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# Foreword



**Chair EPEA:**  
**Annet Bakker**  
Email: [chair@epea.org](mailto:chair@epea.org)

Dear EPEA members,

So much is happening, I don't know where to begin.

You might have witnessed the developments in the UK, where even the queen is very clear about the necessity of UK prison reform and in particular prison education that needs to be of a more effective and qualitative standard. It is interesting to follow what changes will be made to the system when more influence is given to prison governors. You can be sure that the EPEA are following developments from close by. Please send us copies of your prison education policies for it will probably help others to appreciate what they have or learn how things can be done differently.

The UK are not alone in revising their policies; Malta, Greece, Scotland, Finland, Belarus are just examples of other countries that are on the brink of modernisation. Maybe the overall idea of 'more for less' because of economic setbacks, has come to a standstill. Whether things will improve remains to be seen, but it is a good development to witness more attention for the quality of our work. The idea of learning from experience in other countries is most valuable. We see that for instance that the UK, apart from consulting their national experts in the field, are actively making inquiries in several other countries to prepare their new policy proposal. Finland for example is organising a contact seminar to bring experts from many European countries together and merge this richness into new partnerships. I was invited to the ERASMUS+ / EPALE meeting in Naples, where more than two hundred Italian colleagues were very keen on learning about developments outside their country.

We have been told about exiting National Prison Education Conferences in Denmark, Ireland, Italy, Greece, Romania and Norway. It's dangerous to start naming countries in particular... and I'm sure this list is not complete!

Then of course, there is the matter of our own training-conference, to be held in 2017. We cannot share many details yet, but we are on our way to make arrangements for an excellent venue for this, always

inspiring, meeting with our members, co-workers, and partners. Next month will be my second attendance of the Conference of INGO at the Council of Europe in Strasbourg. In January this year, our Northern Representative, Per Thrane, accepted a role in its Education Workgroup. We aim to have an article in our next issue about this very important work.

The Steering Committee had meeting in Athens in April, where we also had the pleasure of meeting some members of the Hellas branch. These meetings are important for the functioning of our organisation. Apart from all the discussions by mail and the monthly go-to meetings online, it is essential that the SC meet in person every six months, to have the time to discuss the topics that lay in front of us. One of the many decisions made was that we will more actively try to have every region represented in our magazines. Please contact you Regional Representative for articles you would like to submit.

<http://www.epea.org/portfolio-type/regional-repersentitives/>

We have also started organising and/or facilitating a series of webinars for our members. We feel that this is a wonderful 21th century vehicle for communication with many different participants. It is used for project meetings without the need for actual traveling. It is also used as topical meeting, e.g. to find out what our members feel about a certain development, or to inform you about a certain topic. There will be more webinars; if you have suggestions for interesting topics, please contact us through [projects@epea.org](mailto:projects@epea.org). It makes our communication-possibilities so much more personal and interactive.

I can go on and on about other interesting developments, but, I will keep you no longer from reading this EPEA-magazine.

**Please enjoy this new issue and we hope to meet you soon, anywhere, anytime!**

Annet Bakker  
Chair EPEA



# Editorial



**Editor:**  
**Mr. James King**  
Scottish Prison Service HQ  
Calton House,  
Room G15,  
5 Redheughs Rigg  
Edinburgh  
EH12 9HW

Phone: 0131-330-3760  
E-mail: james.king@sps.gov.uk

Dear Colleagues,

Welcome to the second edition of the European Prison Education magazine that has been designed by prisoner students at HMP Barlinnie in Glasgow, Scotland. The feedback from the first edition has been extremely positive with several comments highlighting the high level of creative skills demonstrated by the guys. Such comments are very welcome as they help validate the work of the design team and help promote the confidence and enthusiasm of the students in continuing with their work. I'm sure that you'll agree with me that this edition is even better than the first as the guys further develop their skills and creative talents.

In Scotland, the learning and skills team at the Scottish Prison Service have been extremely busy taking forward a number of initiatives in the on-going development of prison education. This has included the launch of our new national Learning and Skills Strategy 2016–21 (see article on page 9) that sets the direction for our aspirations for prison education in Scotland over the next five years. The strategy was designed by prisoners at our long-term adult establishment HMP Shotts who produce the prisoner led STIR Magazine: <http://stirmagazine.org>.

The strategy is now available on the SPS website:  
<http://www.sps.gov.uk/Corporate/Publications/Publication-4017.aspx>

This issue of the [EPEA](#) magazine has been designed and produced by imprisoned people at HMP Barlinnie in Scotland with the assistance of Steven Swinney.

We would like to thank James L, the latest member to our design group, who has been learning graphic design and has proven himself to be hard working with a willingness to be involved in every aspect of education.

**Editorial group**  
[epea-editors@googlegroups.com](mailto:epea-editors@googlegroups.com)

We have also been delighted to welcome EPEA visitors to HMP Barlinnie including Shirley Fraser from Australia and Nina Champion from the Prisoners Educational Trust in England. While Shirley visited the magazine design team at Barlinnie prison, Nina attended the launch of our national strategy and also found time to meet with the STIR Magazine Team at HMP Shotts. During her visit, Nina was also able to accompany me on a visit to our national Young People's Institution at Polmont where she spoke to young people about their learning experiences in our dedicated 'learning environment' that forms the foundation of the establishment's regime.

We have also been delighted to receive articles on a young offenders conference in Greece by Eleni Savvidou; International Prison Education Day by Nina Champion from England; Prison and University Partnerships also by Nina; Running in Prison from Michał Talaga and Hubert Skrzyński in Poland; Educational Participation from Beate Buanes Roth in Norway; Moving Bars by TanzTangente, Changes & Chances (Ed Santman) detailing the positive benefits of dance; the new Scottish Learning and Skills Strategy by myself and the speech given by the Chief Executive of the Scottish Prison Service and the strategy launch. I have also included a new section providing the 'view from a learner' which details the perspective of a prisoner engaged in educational activity. If you would like to have one of your students featured within this section, please send details to the address below.

The range of articles demonstrating the positive progress of prison education across Europe is, indeed inspiring and we hope to continue to reflect the diversity and creativity of prison education staff in helping to inspire and unlock human potential. On a personal note, I am deeply saddened and concerned by the Brexit vote which will see the UK secede from the European Union following the Referendum on 23rd June. As you may be aware, the vote was not unanimous across the UK and Scotland and Northern Ireland voted to remain as partners with the rest of our European partners. In these uncertain times, I am sure that I speak for the majority of my prison education colleagues hoping that political decisions do not detract or deter each of us individually and collectively from continuing to nurture the positive and productive partnerships that we forged together over the years. These achievements, including the establishment and expansion of the European Prison Education Association have proved a significant force for good through improving the quality and standard of prison education and therefore the future lives and rehabilitation of those in prison across the European continent and beyond.

James King  
June 2016, Scotland.

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The next issue of the EPEA Magazine will be published in Winter 2016.

If you would like to submit an article, please contact:

**Mr. James King**

E-mail: James.King@sps.gov.uk  
before the 1st of November 2016

If you would like to contribute to the making of this magazine your help is more than welcome, or to join the editorial board, please contact:

**Annet Bakker**

EPEA Chairperson  
chair@epea.org

**Editor:**

**Mr. James King**

Scottish Prison Service HQ  
Calton House,  
Room G15,  
5 Redheughs Rigg  
Edinburgh  
EH12 9HW

Phone: 0131-330-3760

E-mail: james.king@sps.gov.uk

**Editorial group**

epea-editors@googlegroups.com



# Raising Awareness in the Education of Young Offenders



From the 22<sup>nd</sup> to the 24<sup>th</sup> of January 2016 a conference entitled 'The Education of young offenders: Experiences, Problems and Perspectives' took place in the city of Volos, Greece, in the venue 'Tsalapata.'

The conference was organised by the Institute of Education Policy [IEP] in collaboration with the Office of Public Prosecution of the Greek Supreme Court, the Children's Advocate, the 'Epanodos' [Private Legal Entity (PLE—a centre for the rehabilitation of former prisoners)], the Pedagogical Departments of the University of Thessaly, the Administrative District of Thessaly, and EPEA Hellas. It was broadcast live on the websites of both the Ministry of Education, Research and Religious Affairs, and IEP.

The conference aimed to promote the exchange of experiences and beliefs of all those involved in the education of young offenders and to initiate a dialogue among institutions concerning this important issue. Its main focus was a series of issues regarding the education of young offenders in custody, as well as for those in the Institution of Learning for Male Minors with Basic Education.

It commenced with the Minister of Education, Research and Religious Affairs, Nikos Filis, who had previously visited three Correctional Institutions in the area of Volos, the Rural Prison for young offenders in Kassavetia, the Special Correctional Institution for Young Inmates and the Correctional Institution for Minors, where he was informed about the conditions of the prison. The Minister stated the strong will of the Ministry of Education to offer support to education in Prison. The Minister intimated his department's strong support for education in prison.



The plenary sessions of **the first day** established the theoretical bases and context and upon which the conference was based. Imprisonment and civil rights, issues within the pedagogical context; current educational structures in prisons, education as a process towards social reintegration, and prison education in Europe were the principal themes of the lectures. The first day ended with footage from the documentary—still in the making—‘*Beyond the Boundaries*’ by Menelaos Karamagiolis. The documentary focused on the education provided in the Special Correctional Institution for Young Offenders in Avlona.



**The second day** of the conference involved the presentation of research on the education of young offenders, experiences shared by teachers in school units operating within Greek prisons for young offenders, the Institute of Learning for Male Minors and of teachers in Second Chance Schools [SCS] that operate in adult prisons. Moreover, former prisoners / university students along with students-in-mates narrated their own experiences. During the round-table discussion that followed, professionals such as judicial officials, curators for minors, lawyers, social workers and psychologists shared their personal experiences. Two concurrent work groups involving educators with other professionals along with four workshops for teachers took place on this second day which ended with a storytelling by Marousa Apiranthitou and Stelios Pelasgos.

**On the third day**, participants visited the Rural Prison for young offenders in Kassavetia where a report on the conference was provided by: Stavros Giagkatzoglou, Consultant A for the Ministry of Education, Research and Religious Affairs, Paulos Charamis, Vice president of the Institute of Education Policy, Petros Damianos, chair of EPEA Hellas Branch, Xenia Dimitriou-Vassilopoulou, Deputy District Attorney of the Supreme Court, Fotini Milioni, Director of PLE ‘Epanodos’, Giorgos Moshos, Children’s Advocate, and Haroula Stathopoulou, Assistant Professor of Teaching Mathematics. A theatre performance from the drama club of ‘Epanodos,’ closed the conference.







This conference elicited thoughts and personal reflection concerning not just the education and the perspectives given by young offenders, but also the contribution of all parties involved in the creation of appropriate conditions for prison education to function properly and constructively.

This means that, apart from students and educators, it is essential that the state in conjunction with judicial officials and prison staff contribute and provide support for prison education. This would enable the establishment of a concordant to strengthen collaboration that will improve overall results.

The realisation of the official state that the purpose of a custodial sentence is not revenge, but the reformation of young offenders, will lead to the improvement of prison conditions. The knowledge that the prisoners' potential can be utilised so as to benefit society, is of itself, an incentive towards improvement of prison education. It is the latter that will turn offenders into valuable assets for society.

Furthermore, educators should embrace these views and put them into practice. To achieve that there is a need for constant updating and professional training, expansion of knowledge and the introduction of new cross-curricular and person-centred approaches to teaching.

In order to draw students' attention and encourage participation, it is vital to include all non-obligatory programmes in the school curriculum. Moreover, the need for improvement extends beyond teaching staff to all those involved in justice, since they, both, contribute and benefit from the promotion of prison education.

Therefore a concerted effort by all will help motivate students and staff to overcome practical difficulties and enable the flourishing of educational programmes that will transform individual lives.



In conclusion, the conference was the catalyst for the meeting and collaboration of all institutions and parties involved in prison education. This synergy should achieve fundamental goals, such as reconnecting the inmates with the educational opportunities, achieving creative engagement during incarceration, and obtaining and upgrading basic and social skills. These developments can lead to job placements, further educational engagement and social acceptance after release. Furthermore, such achievements will decrease reoffending and reduce the rates of criminal activity.

Shortly after the end of the conference, a committee convened in the Ministry of Education, aiming to suggest reforms in prison education. The basic guidelines of the committee's proposals are that all prisoners should have access to education and that opportunities at all education levels should be provided. At the end of May, the Ministry will announce the reform actions and decisions to be made regarding prison education.

Article by **Eleni Savvidou**,  
Greek literature teacher E.K.K.N. Avlona

Translation by **Sophia Samara**,  
English literature teacher, EPEA Hellas Treasurer

## The Scottish Prison Service

# Learning Skills Strategy 2016–21

The new Scottish Prison Service (SPS) Learning and Skills Strategy 2016–21, was launched by Chief Executive Colin M<sup>c</sup>Connell at HMP Shotts (near Glasgow) on the 17th May

<http://www.sps.gov.uk/Corporate/Publications/Publication-4017.aspx>.

The strategy outlines the SPS intentions to expand and improve access to education services for those in our care. Underpinning the new approach is a return to the traditional liberal values of adult education as opposed to the instrumental ‘correctional’ model that appears to dominate the approach of many jurisdictions across the western world.

In launching the strategy, Mr M<sup>c</sup>Connell made reference to the significant contributions of our national partner agencies such as Education Scotland; Creative Scotland; Scotland’s Colleges; Scottish Qualification Authority; Skills Development Scotland and the Scottish Credit and Qualification Authority. Each of these national partners has contributed their expertise in informing how we will progress our key educational intention that: “everyone in our care has the opportunity to engage in creative and flexible learning that unlocks potential, inspires change and builds individual strengths”

### The Strategy has been designed around five overarching themes of:

- **Engaging Learners**
- **Strengthening Partnerships**
- **Ensuring High Quality Learning Opportunities**
- **Improving Our Capacity to Respond**
- **Evidencing Success**

While ‘Engaging Learners’ recognises the need to improve levels of educational engagement, ‘Strengthening Partnerships’ acknowledges that we cannot achieve this alone. Our various partners can continue to influence our strategic educational delivery and ensure that we are utilising the latest educational research while contributing to the key educational objectives of the Scottish Government. Moreover, a concerted approach will help access the wide-range of educational expertise and assist learners in their post-liberation journey.

The success of our ‘Project Themed’ learning in recent years has informed our intentions to further develop our person-centred and creative teaching programmes built around the interests and aspirations of the learner. While traditionally taught subjects can be challenging for mixed ability classes, project themed learning provides greater flexibility for learners to study and gain accreditation at levels appropriate to their own individual skills level.

Our ‘Capacity to Respond’ highlights our intentions to further develop the input of core skills such as literacy and numeracy within the fabric of vocational programmes, life-skills and family learning initiatives. Moreover, we will build on our recent pilot learning difficulties / disabilities (LDD) project to better respond to the needs of those who require additional support for learning. The increasing age profile of our population group has also required consideration in how best meet the needs of an ageing prison population. This will be addressed through more peripatetic delivery of educational services across different areas of each prison including residential halls.

In order to ensure that we are meeting the needs of learners and contribute to the strategic educational ambitions of the Scottish Government, we are working with our core partners and a number of Scottish universities to devise more effective means of demonstrating the achievements and benefits of educational engagement. This has prompted a move away from quantitative measurement to embrace a more balanced and qualitative approach structured around a number of key outcomes under each of the five themed priorities.

A National Advisory Group consisting of the aforementioned key partner agencies and universities will provide overall strategic advice and guidance as we move forward to implementation. As we are now in the final year of the delivery of our current educational service contracts, the strategy will form the cornerstone of contractual deliverables for our New Generation Learning and Skills contract that will come into force in August 2017.

In the intervening period, the SPS Learning and Skills Team will be working with each individual prison establishment to design an Annual Learning Plan that best reflects the needs and aspirations of their particular population group. This will ensure that we design educational interventions that inspire change and transform lives.

In the following article, delivered by Colin McConnell, Chief Executive of the Scottish Prison Service at the Strategy launch event, details our intentions for future educational interventions.

James King  
Head of Education  
Scottish Prison Service  
Calton House, 5 Redheughs Rigg  
EDINBURGH EH12 9HW  
TEL: 0131-330-3760



# LEARNING AND SKILLS STRATEGY LAUNCH 2016—21 17 MAY: HMP SHOTTS

COLIN McCONNELL, CHIEF EXECUTIVE

**Good morning ladies and gentlemen, I'm delighted to be here and to be able to say a few words at the formal launch of our new Learning and Skills Strategy for 2016-21.**

As many of you here today will have been directly involved in the National Multi-Agency Steering Group that has developed this Strategy, you will be well aware of our long-standing collaboration with our two College partners, Fife College and New College Lanarkshire, and most likely have been involved in our wider strategic arrangements with your own agencies, including Education Scotland, Creative Scotland, the Scottish Qualifications Authority, Scotland's Colleges, and Skills Development Scotland. I would like to take this opportunity to thank you for all your creative efforts, experience and professional expertise in helping produce this comprehensive strategy, and for your on-going support in the development of **learning services in Scottish prisons** over the next five years.

In his 'Morehouse College Student Paper' almost 70 years ago, Dr Martin Luther King Jr stated that:

*"The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. Intelligence plus character - that is the goal of true education."*

Character building, personality change and self-reflection are all familiar terms within the world of criminal justice and often couched within the language of rehabilitation, reducing re-offending, desistance, transformation and indeed, **redemption**.

# LEARNING AND SKILLS STRATEGY

While there is much to be said for such principles and ideals, it is perhaps the manner in which they have been interpreted and delivered, that we can associate with the late Dr King's reference to "efficiency." Such efficiency is perhaps relatively easy to identify as an 'instrumental approach:' take a look around various regimes based in multiple criminal justice systems and see how rehabilitation has been **variously** interpreted and delivered across the western world. Underpinning such delivery approaches is the ubiquitous desire to **measure** and to ensure implementation of **pre-defined objectives**. As the world-leading Criminologist, David Garland, has pointed out, the breakdown of socially-inclined, socially informed 'penal welfarism' has all but disappeared with the emergence and ascendancy of 'managerialism,' with key performance indicators measuring and benchmarking the **quantitative accumulation** of activity hours: all of which are component parts of what he terms a "culture of control."

Those of you of a certain vintage will be aware that the concept of penal welfarism was based on a number of essentially paternalistic liberal ideals: of proportionate punishment, combined with the promotion of the 'rehabilitative ideal.' This involved utilising the insights and advice of professional criminal justice workers to design and implement services and interventions that addressed the key needs of the 'offender' to promote and encourage individual change. I want to note here in context that the term 'offender' is in itself a stigma and label which in 21st century Scotland, we should seek to avoid

Returning to our journey, since the late 1970s, Western societies have largely withdrawn from a penal-welfarism approach to embrace a more punitive model of criminal justice characterised by retributive punishment; incapacitation; and mass incarceration. In Scotland, as many of you will be aware, this situation has led to questioning of the underlying and fundamental purpose of imprisonment as considered by the Prisons Commission in 2008; an Audit Scotland report examining the impact of the unprecedented rise in prison numbers in the same year; the Angiolini Report considering the impact of imprisonment for women in 2012; and the Justice Committee Review of Purposeful Activity in 2013. Each of these reports, with their own specific concerns and in their own particular way, effectively delivered for us a stark conclusion of what we most likely already know: that mass incarceration and punitive sanctions will not deliver the outcomes that Scotland desires in terms of personalised rehabilitation, far less enhancing further the growth towards a safer Scotland.

That is why, in essence, I initiated the SPS Organisational Review following my arrival in May 2012. Based on the principle that people are sent to prison **as** punishment and not **for** punishment, the SPS Organisational Review sought to ensure that at a fundamental level, our custodial system provides a safe, decent and humane environment for **all those** in our care. We understand that the challenge to protect the Scottish public can never be met through the blunt means of incarceration alone; and we know too that we cannot deliver, more broadly, the Scottish Government's vision of a safer Scotland on our own. This reality was made abundantly clear by Sir Campbell Christie in his June 2011 report on the future delivery of public services in the context of a world of increasing austerity and scarcity of resource. Working in a more integrated and more focused way, with the need of the citizens at the core, was a common theme throughout the report.

And in that context, the vision for the SPS is and was 'Unlocking Potential: Transforming Lives.' Striving to achieve that vision, allied to the publication of this Learning and Skills Strategy, is another key milestone on our corporate journey. Our strategy is structured around five key themes:

**Engaging Learners**

**Strengthening Partnerships**

**Ensuring High Quality Learning Opportunities**

**Improving our Capacity to Respond; and**

**Evidencing Success**

The Learning and Skills Strategy seeks to ensure "that everyone in our care has the opportunity to engage in creative and flexible learning that unlocks potential, inspires change and builds individual strength."



Each of these five key themes will ensure that we strive to increase the number of learners engaged in educational study and in doing so, further strengthen our approach and commitment to partnerships. By continuing to nurture our positive relationship with our learning service partners, we will continue to harness and utilise the creative insights and professional skills of those various agencies represented here today. Moreover, given the particular problems that we face with an ageing population, we hope to develop more peripatetic and creative services with our partners in the Scottish Prisons Arts Network to explore more therapeutic types of activity and to expand peer tutoring initiatives to ensure the delivery of educational support across multiple sites for an increasingly diverse population. Additional support for learning will also feature as a key consideration in taking forward our educational ambitions across all of our facilities. Building on the recent pilot learning difficulties / disabilities project at the three Forth Valley prisons, we will work with our learning service and NHS partners to ensure that we provide the necessary support and interventions to assist learners in progressing their individual educational journey.

In essence, such approaches are person-centred, asset-based, grounded in evidence and entirely consistent with the underpinning philosophy of Scottish education and the SPS, as we continue to unlock individual potential and transform lives. For example, our 'social practice' approach to adult literacy interventions enables us to construct learning around the principal needs and aspirations of the learner, while Curriculum for Excellence promotes development of the four key capacities of:

**Successful learners**

**Confident individuals**

**Responsible individuals**

**Effective contributors**

These are the essentials of our distinctively Scottish educational approach and they are woven throughout the fabric of this strategic document.

While such a laudable person-centred approach to the promotion of educational services may appear self-evident and unlikely to promote disagreement, we need only examine the criminal justice systems around the western world to discover that such principles are sadly often hard to detect.

For example, a recent academic paper on prison policy highlights the conflicting discourses designed to address recidivism within the context of an ever increasing prison population. This inherent contradiction is compounded by privatisation and the philosophy of 'payment-by-results', and as Stephen Czerniawski observed, "leading to a race-to-the-bottom in the standards of education provision in England and Wales." (Czerniawski, 2015) Much of this concern is focused around the instrumental imperative of constructing learning around functional achievements in basic skills.

While recognising the importance of adult literacy interventions, it is the way in which such learning is offered and delivered that is the key to our person-centred approach. In Scotland, the adoption of a 'social practice' approach to literacies development moves beyond the narrow functional abilities of encoding or decoding text. This enables teachers to construct learning around the principal needs of the learner, enabling them to better interpret and comprehend their world, to formulate ideas and express opinions as workers, citizens and lifelong learners. In summary, it means access to a "far richer and more authentic form of education." (Costelloe and Warner, 2014)

Lamenting the expansion of a narrow skills base of educational interventions, a United Nations General Assembly Report by Vernor Muñoz stated that: "Education is deeply embedded in its location and context, and cannot be isolated from it. The role of education in places of detention must therefore be examined against the broader objectives of penal systems, which are inherently institutions of coercion, serving a set of complex and mutually conflicting objectives. They reflect, to differing degrees, prevailing societal calls for punishment, deterrence, retribution and / or rehabilitation – all carrying ambiguous connotations – and a managerial focus on resource management and security." (Muñoz, 2009)

# LEARNING AND SKILLS STRATEGY

# LEARNING AND SKILLS STRATEGY

While we will obviously always need to ensure security, safety and management of our resources as best we can and with increased intensity within the current age of austerity, the principal point that Muñoz makes is that education systems structured around correctional type headings of ‘medical’ or ‘cognitive deficient’ frameworks of intervention invariably lead to a narrow instrumental approach and demean the universal rights to education for the individual learner. Although containing some ‘positive features,’ in developing vocational training and wider employment interventions, such a narrow interpretation of what constitutes education provision fails to address the Council of Europe’s recommendations “to develop the **whole person**, bearing in mind his or her social, economic and cultural context” (Muñoz, 2009).

In contrast to such ‘correctional’ models, the Council of Europe’s Recommendations on Prison Education (1990), promotes the implementation of a traditional liberal or ‘adult education’ approach to prison education. This point is emphasised by our Irish colleagues who compared the Norwegian prison education policy document ‘Another Spring’ (2005) with the more instrumentally titled England and Wales policy document ‘Reducing Re-offending Through Skills and Employment (2005).’ (Costelloe and Warner, 2014) While the former conveys the Council of Europe notion of the learner as ‘citizen’ with ‘rights’, the latter re-inforces the notion of an ‘offender’ with clearly stated instrumental intentions of ‘reduced offending’ and ‘employment’ (Costelloe and Warner, 2014).

While we would all agree that reducing re-offending, gaining employment and developing literacy skills are all laudable and well-meaning intentions of a criminal justice education system; the devil is not much in the detail, but the way in which they are delivered. Working with our colleagues here today, we have managed to move beyond a purely instrumental approach towards embracing a person-centred, social practice approach to adult education.

Starting with an initial screening process, our learning providers work to structure individual plans around the needs and aspirations of learners. This approach has prompted a number of creative innovations in project themed learning that have both captured the interest of learners, and provided opportunities to acquire a range of associated awards. It is this grounded, but simultaneously creative approach, that formed the basis for the multi-award winning **STIR Magazine**, based here at HMP Shotts; colleagues who, in fact, designed the strategy that we’re celebrating here today.

This initiative is gaining recognition not only across Scotland, but across Europe with the recent opening of a satellite design station at HMP Barlinnie who are now responsible for producing the international **European Prison Education Association Magazine**.

Likewise, the Fife College led ‘Money for Life’ programme has received a number of UK national awards, including ‘best project for learners’. Known as ‘sneaky teaching’ in the profession, ‘project themed learning’ creatively overcomes the limitations of an abstract remedial model of education to enable the development of educational innovations that explore such themes as WW1 commemorations; Holocaust memorial events; anti-sectarian initiatives; and the promotion of the prevention of violence against women to name but a few.

Accordingly, such programmes educate, while simultaneously challenging learners to reflect on their attitudes, behaviours and outlook on life. This, I am sure, is what Dr King was referring to in his commentary on thinking intensely, intelligently and critically, and the need to promote self-reflection and prompt positive individual change. To educate is to ‘draw forth’; it is to encourage and nurture each individual to be the best they can be; it is essentially to promote friendship, empathy and mutual understanding; it is to celebrate who we are and what makes us who we are and who we want to become within this ever evolving and existing democracy of Scotland.

Looking ahead to today’s events, testimony of such positive change will shortly be offered by learners who have made significant progress in their own educational journey; and by ‘**Street Cones**,’ a recently formed arts-based group working within the criminal justice sector. Based on their own experiences of the custodial environment, the group has been undertaking preventative work at a number of locations, encouraging young people to change their lifestyles and desist from offending.

This is powerful evidence of learner achievement, upon which we intend to build through our partnership work, our on-going staff training and through calling on our distinctive Scottish educational traditions. We are all committed to ensuring that we continue to encourage more learners to engage in the transformative power of education.

Thank you.



# Fit for Release?

Planning for International Day  
of Education in Prison (IDEP)  
13<sup>th</sup> October

## *A Spotlight on Sports*

Each year the EPEA will focus on one of the seventeen [Council of Europe recommendations](#), which came into force on 13<sup>th</sup> October 1989. As this is an Olympic year, and being inspired in the city that hosted the first modern Olympics – the EPEA Steering Committee have decided to choose access to sports as the 2016 theme.

Recommendation one states: 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.

Recommendation eleven adds: Physical education and sports for prisoners should be emphasised and encouraged. We would like to encourage EPEA members from across Europe to hold events during October in celebration and recognition of the Council of Europe recommendations, with a particular focus on sports-based learning.



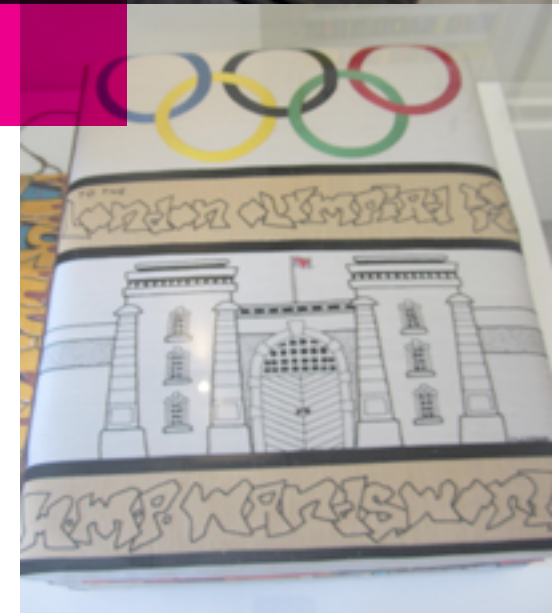
At our Steering Committee meeting there were examples of successful initiatives across member countries. The Central Region Representative informed us that one prison in Poland organised a half marathon for its prisoners. Our Southern representative told us that in Greece one prison installed table tennis tables on the wings.

At the time of the last Olympics in London in 2012 a number of prisons, particularly in London, were involved in a range of sporting and creative learning activities. These included a mini-prison Olympics, visiting sports stars talking to groups of prisoners and collaborations between sports clubs and prisons to run coaching academies. In some prisons their English and Maths classes used sports to contextualise their learning and in others, prison book clubs read and discussed sports biographies. One prison even made a large scale book full of poetry and art work about sports and the Olympics, including an elaborate embroidered front cover, which went on display in the prison and then the Victoria and Albert Museum, one of London's most visited museums.

Is there something you could do in October to promote sports-based learning in your prison? If you are interested in organising something or are already doing something great involving physical education, please let me know so we can share it with other EPEA members across Europe in our Autumn magazine, in a webinar and on social media.

I look forward to hearing from you!

**Nina Champion** - Western European Representative  
[nina@prisonerseducation.org.uk](mailto:nina@prisonerseducation.org.uk)





# Prison University Partnerships

Students at one of the world's most prestigious universities and the residents of a therapeutic prison would appear to have few similarities. But at a graduation ceremony held in Grendon prison in England last week, they shared common ground and a shared achievement. For twelve weeks, men at HMP Grendon and criminology postgraduates at the University of Cambridge studied together as part of an initiative called *Learning Together* that aims to dismantle stereotypes and open up educational possibilities.

This idea of prison university partnerships began in the United States and is now taking off in prisons across England and is even getting positive national media coverage. One of the aims of the EPEA is to share good practice and innovation so that other countries can apply ideas to their own establishments. I hope, by promoting it in this article, the idea can spread across other prisons in Europe too. If you are already doing something similar in your country or are interested to find out more – please get in touch!

At a symposium organised by Prisoners' Education Trust in 2015, delegates heard from Professor Baz Dreisinger from John Jay College in New York, whose successful programme *Prison to College Pipeline* flips the idea of the school to prison pipeline on its head. Once a month a three hour seminar is held at Otisville Correctional Facility with Professor Baz Dreisinger, faculty staff, learners in prison and *outside* students. The programme has been working with prisoner learners for the past four years using a mixture of in prison teaching, holistic support and a guaranteed place at the City University of New York on release.

In 2014, the longstanding US initiative *Inside-Out*, which also brings university students into prisons to study alongside prisoners as part of a 10 week 20 credit Criminology course, was launched in England, for the first time, at Durham University. Since then, it has achieved real success first in HMP Durham, then HMP Frankland and now in the women's prison HMP Low Newton.

Professor Measham, who has been running the projects, and Dreisinger agree that an important part of these projects is changing public perceptions about people in prison by creating partnerships between the community and prisons. Professor Measham says "My role is to take a step back and create a dialogue between the students, challenging each other's stereotypes, and their reaction has been fantastic." The recent graduation ceremony in HMP Grendon marked the completion of the second 'Learning Together' course there, founded by Dr. Ludlow and Dr. Armstrong at Cambridge University. It was a chance for students from all backgrounds to reflect on the experience.

In his graduation speech one prisoner learner said: *For a large part of my sentence, who I am has been entirely synonymous with the reasons I ended up in prison. Through the initiative, I was reminded of being someone other than the person who committed these offences. I am someone who has valid and useful opinions, I have an interest in how society works, and the connectedness we feel with the other people who we share this world with. I am developing a sense that not only do I want to help people – I am starting to believe I can.*

Dr. Amy Ludlow reflected that: *The course overturns the assumptions of many prisoners that a university education is something that they will never be able to achieve, by highlighting their ability to handle complex subject matter on an equal footing with their Cambridge peers. We show people in prison that they are not fixed and defined by their offending, but that there are avenues for them to progress. That's a very powerful message.*

HMP Grendon's Governor, Jamie Bennett, praised the scheme: *The therapeutic work of Grendon helps to explore and manage some of the profound traumas and problems experienced by the men in our care. Whilst doing this, it is also important to offer opportunities in which they can discover and develop their talents. This course is an example of that.*

The Cambridge and Grendon collaboration part of a wave of partnerships that have formed between UK universities and prisons, and which is expanding into new institutions and to subject areas beyond criminology. Last month, Prisoners' Education Trust (PET) Chief Executive Rod Clark attended a graduation ceremony at Pentonville prison, where prisoners had been studying alongside students at Westminster University. He said: *Prison and University collaborations allow prisoners to recognise their potential and raise their ambitions and motivations, while giving university students new perspectives on criminological ideas. For those prisoners who are inspired to continue learning after the programme finishes, PET stands ready to support them with distance-learning courses they can undertake in prison*

In fact since the *Learning Together* course began in HMP Grendon, the take up of higher education in the prison has doubled. Where the New York *Prison to College Pipeline* project differs, is its *re-entry* programme, helping formerly incarcerated learners to finish the university experience in the community when they are released. As Dreisinger says: *I watched the men in my class transform from inmate to college student...This process continues once they are released: seeing all of my formerly incarcerated students come to school within their first week of release, and being welcomed to a campus that is not a school but a new home and a new start is tremendous.*

I hope that the model will continue to expand and develop, including a *through the gate* element in the future. I am very interested to find out if there are other similar projects across Europe or if you have any questions, please get in touch.

[nina@prisonerseducation.org.uk](mailto:nina@prisonerseducation.org.uk)



# Running in Prison



**Penitentiary Unit in Rawicz (South West part of Poland) is famous, among keen runners, for organizing the biggest closed half-marathon Golden Hundred Run to Freedom as well as a 24 hour long relay run.**

Prisoners taking part in recreational activities connected with running are breaking the cult of power that is present in their environment. Being part of these activities, allows participants to change their cognitive schemes and their previous system of values, thus opening to other experiences. Running for them is the sense of freedom that they lack so much and also their way of life beyond prison walls. One can see it many times during the aforementioned half marathon where, at the same time, others run outside the prison walls. This shows inmates that life is worth making the effort to change. Inmate runners who leave the prison still run, this time in open races, providing evidence by their own examples that they made right choices. One can meet them among other runners – people who, even though they went astray, managed to leave their previous environment and start living different lives. New lives that are compatible with social, moral and legal norms.

That is why running in our prison is of high social status. Accordingly we use the theme of running when we draft social rehabilitation plans for our prisoners. It is here where the whole prison running movement came to existence, and shows potential runners the opportunities for future activities, and those already carried out by individuals following their liberation. We managed to create a group of runners, mainly within the inmates serving long term sentences, who, as moderators, lead others to desired objectives. They create workouts and dietary plans for prisoners who took the initiative on their own to set up a *Runners Club*.

As it is said by the mentor of closed runs, Mr. Jerzy Górski, a double triathlon world champion, “you cannot pretend running, running is pure truth.” With every next step taken a man opens to himself, to the environment and to other men. Within the past few years, we have managed to organize six half-marathon.

It is sort of a festival of closed runs. The running movement that was established in Rawicz stepped out of its walls and is being adopted in other penitentiary units across our country. Our former inmates run in various events organized both in the country and abroad. They lead honest lives and become addicted to... running. Many people and institutions support us in leading ex-inmates out of the woods. They support us in changing recidivists into runners who respect social norms. This year, during September and October, for the seventh time in a row, we will be organizing the biggest closed run within a prison environment. This is a very special event because, at the same time, outside the prison walls there will be a similar organized race, available for other runners.

It is not only the runs and runners that have produced this new phenomenon in prisons. A group of runners also acts in favour of other runners by making handmade objects such as medals or statues of wood. Other items include certificates on canvas or other objects, that are made for those taking part in various runs and triathlon races organized worldwide. Accordingly, this is also a form of social rehabilitation activities.

The penitentiary unit in Rawicz is also known within runners circles for organizing self defence training courses for female runners across the whole country. Prison guards from our unit together with instructors have been organising training on how to use your physical strength to best effect in reacting to threatening situations. Training events are run in various parts of Poland, including the biggest running event the Running Festival in Krynica.

Running is a way of life, and running in Rawicz is a worldwide phenomenon. This is evidence of how runners create a new life of rehabilitation, a life in society and for society.

**Michał Talaga** — penitentiary educator in Rawicz prison  
**Hubert Skrzyński** — translation











# MOVING BARS

## Moving Bars

Stands for innovative dance and movement projects in prisons in Germany and internationally. The idea and concept for Moving Bars was created in November 2013 within the European TANDEM community and participation programme as a collaboration of the TanzTangente Berlin and the Dutch organisation Changes & Chances.

In cooperation with professionals in art and education we realise dance projects, workshops, regular courses and educational training. We work with young offenders, adult offenders and professionals dealing with people at the edge of society, who are in contact with the justice system and criminal law. Moving Bars combines the expertise of both partners and is a novel method, linking artistic, social and educative processes in a unique, inspiring and enduring way.



## WHO ARE WE

### TanzTangente Berlin

TanzTangente was founded in 1981 and is one of Berlin's longest existing schools for contemporary dance. From the very beginning, the TanzTangente offers creative space for international artistic exchange, training, research, and for the creation and presentation of dance art. Ever since, the TanzTangente has been in permanent movement and promoting transformation between tradition and innovation. Nadja Raszewski and Daniela Grosset are the directors of the TanzTangente, supported by a fantastic team of dance teachers who light a spark in more than 250 kids, youngsters, and adults for dance and movement research. Together with the non profit organisation SuB Kultur e.V., that was created out of TanzTangentes dance education programmes in schools, they realize community dance and art projects in diverse social and cultural settings. We teach movement in an intelligent, socially relevant and free spirited way. For more than three decades, the TanzTangente has practically given meaning to expressions like *creative dance*, *dance in schools* and *community dance*. We work interdisciplinary and intergenerational with plenty of passion, humour and joy of movement.

### Changes & Chances

Changes & Chances Is a Dutch organisation, that realises professional educational programmes with the arts for the underprivileged and people who have been, or threaten to become in contact with justice and criminal law. The organisation contributes to a structural and integrated policy and budget for education with the arts and rehabilitation programmes for all institutions dealing with the prevention of criminal behaviour and recidivism.

C&C maintains cross-sector relationships with universities and experts, they are the Dutch coordinator for the SEPE certificate, a European-wide certificate for employability skills recognised within the European Qualification Framework. C&C stimulates development and innovation in an international context and coordinates several big European projects at the intersection of art, education and society. In these projects several cutting edge concepts like serious gaming and validation of non formal learning are involved. C&C is also a contact point for authorities, politics, education, business and organizations dealing with prevention, detention and rehabilitation.

### TANDEM

TANDEM Is a European cultural managers exchange programme, that offers possibilities to network on an international level, to exchange knowledge and experience and to create innovative projects as a base for long-term sustainable collaboration.

*TANDEM is funded by: Fonds voor Cultuurparticipatie, European Cultural Foundation, British Council, LKCA and MitOst e.V.*

**We are all human beings and we all start to communicate by body-language, long before we start to speak, and long before we realise if we are white, black, man or woman, long before we start judging our environment. Dance and movement is the best way to train respect for our own and for other bodies. Without this respect we will never be able to communicate with other human beings, different races, different religious groups, men and women.**



## Art And Skills

von Ed Santman, Changes & Chances

All art projects have a secret capital that has long been neglected, the process. Most of the time, art projects focus very much on the outcomes, a performance, a CD, an exhibition, or possibly a wall painting. The hidden capital however is the process that can be so empowering. Apart from the creative element, it is very much about people learning to work together, meanwhile developing basic skills like effective communication, teamwork, flexibility, and reflective thinking. Research has shown that these are exactly the skills employers look for when people apply for a job. (*Eval, Effectiveness, Employability, Arts, 2012 Del Roy Fletcher, Karl Dalgleish, University of Sheffield*)

Portfolios describing the individual development of the participants of an art project can be used as a tool for assessment. External examination boards can deliver certificates for life skills based upon these portfolios. For vulnerable groups this can be a step towards employability.

Art projects, especially those aimed at people at the edge of society have another big potential. Research undertaken by professor Fergus McNeill from Glasgow University has shown that participation in an art project like *Moving Bars* can be a big step in what he calls *desistance*, the process of turning your back to crime.

Little is known about behavioural changes, but research points out that having a very empowering experience, like being part of a successful dance performance, can contribute to a change in behaviour. (*Inspiring desistance? and What works 2011, McNeill, Anderson, Colvin, Overy, Sparks and Tett*)



Rehearsal, Gated community, JVA, Heilbronn, Mai, 2013

## The Way We Work

Based on our experience, the most important skills to work with non-professionals are: to be able to initiate creative processes, observe, and analyse them very precisely *and* to be courageous enough to explore unknown ground. It's essential to keep the balance between personal artistic visions and the potential of the people you are working with, to create something that matches the qualification of all partners involved. In the last decades of artistic creation and teaching, we developed methods that complement choreographic-artistic and educational-didactical approaches. We don't primarily teach a specific dance technique, we rather explore the capabilities of our students and encourage them to improvise and extend their movement repertoire. We want them to discover the endless variety of body language, expressions and the artistic shaping of it. This approach enables and motivates our students to develop their own repertoire and opens the horizon for other arts and people.

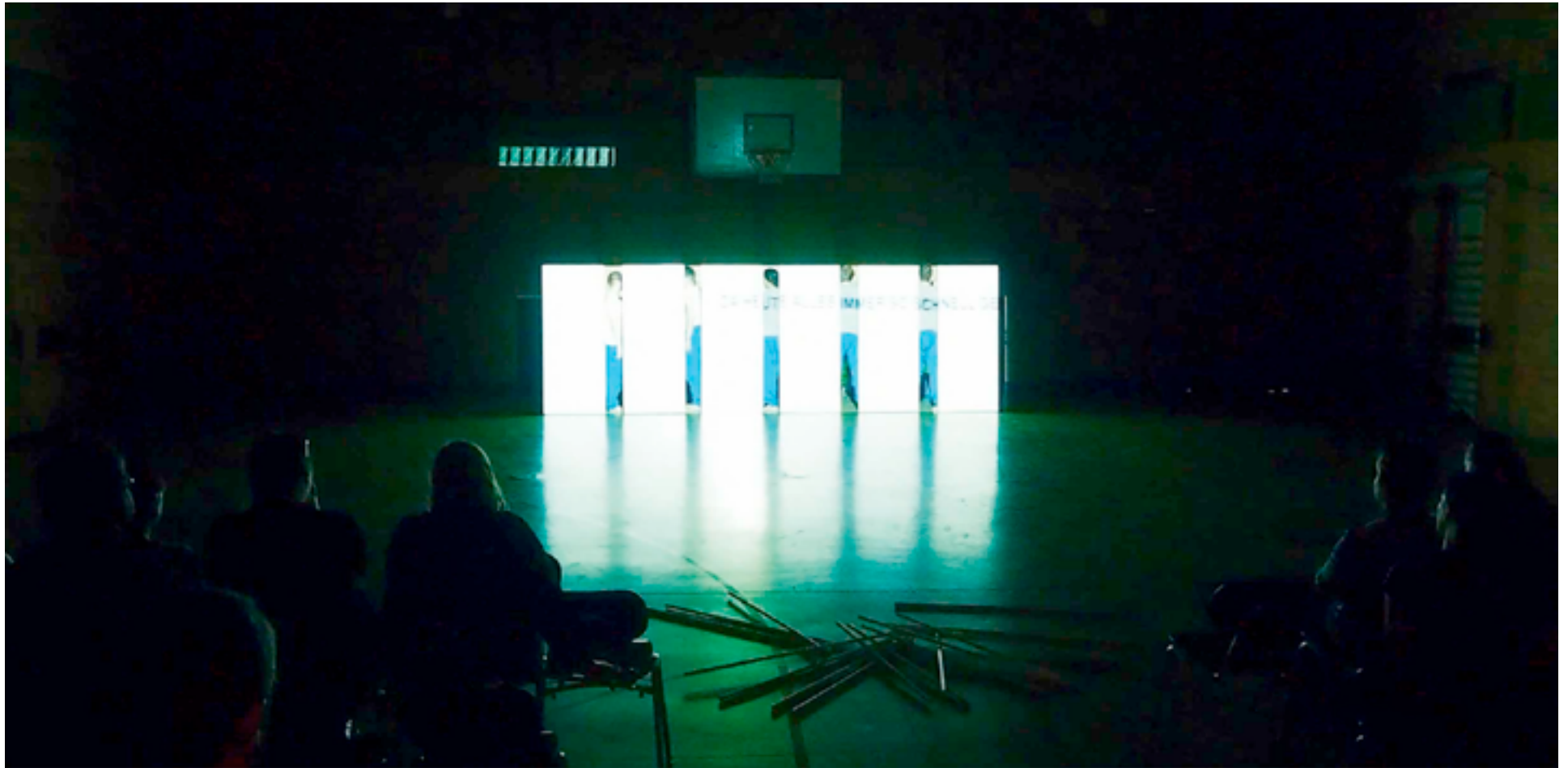


## Why We Dance

Those people offending in some way against the law and at a certain point didn't take responsibility for other and their environment. This needs to be relearned or learned in the first place. Many inmates suffer from the inability to take any individual responsibility, to follow a strictly determined routine and in some cases they are not challenged enough physically. As a consequence, they become more and more dulled or more aggressive. Condition, coordination, power of endurance and reliability are sustained by a regular dance training. In the creative process of dance and improvisation within a group, communication and creative skills are trained and encouraged, prejudices can be solved and even the limit of tolerance can be expanded. Artistic projects, that focus on the body and creative mind, support social skills and a respectful living together.







Gated community, JVA, Heilbronn, Mai, 2013

# TWO PROJECTS IN PRACTICE

DEUX TPM FYRA BEŞ ŞIECT SIEBEN

Dance project with inmates in the youth prison Berlin, October 2015

Inspired by C&C's art in prison exhibition we and the fourteen inmates went deep into the subject of the seven deadly sins. By the means of dance and improvisation we explored terms like *pride*, *greed* and *wrath* and what it means in their lives. In which context is the word *sin* still used nowadays and under which circumstances does a behaviour become a *deadly sin*. Together we created powerful and touching dance scenes full of movement, energy and humour. The final performance was honored with thunderous applause.



*I have mixed feelings and can't put them in words. I feel hate, love, frustration and grief, but when the beat is starting in the auditorium, everything around me is forgotten. I dance out all my feelings. I feel so free, when the beautiful music sounds in my ears.*

*For one moment, time stands still and I forget everything around me. I feel like a newborn, when I dance to the pulse. The whole pain in my heart, the prison life, and the fucking enclosure is forgotten in this moment.*

*Every time the wicked music is playing, I lose my mind and start to dance. I box with every step. I get the negative feelings out of my body and only the love for the music and the dance remain alive within me.*

Moussa, participant, JSA Berlin.

### Gated Community

*Gated Community* is a dance project with long-term inmates in the prison Heilbronn, May 2013. *Under Control* was the motto of the dance festival *Tanz!Heilbronn* in 2013. For this festival Nadja Raszewski and eight inmates created the dance production *Gated Community*. During five weeks of daily rehearsing they explored the conditions of their personal gated community via dance, improvisation, movement, self-made poetry, voice and music. Together they created a heart and mind moving dance piece, that was performed within the festival in front of sold-out audience.



*Some people are criminal, because they don't know better, and then they come to jail, where a dance theatre project opens their eyes. It reveals a new perspective on life by teamwork, passion and cohesion. I certainly will never forget this time and I am more than happy about having learned something positive I can bring into my life.*

Sascha, participant, JVA Heilbronn



**CONTACT:****TanzTangente Berlin**

Ahornstr. 24, 12163 Berlin, Germany

+49 30 43 777 864

info@tanztangente.de

www.tanztangente.de

Ansprechpartnerin: Nadja Raszewski, Daniela Grosset

**Changes & Chances**

Gasthuisstraat 7B, 5211NP 's-Hertogenbosch, Netherlands

+31 06 19462872

edsantman@changeschances.com

www.changeschances.com

Ansprechpartner: Ed Santman

**Tandem**

Alt-Moabit 90, 10559 Berlin, Germany

+49 30 31 51 74 88

tandem@mitost.org

www.tandemexchange.eu

**Impressum**

Texts, concept: Daniela Grosset, Nadja Raszewski, Ed Santman

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Moving Bars logo designed by Christian Klier© 2015, Auflage: 250



# Barriers to Prison Education

Beate Buanes Roth, University of Bergen, Norway

Training and education for prisoners constitute an important but often overlooked aspect of adult learning. In view of the prevalence of poor educational attainment among prisoners and the generally low education participation rate in prisons, extensive knowledge is needed on prisoners' educational hindrances while incarcerated. This will be informative to both policy and practice, and can help prioritise resourcing for prisoner education and training.

A Norwegian study was conducted in November 2012 in order to determine the educational needs among the prison population from Lithuania, Poland and Nigeria in Norwegian prisons (the groups constitute three of the largest groups of foreigners in Norwegian prisons). The research outlines the prisoners' educational background, educational attendance while imprisoned, educational preferences and motives, as well as educational barriers. In this article barriers to participation in prison education will be examined.

Of the prisoners from Lithuania (L), Poland (P) and Nigeria (N), 35, 26, and 38 percent, respectively, participate in education. However, between 75 and 93 percent of the remaining prisoners want to participate. In comparison, at corresponding time point, 54 percent of prisoners with Norwegian citizenship participated in education. Of the non-participants, 63 percent expressed educational aspirations.

## Various barriers

Prisoners meet different barriers to prison education, such as institutional (e.g. inadequate information on education, waiting lists), situational (e.g. sentence length, other commitments) and dispositional (e.g. attitudes, beliefs) hindrances (Brosens, Donder, Dury, & Verté, 2015). In our study, LPN prisoners emerged to be particularly confronted by institutional barriers, in which lack of information on educational opportunities and being on waiting lists are the two most frequent reasons for not participating in prison education. Also, a significantly greater proportion of LPN prisoners than Norwegian prisoners stresses these reasons. Concerning Norwegian prisoners, situational barriers are more prevalent. Among this group of prisoners the two most stated non-participation reasons are preference for work and impracticality due to sentence length. Significantly more Norwegian prisoners emphasize these reasons, compared to LPN prisoners. Dispositional barriers, however, are less common among all prisoners combined.

Implications for policy and practice considering the study results, there is an evident necessity for improvement on the institutional level, in order to increase the educational participation rate among foreign prisoners, here represented by the LPN prisoners. Firstly, policy-makers need to find ways of reducing waiting time, especially as too long a wait can have unfortunate consequences in terms of demotivation and lower beliefs that education is a genuine option. Further, lack of information, which may reflect basic informational absence but also language barriers, need to be accounted for. Information given in a fully comprehensive language is crucial for foreign prisoners, in order for them to take advantage of participation opportunities. Regarding Norwegian prisoners, educational barriers seem more situationally bound and signal a need for improving practitioners' strategies and methods for motivating the prisoners to participate in education. This also includes emphasizing the prisoners' opportunity for educational continuity after completion of their sentence. However, motivational work and institutional improvement are equally decisive for Norwegian, LPN and other foreign prisoner groups in Norwegian prisons.

The current study results can be useful for other foreign correctional policy-makers, administrators and practitioners to identify and advocate against educational barriers among prisoners.

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## A View From a Learner



At the age of seventeen I was sentenced to life imprisonment; I came from a council estate and a warzone of a home and left school with only a few disappointing standard grades. I was on state benefits and had no understanding of how the real world worked, so I thought there was no chance of a decent job or education, as I wasn't allowed to remain on at school. At no point do I want to give the impression of a poor me routine, this was just my life and my crime was my own doing. I don't blame my life for the horrendous act I committed.

After being in prison for two years, I joined education classes. I thought it was a good way to escape work or the boredom and isolation of my cell; I had no idea how much this would change. Education staff were kind, patient and totally understanding regarding my lack of education skills. At school, although teachers taught me in the same way as the rest of the pupils, it didn't really seem like they were as bothered about individuals and as passionate as the lecturers in prison. For the first time in what seemed like forever, I found myself actually interested in what was being taught.

Now near the end of my sentence and close to parole, I have gained Higher qualifications, and am working towards a degree with the Open University and just recently completed a year studying psychology. I am also a trusted member of the H.M.P Barlinnie magazine group, which is teaching me new skills as a graphic designer, which I really enjoy.

Education is a really valuable tool to the prison system. Without it I wouldn't have changed my life or my views, without it I may have ended up in solitary confinement, on hard drugs and other substances or worse.

Education has saved my life.

James



## Calling Things By Its Name

Anand and the Mahá-Bhárat.

“It’s Mahá-Bhárat, not Mahabbarata!” explains Anand Jaddoe. “People read corrected versions that have been translated from Sanskrit into English and they all make the mistake of misspelling most of the names in the book. I want this to change so that we can start calling everyone in the saga in the proper ways.” This is the first thing he told me when I expressed interest for his work. As a fellow learner and inmate I am always surprised when my fellow mates undertake interesting projects.

Anand is a Hindu from Surinam, and he surely knows his Mahá-Bhárat inside out. From my humble understanding he seems one of the greatest experts in the epical Indian masterpiece in the Netherlands, and it may come to a surprise that you can find him serving time in the Nieuwegein Penitentiary. We are usually dumb low-lives around here, and such elevated projects are scarce. He has undertaken a “Magna Opus” (big project for the non cognoscenti) that is every bit as massive and as challenging as the original Mahá-Bhárat: Anand is translating it into Dutch. And not only that: he is doing it in everyday language so it is understandable by all, including us. Even adding footnotes and comments and including an introduction that is a book by itself. The end result will be a 5000+ page, 18-book work that will shape the way that the Mahá-Bhárat is understood by the Dutch speaking community. Scholars, seculars, inmates and buffs alike will have in his work the best insight into Hindu culture, and that is no mean feat.

The Mahá-Bhárat came to Anand by chance, while serving his long sentence. “It was not something that was intended, we tend to not read a lot around here. I have a Hindu background and the initial curiosity turned me back into re-reading the book. It was then when I discovered that there were many inconsistencies, lots of mistakes, and that everything, from the names to some of the situations, were poorly redacted or even not understandable.

Maybe it is because it is a text for learned scholars, quite out of reach for us. We have to see things in perspective: the book is extremely long and old, more than 5000 pages written more than 5000 years ago in a 1000 year span. That is a lot in anyone’s bag. We in Europe work primarily with Sanskrit and English translations edited in Victorian times. It is bound to be inconsistent!” This triggered something in Anand, and from that moment he knew what he wanted to do. “I thought I could make a better translation into Dutch, one that could sort out some of those inconsistencies, and retaining all its values while at the same time making it easier and more understandable in today’s prose. Since then I haven’t looked back. The Mahá-Bhárat is hugely challenging, but I can see in it answers to many of life’s situations, I can see in it wise words of advice. It reflects so many of our history as a human society it never ceases to surprise me.”

The scale of the project is daunting. It is measured in years and volumes, and Anand’s life now practically revolves around it. “I work every day, many hours, and I enjoy every minute of it. From my cell when I have to be inside and in the Education Aula all the other times and where I even have a dedicated computer. I am now finishing the first of the 18 volumes, that has taken me more than a year to complete, and expect at least another ten years before most of the text is ready. Until then the Mahá-Bhárat will be very much in the centre of my life” Certainly, this means that we are looking at a life project, to be continued when he is released. He already has plans: “I want to go deeper into Hindu traditions and culture. I see myself working and helping in my local temple, and putting my experience in the Mahá-Bhárat at the service of the community and the scholars.” I have plans too, but certainly simpler than his, and meanwhile I have to do with witnessing how humble can Anand be, how he deals with problems in his book that seem unsolvable to me.



Anand faces other challenges too, because publishing his work will be a big task in itself, and he knows that to reach the maximum amount of Dutch readers, (I reckon maybe there are one hundred people intelligent enough to understand all of it) he has to plan ahead with the times: "I think that the scale of the project means that I will have to release an electronic edition together with the standard paper one. Everything, from the fonts and spacing to the illustrations will be unique to my edition. I am already looking at several publishing options with the help of my children, who by the way have always fully supported me. Besides, I am also looking forward to a prior release because I am working on a special introduction to the book and its characters as a stand-alone volume, and that may happen sooner than I expected." I can't wait myself.

The Mahá-Bhárat has given a purpose to Anand's serving time. "I was a very busy man outside, and I needed to have something to do in prison that made sense so that I would not go with the normal prison flow and fade away. This project has balanced me and at the same time given me a strength that is helping me a lot in getting through this prison time. I can't conceive my life anymore without the Mahá-Bhárat, it has been a life changing experience. This also shows that reintegration is not limited to the usual prison options, that you have to find your own way. There is nothing wrong with being a singularity, we can all find something that motivates us even if that something is not in the trodden path." I couldn't agree more: doing time sucks.

The project has had full support from the prison education team in Nieuwegein. "From the beginning I have had all the help from them and from the prison staff. I need a lot of extra research, books and media, and I have never had any problem in getting them", says Anand. All the teachers help him and serve as "proof readers". Anand is not satisfied if when they are reading they do not completely understand every chapter, and countless hours are spent sometime in a triple translation effort, with parts in English that have to be doubly filtered before they can be deemed to be fit for purpose. He is also setting a big example for other inmates, because his effort proves that the importance of prison education and support should not be limited to the standard offerings, and that big things can be accomplished even in the harshest environments with the lowest standards.

I ask for a final word from Anand: "Things are not always what you think. In the Mahá-Bhárat, the character of Karan is universally thought to be the bad guy. Well, he is not. This surprised me at the beginning but now it has shed a whole different light in the way I see the book, and I know I still have many surprises awaiting, after all the end is very far away!" We certainly wish you all the best and will be waiting for all these surprises to come to your life. I will be long gone when he finishes, but I am already hoping to be able to read at least a chapter, hopefully very soon!

© 2015 A common and slightly basic non haggis eating inmate.





# EPEA Liaison Persons

## Central Region

### GERMANY

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

**Mr. Klaus Dieter Vogel**  
Nassausche Str. 19, D-10717, Berlin  
Phone: +4930 861 6545  
Fax: +4930 86424307  
E-mail: kdvogel@t-online.de

### HUNGARY

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

### LUXEMBOURG

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

## Eastern Region

### BULGARIA

**Mrs Valentina Petrova**  
Box 65 BG - 5500, Lovech, Bulgaria  
Phone: +359 68 604 330  
Fax: +359 68 600 360  
E-mail: seec\_vp@hotmail.com

## Northern Region

### DENMARK

**Mr. Kaj Raundrup**  
Direktoratet for Kriminalforsorgen Strand-  
gade 100,  
DK - 1004 Copenhagen K, Denmark  
Phone: +45 33 11 55 00  
Fax: +45 33 11 53 01  
E-mail: kaj.raundrup@gmail.com  
Web: www.kriminalforsorgen.dk

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

### FINLAND

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

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

### NORWAY

**Mr. Paal Christian Breivik**  
Senior Adviser in the education  
department at County Governor of Hordaland  
Statens hus, Kaigaten 9.  
Postboks 7310, 5020 Bergen, Norway  
phone: +47 55 57 20 24  
Fax: +47 55572851  
E-mail: fmhoPcb@fylkesmannen.no

**Ms Hilde Linda Larsen**  
Færder vgs. avd. Berg fengsel,  
Boks 43 N - 3101 Tonsberg  
E-mail: hildela@vfk.no

### SWEDEN

**Ms Kerstin Ekholm-Erestam**  
Anstalten Hinseberg, PI 1005, S - 718 92 Frövi  
Phone: +46 581 797858  
E-mail:  
kerstin.ekholm-erestam@kriminalvarden.se

## Southern Region

### ALBANIA

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

**Mr Femi Sufaj**  
Center of Training of Prison  
Staff Director  
fsufaj@gmail.com

### CYPRUS

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

### HELLAS

**Mrs. Chatzimanou Efthimia**  
Headmaster of the Second Chance School  
in the Trikala Closed Prison,  
Pergamou 2, Trikala, 42100, Greece  
Phone: +302431032274 +302431087691  
+306972446163  
E-mail: efhatz@yahoo.gr

**Mr. Ioannis Papadimitriou**  
Deputy Headmaster  
Secondary School in the Avlona Prison  
for Young Offenders,  
P. Grigoriou E' 21-23,  
15121 Pefki, Athens  
Phone, school: +302295029926  
Phone: +306973370876  
E-mail: ioanisppap@gmail.com

### MALTA

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

**Dr. Anthony Vella**  
Coordinator for the Programme for  
Education in Prisons Department of  
Education Studies  
Faculty of Education University of Malta,  
Msida MSD2080 Malta  
Tel: +356 2340 2943  
Mob: +356 79058050  
E-mail: anthony.vella@um.edu.

## Western Region

### CZECH REPUBLIC

**Ms. Eva Slezakova**  
Masaryk University  
Faculty of Economics and Administration  
Lipova 41a, Brno  
Czech Republic  
Phone: +420549495669  
E-mail: eva.slezakova@econ.muni.cz

### ENGLAND & WALES

**Mr. Tony Busser**  
HMP Brixton,  
Jebb Ave,  
London SW2 5XF  
E-mail: anthony.busser@hmpps.gsi.gov.uk

### FRANCE

**Mrs Lucie Alidieres**  
lalidieres@gmail.com

**Mr Joel Quedec**  
Centre de détention  
10 quai de la Courtille 77011 MELUN  
Cedex  
Phone: +33 1 64 10 24 60  
E-mail: joel.quedec@gmail.com



# EPEA Liaison Persons

## BELGIUM

### Ms. Rosemarie Nossaint

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

## ESTONIA

### Ms. Lya Manniste

Manager of prison education in Tallinn  
Construction School.  
Address: Address: 76001 Padise,  
Harju county  
E-mail: lyamanniste@gmail.com

## ICELAND

### Mr. Ingis Ingason

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

## ITALY

### Mr. Angelo Ruggieri

Via Ezio no. 80 04100 Latina, Italy

## THE NETHERLANDS

### Mrs. Floor Kloosterman

P.I. Zuid-Oost., afdeling Onderwijs,  
Keulsebaan 530,  
NL 6045 GL Roemond  
Phone +31 475381275  
E-mail: Florudijk@gmail.com

### Mr. Ed Santman

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

## LATVIA

### Ms. Aina Vilcane

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

## LITHUANIA

### Mr. Skirmantas Agurkis

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

## POLAND

### Mr. Hubert Skrzynski

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

## NORTHERN IRELAND

### Mr. Geoff Moore

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

## REPUBLIC OF IRELAND

### Ms. Eleanor Jones

Mountjoy Prison,  
North Circular Road,  
Dublin 7,  
E-mail: eleanorajones@gmail.com

## ROMANIA

### Ms. Cristina Dumitran

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

## SCOTLAND

### Mr. James King

Scottish Prison Service HQ  
Calton House,  
Room G15  
5 Redheughs Rigg  
Edinburgh EH12 9HW  
Phone: 0131-330-3760  
E-mail: james.king@sps.gov.uk

## SPAIN

### Mr. Antonio Olero Ruz

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

## SWITZERLAND

### Mr. Victor Gaehwiler

victor.gaehwiler@ji.zh.ch

## TURKEY

### Mr. Yusuf Ogmen

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

## International Members

### Ms. Anne Costelloe

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

## COUNCIL OF EUROPE RECOMMENDATION No. R(89) 12

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

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

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

Considering that the right to education is fundamental;

Considering the importance of education in the development of the individual and the community;

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

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

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

Recognising that in the practical application of certain rights or measures, in accordance with the following recommendations, distinctions may be justified between convicted prisoners and prisoners remanded in custody;

Having regard to Recommendation No. R(87)3 on the European Prison Rules and Recommendation No. R(81)17 on Adult Education Policy, recommends the governments of member States to implement policies which recognise the following:

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

<http://www.epea.org>

Visit the EPEA website to find the Recommendation translated in twenty eight languages, below is the direct link:

[http://www.epea.org/index.php?option=com\\_content&task=view&id=53&Itemid=66](http://www.epea.org/index.php?option=com_content&task=view&id=53&Itemid=66)

# Membership

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

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

Apart from serving the aims of the organization by encouraging the formation of national branches, etc. the *EPEA* organises a major international conference on prison education every two years. The main aim of The *EPEA* is to promote education in prison according to Council of Europe recommendations.

## Objectives

Which are also fundamental to The *EPEA* are:

- To support and assist the professional development of those involved in prison education through European cooperation.
  - To work with related professional organisations
  - To support research in the field of education in prisons
- ## Membership Benefits
- The *EPEA* Magazine, only for members. You will receive a magazine twice a year and regular newsletters.
  - Discounts in conference fees.
  - If you become a member you will receive a regular copy of both *EPEA* Magazine and *EPEA* Newsletter and become part of the network of prison educators across Europe and the world. These will keep you updated on *EPEA* business and developments in the world of prison education.

Become a member by visiting the website of the *EPEA*  
<http://www.epea.org/membership.htm>

## You can become a member in three steps:

### Step One

Pay a membership fee.

Two options:

- a) Payment by credit card via Paypal
- b) Bank transfer

### Step Two

Filling in a form indicating your particular fields of interests

### Step Three

Informing your Liaison Person you are a member if you have a Liaison or Contact Person in your country and your National *EPEA* Branch if there is one.

## For further information about a bank transfer, see the *EPEA* Website

### 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 an ordinary bank transfer and save a payment fee of 2.00 euros



## The Fees are:

	1 Year	2 years
<b>Individual</b>	20 euros	40 euros
<b>Individual (Discount countries*)</b>	10 euros	20 euros
<b>Associate</b>	30 euros	60 euros
<b>Organisation Supportive membership</b>	150 euros	300 euros

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



# Call for Submissions for EPEA Magazine Winter 2016

In considering the format for future editions of the EPEA magazine it has been suggested they include the following regular features:

- Editorial / Foreword
- EPEA News
- European Projects (projects in the field of prison education funded by the European Commission)
- Prison Education – good practice (opportunity for teachers or practitioners to share innovative or good practice in prison based education or the arts)
- Prison Education – research and publications (reviews of recently published research on prison education, book reviews of publications in the field of prison education)
- Conferences / events / workshops
- The View from the Learner (opportunities for prisoners to contribute their views on education and the arts in prison)
- Country Focus (individual countries can inform of key educational or justice development in their nations. This could include legislative developments that will impact on education and the rehabilitation work in prisons)
- Annexes (standard items on how to become a member of the EPEA and list of EPEA liaison persons)

Accordingly, we would be grateful to accept contributions from colleagues across Europe on any of the aforementioned themes. Submissions should be no more than 500 words and forwarded to the editor at the following address:

**James King:**

james.king@sps.pnn.gov.uk  
 Scottish Prison Service HQ  
 Calton House  
 Room G15  
 5 Redheughs Rigg,  
 South Gyle  
 EDINBURGH EH12 9HW  
 Phone: 0131-330- 3760  
 E-mail: james.king@sps.gov.uk

**Please ensure that submissions for the next issue reach us  
by 31 November 2016**



**European Prison Education Association**

