



**European Prison
Education Association**

European Prison Education Association Magazine

**Reports
News - Articles
Updates
Membership**

Issue **45**

Winter 2014





Foreword

Dear Members,

Winter is here and candles are used to lightening up the darkest days of the year up in Scandinavia.

The work among you, all devoted EPEA members, is another thing which is bringing light to the world in different ways. I am impressed of the engagement shown all over Europe – and beyond – for the important opportunities of inmates to study while in prison. Wherever I meet colleagues within the field of education in prison, I can tell about hard work, enthusiasm and inspiration. This is people believing in education for all and education as an important means to personal development as well as to better chances to a life without crime upon release.

The International Day of Education in Prison, IDEP, has been introduced the 13th of October as a reminder of the importance of education in prison. This was launched the very date of the 25th anniversary of the European Recommendations R (89) 12 on education in

prison. You will find all the 17 recommendations in this Magazine and also at the website www.epea.org. That is also where you can find a link to sign the petition if you would you like to support the establishing of this international day. Hopefully there will grow a tradition of celebrating the day in different ways, together with inmates as well as with staff, to observe the importance of education in prison. I am looking forward to sharing your ideas at the EPEA website.

The Journal of Prison Education and Reentry, JPER, has been launched in 2014. We were happy and proud that the date of October 13 was chosen for the release. The JPER is an online journal with open access. You will find it following the link: www.jper.uib.no Arve Asbjørnsen, the head editor, has contributed in this issue with more information about JPER. The journal is unique in the way of focusing both research results and practitioners' articles parallel; a tremendous opportunity to get inspiration for the day to day work and material for reflection and discussions. You are also welcome to contribute to the journal. I am sure that there is a lot of experience and ideas as well as result of relevant studies among our EPEA mem-

bers, most interesting for your international colleagues to share.

EPEA branches are active and there are more getting established. In Belgium as well as in Romania they are working on new branches. Ireland has "revitalized" their national branch, IPEA. In this issue of the Magazine you will find articles from IPEA and other branches telling about their work.

I wish to highlight the next EPEA Conference, Unlocking innovations, which will be held in Belgium, Antwerp, the 30th of September (travel and welcome) – 4th of October (travel day). A formal invitation with further information will be sent out in the nearest time.

I wish you all a Happy New Year - a year with lot of success for education in prison.



Lena Broo
EPEA Chair



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The next issue of the EPEA Magazine will be published in Spring 2015.

If you would like to submit an article, please contact
Mr. Ioannis Papadimitriou at:
ioanispap@gmail.com
before the 1st of April 2015

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.



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Steering Committee Reports



The latest EPEA Steering Committee meeting took place in Brussels from the 17th to the 19th October 2014.

Present were: Lena Broo-EPEA Chair, Ioana Morar - Eastern Region Representative, Nyggi Aggernæs- Treasurer, Ioannis Papadimitriou - Southern Region Representative, Paul Talbot - Project Coordinator.

Apologies: Angela Franke - Central Region Representative, Lya Männiste - coopted Northern Region Representative, Astrid Utgard - Secretary, Per Thrane - Advisor for Communication and Webmaster.

Despite the fact that not all SC members could attend the meeting, the SC decided to meet in order to tackle with important tasks regarding the 2015 EPEA Conference organisation and EU funding possibilities.

The main topics discussed at the meeting were:

- The state of the S/C and elections
- The 2015 conference organisation
- Funding for conference participation
- What the conference should offer
- EPEA financial status
- Cooperation with other organisations
- International Day of Education in Prison
- EPEA Magazine
- EPEA – fundamental aims, objectives and benefits for members

The state of the SC and elections

The SC has pointed out the need to alter the constitution to enable the election of a permanent deputy chair, rather than only having a deputy chair in the final year of the chair's tenure. The SC have agreed that there should be new representatives from Nordic countries within the S/C, and has decided to focus its efforts on this task.

The following tasks concerning the next election requirements were set:

- Election for Western representative
- Election for secretary
- Election for Deputy chair

There is also a need to consider co-opted positions for:

- Webmaster
- Magazine Editor

The 2015 conference organisation

Nyggi Aggernæs and Lena Broo should attend the meeting together at the end of November with the Belgian team, and so this meeting was prepared sufficiently. The SC feels that there is a very good collaboration with the Belgian team and that all necessary arrangements will take place according with the deadlines.

Funding for conference participation

The new Erasmus + rules provide some obstacles for members to getting funding for the conference, namely that applications need to be made by their organisations, rather than individually. To proceed with this the SC has decided to plan carefully and inform members on the possibilities for obtaining funding. Moreover, careful planning of the theme and the agenda of the Conference regarding training activities - practical workshops should be made.

EPEA financial and membership status

EPEA financial and membership status were widely discussed and specific tasks were set in order to secure the Association's future according to the action plan decided in previous SC meetings.

International Day of Education in Prison

The first IDEP was a success, with lots of events in many countries. To capitalise on the potential of IDEP the SC has decided to plan publications about the events that took place, in order to strengthen the name of IDEP internationally.



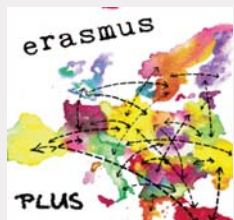
EPEA – fundamental aims, objectives and benefits for members

The SC looked at the purposes of the EPEA according to the constitution, and identified which activities the EPEA has successfully conducted, and how they can build on these successes. Based on this, the SC categorised their activities in terms of what they are concretely offering to their members, finding specific categories of action such as access to research and practical solutions, updating and knowledge from international and inter-disciplinary perspectives, European policy framework promotion, awareness and solidarity of education in prison internationally, lobbying and support in European (CoE), encouraging research and development on education in prison in Europe, Networking, training and development opportunities, strengthening of education in prison as a distinct professional identity.

*Ioannis Papadimitriou
Southern Region Representative
EPEA magazine editor*



The new European challenges and the EPEA Treasurer's report



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.



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.

Should you have any questions regarding Erasmus+ you can contact the EPEA Project Coordinator - Paul Talbot at p.r.talbot@live.com



EPEA Treasurer's report 16/10-2014



I have taken over a balance from previous treasurer Per Sneeggen. The amount in the bank account is now 289.602,30 NKR, approx. 32.000 Euros of which 10.000 Euros are an earmarked donation for Director's conferences.

We have had an increase of membership in 2014. All together I expect our income to be sufficient to pay all expenses. I expect a slightly increased balance ultimo 2014.

We have tried to move the bank account from Norway to Denmark in order to facilitate the treasurer's work. However, it has shown to be a complicated process, needing both the Treasurer and the Chair to come in person to the Norwegian bank office. I have chosen to keep the Norwegian bank Account in Per Sneeggen's name until we have discussed in the steering committee how to do. The bank cost of the Norwegian bank also seems to be lower than in Danish banks. In Denmark we will need a registration of EPEA as an institution with a SE-number (Tax number).

Changes during 2014:

	Debet	Credit
Membership fee from members		8.500,00
Directors Conference 2014 (canceled)	1.600,00	
Web Cost	300,00	
Meetings Cost	1.900,00	
Post Cost	160,00	
Travel Costs	4.000,00	
Membership fee for EPEA	160,00	
Gifts	80,00	
Bank Cost	10,00	
	8.210,00	8.500,00

An audit will be done as usual and the result will be published in a coming Newsletter/Magazine.

Nyggi Aggernaes
Treasurer



EPEA Conference 2015



ANTWERP
BELGIUM



The EPEA is holding an International Conference every two years giving the opportunity to members from Europe and beyond to meet and promote their work in the field of Education in Prison.

The 15th conference of the European Prison Education Association (EPEA), will be held in the beautiful city of Antwerp in Belgium from September 30th – October 4th 2015.

The conference will be hosted by the Belgian Prison Service of the Federal Public Service of Justice in collaboration with the Flemish Community. The venue of the conference is the Hilton Antwerp Old Town hotel, located in the centre of the city.

The conference will bring together prison educators, prison governors, justice officials, policy-makers, administrators, researchers and other professionals whose interests lie in promoting and developing education and vocational training in prisons throughout Europe. Its aim is to explore and discuss opportunities and strengths related to the field of prison education and to tackle current challenges together.

The theme of this year's conference is 'Unlocking innovation in prison education'. The focus will be on new trends in prison education and on innovative practices that promote the development of education in prison (ex. use of digital devices, involvement of prison staff in education/motivation, pedagogical or methodological innovation, etc.). The purpose is to connect people involved in the field and to share best practices, experiences and ideas.

Training seminars - workshops will take place during the conference and a call for them will be sent to all members in due time.

Although registration for the conference is not yet possible, we ask you to save the conference dates and keep an eye out for further EPEA mailings that will be sent out in the coming weeks/months.



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

Venue: Hotel Scandic Sydhavnen, Copenhagen

Dates: 24.-26. September 2014

Target group: Teachers, Study - and career counselors and others with an interest in education and study- and career counseling of inmates

The conference started with a welcome speech By Johan Reimann, Director General of the Danish Prison and Probation Service. After that the conference was presented by conferencier Morten Bruun Petersen, Chief Consultant in the Danish Prison and Probation Service.



Torfinn Langelid, Senior Advisor with Fylkesmannen i Hordaland, with long standing experience within education of prisoners presents his view on prison education through time entitled "Nordic Prison Education - Repetition, research and development". Mr Torfinn Langelid is currently writing a book on the history of prison education in Norway, where also Nordic and European collaboration within the area is covered.

Following this presentation, a representative from each of the Nordic countries shortly presented relevant

facts and current trends within prison education.

The day concluded with a presentation from Rie Thomsen from the University of Aarhus that heads the research program of Lifelong Learning and has career guidance as her research field, entitled "Professional study- and career counselling: why and what?". The presentation provided insights in to how study and career guidance increasingly has become professionalized and separated as a unique discipline and what this may bring of new perspectives.



September 25 programme included two workshop sessions, a walk and talk with a "New Nordic" taste tour at Vestre Cemetery, Sydhavnen and Claus Meyer that finished of in plenum with a presentation of some prison "cooking schools" and a taste of their work. The day concluded with the presentation "For the sake of the other - motivation and career counselling" in spite by Rita Buhl, Associate professor and study and career counsellor at Via University College, that works with study and career counselling in her teaching, research and development works as well as in practice.



The presentation looked at how teachers and counsellors are met with an expectation to motivate for learning

KRIMINAL FORSØRGEN

NORDPLUS



and education. But what kind of learning is relevant for managing your own "career" and how do you cope with a "no thank you" from the one you wish to counsel? The presentation also debated whether there is a professional or ethical limit to how persistent one should insist on motivating someone who does not seem interested?

During the final day of the conference, September 26, Charlotte Mathiassen, Associate Professor at the University of Aarhus presented "How does the prison setting affect the individuals (opportunities for) learning?". Charlotte Mathiassen has research experience within prisons in Norway and Denmark, where she has also worked as a prison psychologist. Charlotte presented her view on which reflections one should undertake when the goal is to create learning opportunities for an often challenged target group, in an often challenged life situation under restricted institutional settings.



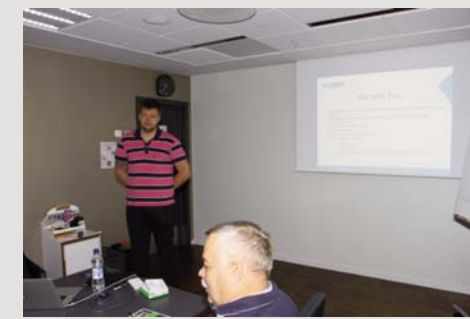
The conference was a great success and all participants had the chance to meet and promote their work in the field of Education in Prison.



The 16th Nordic Conference on education of inmates

Workshops sessions 1 & 2

- WS 1 - Roots to freedom
- WS 2 - Prisoners Learning Paths
- WS 3 - How to use audiovisual equipment...
- WS 4 - Samarbeid mellom skole og arbeidsdrift
- WS 5 - Fagnetverket
- WS 6 - Testing and Screening - how and why?
- WS 7 - Uddannelsesafdelinger – samarbejde mellem skole og afdeling
- WS 8 - Flipped Classroom
- WS 9 - Klasseledelse i en fængselskontekst
- WS 10 - Motivational Interviewing





Support and Officially Recognise The International Day of Education in Prison - 13th October

25 years since the CoE adopted recommendations concerning prison education, the EPEA invites you to recognise 13.10.2014 as the 1st International Day of Education in Prison - Sign here to support us!

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 in Europe. 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.

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.



Sign the petition

and add to the 600 supporters that have already done so

follow the link:

<https://www.change.org/p/all-decision-makers-and-stakeholders-in-prison-education-around-the-world-support-and-officially-recognise-the-international-day-of-education-in-prison-13th-october>

Activities took place for the celebration of the International Day of Education in Prison in many countries

The news for the support and the official recognition of the 13th of October, were spreaded to EPEA members all around Europe. The EPEA SC urged all members and EPEA Branches to prepare activities in order to support the recognition of this day, in conjunction with the need of the dissemination of the Recommendation No. R(89)12.

The first issue of Journal of Prison Education and Reentry was released on the 13th of October 2014, to honour the International Day of Education in Prison.

In all the Romanian prisons activities were organised by the National Administration of Penitentiaries.

In Greece, at the Secondary School in the Avlona prison for Young Offenders, a presentation was made about the EPEA and the EPEA Hellas Branch to all the students. Special focus was given to the Recommendation of the Council of Europe No. R(89)12 of the Committee of Ministers to member States

on Education in Prison.

The Danish EPEA Branch has an online form where members of the newest branch of the EPEA can comment on the recommendations. We want to use our members presence to highlight the value of the recommendations and point out where members mention that the recommendations are not followed. Then the City Hall of Copenhagen hosted an exhibition with art of inmates.

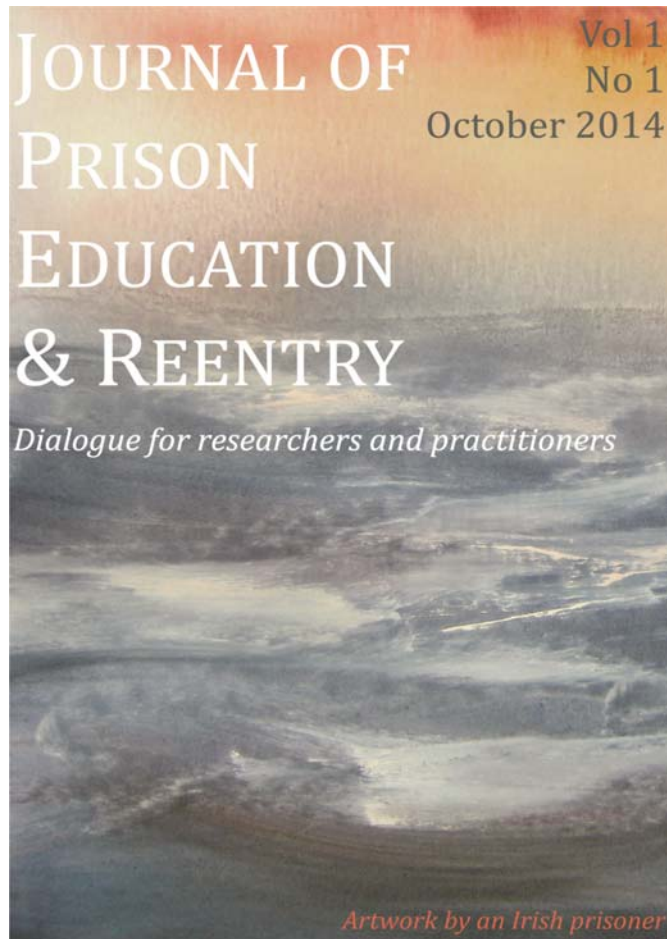
The prison day was highlighted at the art event and it was pointed out that arts activities is mentioned in the recommendations as an important activity for inmates. The exhibition was organized by EPEA Denmark's board member Marlene Åkerlund and EPEA Denmark.

Many more activities that took place throughout Europe, will be reported in forthcoming electronic editions of EPEA.





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. The first issue has been published.



Contents

Features

Editor's Welcome to the Inaugural Issue of the Journal of Prison Education & Reentry, Arve Asbjørnsen

Letter from the European Prison Education Association, Lena Broo

Vignette: The Spirit of Englishwoman Mary Carpenter's Our Convicts, Thom Gehring

Book Review: Behind the Lines, June Edwards

Research Papers

Iraqi Prisoners in Norway: Educational Background, Participation, Preferences and Barriers to Education Kariane Westrheim, Terje Manger

Learning to Escape: Prison Education, Rehabilitation and the Potential for Transformation, Cormac Behan

Identities, Education and Reentry (1): Performative Spaces and Enclosures, Randall Wright

A Prisoners' Island: Teaching Australian Incarcerated Students in the Digital Age, Susan Hopkins, Helen Farley

Practitioner Papers

Foreword, Anne Costelloe

Fluorescent Glow, Micol Hutchison

Prisons, Pipelines and Pedagogy: Diary of the Birth of a Behind-Bars College Program, Part 1, Baz Dreisinger

Sanctuary in the Richmond City Jail, S. Croft

Waking Up in Prison: Critical Discussions Between Typical College Students and Their Incarcerated Peers, Tabitha Dell'Angelo



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

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



The first issue of Journal of Prison Education and Reentry was released on the 13 October 2014, to honour the International Day of Education in Prison.



**Editorial by Arve Asbjørnsen
Professor, Dr. Psychol.**

It was with great pride we finally presented the Journal. This marked the end of an extensive period of preparations, following the recognition of a need for an independent, open access, and widely available platform for exchange of research and brilliant ideas for best practice in prison education and reentry. We sincerely hope the birth of the journal will be the beginning of a long and prosperous life.

Much of what happens in prison is out of the public's view. But everything that happens in the world outside the prisons also has an impact on what is happening in the prisons.

Prison education carries hope for a better future, for the community as well as for the individual. We have enough experience to know how education in general contributes to developing the person, increase employability and participation in the community, and also decreases crime. But we still need a lot of research on what works in education in prisons, and how on how individual work and systems can be tuned to do an even better job and create the wanted outcome. The call for proof beyond doubt that "it works" is louder than ever, and the search for "evidence based practice" is also permeating prison education. And in research, the golden standard for knowledge and evidence is through peer reviewed publications.

Frequently, educators in prisons work in challenging situations, often having few colleagues with whom to share their experiences and who can offer support. Journal of Prison Education and Reentry has the ambition to become an important platform for practitioners to share their experiences, and to become a source of knowledge and motivation for the future.

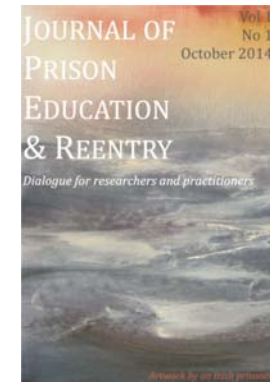
It is necessary for researchers and practitioners to share knowledge and experi-

ence, and to collaborate in the quest for establishing the criteria that will define "best practice". However, it is also necessary at times to also critique the standards movement itself, especially when the complexities of the systems we work within and research have conflicting purposes and missions. We sincerely hope JPER can yield a small, but significant, contribution to this work and dialogue.

In the first issue of JPER, we presented four original research contributions, in addition to some very important and readable discussions of practice in prison education.

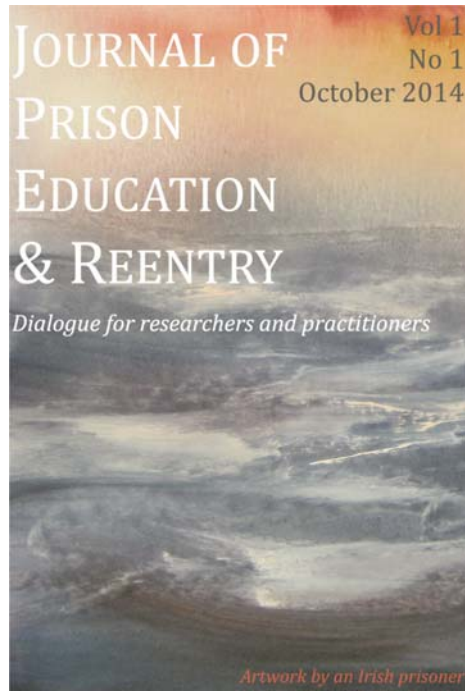
We like to extend our gratitude to the researchers who took the challenge, and submitted their very important work to this new Journal of Prison Education and Reentry: Terje Manger, Kariane Westrheim, Cormac Behan, Randall Wright, Susan Hopkins and Helen Farley, presenting research from Europe, US and Australia.

For the practitioners section, we have received a substantial number of submissions that are worth your time to read. We have themed the first issue around papers describing aspects of establishing



college programs in prisons. Thank you to the authors Micol Hutchinson, Baz Dreisinger and her colleagues, in addition to Thabitha Dell'Angelo for their wonderful contributions. Also, we bring you the insiders' perspectives on participation in a collaborative college program at Richmond City Jail, by the participants Croft, Flynn, Irving and Yang.

Hutchinson's article also includes a link to a video presentation of a particular student of hers that has been released on YouTube. Presentations like this indicate the wonderful possibilities of online publishing: attachment of a wealth of additional material, and also the possibility to link to all the →



vast information available on the internet. However, with great opportunities, there is also great responsibility.

The journal is published as open access. This means everyone with access to the internet is able to read and download all content of the journal for free. It can also be shared without limitations as long as the source is clearly stated. Everything is published according to the Creative Commons 4.0, share alike, which includes the right to

use and reuse the material for non-commercial use. The ownership, or copyright, remains with the author and is not taken over by JPER. This also grants the author all rights to use of the publications, including posting in repositories, sharing on the internet, or printing as many copies as he or she likes to share with colleagues, friends or family, or to also use in an anthology.

We publish JPER using the Open Journal System (OJS) developed by the Public Knowledge Project (PKP). Both CC and OJS is developed in the same spirit as has motivated this journal: free access to knowledge, independent of location, status, or economy. The archives of the JPER are generously hosted by the University Library of the University of Bergen through their repository, the Bergen Open Research Archives (BORA), which will assure the availability of all published material for the future.

We hope you find something inspiring, something challenging, and maybe also something so annoying that you hit your keyboard and write us. You will also find us on Facebook (<https://www.facebook.com/#!/JournalofPrisonEducationandReentry>) and on Twitter (@JPERatBORA), additional and excellent places to share thoughts and comments on

the content of the journal.

To conclude this address, I would like to thank my friends and colleagues, Anne Costelloe and Bill Muth, who accepted the challenges of serving as section editors, for their extensive work and energy in getting this journal published. We have received fantastic support from the University Library of the University of Bergen, in particular from Tarje Lavik and Ingrid Cutler, who are doing a wonderful job with the Bergen Open Publication Archives where this journal has its home. Also, I am immensely grateful to Virginia Commonwealth University for generously allocating doctoral student positions to the Journal. In particular I wish to recognize Ginger Walker and Michael Scott, and earlier also Laura Gogia, for their efforts in keeping the work on track and taking care of all the administrative and technical challenges of setting up the journal, and for doing a tremendous job with the adaptation of the platform and taking care of templates and lay-out issues.

We are grateful for all discussion within the extended Executive Board--Thom Gehring, Carolyn Eggleston, Terje Manger and Cormac Behan--who have offered wonderful insightful and innovative discussions through the whole work process. Finally, a warm thank to the president of the EPEA, both the present president, Lena Broo, and

the former president Anita Wilson, for giving us opportunities to meet and discuss the journal and other matters of importance during the EPEA conferences.

And maybe none of this would have happened, if not the County Governor of Hordaland realized the need for research based evaluations of prison education in Norway more than ten years ago, and gave me and my colleagues at the University of Bergen, the Bergen Cognition and Learning Group, the opportunity to start exploring this exciting field?

The editors aim at meeting with the Executive Board once a year. However, this is mainly a funding issue, as the Journal is run on voluntary base with no external allowances. The meeting of this fall was held in Copenhagen, thanks to Morten Bruun Petersen og Direktoratet for Kriminalforsorgen, who hosted the meeting.

Any kind of support will be welcome to assure the future of the journal.

Arve Asbjørnsen
Professor, Dr. Psychol.





STRASBOURG OBSERVERS

<http://strasbourgoobservers.com/>

Education in prison: right to education only protects access in case of 'existing' educational facilities (Velyo Velez v. Bulgaria)

In *Velyo Velez v. Bulgaria*, the Court found a violation of the right to education (Article 2 Protocol 1) in a case concerning the refusal to allow a prisoner to enrol in a secondary school operating inside the prison. While the judgment should be hailed for explicitly affirming that remand prisoners also enjoy the right to education, it is unfortunate that the Court continues to construct the scope of Article 2 Protocol 1 in a very narrow fashion. As a result the Court fails to provide genuine substance to the right to education in a prison context.

Facts and judgment

The case concerns a 26-years old man who was detained on remand for 29 months on suspicion of unlawful possession of firearms. During this period, he made numerous requests to attend the school operating within the prison in order to complete his secondary education. All of these requests were however refused based on a variety of reasons, in particular that remand prisoners were not entitled to education in prison and that prisoners with prior convictions, like the applicant, could not be mixed with prisoners without prior convictions.

The Court starts its discussion of the merits by reiterating its restrictive 'negative' interpretation of the scope of the right to education:

In the context of prisons, this implies that:

"while Article 2 of Protocol No. 1 cannot be interpreted as imposing a duty on the Contracting State to set up or subsidise particular educational establishments, any State doing so will be under an obligation to afford effective access to them. Put differently, access to educational institutions existing at a given time is an inherent part of the right set out in the first sentence of Article 2 of Protocol No. 1"

Instead of elaborating on the substance of the right to education in a prison context, the Court thus adopts a more 'procedural' approach, restricting itself to analysing whether there are sufficient safeguards against arbitrariness and whether the prison authorities provided convincing reasons to justify the refusals.

"Although Article 2 of Protocol No. 1 does not impose a positive obligation to provide education in prison in all circumstances, where such a possibility is available it should not be subject to arbitrary and unreasonable restrictions."

First of all, the Court considers that there was a lack of clarity in the relevant legislative framework concerning the question whether remand prisoners were entitled to inclusion in educational programmes on the same footing as convicted prisoners. According to the Court, in the absence of clear rules to the contrary, the provisions regarding convicted prisoners were to apply equally to remand prisoners.

The Court continues to examine the reasons given by the authorities to justify the refusals, rejecting all of them for being unsubstantiated. Firstly, the Court finds no evidence that remand prisoners had to be excluded from education in prison in order to protect them against harm inflicted by convicted prisoners.

Secondly, the Court finds that the fact that the ultimate length of pre-trial detention is uncertain at the start should not be used as a justification for depriving remand prisoners from access to educational facilities, save perhaps in cases where it is somehow clear that the detention will be of short duration.

Thirdly, the argument that the applicant should be kept separately from other prisoners because of the risk that he would be sentenced as a recidivist, is considered incompatible with the presumption of innocence.

Since none of the grounds relied on by the Government are persuasive, the balance easily tips in favour of the applicant:

The Court therefore concludes that there has been a violation of Article 2 Protocol 1. →

“On the other side of the balance must be set the applicant’s undoubted interest in completing his secondary education. The value of providing education in prison, both in respect of the individual prisoner and the prison environment and society as a whole has been recognised by the Committee of Ministers of the Council of Europe in its recommendations on education in prison and on the European Prison Rules”

Comment

First of all, the judgment is important since the Court recognizes that the right to education in prison is as relevant for remand prisoners as for convicted prisoners. Without explicitly undertaking a non-discrimination analysis, the judgment can be considered to build upon the right of equal treatment of remand and convicted prisoners which was recognized under Article 14 in the case of *Gülay Çetin v. Turkey* (see Cedric De Koker’s blogpost here).

Regrettably, however, the Court continues to stick to its very ‘negative’ interpretation of the right to education. Instead of drawing inspiration from the practice related to the right to education as guaranteed by other human rights conventions (for example Article 13 of the International Covenant on Economic, Social and Cultural Rights or Article 17 of the Revised Social Charter), the Court constructs Article 2 Protocol 1 as something entirely opposed to a ‘full’ socio-economic right to education:

only access to ‘existing’ educational facilities falls within the scope of this Article.

As argued by Yousra Benfquih in her blogpost on the education in prison case of *Epistatu v. Romania*, the Court focuses exclusively on accessibility and ignores the question of availability. Since the former is a prerequisite for the latter, the Court thereby deprives the Article from an important part of its substance.

One could make a parallel with the case of *Golder v. the United Kingdom*, in which the Court recognized that the right to a fair trial necessarily implied a “right to a Court”:

“Were Article 6 para. 1 (art. 6-1) to be understood as concerning exclusively the conduct of an action which had already been initiated before a court, a Contracting State could, without acting in breach of that text, do away with its courts, or take away their jurisdiction to determine certain classes of civil actions and entrust it to organs dependent on the Government.”

Would the Court really consistently take the opposite position under Article 2 Protocol 1, allowing contemporary European states to wholly do away with educational facilities? Would the Court consider this to be an interpretation of the right to education in line with present-day conditions?



The issues raised by the judgment – a ‘negative’ vs. a ‘positive’ approach to Article 2 Protocol 1 – are moreover symptomatic of larger problem with the Court’s methodological toolbox. Especially when the provision of public services is concerned, the Court should not let its analysis be distorted by artificial legal constructs as negative vs. positive obligations, each of them having a problematic point of reference. Negative obligations take the status quo as a point of reference.

This however is a dubious starting point, since there is no reason to presume that the status quo represents a fair distribution of public services. Positive obligations on the other hand have the total lack of state intervention as point of reference, which is irreconcilable with the reality and functions of contemporary welfare states. In a similar vein, Susan Bandes has held that taking “the complete lack of government involvement” as a point of reference “is sharply at odds with the reality of government as pervasive regulator and architect of a vast web of social, economic, and political strategies and choices” (“The Negative Constitution: A Critique”, *Michigan Law Review* 1990, 2271, 2284-2285).

Both a comparison with status quo as a comparison with the hypothetical zero state intervention scenario fail to engage with the central normative question raised by the right to education: what can be considered as an acceptable level of educational facilities in a contemporary European state? This question cannot be answered by sticking to a purely ‘negative’ interpretation of the right to education.

Taking into account the need for re-integration of prisoners in society, would it really be such a bold move for the European Court to hold that Article 2 Protocol 1 requires that, “given the practical demands of imprisonment”, education must be adequately secured in prisons (*mutatis mutandis* *Kudła v. Poland*, concerning healthcare in prison)?

<http://strasbourgobservers.com/>



Prison book ban is unlawful, UK court rules



photo by Reuters

The blanket ban on sending books to prisoners in England and Wales has been declared unlawful by the high court.

Mr Justice Collins has quashed the ban imposed by the justice secretary, Chris Grayling, and ordered him to amend his policy on what can be sent to prisoners.

In his ruling, the judge said that it was strange to treat books as a privilege when they could be essential to a prisoner's rehabilitation.

"A book may not only be one which a prisoner may want to read but may be very useful or indeed necessary as part of a rehabilitation process," he said.

The judge also criticised Grayling's open letter responding to a protest by the poet laureate, Carol Ann Duffy, with the "somewhat misleading" impression that prisoners could order unlimited books from Amazon via the prison shop.

The case was brought on behalf of HMP Send prisoner Barbara Gordon-Jones, a 56-year-old convicted of arson, who has a doctorate in English literature. The judge acknowledged that the books she wanted to read were not those normally required by

prisoners. The court was told that when she saw a neurologist in March she was reading Alan Bennett, Monica Ali and the dialogues of Marcus Aurelius.

The ban was imposed a year ago as part of a crackdown by Grayling on what ministers described as prisoners' "perks and privileges". It sparked a high-profile campaign, led by the Howard League for Penal Reform, that has attracted support from leading authors, including Duffy, David Hare, Salman Rushdie and Jeffrey Archer.

"This is a wise, just and irrefutably correct ruling," said Duffy. "We all look forward to hearing to which prison library Mr Grayling will be sending books for Christmas."

Philip Pullman was also delighted: "Clearly the Ministry of Justice was taken aback by the public reaction to their mean and vindictive ban, and tried to claim that there was nothing new, it only enforced an already existing rule, and so forth. Bluster. I'm very glad that the courts have seen through it, and stated that reading is a right and not a privilege," he said.

Denis MacShane, the former Labour MP who was jailed for expenses offences, said: "library.All envelopes and packets are opened and searched when they arrive in prison and the idea that drugs or extremist material arrives in the post is just nonsense."

The Howard League argued that the policy on relatives sending in essentials to prisoners should be restored to the previous position leaving it to the governors' discretion

as to how many or what type of parcels prisoners could receive.

The judge says he accepts that there was no intention by ministers to prevent prisoners getting access to books. The existence of prison libraries and the provision to order books with their weekly prison earnings, which can be as low as £2.50 a week, meant the restrictions stopped short of an outright ban on books in prisons. But he says the inclusion of books in the restrictions on what can be sent in by family and friends under a new incentives and earned privileges scheme was seen as a ban on books.

Collins said in his judgment: "I see no good reason, in the light of the importance of books for prisoners, to restrict beyond what is required by volumetric control ... and reasonable measures relating to frequency of parcels and security considerations."

A Prison Service spokesperson said: "This is a surprising judgment. There never was a specific ban on books, and the restrictions on parcels have been in existence across most of the prison estate for many years and for very good reason.

"Prisoners have access to the same public library service as the rest of us, and can buy books through the prison shop.

"We are considering how best to fulfil the ruling of the court. However, we are clear that we will not do anything that would create a new conduit for smuggling drugs and extremist materials into our prisons."

Frances Crook of the Howard League said: "We are very glad that common sense has now prevailed in time for Christmas, when for three weeks prisons will be virtually in lockdown. During that time, receiving a book from a loved one could lit-

erally save a life.

"We now call on the Ministry of Justice to relax the ban on sending in parcels completely so that prisoners can receive essentials such as underwear and small gifts from their children. This would help to alleviate distress in prisons at a time when they are in crisis."

John Healy, whose 1988 memoir *The Grass Arena* chronicled his journey from a life of street drinking and petty crime to a chess Grand Master, said the ban on books being sent to those serving sentences was a counter-productive measure, and welcomed the ruling overturning the policy.

He said: "It is great news – but it should never have been suggested in the first place.

"It is obvious that books can play a key part in a prisoners rehabilitation – they did for me. They were a catalyst. Books helped me come to terms with how I had lived my life.

"It is very hard to be both a reader and a villain. Reading helps you understand the world around you and relate to how your behaviour affects others. It should be encouraged as much as possible."

He added the book ban made it clear the Conservative minister did not place prisoner reform at the heart of justice policy making.

He said: "This shows Grayling considers prison to be primarily about punishment, pure and simple."

<http://www.theguardian.com>

Alan Travis, home affairs editor
The Guardian, Friday 5 December 2014

IS IT THE FUTURE OF EDUCATION IN PRISONS?

article by Hubert Skrzynski, Poland



Lars has been imprisoned since 2009. In February 2013 he decided to enrol on a course, during which he will finally learn to manage his finances. At this particular moment he is in his prison school, sitting in front of a computer screen and he is about to finish the fourth module of an online course (4th out of 5 modules). After being released in summer 2015 he is planning to open up his own business. He does not know himself what profile the company is going to be but he hopes that the next course – course of professional activity, will help him make up his mind.

Bastien is lying on his bed in a prison cell. He has his headphones on and he is listening to another Italian language lesson. He has always wanted to learn Italian because he has relatives in Italy and, who knows, maybe one day he will go and visit them there. To be honest, he still has a long

time to serve but because of that he wants to use this time in such a way. Prison administration is favourable and he is given a chance to educate himself. He is happy because tomorrow he will meet his teacher whom he will ask several questions. Doubts piled up during last week of his self-learning and he badly needs answers.

Martyna is in custody. Her teacher is helping her solve a maths problem. They are doing it using special educational computer software. She is not perfectly IT literate yet but every single day she is getting better and better. Martyna is a student of a self-learning grammar school. She has decided to start learning because so far she has not been aslant with education. She finished off her tuition on a primary school level. She will not be detained long enough to finish her grammar school behind the bars but she has already taken up a decision that she will fin-

ish the school when she is free. She does not hide the fact that it was her son who motivated her to do that. The son will soon finish his primary school. Moreover, he is way better in using IT.

All of the mentioned above cases describe people who are held up in penal units and who decided to use their time to educate themselves. What is significant is the fact that they all benefit from different types of modern technology which support educational process. Let's try to find out what e-learning is. What advantages there are when this type of educational tool is used within people excluded from a society, namely the ones who are in prison isolation?

EDUCATION IN PRISONS

Victor Hugo, a famous XIX century French writer said: "He, who opens a school door, closes prisons". It is difficult not to agree with this sentence. Social exclusion is one of the worst forms of repressions and it does not matter whether this is economic exclusion, cultural one or physical exclusion from a society by putting an individual in a penal unit.

Education nowadays is one of the most important aspects of our everyday lives. Educational process can be implemented on many grounds, in a variety of different institutions. Naturally, one of these institutions can be a prison. Having a possibility to learn while being imprisoned is, next to the possibility of working, one of the most crucial parts of the social rehabilitation process. People who are socially excluded should also, or maybe even most of all, have the

right to proper level of education and should have access to the possibility of taking up learning or developing knowledge they already possess.

One ought to remember at this point, that all of the EU countries should obey the law created by the EU parliament. One of the recommendations of the Council of Europe is strictly connected with the prison education – Recommendation No R(89)12 of the Committee of Ministers to member states on education in prison. You can find a brief summary of the recommendation on EPEA website.

There are estimates that in the whole EU there are over 750.000 imprisoned individuals nowadays. Even though there is no exact data about the level of education of the imprisoned, it is assumed that only about 5% of this population is capable to continue their further education on a college level. It is obvious that low qualifications do not help in finding a job after being released from a prison and at the same time this is one of the main factors which causes these individuals to come back behind the bars. In the light of the above it is easy to draw a conclusion that providing prisoners with proper education, among this also vocational education plays a considerable role in a widely recognized social rehabilitation process. Unfortunately, in a majority of EU countries, among prisoners, there is a relatively low concern to take up education. This rate, according to various sources, oscillates around 25%. Very often, detainees meet up numerous obstacles, be it institutional or system ones, which effectively discourage them from learning. Similarly as in a healthcare system - prevention is ➔

much cheaper than healing sicknesses – in a prison system it is always worth investing money into inmates' educational process. Such an investment can easily be doubly paid off – when a prisoner is a better skilled citizen, they will be able to find a job more easily when free. In such a case they will make GNP higher and at the same time they will not drain tax payers' pockets in order to maintain them in prisons.

It is clear that prison education should constitute an important element of social rehabilitation. In many places all over Europe education is organized on different levels and stages. Not always, however, traditional model of tutoring is attractive for the ones being in a prison.

WHAT IS E-LEARNING?

Since a traditional model of education does not appeal to inmates, there arises a question – what can be encouraging for the ones isolated in prisons? It seems that e-learning can be a popular variant of education. E-learning is usually associated with education where a computer is a medium through which knowledge is passed on. In reality, e-learning is an educational technique using any available electronic media such as the Internet, intranet, extranet, satellite broadcasts, audio and video tapes, CDs, DVDs, etc. E-learning can function under many different shapes. It can be self-learning combined with the usage of technology, virtual reality simulation exercises, virtual classrooms, using online resources, opinion exchange on forums, etc.

Because of an extreme flexibility in the choice of various methods and a wide range of available educational tools, e-learning is becoming more and more popular not only in Europe but also worldwide. The very simple explanation for this fact is that it gives

a possibility of choosing on your own the form of how one wants knowledge to be delivered and also the pace of its deliverance. Even though, every institution has its own organizational specificity, many of them consider this particular type of learning as a standard and more and more institutions and schools willingly introduce education based on modern electronic technologies. This is not an accidental choice but awareness of what opportunities e-learning provides.

The situation is no different if it comes to prisons, which, because of their closed nature, benefit from "electronic knowledge" more and more often. The fact of being detained makes prisons a perfect place where e-learning can be used on a variety of different levels. It seems that there are definitely more advantages than disadvantages of such a solution.

Here are some advantages:

- wider educational offer
- flexibility can be a factor which helps in directing a student on their individual needs
- educational process can be individualized
- thanks to the fact that educational content is accessible almost anywhere, learning process can be continuous all the time
- apart from the fact of acquiring general or vocational knowledge, one gains digital competences at the same time
- this type of learning can be very motivating especially for the young
- a variety of educational forms – i.e. games, animations, interactive programmes, etc.
- in many cases, inmates had problems in their schools before getting into prisons. Using e-learning can create an atmosphere of 'learning without a school' which on

the other hand, can have a positive influence on the fact of re-making an effort to take up learning again

- a possibility of sharing your own experiences, learning on someone else's mistakes (when using different e-platforms where students can get in touch with other students or teachers)
- a feeling of having control over your own learning process
- savings in a long term perspective

And here are some disadvantages:

- financing – it may be a very costly solution when being implemented but once it is running, expenses should be relatively low
- one needs to be very self-disciplined when using this type of learning
- in some countries it is hard to solve the problem of online content availability
- not all penal units have technical possibilities to implement some elements of this method
- because of a negative publicity, when talking about prison education as a whole, there is some resistance in introducing such a model of education in many countries

LET'S OPEN THE SCHOOL DOORS...

If we look into educational systems in prisons across Europe we will notice that e-learning is present in many countries (in the opinion of the author of this text, one of the best examples is Sweden with their intranet learning system). Every year there are more and more of similar examples that become present in prison lives. If we want to follow the spirit of the times, sooner or later prison education will have to undergo profound changes in every country and e-learning appears to be a perfect solution. It has

more advantages than disadvantages and it should be encouraging that many solutions prove to be correct.

One could attempt to answer the question raised in the title of this article – 'is it the future of education in prisons?' The author of this writing deeply believes that it is. Technology is developing very fast. It is present in almost every aspect of our lives nowadays. Finally, it will have to displace traditional forms of learning. What is more, thanks to the use of e-learning methods not only do we raise the level of inmates' education but we also work against digital exclusion which is not without significance. Thanks to the fact that we support and educate prisoners, in fact we help ourselves by taking care of our and our children's future at the same time. Since this is practically impossible to close all of the prisons, let's try at least to open the school doors so that the access to education is not a luxury good but a common one.

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Education and foreign prisoners in Europe. Are the European agreements complied with?

by Frans Lemmers

FOREIGNER

The EU Member States have about 630,000 prisoners, 18% of whom are foreigners¹. The foreign detainees' detention situation is a particularly difficult one, because the culture, language and rules are mostly strange to them. According to the United Nations and the Council of Europe, the assistance these detainees receive during detention should be focused on reducing the detrimental effects of detention as much as possible and on preparing their re-entry into (their own) society to the extent that the chances of successful reintegration, especially into the labour market, are increased.

Education is a systematic part of this assistance and is a right every detainee has. According to the Council of Europe, basic education and vocationally oriented education are the specific types of education concerned. The educational programmes should be appropriate for the detainee's background, possibilities and perspective. They should have the possibility of taking or completing the courses after transfer or release from detention, and any qualifications obtained should be recognised in free society. Exclusion because of race, country of origin or language is forbidden. The Council of Europe has agreed that the prison administration has to take additional measures, if

necessary, to prevent foreign detainees from having less access to education or from not having the same opportunities as 'local' detainees, which causes them to lag behind.

From a survey among key contacts for prison education² it becomes clear that:

- basic education and vocationally oriented education are realised everywhere for local detainees and in 85% for foreign detainees. The condition applies that almost everywhere the detainee must have sufficient command of the language of the country of detention. As a result, the vast majority of foreign detainees remains deprived of education;

- in almost all countries the foreign detainee is given the opportunity to learn the language of the country of detention, but in many countries there is a waiting list, sometimes a long one;

- in 85% of all countries, courses cannot be taken further or completed after transfer or release from detention, or the respondents do not know whether this is possible;

- if education can be completed with an exam, the diploma is not recognised in the foreign detainee's home country in almost 50% of the situations, or the respondents do not know if it is recognised;

- only 17% of the respondents indicated that they are satisfied with the educational programmes available for foreign detainees;

- the agreement that the prison administration needs to take any necessary additional measures to prevent foreign detainees from being excluded from education or to reduce exclusion from education, is not complied with in any country.

The overall conclusion is justified that in none of the European countries the foreign prisoners' right to suitable education is complied with, because the rules established by the Council of Europe and/or the European Parliament are not executed.

It is expected that the prison administration itself cannot arrange for suitable education for foreign detainees either. In many prisons the number of nationalities exceeds 50 (i.e. a large variety of other languages than the language of the country of detention). The education material is simply not available. A different approach may well make sense, such as educational programmes made available by the detainee's country of origin in the language of the

respective country.

In addition to preparedness on the part of the prison administration to take special measures, this requires initiatives on a European level as well as on the level of individual countries. A Special Interest Group initiated by the EPEA could identify the measures that might provide a solution. The EPEA should lead the way to set up such a group.

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¹Foreign detainees do not have the nationality of the country in which they are in detention.

²Contacts of EPEA (European Prison Education Association) and Ministries of Justice.



LEGISLATIVE PROGRESS

Concerning the punishments execution and measures involving deprivation of liberty ordered by the court during the penal trial

Home arrest, introduction of fine days, rethinking of the penal responsibility for minors and the plea agreement are one of the most important changes brought to the judicial system with the occasion of the enforcement, on 01 February 2014, of the Law nr. 286/2009 concerning the Penal Code and of the Law no. 135/2010 concerning the Penal Procedure Code. Thus, in comparison with the Penal Code of 1969, there are changes concerning the punishment length which generally decreases. Also, new offences appear, others are repealed and for others the constitutive content is changed.

Another change of the Penal Code is concerning the recidivists. Thus, to the persons that commit more than one offence or relapse, harsher penalties will be applied. If more offences are committed by a person, the judge will apply the harsher punishment and a compulsory one third of the other punishments. In the recidivist's case, the limits of the punishment for the new offence shall be increased by half. The minors could be sentenced only to educative measures with or without deprivation of liberty.

Conditional release shall be ordered only for open or semi-open regimes. Imprisonment punishment execution could be postponed or interrupted only for two reasons: serious illness that could not be treated neither in the prison system nor under permanent supervision in the civilian system or if the release of the sentenced person does not represent danger for the public order; pregnancy or child smaller than 1 year old. A new preventive measure has been introduced: house arrest, which could be ordered only by a judge for 30 days during the prosecution, or for an indefinite term during the trial.

The Law no. 254 of 19 July 2013 concerning the punishment execution and imprisonment measures ordered by the judiciary during the penal trial completes the penal and penal procedure reform achieved by the adoption of the Law no. 286/2009 concerning the Penal Code and of the Law no. 135/2010 concerning the Penal Procedure Code, improving thus the punishments execution institutions regulated by the Law no. 275/2006 regarding the punishments execution and measures ordered by the judiciary during the trial, to which were added the most recent reports of the European committee for the prevention of torture, punishments or treatment inhuman or degrading (both those concerning Romania and the ones concerning other European states) and also the latter jurisprudence of the European Court of the Human Rights on the subject. Thus, the new execution law comes to clarify, on one hand, a

number of issues raised by the practice since 2006 up to now on the regulations concerning the punishments execution and on the other hand brings as main novelties: the liberty supervision judge, a new name for the judge that has as main task the supervision, by permanent control and pro-active attitude, of the manner the imprisonment is executed, either in prisons, in another detention place, or pre-trial arrest, electronic supervision, hearing by videoconferences, changing the amount of the punishment considered when determining the execution regime, changing the fraction to be executed to change the execution regime - more favourable law - the provisional application of a type of regime, for a short period of time when the person enters in the prison, the establishment of educative centres and detention centres, as specialised institutions in the recovery of the sentenced minors and the mandatory conditional release only for open and semi-open regimes.

Also, by the Law no. 300/2013 for the modification and completion of the Law no 302/2004 concerning the judicial international co-operation in penal domain, are brought important completions and changes concerning provisional arrest in emergency cases, detention of extradition, surrender postponement, international pursuit, and European arrest warrant.

Also, there were introduced provisions concerning:

1. Recognition and execution of judgements, penal ordinances and judicial prose-

cutions in relation with third states;

2. Dispositions concerning the co-operation with the member states of the European Union for the enforcement of the Framework Decision 2008/909/JAI of the Council of 27 November 2008 concerning the enforcement of the mutual recognition principle of the penal judgements that imposes punishments or imprisonment measures to be executed in the European Union;

3. Recognition and enforcement in relation with the member states of the European Union of the judgements by which were ordered sanctions or non-custodial penal measures;

In the same context imposed by the enforcement of the new Codes and by the Law no. 254/2013, has been outlined the need for repositioning of the penal-execution policies, meaning that the draft of the Government Decision regarding the National Strategy for social reintegration of the inmates consolidates the inter-institutional framework necessary for the social reintegration of the inmates, emphasising the role of the institutional and community factors converging action in relation with the social reintegration of the inmates target meant to answer to the contemporaneous society needs.



Ioana Morar, Romania





FALLEN BIRD

The exhibition **FALLEN BIRD** is the culmination of artistic work created by prisoners from prisons throughout Ireland. It also includes work from Post release projects, - 'Pace' and the 'Pathways Project', Dublin.

The works on display in the exhibition cover a broad variety of art forms including paintings, drawings, sculpture, lino prints, mosaic, photography, video and pottery.

Today there are 3,400 persons in Prison across 13 Prisons throughout Ireland. Participation by prisoners in education courses/programmes is on a voluntary basis

in all institutions.

Prison education aspires to offer a 'broad curriculum', encompassing academic subjects, Physical Education, Health/Social education and literacy/numeracy courses. Art /Craft /Design courses are an integral part of the curriculum in each of the Education Units. The most popular arts are the visual arts, music, writing and drama. Those teachers who deliver such courses within Prison based Education Units are employed by respective Education Training



Prisoner, enhancing key skills areas, which enable them to further develop their proficiency in a particular area of the arts. The Irish Prison Service also works in partnership with the National College of Art and Design, in respect to delivery of planned, structured educational inputs to the enhancement and development of particular concepts within designated areas of the arts.

Persons in prison engage with the arts in Prison, for a variety of reasons. For many it will facilitate formalising of skills learned previously, for which they here to fore, had no formal certification/validation. For others it may be their first opportunity to work in this area. The attainment of skills, knowledge and certification, which is to be welcomed and encouraged is but one facet of the benefits of participation in the many arts programmes available. The benefits, sometimes uncertifiable are of equal importance such as Learning to work on ones own initiative,

Boards (ETB), under the auspices of the Department of Education and Science.

On occasion, structured teaching activity in the area of the arts is augmented and enhanced by workshops delivered by professional Artists, working in specific areas of the Creative Arts. The Arts Council and the Irish Prison Service jointly fund this scheme, called the 'Artist in Prison' scheme. These workshops are of tremendous benefit to the

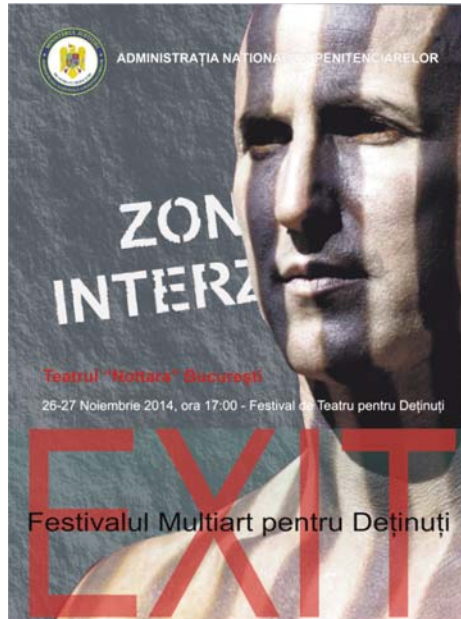
working as part of a team, anger management skills, Respect and acknowledgment of other people, patience and understanding. These are all personal skills/attributes which are enriched and enhanced by participation in the arts programmes available in the Prisons.

This exhibition is an opportunity for the Irish Prison Service to put on public view a sample of the many excellent

items of work being produced in each of the Prison Education Units.



MultiArt Festival for the inmates



INTRAREA GRATUITĂ

Continuing the tradition started in 2009, in the period of time 26-27 November 2014, the National Administration of Penitentiaries of Romania will organise the 6th edition of the MultiArt Festival for the inmates. As each year, the event gathers inmate theatres groups, actors and collaborators who have chosen to join us in this action.

Thus, in the five editions developed so far participated 41 prisons, about 417 inmates and 55 collaborators which presented their shows on the stage of "Nottara" Theatre in Bucharest.

Beyond its artistic values, the activity enabled the development of some long lasting co-operation between the prisons and the artistic community, thus each presented show having a professional director or actor contribution.

Each edition of this event brings 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 many 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.

For this year Festival has signed 11 prisons: Bacău, București-Rahova, Botoșani, Codlea, Craiova, Gherla, Oradea, Ploiești, Slobozia, Timișoara and Tichilești.

In the final stage will participate 6 prisons, meaning Bacău, București-Rahova, Codlea, Gherla, Oradea, Ploiești, 53 inmates and 9 collaborators.

The MultiArt Festival for the inmates is unique in Europe, proposing to change the perception of the prison and inmates and urging the society to involve in solving the problems that affects dramatically the equilibrium.

Ioana Morar, Romania





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

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Deputy chair: Dominique Delaporte

Treasurer: Dominique Antony, Secretary: Lucie Alidieres

REP. IRELAND: IPEA, Ireland

Chairperson: Jane Carrigan

Secretary: Edel Cunningham, Treasurer: Peter Doyle

Liaison Persons: Veronica Hoen and Kevin Warner

HUNGARY: EPEA Hungary

Chairman: Peter RUZSONYI PhD

Secretary: Erzsebet VOROS

Teacher Coordinator: Zsuzsanna BORGULYANE ANTAL

Social organisations Coordinator: Mercedes MESZAROS

HELLAS: EPEA Hellas

Chairperson: Damianos Petros

Secretary: Zouganelis Georgios, Treasurer: Samara Sophia

Members: Papadimitriou Ioannis, Chatzimanou Efthimia

MALTA: EPEA Malta

Chairperson: Dr. Joseph Giordmaina

Treasurer/Secretary: Dr. Anthony Vella

NETHERLANDS: EPEA-NL

Chairperson: Annet Bakker

Secretary: Ge Krekelberg, Treasurer: Ed Santman

NORWAY: FOKO, Norway

Chairperson: Hilde Linda Larsen

Deputy Chair: Tore Kjemperud

Treasurer: Per Sneegeen, Secretary: Paal Chr Breivik

Information manager: Knut Bjorn Strommen,

Board members: Janne S Offerdal, Geir Dahl

SOLA - Scottish Offender Learning Association

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Ryan Dobbin, Hazel Lynn, Jim Chalmers,

Martin Laidlaw, Katherine Brash,

Ian Henderson, Kaye Stewart

DENMARK: EPEA-Denmark

Chairperson: Nyggi Aggrnaes

Secretary: Per Thrane

Members: Marlene Akerlund

Irish Prison Education Association



Turning the Tide

Jane Carrigan, Chair of the IPEA reports on how the IPEA is gaining new members

In March 2013, the executive committee of the Irish Prison Education Association (IPEA) called an extraordinary general meeting. Crisis point had been reached. Membership was at a low and active membership was even lower. The meeting was called in order to dissolve the IPEA, a group which had been established in 2004 and had even organised the very successful EPEA conference in Dublin in 2007. It looked like the end of the road for the IPEA – an organisation that helped me immensely when doing my own research into prison education.

That night the meeting took place in a hotel room that was relatively empty. The future of the IPEA looked bleak. Despite the efforts of the committee, membership stood at less than 8 individuals. Kevin Warner, former national coordinator of prison education in Ireland, thought the IPEA still had a role to play though and, following much discussion, it was agreed that unless another committee could be put in place soon, the IPEA would have no alternative but to dissolve. As one of the few people in the room, I found myself, with Kevin, and

later joined by three other volunteers (Edel Cunningham, Peter Doyle and Veronica Hoen), elected onto the new committee. What had begun as a farewell party, turned instead into the beginning of a journey to create a strong Irish branch of the EPEA.

When the new committee first met our mandate was clear: we had to prioritise getting new members. To this end we were helped by three clear factors. Firstly, the previous committee had left the organisation in good administrative order – we had access to previous minutes, account details and, above all, they were extremely supportive and willing to answer questions that inevitably did arise. Secondly, the IPEA had some money in its account that could be used to spearhead any recruitment drive. Thirdly, the new committee knew that this was the last chance we had, and we were determined, even if it didn't work, to give as much as we could.

We set to work and established a plan of action. We created an IPEA newsletter to highlight the work of the organisation as well as providing details on membership. We made contact with head teachers and sup-



Photo of new committee:
Edel Cunningham, Peter Doyle, Jane Carrigan,
Eleanor Jones, Kevin Warner and Michelle Ryan



porters in each education unit to see if they, or someone in their unit, could act as an IPEA contact point. We used our contacts to find out about new developments and good practices in prison education and we wrote and sourced articles for the newsletter that we thought would be relevant to prison teachers and prospective members. We renewed our public lecture (the Liam Minahan memorial lecture) which had not taken place for a number of years and used that opportunity to highlight our newsletter and the organisation itself. We got our website (www.ipea.ie) active again and also used it to promote the organisation and how to join it. Finally we worked hard in creating and publicising our mini-conference, Supporting Prison Education, which took place in November 2014.

Our efforts began to work. Membership slowly increased throughout 2014 and many joined in advance of our conference which was launched by Michael Donnellan, Director General of the Irish Prison Service. James King, Head of Offender Learning, Scottish Prison Service, and Lena Broo, Chair of the European Prison Education Association and prison education coordinator in Sweden, delivered the keynote addresses. A pre-conference event for new

and recent teachers was also held. The full conference programme included a research panel in which recent research relating to prisons and prison education was discussed and also included a session on new initiatives in prison and prison education. A poster display of art, produced in Education Units, was also on view throughout the conference.



Photo of Lena Broo, Chair of EPEA and Anne Costelloe, former Chair of EPEA, who both spoke at the IPEA conference.

The conference provided a fantastic and important opportunity for both prison teachers across Ireland, and supporters of prison education, to network, discuss ideas, and learn. By the time of our conference concluded we had a membership of 57, with over 70 people attending.

Our work in the IPEA is not done yet, but the foundations are set, and we're happy to report that the IPEA is back! 🐦



EPEA new National Branch on the way

We are proud to present Klasbak, prison education network in Flanders and soon to be the new Flemish branch of the EPEA.

Klasbak was founded in 2012 as an informal network of prison education providers and coordinators in Flanders. It started as a small network with big ideas, but we found ourselves in a constant struggle for operating funds and manpower to realize our project ideas. In the spring of 2014 we decided it was time to upgrade our activities and we took the first steps of becoming a formal NGO (vzw). Thanks to our members, mostly organisations active in the field of prison education all over Flanders, we managed to clear out the future purpose of Klasbak and to set up a new structure. In doing so, we also opened up the opportunity of becoming an EPEA branch. We discussed this opportunity with the EPEA, and are very happy that we will be accepted as soon as we have arranged our legal formalities. We are convinced that the EPEA will be an added value to our work and purpose, and we also believe that we can contribute to the EPEA as a Flemish branch. Hopefully we can be formally accepted as a branch when we meet in Antwerp on the next EPEA-conference.

These are the goals which we defined in our constitution:

- To promote the views on education in prisons as defined in Recommendation R (89) 12 of the Council of Europe on education in prison

- The Flemish Decree of 8 March 2013 concerning the organisation of assistance and provision of services to detainees [Decreet betreffende de organisatie van de hulp- en dienstverlening aan gedetineerden van 8 maart 2013]

- The Flemish decree of 15 June 2007 concerning adult education [Decreet betreffende het volwassenenonderwijs van 15 juni 2007]

- The Flemish decree of 18 January 2008 concerning measures to stimulate the participation in culture, youth work and sports [Het decreet houdende flankerende en stimulerende maatregelen ter bevordering van de participatie in cultuur, jeugdwerk en sport van 18 januari 2008]

- To operate as the Flemish branch of the European Prison Education Association (EPEA).

- To promote, connect and share the expertise of organisations that have and/or assume responsibilities in the area of education in prisons, in view of increasing the quality of education in prisons. This includes organising conferences on prison education.

- To function as a network of expertise in prison education.

- To develop a common view on education in prisons.

- To facilitate visibility and public support for education in prisons.

- To initiate and encourage research on education in prisons.

- To develop a durable cooperation with other partners that are directly or indirectly involved in education in prisons, in particular the Directorate-General for Correctional Facilities [Directoraat Generaal Penitentiare Inrichtingen] and the partners of the Flemish assistance and provision of services in prisons.

- To function as spokesperson and point of contact regarding the above mentioned goals.

We hope to be able to grow as a network in the next few years and clear out how we will turn these goals into activities and results. Hopefully we can share results with you in a near future!

Contact: info@klasbak.net





EPEA-NL Chairperson: Annet Bakker
Secretary: LP Ge Krekelberg
Treasurer: Ed Santman

We started in 2009 with a spectacular kick off conference. We were lucky to have a former prison as a perfect location for the occasion, and on top of that, members of the EPEA steering committee as honorary guests for the kick off.

Currently we are a happy branch with some 40 members.

It was a good moment for the start of our branch; prison-education was booming, after a longer periode without nationwide attention. All prisons had, for over a decade, worked seperately on their own different curriculums. This had led to a lot of differences between the prisons and their programmes.

But In 2009 education was considered essential as startingpoint for re-integration. We developped a paper on prison education policy; a lot of effort was done to make connections with all the other prison-disciplines working towards that same ultimate goal. It was all done to sustain the renewal of Dutch Prison Policy in general.

The focus during those years was on content, collaboration (with partners inside and outside the prison) and quality.

Since then a lot has happened in Dutch prison education. Economical set backs have led to different priorities in our prison policy. A lot of prisons have closed and or will be closing in the next couple of years. The idea is that we will grow to a new situation with fewer and bigger prisons, with a more efficient managing-structure. Most of the older prisons have proved to be too expensive to run.

Another development is the technical possibilities of the use of computers (and the internet) in our programmes. Education-wise this offers possibilities and restrictions. The birth of our "RIC's" (Re-Integration Centres) offer the possibility to use the internet to prepare the inmate for his re-integration after release. On the other hand, this also leads to the abolishment of the prison libraries, for inmates can read books on their cells (i-pad). Education will also be offered in the form of e-learning on these i-pads.

It is not clear yet, what the implications will be for the education that we can offer. The teacher is more and seen as a manager and hopefully the teacher will in the future still be in direct contact with the students. It is essential to keep a possibility to find the students, to motivate them, to help them for example overcome their fear from earlier discovered learning difficulties.

EPEA-NL considers education to be wider than just formal prison education. Library, sports, education and the arts are each essential parts in (formal and non-formal) learning and collaboration is the key to

success. About a year ago the economic situation, however, made that the central management on education in these four areas has drastically shrunk. There is less participation from (Arts/ sports) teachers and librarians and developments (of which I spoke earlier) continue to take place....

Time will tell whether developments will leave sufficient ways for the individual prisoner to find his / her way to education.

As EPEA-NL we found that there were few possibilities left for us to run our branch as a proper part of our work. With the persistence and enthusiasm of the steering committee members we managed to get back on our feet, after a period in which our members did not receive much national news. Within the Dutch EPEA-NL steering committee, we are also trying to incorporate new technology into our branch.

In the past year the Grundtvig-funds have been transformed into Erasmus+ and our application for member-mobilities has not been accepted. Visiting the conference in Belgium will be a challenge for our members that were dependant on this financial support. We have to be even more creative in finding ways to participate. A pity for the organisation of this bi-annual conference. Other countries may have met this same problem....

As a branch we realize our existence is even more important now, than in "education friendly" times. We do our best to inform our members about courses, conferences, research, projects and all kinds of interesting developments within European



Prison Education. We are currently renewing our newsletter from a WORD-version to a more interactive one.

Apart from prison staff that form our members, we also are very lucky to have partnerorganisations that have joined the EPEA-NL. They are less dependant on national policy and are enthusiastically involved in projects; their actions will most likely positively reflect on all the other members.

I'd like to conclude with a warm greeting from the Netherlands, expressing our wish to meet many of our colleague EPEA members from all participating countries, during the next EPEA conference in Belgium in 2015!!

On behalf of the entire EPEA-NL SC,

Annet Bakker
Chair



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.

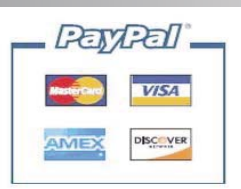
Further information about bank transfer -
See Web Site

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 Supportive membership	150 euros	300 euros

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

* Discount for certain countries

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

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



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

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

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

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

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

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

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

Recognising that in the practical application of certain
rights or measures, in accordance with the following 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.



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