to whine on the editorial board to make us deliver on deadline. Ioannis has made an incredible job, and this is his last edition to edit. Now it is time to use the energy on other areas. Thank you a lot Ioannis, your efforts have made the Magazine into what it is today: an up to date, interesting, informative channel for those interested in prison education!

We are happy to announce that good work for EPEA is done in all regions. Congratulations and a big welcome to the new branch in Denmark, you can read more about them in this edition. We know that the membership in Romania is very fast growing and the

EPEA Steering Committee just resigned a cooperation protocol with the Romanian National Administration of Penitentiaries. In Germany they have just finished the annual BAG Conference for German EPEA members, and impending we have the Nordic Conference of education of inmates and the Directors Conference in Tallinn, Estonia. The next event to bring all EPEA members together is the EPEA Conference in Belgium, 30th of September – 4th of October 2015. I hope to see as many of you as possible there to share, inspire and laugh together! Read more about the funding possibilities for the conference and other projects in the information provided by our new Project manager, Paul Talbot. A warm welcome to him!

I want to bring your attention to two issues before you go on with the rest of the copious Mag. The first one is the Elections for EPEA Officers this spring. We still have no candidate for the Deputy Chair position, and I know that there are a lot of capable candidates out there! Please think and rethink again. Nominate those you trust and tell us about those who hesitate of any reason. To be in the Steering Committee is meaningful; you meet a lot of interesting people and learn a lot!

This is the last edition of the magazine that Ioannis will edit. We need a new editor for the coming editions. A few technical skills are needed for the job, but most important is interest for communication and for the field we are in. If you can think of anyone who would fit the job, please tell us!

All positions in the EPEA organization are voluntary work, no one gets paid for their efforts in money, but sure you have personally outcome such as insight in prison education in Europe, develop language skills, organizational skills and meet a lot of interesting persons with a glow for prison education!

The second issue is the celebration of the 25th anniversary of the Recommendation on Education in prison, which we find so important to us that we include it in every edition of the Magazine. We want to establish a prison education day to be celebrated every 13th of October, the date of the signing of the Recommendation. This day will be important in helping to maintain an international awareness of the issues concerning prison education and we hope this day will serve to encourage activities and events within prisons, with the help of all of you. Read more about The Day in the article and check out (and sign) the petition at <http://chn.ge/1md8n62>. Let's stand together to spread and strengthen our vision.

Have a nice summer!

Astrid Utgard  
EPEA Secretary  
[www.epea.org](http://www.epea.org)





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

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

If you would 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:

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## Council of Europe Reports



The EPEA is one of the European NGO's which has a participatory status at the Council of Europe and our chair usually represents the EPEA at the NGO conferences especially at the Commission of Education and Culture and at the Commission of Human Rights. These INGO Conferences are held twice a year, one weekly session in January and another in June. At the so called Winter Session 2014 several workshops took place and a great number of different INGOs were present to discuss the needs, trends and interests of the various groups they represent.

On Tuesday 28th of January the Agenda was opened by Sabine Rohmann (Chair/Conference of INGO's of the Council of Europe) and a talk about the professional image and ethos of the teacher of the 21st century (if interested see [http://www.coe.int/t/dg4/education/pestalozzi/home/What/Conf\\_en.asp](http://www.coe.int/t/dg4/education/pestalozzi/home/What/Conf_en.asp)), followed by James Barnett who talked about the religious dimension of the intercultural dialogue (more information see <https://wcd.coe.int/ViewDoc.jsp?id=2100283&Site=COE>).



Gabriel Nissim discussed the same topic but concentrated on the political aspects, the hate speeches via the web, the increase of tension between religious groups through politicians, the fear of the "other" and the consequences by majority religions. Before the working groups started Brigitte Kahn presented a project which aims to sensitize young people for the Human Rights.

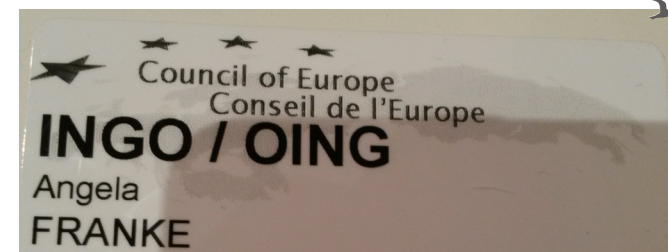
On behalf of Lena Broo who has been a participant at the working group "Access to digital media for all" since 2012 I represented the EPEA in this group. Harry Rogge (European Association of Geographers and Vice-Chair of the Education and Culture Committee) opened the session and informed us about the ambitious task which is to present a suggestion to the European recommendation at the June session 2014. The interesting and relevant discussion which followed centered on ideas and questions like: What does "access to media" nowadays really mean? What already exists on this topic? What about digital fracture, digital exclusion? What about transparency, misuse and censorship? How can you find a balance between censorship and educating critical people? What does the information mean and how do you handle it? Who are the actors? Who is interested in internet governance and which forums already exist? How can we, the INGO's connect?

Let us transfer the Human Rights to the virtual world, online like offline. Human Rights is an ongoing concern, it should be implemented and highlighted. Let us create an observatory including all the actors on the information stage like governments, economic financiers, companies, INGOs and consumers. All people have the rights of freedom of expression and opinion and who is responsible to ensure it? Which country is recognizing it as a fundamental right? Any restriction of free access must be clearly provided for by law and proven to be necessary. Internet access for capacity building, to acquire the necessary skills and knowledge, an essential contribution to employability...

There was not enough time to find answers to all these questions but some thoughts and ideas were agreed upon and Harry Rogge closed the workshop with the task to set up a draft for the June session 2014 based on the CM Document Internet Governance – Council of Europe Strategy 2012-2015 (<https://wcd.coe.int/ViewDoc.jsp?id=1919461>) which I can recommend if you want to get a general idea on the present status.

Personally I enjoyed this trip to the Council of Europe, I met very engaged and at least bi-lingual people, I enjoyed the discussions and talks on a very high and enthusiastic level and I could see how important it is that the EPEA is present and acting on behalf of the prisoners as a marginalized group.

Angela Franke  
EPEA Regional Representative





# Steering Committee Reports



The latest EPEA Steering Committee meeting took place from 21 to 23 of March 2014 in Bucharest, Romania.

Attending the meeting were: Astid Utgard - Secretary, Per Thrane - web master, Nyggi Agernaes - Northern Region Representative, Angela Franke - Central Region Representative, Ioanna Morar - Eastern Region Representative and the host of the meeting, Ioannis Papadimitriou - Southern Region Representative and magazine editor, Paul Talbot - European Project coordinator while absent for personal reasons were: Lena Broo - Chairperson, Per Snneggen - Treasurer and Tony Busser - Western Region Representative.

The meeting took place at the Romanian Ministry of Justice - National Administration of Penitentiaries premises and the hospitality of the people of the Ministry provided the SC members, was very warm and generous. One of the first actions of the SC was to sign the co-operation protocol between the EPEA and the Romanian National Administration of Penitentiaries, renewing the one that was signed two years ago. The National Administration of Penitentiaries Director Mr Catalin Claudiu Bejan and the EPEA Secretary Astrid Utgard signed the protocol which is an official document stating the support both parties will give to each other in the effort of moving prison education ahead. Besides the SC members, 15 members of the Organization from Romania were present, all involved in prison education, and all had the chance to talk about their work and exchange views on prison education issues.

1. Election of EPEA Officers: After following the election procedures, Mrs. Astrid Utgard - current EPEA Secretary was the unique candidate for the position of the Secretary and Mr. Nyggi Agernaes - current Regional

Representative for the Northern Region, was the unique candidate for the position of the Treasurer. Since they both accepted the nomination they became the New EPEA Officials without any voting procedures from the members. Mr Nyggi Agernaes will replace Per Steinar Sneeggen and Mrs. Utgard by renewing her Secretary duties, being an experienced Board member, secured a smoother succession of officials of the Organisation in the future. The position of Deputy Chair still remains empty and so an extension of the process until May 15 was given for the necessary actions to be taken.

2. New branches of the Organization, one in Denmark that was formally accepted by the SC and one in Romania currently in its finalizing stages, were welcomed by the SC. The one in Romania, has 94 enlisted members for the year 2014, a figure which shows the great potential of the Organization in this country.

3. The upcoming Directors Conference to be held in October 2014 in Tallinn, Estonia and the preparations for the EPEA Conference to be held in 2015 in Belgium were major issues that the SC tackled, in conjunction with the new data Erasmus + brings in European activities. The new SC member Paul Talbot - European Project coordinator, undertook the preparation of instructions to be sent to all members to ensure optimum participation of the members in future EPEA events.

4. A long discussion about the EPEA's participation in European projects, and the implementation of its policy in European activities took place. Plans were made and after brainstorming about these issues, directives have been decided along with the participation in a European project that will ensure the Organization economically provides the necessary funds to achieve the aims set for the years to come. Moreover, it was decided to ensure the Organization's rela-

tionships with the Council of Europe and other European and International Organizations.

5. Designing the organization's policies on issues related to the image and presentation of the Association in the internet and social media concluded on decisions upon web strategies and interactive electronic publications. The work on the new website is in its final stage and thus soon there will be a new, more dynamic website.

6. Actions were planned in order to support the declaration of the 13th of October as the International Day for Prison Education, at European and International level.

In many European countries there is a large impact on the economic crisis on education in prisons, and countries such as Germany, Denmark, England who in recent years gave substantial support to education in prisons, are moving into institutional changes, budget reductions and reorganization structure procedures, were taken into account by the SC and led to recommendations for the design of the policy to support structures through visibility and actions. The increase in the membership of the Organization in 2013 shows that we are on the right track but it is a fact that we need a lot of work to achieve our goals and expand our action across Europe and beyond.



*Ioannis Papadimitriou  
Southern Region Representative  
EPEA magazine editor*





## EPEA elections 2014 - new SC members

This Spring we face the unusual situation whereby all officers in the Steering committee are up for election. The deadline for nominations for these positions was 20th of March 2014.

Only two nominations were received for these positions; one nomination for Treasurer and one for Secretary.

Nominated for Treasurer was **Nyggi Aggernaes**, who is already in the SC as Regional Representative for the Northern Region. He was accepted by the SC to take over the position as Treasurer from the first of July 2014.



Nominated for Secretary was **Astrid Utgard**, who has already been in the Steering Committee as Secretary for three years. The SC accepted her to continue as Secretary for one more year, standing for election again in 2015.

There were no nominations for the position of Deputy Chair. As such, the nomination period for the Deputy Chair has been prolonged until the 15th of May.

We encourage all members to send in their nomination for Deputy Chair.

From first of July 2014, The Steering Committee has co-opted **Lya Manniste** from Estonia for the position as Regional representative for the northern region. Lya was standing for election together with Nyggi Aggernaes at the RR's elections in Iceland, and we are happy to welcome here in our team. Here is her own presentation:



*I have been working in the field of adult education for 19 years, including 17 years in the field of practical education in prisons. Most of that time I have been managing that activity. Tallinn Construction School, where I have been working since April 2009, have provided prison education (Tallinn and Harku Prison) for seven years. I see a great potential in using my experience and skills to manage educational processes of adult inmates (70-80 students) within this organisation.*

*I have been member and CP of EPEA in Estonia since 2006, and my workplace has been organizational member since 2010 and has taken a direction towards becoming the role model and leading competence center in developing vocational education in prisons in Estonia. I have valuable experiences from a few prison education Grundtvig collaborations and Leonardo mobility projects since 2003 til present time. Last year we started with colleagues from six countries of Europa Grundtvig partnership project: M\_TIPE (Mentoring Teachers In Prison Education) which aim is to collect experi-*

*ences and exchange methodologies to find better ways for supporting of new and experienced teachers in prisons.*

*One very important and challenging task for me during last year is to contribute in team to prepare next EPEA's decision makers conference „Policy and Quality in Education in Prison“ which will take place in Tallinn, Estonia on 01-04 October 2014.*

*People around me often ask me what has kept me so long in the prison-education field. Maybe it's just my way to make the world a better place?*

*To continue this way in the role as Regional Representative would definitely be a great challenge for me and for Estonia.*

Lya Manniste - [Lya.Manniste@ehituskool.ee](mailto:Lya.Manniste@ehituskool.ee)

**Paul Talbot** is co-opted by the Steering Committee as the new project manager:

Here is her own presentation:

*Vienna - Unlike many of you, I have only very little experience teaching in prisons. As a freelance English trainer, I was running courses in an Austrian prison in 2010, and after hearing about the EPEA, I quickly accepted the kind invitation to attend an EPEA LP Meeting in Amsterdam, where I first heard the words "European Lifelong Learning" and "Grundtvig" in a presentation by Valentina Petrova - who remains my mentor, who has left me a gigantic pair of shoes to fill, and to whom I owe an eternal debt. Influenced by my studies in Law and*



*Criminology, my political and moral beliefs, and strengthened by my – albeit limited - experience working with offenders in prisons and in the community, I am committed - both personally and professionally – to achieving positive change for prisoners, ex-offenders and victims. This is a cause I feel passionately about and one that I hope I can make a small positive contribution to. In my 'day job', I now work as project manager, development consultant and evaluator for the Austrian company die Berater® (who you may know from the Prison Arts Network). Here I work in close cooperation with several international organisations in using European funds to implement new ideas in the field of prison education and criminal justice.*

*As project coordinator at the EPEA, I can continue to pursue these interests as a volunteer. I am keen to support the EPEA not only in promoting concrete educational opportunities for prisoners and prison teachers, but also in promoting opportunities to work together. I hope we can use European funds to meet and exchange ideas and best practices, achieving long-term benefits for the organisation, its branches and its members.*

*Valentina once told me that my ideas were not always realistic, but rather idealistic – the ideas of an 'outsider'. Working together with you, EPEA braches and members, I hope that we can mould all of our needs, our visions and our idealistic ambitions into realistic opportunities and achievable successes, looking to the future, and finding new ways to bring positive change – however small - to prison education in Europe.*

Paul Talbot [p.talbot@dieberater.com](mailto:p.talbot@dieberater.com)





# The EPEA's action plan and Tresurer reports

## EPEA Action plan 2014

Goal/ Aim	Action
Increase involvement in projects in the prison education field	<ul style="list-style-type: none"> <li>Partner in project "Hattrick in Prison"</li> <li>Project generation workshop</li> <li>EPEA as Associated Partner – with "marketing obligations" for projects (stating that the project is supported by the EPEA, and inclusion of the EPEA logo) – agreement by vote amongst SC members.</li> </ul>
International Day of Prison Education – 13.10  "Celebrating a quarter of a century of quality, meaningful prison education"	<ul style="list-style-type: none"> <li>Promoting the day to the members through the website, newsletter and magazine</li> <li>Collecting positive feedback and posting on the website</li> <li>Create a new website for "The Day".</li> <li>Celebrating the day all around Europe (and encouraging other non-European countries)</li> <li>Official message of EPEA to declare the day as the International Day of Prison Education</li> <li>Official communication to relevant authorities at European and International level (EU, CoE, UN, UNESCO, Red Cross, Amnesty, European Fundamental Rights Organisation ACEA (Australia) CEA (USA) and others)</li> <li>Officiating the day at the Directors' Conference – especially between an official agreement between Lena and an official.</li> <li>Insist on recognition of the day by projects involved in Prison Education and their promotional materials</li> <li>Promotional materials produced as part of the day (website, logo)</li> <li>Competition for logo production</li> <li>Pins for International Day.</li> </ul>
Synergy-Building	<ul style="list-style-type: none"> <li>CPT</li> <li>Concorde International</li> <li>Amnesty International</li> <li>EAEA</li> <li>ACEA (Australia)</li> <li>CEA (USA)</li> <li>EU</li> <li>Others</li> </ul>
Outreach	<ul style="list-style-type: none"> <li>TED Talks</li> <li>University Lectures</li> <li>Other events</li> <li>Website</li> <li>Student recruitment</li> <li>YouTube Film</li> </ul>

## Treasurer's Report

### EPEA Accounts in Euro Result year 2013

	Expenditure	Income	
Office supplies	150,29	9 063,25	14th EPEA Conference
WEB costs	229,80	12 994,59	Membership fee
Publications	673,98		
Meeting costs	3 467,39		
14th EPEA Conference	281,60		
Audit	782,72		
Postcosts	41,54		
Travel costs	2 025,62		
Membership fee	141,41		
Bank costs	132,16	-14 118,48	Profit
<b>Total</b>	<b>7 926,52</b>	<b>7 939,37</b>	<b>Total</b>

### Balance pr. 31.12.2013

	Property	Dept and equity	
Cash holding	0,00	6 679,49	Opening stock
DnBNor-Bank main	30 908,61	10 110,63	Fund Directors meeting
		14 118,48	Profit
<b>Total Proprietary</b>	<b>30 908,61</b>	<b>30 908,61</b>	<b>Total Capital</b>

The conference in Iceland was handled financially very well with a profit of 11.500 euro. Membership dues have increased from the last year with 2.991 Euro. For year 2013 we had a profit of 14.118,48 Euro. In the bank we have 30.908,61 euro pr. 31.12.13, inclusive 10110,63 euro earmarked directors meeting. Pr. 13.03.2014 EPEA has 37 967 Euro in the bank inclusive earmarked 10.110,63 euro and 452 euro by PayPal. Since the year 2011, the EPEA's capital increased much and the organization starts to get a healthier economy. It is the SC's priority that the capital is to be used with care. A very important factor is to keep control of the income and the spending of the money in relation to future projects. Leaving EPEA treasurer position I would like to thank all the people involved for giving me the opportunity to experience interesting times in the Assosiation. I wish all the best to the SC and to all EPEA memebers.

Best regards  
Per Sneeggen  
EPEA Treasurer





## EPEA Conference History

### 14th Conference

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

### 13th Conference

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

### 12th Conference

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

### 11th Conference

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

### 10th Conference

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

### 9th Conference

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

### 8th Conference

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

### 7th Conference

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

### 6th Conference

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

### 5th Conference

Bending Back the Bars  
Blagdon, England  
October 1 - 4, 1995

### 4th Conference

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

### 3rd Conference

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

### 2nd Conference

Oxford, England  
September, 1989

### 1st Conference

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

## The 16th Nordic Conference on education of inmates

### The prison as a learning arena Education and study - and career counselling of Nordic inmates



On the 24th - 26th September 2014 the Nordic Network for Prison Education organizes a joint Nordic conference on education of inmates. The conference is a biannual event hosted by a different Nordic country each time. This year it will be held in Denmark, with the Danish Prison and probation Service as the main organizer. The final invitation with details of the program and practical information will be sent out during summer 2014. The Nordic Network for Prison Education is an independent network within the Network for Adult Learning under the Nordic Council of Ministers. The network has representatives from Iceland, Norway, Sweden, Finland and Denmark.

Date: 24 - 26 September 2014

Venue: Copenhagen

Target group: Teachers, Study and career counsellors and others with an interest in education and study and career counselling of inmates

Language: Scandinavian, however key note speakers will be translated into English and some workshops will be held in English.

Fee: The fee has preliminary been set at around 550 euro. This includes participation, hotel and meals during the conference. The final fee will be available in the invitation.

If you have questions you can contact members of the Nordic Network for Prison Education:

Anna Frída Bjarnadóttir, Island E-mail: annafrida@fangelsi.is

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## EPEA Directors Conference 2014, Tallinn, Estonia



### Invitation to the EPEA conference "Policy and Quality in Education in Prison"

European Prison Education Association is glad to announce that the next decision makers conference, "Policy and Quality in Education in Prison" will take place in Tallinn, Estonia on 01-04 October 2014.

The purpose of the Conference is to share good practices and also present new researches on prison education field. The special focus will be on foreign prisoners and young offenders.

The Conference welcomes prison education policy level representatives from all the European countries to participate. All countries have similar challenges- in cooperation it is easier to find solutions. Our aim is to offer substantive possibilities for decision makers to discuss the topics, share experiences and new ideas. The registration for the conference is open now: <http://www.eestikonverentsikeskus.ee/epea-conference>

All expenses will be covered by the participants. The participation fee for the delegate is 650 Euros. The fee will cover conference and accommodation. Deadline of registration payment is 30.06.2014

Conference organisers (thanks of the Swiss Foreign Department Section DEZA) are pleased to provide limited



number of scholarships to cover partially or fully the participation costs of a number of people from resource-limited countries (one or two from each country). Scholarships enable to welcome at the Conference people whose participation will contribute to their work and the transfer of skills and knowledge in their country.

List of resource-limited countries: Albania, Bosnia & Herzegovina, Kosovo, Macedonia, Serbia, Moldova, Ukraine, Georgia, Armenia, Azerbaijan, Kyrgyzstan, Tajikistan and Uzbekistan.

More specific information will be additionally sent to you by the Conference Secretariat.

If you have any questions meanwhile, please contact Conference Secretariat at [epeaconference2014@gmail.com](mailto:epeaconference2014@gmail.com)

Hope to meet You in Tallinn!  
Yours sincerely,

On behalf of the EPEA conference organizers  
Lena Broo  
EPEA Chairperson

Lya Manniste  
Manager of prison education in Tallinn Construction School  
CP of EPEA in Estonia





# EPEA Directors Conference 2014, Tallinn, Estonia



## Preliminary Programme

### Day 1(01.10.2014)

15:00 - 16:15

Welcome speech

Overview of Estonian prison service

16:15 - 16:45

Coffee

16:45 - 18:45

Overview of education in prison

(background information)

Young prisoners and foreigners

National agency Life Long Learning

19:00 - 22:00

Dinner

11:40 - 12:40

Swiss experience in educating the foreigners in prison  
questions and reflections

12:40 - 14:00

Lunch

14:00 - 15:10

UK experience

questions and reflections

15:10 - 16:10

Action group

16:10 - 16:30

Coffee

16:30 - 17:00

Journal of prison education and re-entry

17:30 - 22:00

Guided tour in Old Town

dinner on your behalf

10:40 - 11:00

Coffee

11:00 - 11:45

Education quality research

11:45 - 12:00

Questions and reflections

12:00 - 12:30

Education quality demands

13:00 - 19:30

Trip to Viru Prison

20:00 - 23:55

Gala Dinner

### Day 2(02.10.2014)

09:00 - 10:10

General policy in Europe, challenges  
questions and reflections

10:10 - 10:55

Ethnic minority prisoners

(Nordic research) questions and reflections

11:10 - 11:40

Coffee

### Day 3(03.10.2014)

09:00 - 09:40

Main tasks and action plan from the groups

09:40 - 10:25

Special educational needs of young offenders

10:25 - 10:40

Questions and reflections





## EPEA new Branch in Denmark



Constitution of EPEA Denmark adopted the EPEA - Denmark 's inaugural meeting on February 12, 2014.

\* EPEA - Denmark is a Branch of the European Prison Education Association (EPEA) .

\* EPEA - Denmark purpose:

- To promote the knowledge of the Council of Europe Resolution No. R ( 89 ) 12 on prisoners' access to education.
- To contribute to increased staff development related to education and training within the Prison Service.
- To cooperate with related organizations.
- To support research and development related to education and training within the Prison Service.

\* Membership of EPEA Denmark is open to individuals linked to education and training within the Prison Service or related fields. Membership of EPEA - Denmark also implies membership of the EPEA.

\* The General Assembly is EPEA - Denmark's highest body . Given that the annual general meeting each year. Extraordinary general meeting if the board or over 1/ 3 of the members want it. Notice of Annual General Meeting at least 3 weeks in advance . The General Assembly has the following agenda:

- a) Election of chairperson
- b ) Election of
- c ) Approval of call
- d ) The Chairman's Report
- e) Accounting
- f ) Proposals
- g ) Appointment of at least 3 members.

\* The Board consists of at least 3 members. The Board shall elect its own chairman, secretary and treasurer. The Board signed by the chairman, secretary and treasurer. There is no



limit on the number of board members. All active and committed members are encouraged to participate in the work and the Board may appoint persons to be members of the board. Members of the Board of Directors appointed by the Board must be approved by the next General Assembly.

\* The Board has the task of promoting EPEA - Denmark purpose and implement General Assembly.

\* The Board shall appoint Liaison Person and Contact Persons by EPEA's rules.

\* The membership will be determined by the Board. The quota shall not exceed 50% of annual membership to EPEA.

\* The Board of Directors may decide to vote for the general meeting may be conducted electronically for example, per email.

\* General Assembly may adopt amendments to the articles by 2/3 majority. Proposal for amendment of the Articles shall be in writing four weeks before the meeting.

\* The General Assembly may dissolve EPEA - Denmark by 2/3 majority. Disposition of any agents in solution is determined by the general meeting.

We are happy to welcome a new branch!

At the latest SC meeting, the SC accepted a new Danish branch to the EPEA family.

The branch has 12 members and a Steering Committee consisting of:

Chair: Nyggi Aggrnaes

Secretary: Per Thrane

Members: Marlene Akerlund

You can find more information on the branch at their homepage

[www.epea.dk](http://www.epea.dk)

email: [nyggi.aggernaes@kriminalforsorgen.dk](mailto:nyggi.aggernaes@kriminalforsorgen.dk)





# EPEA and the co-operation protocol with the Romanian National Administration of Penitentiaries



On the 21st of October, during the SC meeting that took place in Bucharest, Romania a co-operation protocol between the EPEA and the Romanian National Administration of Penitentiaries was signed, renewing the one that was signed two years ago. The National Administration of Penitentiaries Director Mr Catalin Claudiu Bejan and the EPEA Secretary Astrid Utgard signed the protocol which is an official document stating the support both parties will give to each other in the effort of moving prison education ahead.

## Motivations

- The Council of Europe Recommendations supporting pan-European and regional co-operation development
- There are points of consensus concerning the initiation and extension of the co-operation between the two institutions/organisations
- Co-operation can act as a support mechanism for the professional relations between the members of the two institutions/organisations
- Co-operation between the two institutions/organisations can raise awareness of issues around education in the prison environment
- Both organisations give special attention to the co-operation between international organisations/institutions, on the subject of the education organisation and function in penitentiaries
- Both organisations recognise the benefit of mutual activities, and exchange of good practices on education domain in the prison environment
- This co-operation will lead to the promotion of European standards in the field of the prison education

Besides the SC members, 15 members of the Organization from Romania were present, all involved in prison education, and all had the chance to talk about their work and exchange views on prison education issues. The EPEA believes that this protocol supports its aims on promoting prison education in Europe and beyond.



## CO-OPERATION PROTOCOL

Between the following parties,

The **European Prison Education Association**, with the headquarter n.....  
...Kongsberg...60...Tromsø...Norway..., represented by Mrs.  
Lena BROO, Chairperson,

and

The **National Administration of Penitentiaries**, with the headquarter in Bucharest,  
47 Maria Ghiculeasa Str., sector 2, represented by Mr. Chief Commissioner for  
penitentiaries **Cătălin Claudiu BEJAN**, General Director,

### Motivations:

- The Council of Europe Recommendations supporting pan-European and regional co-operation development;
- There are points of consensus concerning the initiation and extension of the co-operation between the two institutions/organisations;
- Co-operation can act as a support mechanism for the professional relations between the members of the two institutions/organisations;
- Co-operation between the two institutions/organisations can raise awareness of issues around education in the prison environment;
- Both organisations give special attention to the co-operation between international organisations/institutions, on the subject of the education organisation and function in penitentiaries;
- Both organisations recognise the benefit of mutual activities, and exchange of good practices on education domain in the prison environment;
- This co-operation will lead to the promotion of European standards in the field of the prison education;

### I. Legal Framework relating to the Romanian National Administration of Penitentiaries

- The Law no. 254/2013 concerning the punishment execution and measures ordered by the judicial bodies during the penal trial;



# EPEA and the new ERASMUS + opportunities



**ERASMUS+**

2014 - 2020 programme for Education,  
Training, Youth, and Sport

## Obtaining European funding for EPEA training events and conferences

Paul Talbot – EPEA Project Officer

[p.talbot@dieberater.com](mailto:p.talbot@dieberater.com)

0043 (0) 1532 4545 1139



The process of applying for European money has become more complicated than previously, however this is to ensure a better quality of training provision and practical application of learning outcomes.

For EPEA members there is the possibility to acquire funding for attending an EPEA conference or training event. This guide should help de-mystify this process and provide some solid recommendations for ensuring that the EPEA and its members can continue to benefit from European money, whilst having a really positive impact on the provision of prison education in Europe.

### What is a Mobility Action?

A Mobility Action is one of the only ways that EPEA members can acquire funds to attend EPEA events. Individuals themselves cannot apply, but applications have to run through the organisations where they are employed. Mobility Actions enable organisations (above all EPEA organisational members) to create strategic training plans for their staff, to prepare and send their staff to international training events (i.e. EPEA training conferences) and to ensure follow-up and dissemination of their learning outcomes within the organisation. These organisations are known as “sending organisations”, whereas the training event providers (i.e. the EPEA itself) is known as the “receiving organisation”.

The goal of these actions is to generate solid learning outcomes - not just to attend a conference, but to actively learn from it, and be able to implement this knowledge in your own professional setting.

It is easier for organisational members than individual members – individual members will need to convince their organisations to set up a project – this may be difficult, particularly when most of our employers are public sector prisons and detention centres!

### What do I need to do?

There are a number of stages in applying for a grant for Mobility. The “sending organisation” needs to compile a European Development Plan. This plan may be 4-5 pages long and shows how the organisation wants to develop and modernise within an international context. It is possible that the EPEA steering committee can write a template European Development Plan, based on its vision for its members. EPEA organisational members (or other “sending organisations”) can then adapt this template to →





their local situation.

The “sending organisation” also needs to apply for a PIC number from the Erasmus+ ECAS platform. This PIC (Participant Identification Code) identifies your organisation in any Erasmus+ application, and you only need to apply for it once – then you can use it on all applications in the next 7 years. You can apply for a PIC number here:

<https://webgate.ec.europa.eu/cas/eim/external/register.cgi>.

Afterwards, the “sending organisation” designs a mobility project and submits an application by the given deadline. An example of the 2014 application form can be found here:

[http://ec.europa.eu/programmes/erasmus-plus/documents/form/adult\\_education\\_staff\\_mobility\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/documents/form/adult_education_staff_mobility_en.pdf).

The mobility project should show how certain international training events will contribute to the organisation’s European Development Plan, and outline how staff learning will impact the organisation, including how this new knowledge will be shared and disseminated within the organisation.

### What should the EPEA Steering Committee do?

The EPEA SC should offer a number of different training and networking possibilities throughout the year. These can be organised by the SC or by other members. It includes the bi-annual conference and training course. The content of these courses should not be pre-defined but designed in collaboration with the “sending organisations”. These could be no more than set dates when “training events” could occur – once we know who will attend these events, then we can plan then more concretely to meet the exact needs of EPEA members.

### Example Case Study

An EPEA organisational member in Denmark has 20 prison teachers and support staff. These staff want to attend an EPEA event (conference or training event).

This EPEA organisational member compiles a European Development Plan. This plan outlines that by 2020, their staff should be more familiar with broader European prac-

tices in prison education; their staff should be competent in communicating with prisoners in at least one other European language, and should be able to design and manage international education projects.

This EPEA organisational member registers itself with ECAS, and received a PIC code that it can use on all Erasmus+ applications. The EPEA organisational member sees that the EPEA is holding a conference and training course, and a European project generation and management workshop (although the content of these training courses is not yet defined). This organisational member writes a project concept (see “example project concept” below).

Based on the project concept, the organisational member writes an application and submits it to their Erasmus+ National Agency according to the set deadlines. Before submitting their application, they can send it to the EPEA SC / Project Officer to review it.

If the mobility project is accepted by the National Agency, the organisational member along with other organisational members who have applied for / received funding and the EPEA Steering Committee (and others hosting the event or training), can start to prepare the mobility project, including identifying the specific training requirements and content.

According to what was written in the application form, the organisational member should (in collaboration with the EPEA SC) implement any preparations for the training, establish monitoring processes and criteria for validating learning outcomes.

Participants from the “sending organisation” (the organisational member) attend the conference or training event for a minimum of 2 days. The process should be monitored and evaluated, and learning outcomes should be validated (the EPEA SC / Project Officer can help with this).

After the conference or training events, the participants do not just forget about it, but should actively plan how to share and disseminate their new knowledge within their organisations. The organisational member completes a report for the European Commission on how the project was implemented, how the staff have benefited, and how the training has benefited the organisation.







## A possible mobility project plan

Each organisation may have different goals for their training projects, and it may involve different types of training – and can also cover training and events outside of the EPEA. A possible plan for a 12-month mobility project could look like this:

Months	Activities
1-3	<ul style="list-style-type: none"> <li>. Identifying training requirements and determining the content of the training with the EPEA</li> <li>. Preparation for training - development and completion of a pre-training review</li> <li>. Establishing monitoring criteria for learning outcomes</li> <li>. Establishing validation criteria for learning outcomes</li> </ul>
4 - 9	<ul style="list-style-type: none"> <li>. e.g. Some staff members attending EPEA training event and conference</li> <li>. e.g. Some staff members attending EPEA-organised European Project generation and management course</li> <li>. e.g. Some staff members attending EPEA-organised "Languages Behind Bars" training for communication with foreign national detainees</li> <li>. e.g. Other training activity, as decided in Months 1-3</li> <li>. Monitoring, evaluation and validation of learning outcomes</li> </ul>
10-12	<ul style="list-style-type: none"> <li>. Planning and implementation of learning dissemination within the organisation</li> <li>. Final report of mobility action</li> </ul>

## What kind of funding can I expect?

Funding under Erasmus+ is always considered a 'contribution to costs' rather than complete coverage of expenses. However, since it works on the basis of "unit costs" rather than "actual costs", you have more control, and if you can minimise the cost of travel and accommodation, you may be able to cover everything with the grant.

. **Travel** – "sending organisations" (i.e. EPEA organisational members) may receive between €180 and €360 for each staff member being sent to a conference or training event. The amount depends on the distance being travelled:

- 100km-499km = €180
- 500km-1999km = €275
- 2000km – 2999km = €360

More money is available for longer distances (i.e. €1100 for over 8000km) but these distances are unlikely in reality.

. **Subsistence** – "sending organisations" receive money per day to cover the food and accommodation of its staff whilst at a conference or training event. This amount is not yet defined, but will be clarified by your National Agency. In any case it will be between €50 per day and €160 per days, and will depend on the country where the training will take place, along with other "objective and transparent criteria" that is not yet clear.

. **Organisational support** – "sending organisations" receive €350 per staff member for costs linked to the implementation of these mobility activities, including any preparation work, monitoring and support and validation of learning outcomes.

. **Course fees** – "sending organisations" receive €70 per day, per participant to pay course fees (up to a maximum of €700). These course fees are, of course, set by the EPEA or its training providers.

### Recommendation

Part of this money can be paid to the EPEA so that they can hire somebody to oversee monitoring and validation, to ensure a common, systematic approach.

### Recommendation

The EPEA should set course fees at €70 per day for 3-4 days. This money can go to the EPEA or pay for the training provider.





2014 - 2020 programme for Education,  
Training, Youth, and Sport

**Special needs** – “sending organisations” are reimbursed 100% for any costs incurred relating to participants with disabilities. This must be declared and justified in the application itself.

#### What is the benefit of this?

It is important that EPEA members have the opportunity to learn from one another, to exchange best practices and develop the capacity and competences to move the prison education agenda forward in Europe. By turning EPEA conferences and other events into training programmes, we can be sure that members can really take something away from these events that will support them in their professional activities. Having a focus on ‘learning’ through the EPEA provides a sense of meaning and direction the organisation, and encourages people to get actively involved in developing and sharing best practice.

It also means that any EPEA member who wants to share their knowledge and experience with other members can actively set up a networking event and training course. A possible idea could be for a group of EPEA members to collectively put together a programme, which other members (organisational members and branches) can get funding to participate in.

#### Deadlines

The next deadlines will be communicated to EPEA members by email and through the newsletter and magazine.

#### More information and support

If you are unfamiliar with European funding programmes, then this process may seem daunting. However, it needn't be complicated, and with the support of the Steering Committee, you can really benefit from European money, and we can all make positive changes to prison education in Europe.

For more information and support on Erasmus+ processes, you can contact Paul on [p.talbot@dieberater.com](mailto:p.talbot@dieberater.com), or you can arrange to speak with him on Skype at [paul.dieberater](https://www.skype.com/en/contacts/paul.dieberater).

The EPEA Steering Committee would also like to run an ‘online conference’ on the topic of European funding, and we will contact you soon with more details.

*We look forward to supporting you in Erasmus+*

EPEA Steering Committee – 16.4.2014





# New Opportunities and Challenges with Erasmus+

The new Erasmus+ programme presents a whole new set of challenges and opportunities for the EPEA. With more focus on the mobility of young people and vocational trainees, and less focus on the training provision of adults, it seems that prisoners themselves will fail to benefit hugely from new educational programmes. However, with an emphasis of strategic partnerships between organisations, EPEA members are in a great position to use the Erasmus+ programme to enhance their own training and networking.

New educational materials and programmes can be developed for prisoners, as long as the focus of new projects is on training prison staff to use them and integrate them into their educational offers. The logic behind this is clear – by focusing on training staff and educators to integrate new educational tools and methods into their professional work, project outcomes will inevitably have a more mainstreamed impact.

For EPEA members, it also means more chances to attend joint trainings, to contribute to new innovations and to get more involved in European cooperation.

## It's not just Erasmus+

There are other funding programmes besides Erasmus+ that will be very useful for people working in prison education. The European Justice and Anti-Violence

programmes can be used to great effect in prison education settings. Only recently, a project was submitted under the European programme for Fundamental Rights and Citizenship that focuses on developing legal awareness training in prison settings – employment law, family law, landlord and tenant laws, and – in keeping with the focus of the funding programme – European Fundamental Rights, so that prisoners are better aware of their rights and obligations once they are released back into civilian life. Whilst this project has not yet been accepted, and the applicant is still awaiting the result and decision from the European Commission, it serves to demonstrate how we should look further afield to find sources of inspiration, innovation and investment in educational activities in prison.



## Looking to the future

With so many opportunities to do something really meaningful for prison education on a European level, we should all get involved in sharing our ideas and visions.

## Latest Call for Proposals:

European policy experimentations in the fields of education and training and youth: transnational cooperation for the implementation of innovative policies under the leadership of high-level public authorities

"The general objective of the call for proposals is to encourage the assessment of the systemic impact of innovative policy measures through field trials in order to improve the effectiveness and efficiency of education and training systems and youth policies. This call aims at involving high-level public authorities of the eligible countries in the collection and evaluation of relevant evidence to back and monitor policy reform using sound and widely recognised evaluation methods based on large-scale field trials."

[http://eur-lex.europa.eu/legal-content/en/TXT/PDF/?uri=OJ:JOC\\_2014\\_051\\_R\\_0017\\_01&from=EN](http://eur-lex.europa.eu/legal-content/en/TXT/PDF/?uri=OJ:JOC_2014_051_R_0017_01&from=EN)

Unfortunately the deadline for this action is the 20th of May, which will be likely to be too short notice to develop a sound proposal.



**EPEA members are invited to submit their ideas and visions to the Steering Committee.**



How would you propose developing something to meet the objectives of this call? What kind of project could you imagine? How can this call for proposals meet your needs and the needs of the EPEA?

Submit your ideas to the steering committee and they will be published in the next magazine – you never know, perhaps they'll end up being proposed to the European Commission next year.







## EAEA Grundtvig Award of 2014

### Remembering World War I for the Future - Adult Education promoting Peace and Cohesion in Europe

2014 marks the 100th anniversary of World War I – a war fuelled by xenophobia and economic turmoil, a war which changed Europe drastically and which shaped the fate of our continent in the 20th century and beyond, a war which ended in new dimensions of mass killings and suffering. At a moment when the future and values of a united Europe again face unprecedented challenges, it is a good time to embrace peace and take a moment to reflect on the past, the present and the future. We believe that by creating opportunities for mutual learning, reflection and dialogue, adult education can promote peace and cohesion in Europe.

This year's EAEA Grundtvig Award is linked to the DVV's and EAEA's joint initiative Remembering for the Future. EAEA therefore proposes to focus on the topics of remembrance and peace for its 2014 Grundtvig Award.

All participants gain:  
The certificate of attendance;  
Appearance in the EAEA Grundtvig Award publication that will be distributed in EAEA's events and networks;  
International visibility in EAEA's social media channels and EAEA website.  
The winners gain:  
The best initiatives will be invited to and showcased at the EAEA Grundtvig Award Ceremony during the conference in Sarajevo, 12-14 November 2014;  
The certificate of attendance;  
A concrete EAEA Grundtvig award (a piece of art or handicraft);  
Key slot in the EAEA Grundtvig Award publication that will be distributed in EAEA's events and networks;  
International visibility of the project in EAEA's social media channels and EAEA website also after the ceremony;  
Appearance in EAEA's press-release after the competition.

#### How to participate?

Categories:  
We will award excellent adult education and learning projects with the topic Remembering World War I for the Future - Adult Education promoting peace and cohesion in Europe in two categories:

#### Why participate?

##### 1. World War I remembrance initiatives

We are looking for a focus on local history during WWI, as well as reflections on the current situation in Europe and beyond, especially tied to the dangers of nationalism and xenophobia. A transnational partnership for the initiative is welcome but not necessary. The activities may include:  
Local study groups who are researching local WWI-related history;  
Workshops, lectures or conferences about WWI (and tying it to current affairs) on a local, regional and/or national level;  
Online resources, a movie, podcasts and/or other media projects about WWI and the overarching themes of the initiative, to help encourage discussion and other projects;  
Any other unique activities that tie in to the overarching theme.

##### 2. Adult education projects that promote peace and conflict resolution

While we would like projects in this category to have a link to WWI, this is not a precondition! We are looking for projects from Europe and outside of Europe that draw lessons from war, civil war or armed conflicts using these cases as a tool to promote peace and conflict resolution through adult learning and education.

#### Criteria

The initiative must clearly demonstrate the teaching and/or learning and/or material and/or unique results of the remembrance of WWI (Category I) or other conflicts (Category II) and its connection to the Europe's presence and future;

It must have evidence of outcomes, such as a

report, DVD, website or any form of verification;  
It is desirable that the initiative can be showcased and is transferable and/or useful for others.

#### What do we expect?

##### 1. A description of your initiative:

The main goals of the initiative and how it fits to the theme of the 2014 EAEA Grundtvig Award;  
What you actually did and how you did it;  
Your target group(s);  
What processes or partnerships were important;  
How did you get people involved;  
Some material that can be showcased (poster, photographs, text, website, videos, podcasts etc.).

##### 2. Explanation about the impact:

The impact on the participants and/or audience;  
What you have learned – what would you do again or differently next time?

#### Submissions

Deadline for submissions: 7 September 2014.

Please send the description and explanation in English. If the source material is in any other language, please provide a short English summary! Please send your submissions by e-mail to: gina.ebner [at] eaea.org

OR by post to:  
EAEA office, Rue d'Arlon, 40  
B-1000 Brussels





## Secret Teacher:

## Teaching in prisons is where I can make a real difference

Custody issues, abuse, addiction and some of the most dedicated students you could ever meet – Secret Teacher gives an insight into education on the inside.

Teacher Network

Resources, jobs and professional development for teachers



Photograph: Peter Macdiarmid/Getty Images.

No bell marks the start of our day. Instead, a slow drip-feed of men in grey tracksuits amble their way into classes. Sometimes 10 sit in front of me, aged 21 up to 60 or 70. They are the disaffected and the despicable. They are the proud, the defensive and the downright disagreeable; funnelled into education during their first days inside, where they complete assessments in literacy and numeracy. Their scores determine their placement into a classroom, and their subsequent opportunities for work.

I didn't know you could teach in prison until I volunteered at a rehab centre and someone there had learned to read in jail. It was a revelation to me after I'd always sworn that I would never teach, prompted in part by my primary teacher mother: never me, never a teacher. But something clicked and I knew that this was where I would end up. This was my niche; my place to make a difference.

The most challenging part of work-

ing with offenders is the disparity between students in the classroom – the range of ages, their level of literacy and their attitude to learning. Often their only common ground is their criminality. Some learners arrive spoiling for a fight, desperate to avoid the torture of school all over again, determined to prove themselves. Behaviour is an issue, with many refusing to work. Challenging inappropriate language is a constant battle when, for some, the f-word is used in every sentence.

These men require sensitive handling. Custody issues, homelessness, bullying, debt, addiction, poverty, loneliness, alcoholism, abuse, self-harm – a smorgasbord of issues make up these complex, challenging and often frustrated learners. This is Jeremy Kyle meets Grange Hill. Once a learner settles in the class, he often begins to talk, open up about his life and the challenges he has faced. Many people will say that all prisoners are bad people but the reality is that they are just like everyone else. They are the grown-up manifestations of frightened, abused, lonely and unloved boys. It's no wonder they're disaffected: many have the behaviour of teenagers and the reading levels to match.

The biggest rewards working in offender learning come when someone makes you rethink your first impressions of them, when someone proves you wrong. A learner once came to my class, asked what

subject it was, reeled off a load of expletives and refused to stay. He was a London lad, a football hooligan. Three weeks later, he returned, calmer, and took his seat. Three months later, I nominated him for an adult learner award because of his success in literacy. I saw him change from this thuggish brute with a bad attitude to one of the most dedicated learners I have had – he even went on to support a young man who was struggling. It's so satisfying as a tutor when, despite initial reluctance, your pupils relax, and begin to trust you and your teaching. They begin to realise that if they attend, and they listen, and they try, they can actually do this.

Another memorable student was a man in his 50s with very low literacy and numeracy levels. We worked together one-to-one, and his resilience and effort were outstanding. His fear of exams was his big downfall: he would clam up and be unable even to write. He never used a calculator, and instead would perform long multiplications on scraps of paper. It was painstaking, sensitive teaching and, as is often the case with offenders, his previous life of drug abuse had virtually obliterated his short-term memory. After several weeks, I told him we were doing a practice exam. When he passed, I revealed that he had taken his entry level 2 maths and he cried with relief.

The hardest part of the role is the conflict between education and prison, and

the way the prison regime dictates every part of the day. The men work in the morning for more than three and a half hours, which makes even the most enthusiastic learner difficult to engage. I cannot count the number of times I've been told, "At least you've got a captive audience." But it's not like that. Men come and go with alarming regularity and it's hard to deliver an outstanding lesson when all 10 of my students have an impending court case, or a visit, or a video link, or a baby on the way whom they won't meet for several years. Their priority is not usually education. But, despite this, we have excellent results and I'm proud to be involved in rehabilitation.

You know that difficult, unruly lad in bottom set maths? You know that boy who's been suspended countless times? You know that one they talk about in the staffroom, who throws chairs and spits and swears and tests everyone paid to care for him to the point of tears? Recent figures show he stands a high chance of entering the criminal justice system, and even more so if he gets expelled (with pupils thrown out aged 12 four times more likely to go to jail). If he does, if he's lucky, and brave, and determined, we'll pick him up, dust him down and carry on where he left off. And maybe second, third or 20th time around, he'll succeed.

<http://www.theguardian.com/teacher-network>





# Journal of Prison Education and Reentry

## *Dialogue for researchers and practitioners*

The Journal of Prison Education and Reentry (JPER) is an international initiative to establish a new platform for online dissemination of research and practical guidance with the primary goal to continuously develop best practice in prison education and reentry. As announced during the EPEA conference in Iceland this summer, we can report on the development of the journal towards the goal of presenting the first issue late spring of 2014.

### Who is this JPER for?

Basically, the journal is intended for everyone with an interest in prison education. The journal will be laid out as an international, peer-reviewed, open access periodical that will publish articles relevant to prison education and prisoner reentry into the community. We aim to reach out to prison educators, scholars, counselors, administrators, policy makers, alternative educators and others interested in education in prisons, reentry, community and reform. JPER recognizes the interdependence of researchers and practitioners, but also acknowledges that best practice in prison education also depend on input from a variety of areas, including but not limited to education, psychology, sociology, criminology, anthropology, and law. JPER will publish practitioner papers as well as research studies and scholarship with the intention of encouraging democratic dialogue within and across these two streams of practice. JPER is an inclusive forum where ideas from around the world are encouraged.

### Why open access of JPER?

Over the years, journals and other

platforms for publishing scholarly work have been commercialized, and access to new knowledge has become quite expensive and therefore not always available where it is needed. Open access is a way of publishing that assures everyone with access to the internet should also have access to the new knowledge without any cost. Open access is an increasing requirement of the research community, not least because most of the research is paid for by public funding, as is the writing of scholarly articles, as well as the review process. Following this, the knowledge belongs to the community in large, and should be available to anyone with an interest.

### What will be published in JPER?

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

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

A variety of research methodologies are welcome. For researchers, the quality assurance of blind review is crucial, and



before publishing in JPER, all submitted papers will be independently reviewed by three experts in the field. As the main rule, the papers will be reviewed by members of the Editorial Review Board, but papers may also call for additional experts' advice. To be considered for publication, manuscripts should address important issues, have strong theoretical frameworks, employ sound methods, offer new and relevant insights, and be well written. The language of the journal is English. Authors who feel their work addresses the above aims should submit their full manuscripts for consideration to <https://jper.uib.no>. Register through the "Online Submissions" sidebar on the right of the page.

JPER Practitioner Papers cultivate a sense of community-building and professional identity by allowing readers to examine daily practices and assumptions from a variety of perspectives. The journal will publish a variety of practitioner-written work, including but not limited to: instructional design; action research; innovations in art, humanities, literacy, civics, language, vocational, technical, health, reentry and continuing education programs; unique experiences and projects involving families and the community; personal reflections; showcases for class projects; and discussions related to professional development issues. We hope to feature one or more practitioner papers in each issue. Practitioner-based submissions will be reviewed and chosen by the Associate Editor for practitioner submissions and the Lead Editor, and not subjected to a standard peer-review by an Editorial Board..

We encourage those who are considering submitting practitioner papers to work closely with the responsible Associate Editor. Please see <https://jper.uib.no> for more details. Manuscripts will be reviewed and considered for acceptance on a rolling basis, but will be organized as a spring and a fall issue.

### Who are we, running the JPER?

The initiative for establishing the JPER evolved slowly during discussions within an international group of scholars and practitioners from Europe and the United States of America, in the beginning using the EPEA conferences as a platform for our meetings.

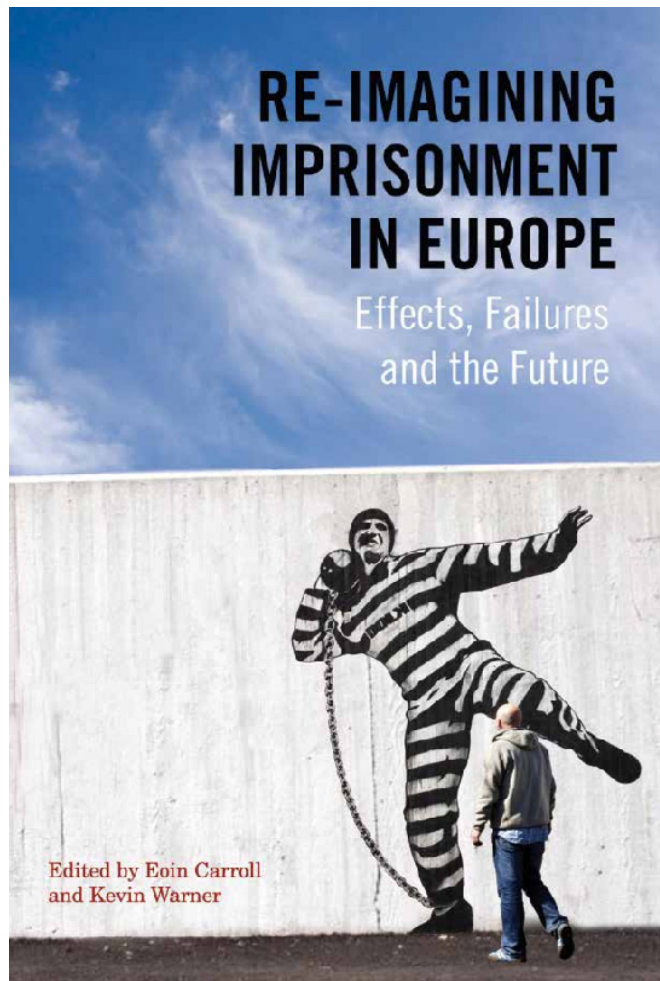
The Editorial group consists of the Lead Editor, Dr. Arve Asbjørnsen, with his co-editors Dr. William (Bill) Muth Section Editor for research and Dr. Anne Costelloe as Section Editor for practitioners papers. In addition, Dr. Cormac Behan will act as Assistant Editor with Anne for the practitioner papers,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

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

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







## Re-Imagining Imprisonment in Europe

Effects, Failures and the Future

Edited by Eoin Carroll and Kevin Warner

June 2014 / 304 pages / ISBN 978-1-908308-56-6

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Countries throughout Europe are sending more and more of their citizens to prison, yet this has no correlation with crime figures. Alongside this, people are being sent to prison for longer. It appears too that an increasingly punitive approach to penal policy is being adopted throughout Europe by parties coming from both the left and right of the political spectrum.

This book stems from the Scribani international conference organised by the Jesuit Centre for Faith and Justice which was held in Trinity College Dublin. The chapters analyse some of the key features of imprisonment throughout Europe today, including the political, social and economic forces shaping prison policy and practice. Authors explore how people in prison are treated and portrayed and what future imprisonment should look like in terms of policy, population size, prison conditions and most importantly, its use.

A unique publication, this book brings together contributors from across Europe who work in different capacities in and around national penal systems: prison and probation officers, prisoner rights advocates, teachers, academics and others. A number of chapters act as conduits for the voices and opinions of people in prison. What binds together the variety of authors in this book is an immense desire to re-imagine how we respond to people who fall foul of the law, recognising them as fellow members of our society, and responding more constructively and with greater humanity.

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# Language Behind Bars

Communication for people in Prison



## Language Behind Bars – Why?

A significant proportion of prisoners in the EU are foreign nationals, many of whom do not speak the local language. Language barriers prevent basic conditions, rights, processes and structures from being communicated and understood. This is not only on the part of prisoners, but also a massive challenge to prison staff. Reacting to this, the EU-funded project “Languages Behind Bars” is creating language learning material specifically for the context of the prison. A language workbook off the shelf often presents situations – for example, how to order a glass of wine in a restaurant – which are of no relevance to the context either of prisoners or prison staff. What is needed are learning materials and tools that are targeted to the concrete needs of the prison situation.

## Context Based Learning

More than half of prisoners have not completed school education, and illiteracy is not uncommon. With this, the need for education in prison is enormous. Through ever-increasing language barriers, even the essential needs, rights and obligations can be effectively communicated. To deliver relevant learning content in different European languages to prisoners and prison staff, LBB has developed comic strip-based units, presenting the everyday situations in prison through dialogue between prisoners and prison staff. These comics and other materials have been used and tested by language

**Unit 1: People, Identity and Nationality**

**4. Other people**  
Here are some people from the prison. Who could they be?

Who are you? I am a detainee. I am an officer.

officer-teacher-doctor-social worker-lawyer-detainee-immigration officer-cell manager

**Unit Goals**

- Introduce yourself
- Politeness and basic greetings
- Ask about people and personalities
- Identify some basic personal objects

**1. Situation and Context**  
Look at the picture. Say what you see.

**2. Introducing yourself**  
Who are these prisoners? Is it the officer or the detainee?

My name is...  
Where is the bag?

Where are the officers? Where is the detainee?

**In my own language:**  
officer  
detainee

trainers in various European prisons. In Bordeaux-Gradignan in France, prison staff were learning Bulgarian. Not only guards, but also medical staff and social workers working in the prison took part in training sessions. “The prison staff had, for the first time, language material that represented their everyday work in prison. Through this they can quickly learn the necessary words and phrases” reported Jean-Marie Dubile, the LBB project manager of the French partner organisation INSUP.

## What information is being communicated?

For prisoners, the most relevant information is that concerning their daily routines and structures, as well that concerning contact to family and the outside world. It is also essential that prisoners understand

and can communicate information about medical and psychiatric support in prisons, can participate in education and prepare them for successful reintegration into society – whether it is in that country or elsewhere. Language barriers make accessing this information difficult. Language barriers can cause confusion and sometimes worry in prisoners. A prison may miss an important visit from a family member if they did not understand when they were told they had a visitor, or they might not receive appropriate health care if they cannot

effectively communicate a health concern. So, language training in prisoners is about much more than just communication difficulties between prisoners and staff, but the LBB tools are trying to reduce unnecessary stress and frustration, both for staff and for inmates.

## Next Steps

The LBB project is now entering the finalisation stage, where the partners are learning from the experience of the piloting, and producing end products that are attractive, useful and, above all, sustainable. Currently in partner languages English, German, French, Dutch and Bulgarian, our vision is that LBB tools will be available in many more languages, and to be available to all prison teachers in Europe and further afield.

## LBB Train-The-Trainer course

LBB isn't only for prisoners and prison staff, but the project has also developed a training course for teachers and trainers wishing to use the LBB materials with prisoners and in prison staff training. In finalising this Train-the-Trainer course, the LBB partners will be looking for ways to mainstream the training, through accreditation and mobility actions. So to help prison teachers introduce LBB tools into their teaching, we hope to be able to offer the Train-The-Trainer course to EPEA members as part of future funding mobility actions under the new Erasmus+ programme.

For more information, please visit the website [www.lbb-project.eu](http://www.lbb-project.eu) or contact Paul Talbot on [p.talbot@dieberater.com](mailto:p.talbot@dieberater.com).

*LBB is a project under the Lifelong Learning Programme, and is financed by the European Commission.*





## Awareness Literacy Improvement Possibilities in Post-secondary Education (ALIPPE) The Netherlands, 17th-23rd March 2014



Lifelong  
Learning  
Programme



The aims of the course are: to help dyslexics to work on their strengths; build confidence in their abilities; reduce their poor self-image and low self-esteem; help them to understand what formerly could be called strange, chaotic or disruptive thoughts; reduce frustration, related behaviour and aggression and focus on dyslexic talents for remembering, gathering information and presenting information. The course gives them dyslexia-friendly tools to improve these talents; knowledge on how to use these tools to reframe what reading and writing is all about; how to be able to do this in the company of other dyslexics and show how other people struggle too; to show off the best of their abilities in a presentation to their peers and accept praise and gain the confidence to start a new life.

This week-long training course was highly interactive, with the participants acting as students themselves and practising all of the exercises in the Student's Workbook. Feedback on these activities was given to the facilitators on how the course would work in different countries on the pilot scheme. The main facilitator, Jan, and two of the teachers who were present on the course have dyslexia themselves and they shared their experiences from the dyslexic perspective with the group, which was very insightful.

The course participants were trained to deliver a 6 week course (2 hours per week: 12 hours in total) to prisoners and given a Teacher's Manual and a Student's Workbook. They were given a free one-year licence to use the course on a pilot basis. When the organisers get feedback from the pilot groups, some amendments will be made to the English version and a small licence fee will be set for teachers in other European prisons to avail of it if they wish in the autumn.

Director: Jan van Nuland: an expert in dyslexia (who has dyslexia himself) and is the author of a book on dyslexia (in Dutch) and has developed the ALIPPE course with Dutch prison teachers. It has been running for over 2 years in Dutch prisons and was translated into English this year for the

Grundtvig course in March.

Co-facilitator: Annet Bakker: a prison teacher in The Netherlands and Chairperson of the Dutch EPEA.

Host Institution: Valk&Uil, Berbhardstraat 24, 4175 EE, Haaften, The Netherlands. [info@valkenuil.nl](mailto:info@valkenuil.nl)

What did it involve?

The focus was on literacy improvement for dyslexics. Statistics from many prison studies average that around three quarters of the prison population has literacy problems and maybe half of this group is dyslexic (Valk&Uil course description).

The key areas of the training course were:

- Multiple Intelligences
- Definitions of dyslexia and the high prevalence of dyslexics in prison
- The importance of using mind maps with dyslexic students
- Reading and Writing goals
- Discussing the past, present and future of dyslexia in prisons
- Challenges of identifying the dyslexic student
- Critical success factors for dyslexics
- Opportunities for exchange of experiences with dyslexia from different countries
- Practising the exercises in the ALIPPE students' workbook and giving feedback to the facilitators about how they might be applied in different countries.

For further information, contact the Host Institution: Valk&Uil, Berbhardstraat 24, 4175 EE, Haaften, The Netherlands. [info@valkenuil.nl](mailto:info@valkenuil.nl)

*Hazel Stanley, Literacy Teacher, Portlaoise Prison*

The Grundtvig Lifelong Learning Programme for European Prison Teachers funded a course entitled: Awareness Literacy Improvement Possibilities in Post-secondary Education (ALIPPE) in The Netherlands from 17th-23rd March this year.

There were 16 participants from European prisons: 13 Literacy/Learning Support teachers attended from Belgium, Finland, Germany, Ireland, Italy, Netherlands, Norway, Romania, Sweden and Wales, a Counsellor from Italy, a Careers Advisor from Finland and an Education Inspector from Bulgaria. Hazel Stanley, the Literacy teacher in Portlaoise Prison attended from Ireland.

The ALIPPE course was created by Jan van Nuland, an expert in dyslexia and Annet Bakker, a prison teacher in The Netherlands. It has been running for over two years in Dutch prisons and was translated into English this year to be delivered to other European prisons through the Grundtvig course in March by Jan and Annet.





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)

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## Prison Education Day 13th of October

On the 13th of October 1989, the Council of Europe adopted a set of recommendations outlining the needs and responsibilities concerning the education of imprisoned persons. These recommendations stipulate that all imprisoned persons should be offered the opportunity to engage in educational activities and that these activities should serve to develop the whole person, be conducive to effective reintegration, and encourage a reduction in recidivism.

These recommendations form the basis of the objectives of the European Prison Education Association, and have been ratified in the educational policies of a number of European countries, still we have a long way to go to ensure that the recommendations are sufficiently implemented across Europe and internationally.

In celebration of the 25th anniversary of these recommendations, the European Prison Education Association would like to invite you to support us in establishing an International Day of Education in Prison, to be observed annually on the 13th of October. This day will be important in helping to maintain an international awareness of the issues concerning prison education in an ever-changing world. We hope this day will serve to encourage activities and events within prisons, raising awareness of – and celebrating the successes of – educational work in prisons, but also to keep prison education an important issue amongst policy makers, ombudsmen and other critical stakeholders.

This day will not only result in practical activities, promoting grass-roots participation by prisoners and educational professionals, but also foster symbolic support from major international organisations, further highlighting the importance of prison education at an international policy-making level.

We are looking forward to officially recognising the 13th of October as the International Day of Education in Prison at the Directors' Conference at Tallin, Estonia on the 4th October 2014, attended by prison directors and policy makers from across the European community.

In acknowledgement of your support for establishing an International Day of Education in Prison we would like to ask for your signature on this petition, showing solidarity and strengthening our collective vision. <http://chn.ge/1md8n62>

We look forward to your support, and in hearing how you will be celebrating this October!

Lena Broo  
EPEA Chair



# 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.

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

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

## Objectives

which are also fundamental to The EPEA are:

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

To work with related professional organisations

To support research in the field of education in prisons

## Membership Benefits

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

Discounts in conference fees.

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

Become a member by visiting  
the web site of the EPEA

<http://www.epea.org/membership.htm>



## You become member in 3 steps:

### Step ONE

Pay a membership fee

Two options,

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

### Step TWO

Filling in a form indicating your particular fields of interests

### Step TREE

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

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#### \* Discount for certain countries

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





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

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

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

Considering that the right to education is fundamental;  
Considering the importance of education in the  
development of the individual and the community;

Realising in particular that a high proportion of prisoners  
have had very little successful educational experience, and  
therefore now have many educational needs;

Considering that education in prison helps to humanise  
prisons and to improve the conditions of detention;

Considering that education in prison is an important way  
of facilitating the return of the prisoner to the community;

Recognising that in the practical application of certain  
rights or measures, in accordance with the following recom-  
mendations, 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)