



European Prison Education Association

www.epea.org

Per Thrane

- EPEA member since 1996
- EPEA board member since 2002, Regional Representative Northern Region, CoE representative
- Chairperson for the Danish EPEA Branch
- Government official for Danish Prison and Probation Service, HQ
 - Development Consultant for Team FUDI (Education, Leisure Time, Digitalization and Innovation)
 - Responsible for ICT school systems in closed prisons, development of distance education strategies and teachers training to distance educators. System based on Zen Citrix, Windows Server, Internet Access, different learning tools, email, external login.

Presentation

- History
- Activities
- Challenges as the EPEA sees it

EPEA

- First constitution in Sigtuna 1993
- 600 members
- 42 countries
- 8 branches
 - Denmark, France, Hellas, Hungary, Malta, Netherlands, Norway and Ireland

EPEA History

- Paddy Rocks (2003):
Under an ancient copper beech tree in Sussex 1984, this idea of the EPEA was explored by a group of five. Pam Bedford from England, Gayle Gassner (then President of the CEA), Henning Jorgensen of Denmark, Asbjorn Langas of Norway and Kevin Warner of Ireland. A larger, hurried meeting in a garden gave enthusiastic backing to the project.



Council of Europe - R (89) 12

- 17 recommendations for Prison Education

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;*

Recommendation for 2017:

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;*

European Prison Rules - R(2006)2

28.1 Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations.

28.2 Priority shall be given to prisoners with literacy and numeracy needs and those who lack basic or vocational education.

28.3 Particular attention shall be paid to the education of young prisoners and those with special needs.

28.4 Education shall have no less a status than work within the prison regime and prisoners shall not be disadvantaged financially or otherwise by taking part in education.

28.5 Every institution shall have a library for the use of all prisoners, adequately stocked with a wide range of both recreational and educational resources, books and other media.

28.6 Wherever possible, the prison library should be organised in co-operation with community library services.

28.7 As far as practicable, the education of prisoners shall:

- a. be integrated with the educational and vocational training system of the country so that after their release they may continue their education and vocational training without difficulty; and
- b. take place under the auspices of external educational institutions.

EPEA Structures

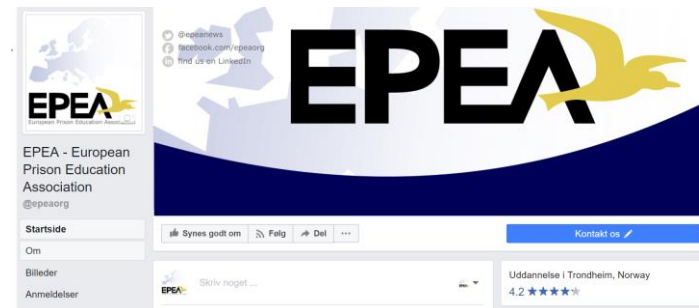
- 2 meetings a year – many virtual meetings
- Officers
 - Chairperson, Annet Bakker (Netherlands)
 - Cecilie Høisæter (Norway)
 - Nyggi Aggernæs (Denmark)
- Committee members
 - Hubert Skrzynski (Central Region, Poland)
 - Ioana Morar (Eastern Region, Romania)
 - Per Thrane (Northern Region, Denmark)
 - Ioannis Papadimitriou (Southern Region, Greece)
 - Nina Champion (Western Region, UK)
- Magazine Editor
 - James King, (Scotland)
- Liaison and Contact Persons

Activities

- Web-, Facebook- and Twitter site
 - Twitter: @epeanews
- IDEP – International Day of Prisoners Education, 13th of October (since 2014).
- Conference – www.epea.org/2017
- Directors meeting
- Projects
- Participation in Council of Europe, INGO section
- Member of EAEA –European Association for Education of the Adults
- Magazine and Newsletter

Internet

- www.epea.org
 - Aims and vision
 - Structure
 - R(89)12
 - News
- www.facebook.com/epeaorg
 - 860 members
 - News from media
 - Conference update
 - Connect with Facebook users



IDEP - International Day of Education in Prison

- 13th of October
 - R(89)12 accepted on October 13th
 - Sign the petition <http://chn.ge/1md8n62>
- Activities
 - Grass root participation, arts competition
 - Foster symbolic support from major international organisations
 - Furthering highlighting the importance of prison education at an international policy-making level.

EPEA Conference

- Beyond Frontiers: Challenges. Opportunities. Aspirations
 - November 16-19, 2017 in Vienna, Flemming Hotel
 - EPEA members registration fee €630
 - Administrators and teachers meet.
- www.epea.org/2017

Council of Europe

- Taking part in the INGO meetings for many years
- Participation renewed until 2019
- Two meetings a year in Strasbourg
 - Annet Bakker and others
 - Per Thrane
- World Forum for Democracy
- Influenced R(2006)2

Council of Europe

- Active Education
 - Head of Work Group: Internet and Education
 - Guests (Sebastian Fanti)
 - Dissemination – SWOT analysis
 - Strengths and Weaknesses
 - Opportunities and Threats
 - Webinars
- Active Human Rights
 - Motion to recommendation to protect communication between lawyers and clients
 - CTP involvement

European Association for Education of the Adults

- Umbrella organisation for informal learning
- Cooperated on the policy of the TTIP agreement
 - Exclude education from free trade

Newsletter and magazine

- Monthly newsletter for everyone
 - www.epea.org/newsletter
- Bi-annual magazine for members



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European Projects

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Good Practice Projects

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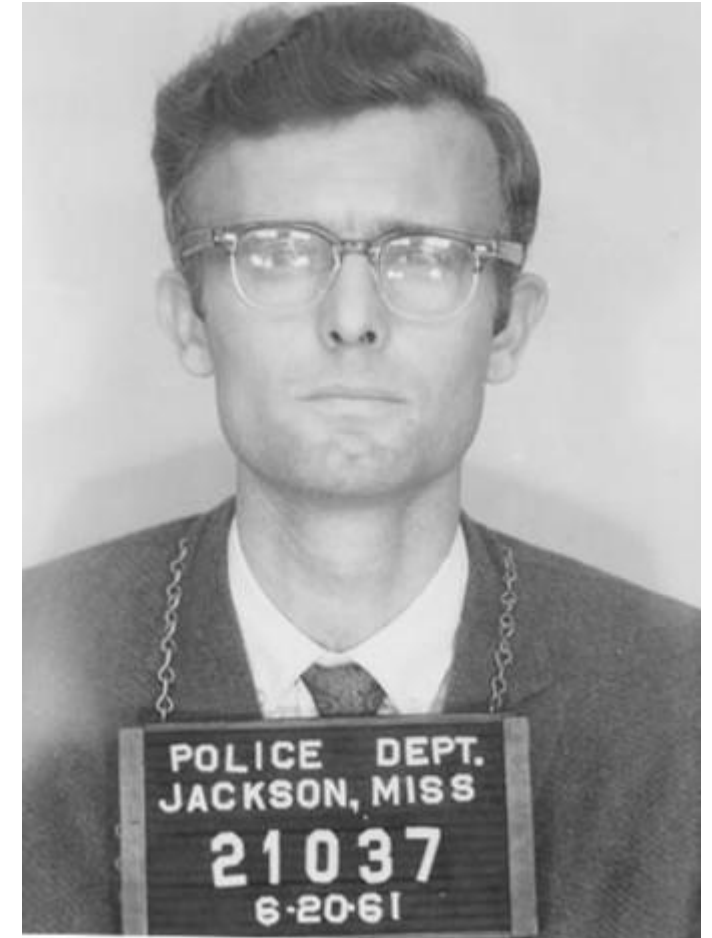
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EPEA concerns

- R(89)12
 - 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
- R(2006)2
 - [...]

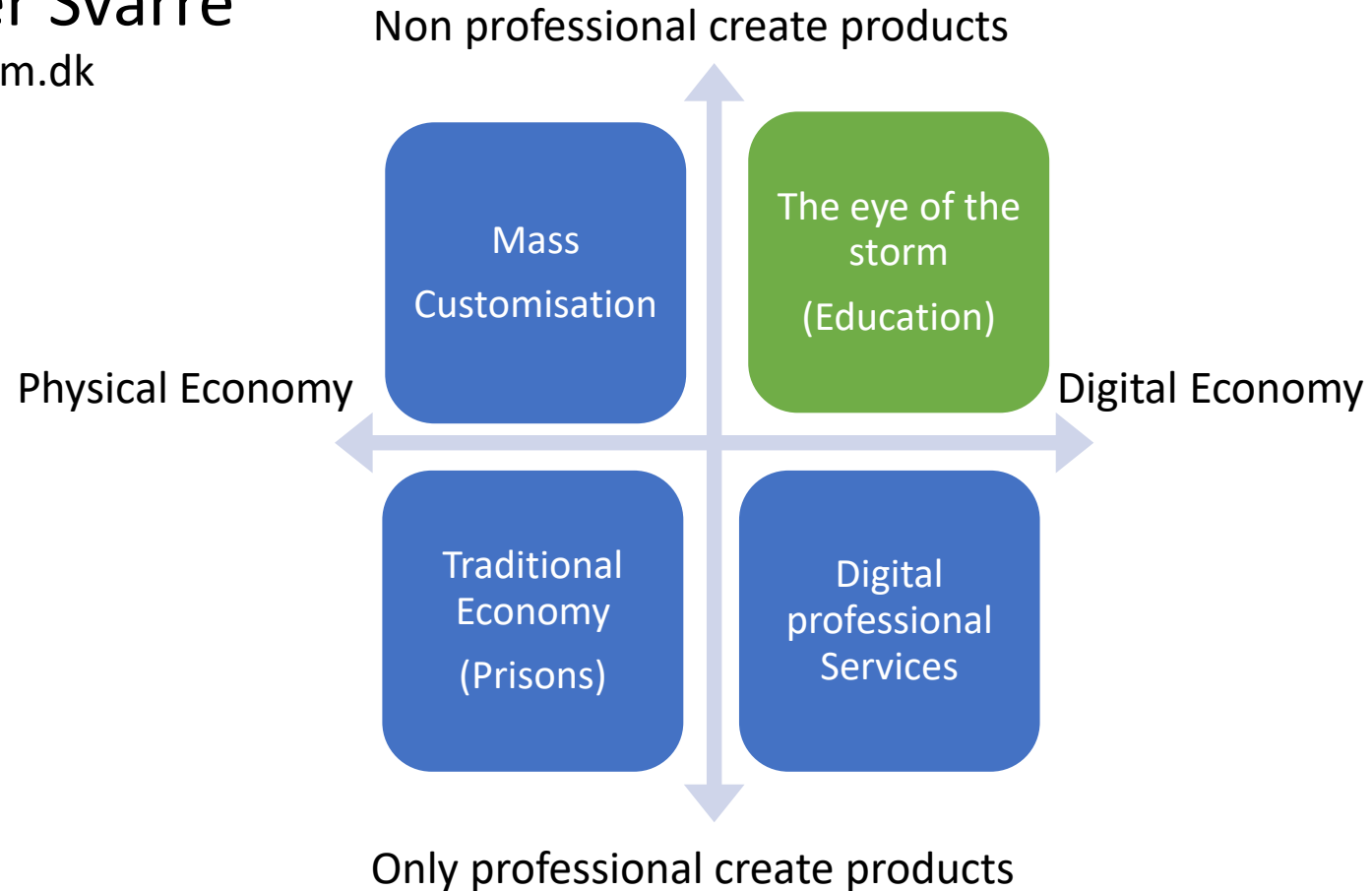
Robert Martinson

- 1974: "Nothing works" doctrine regarding prisoner rehabilitation was written by Robert Martinson
- According to David Garland "Culture of Control" everything in rehabilitation was removed after few years. Garland explain why Martinsons research was taken serious.



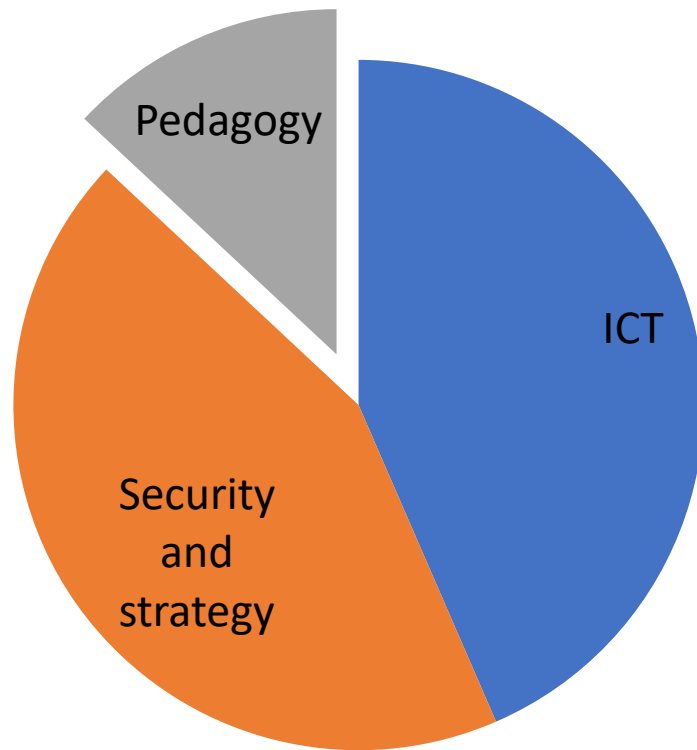
Education in the Eye of the Storm

- Professor Peter Svarre
www.denperfektestorm.dk



Setting up Digital Education in Prison

Creation of digital tools



- The role of pedagogy is often squished between the ICT unit and Security unit
- Insecurity creates strict systems
- Strong penal pedagogy is needed to create good tools for prison education
- Observation from 2nd technology conference in Prague – May 2017
 - Poor development of education tools
 - Only file sharing
 - Lacking programs
 - Lacking collaborative learning

World Forum for Democracy

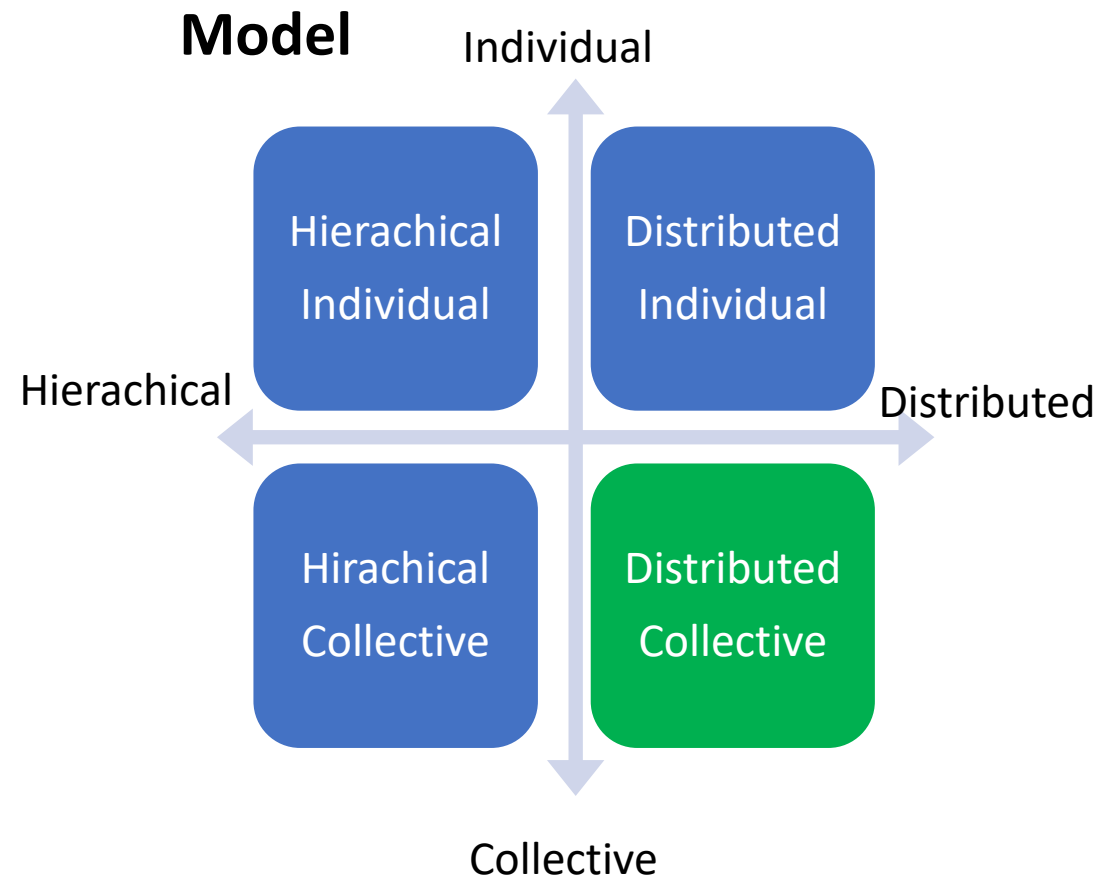
Lab 8 – Digital Learning



Collaborative learning?

Learning model

- Axis
 - Individual - Collective
 - Hierachial – Distributed
- Affects
 - Leadership
 - Structure
 - Process
 - Culture



Distribute Collective

Leadership

- **Inspires individuals** and organizations with common interests to operate in networked relationships.
- **Recognizes shared community values** and articulates them within the community and the larger world.
- **Identifies** community members' **resources**, and **motivates** members to share them.
- **Brings resources from the external world** into the community while maintaining community norms and standards.

Structure

- There is no specific structure shared by all Distributed Collective organizations. **Structure is determined by the needs and goals** of the network.
- A learning network can be flat or have hierarchical positions that **participants rotate** through.
- The structure can have open boundaries that **allow learners to enter and leave as they wish**, or have requirements for entry and **fixed terms of participation**

Distributed Collective

Process

- Learning is transmitted through **face-to-face and digital** experiences.
- The **roles of teacher and learner change** from experience to experience, or even within a single experience.
- **Participants are responsible for sharing what they know with others**, and for agreeing about how the organization will operate.
- **Participants control** how they invest their time, energy, and resources. They choose based on the value of the learning and the relationships the organization offers.
- **Success** is determined by the **organization's ability to meet the goals** and needs of its members and by the continued existence of the organization.

Culture

- **Expertise is held by members** of the organization. They have different types of knowledge and skill, as well as different perspectives on the learning.
- **Some members will contribute more content, skills and experience than others**; this varies at different times, depending on the learning goals, and also creates a motivation for members to learn from and teach one another.
- **Relationships** among members are built around the organization's **common interest and goals**.
- **All members play a role in the organization's learning**. Some members play a larger role in **transmitting content or creating learning opportunities**, while others play a role in mastering content. This varies, and creates a reason and purpose for the organization and its members to continue their work.

Distributed Collective

- **Access**

- Can be **restricted to network members or open to the world** — or somewhere in-between.
- Ease of entry and membership responsibilities are determined and maintained by network members.

- **Borders & Boundaries**

- Allow relationships to form between the network and **its environment**, the network and the **larger community**, and sometimes between **new and senior members**.

- **Location of Learning**

- Learning can happen solely in the **spaces created by the network** or can incorporate other spaces, tools, or apps that may facilitate learning. This is determined by the network.

- **Transmission of Learning - ICT**

- Physical and digital **designs facilitate the knowledge-sharing, learning, operations, and management** of the network.

- <https://vimeo.com/70279241> (30 min)

EPEA Concerns

- How to ensure quality
 - Some observation
 - Trend to outsource
 - Depends on management
 - Swedish Experience
- How to live up to the pace in society
 - Internet
 - New learning methods
 - Strategy on pedagogy
 - Implementation of distance education

Become member

- Membership fee €20 a year (some countries €10)
 - Supporting a good course
 - Magazine
 - Newsletter
 - Discount at conferences
 - A comprehensive network of administrators, researchers and teachers
- Be active
 - Contact Person
 - Forming a branch

Thank you!

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