

EPEA conference speakers and details

Main speakers

Name	Country	Title of session	Description
Sergio Grossi	Italy / Brazil	Rethinking the Pedagogy of the Oppressed in the age of Mass Incarceration? Lessons from the global South	<p>Prison represents a situation of oppression, where marginalised people meet. Lessons from the Global South are fruitful due to the strong influence of Paulo Freire. Studies have analysed best practices, such as autonomous areas managed by "universities in prison" in Argentina, "prisons without police" in Brazil and the "prison town" of Punta de Rieles, Uruguay.</p> <p>To study different experiences, I have reviewed all published work that is directly relevant to the best practices. Subsequently, I will conduct document analysis, followed by a short ethnographic study with participant observation and interviews with the key participants for analysis of the practices. I will compare them with other experiences, highlighting limits and potential.</p> <p>We can observe differences in experiences from the Global South that seem to agree on a form of empowerment with elements of collectivism, associated with broad cultural and political development strategies in national contexts.</p>
Helen Farley	New Zealand	Supporting frontline educators in Australasia during the pandemic and beyond: The role of the Australasian Corrections Education Association	<p>The Australasian Corrections Education Association (ACEA) is the peak body for corrections educators across Australia, New Zealand and the Pacific. It features representation from every Australian jurisdiction, as well as New Zealand and the Pacific. Government responses to the COVID-19 pandemic resulted in prisons being locked down for months at a time. Though generally speaking, the rates of infection and death were low in Australasian prisons, it meant that very little education and training was offered during this time. Even though lockdowns have eased, the restarting of education and training</p>

			<p>programmes has been sporadic due to staff shortages. This has had a significant impact on the mental health of those in prison and the frontline educators who work with them. ACEA has responded with a number of initiatives including targeted mental health and professional development webinars for education staff and banks of resources for those in prison. This presentation will outline ACEA's strategies during this time and provide a blueprint for their future activities.</p>
<p>Sarah Lewis and Cherie Townsend</p>	<p>UK / USA</p>	<p>Re-imagining the rehabilitative strength of programmes for young people in prison: An inclusive and systems-based approach</p>	<p>This presentation aligns to three key themes of this conference, covering the key points;</p> <p>How to engage with angry young men- The inclusive and rehabilitative programme focuses on a person-centred, trauma informed approach, which embraces collaboration and ownership to its fullest. It provides resources and opportunities to develop human capital in young people, creating informal safe spaces where emotions, thoughts and reflections can be shared.</p> <p>Developing collaboration between teachers and prison staff in delivery of vocational training- This programme focuses heavily on collaboration, highlighting the benefits of engaging prison staff, as well offering advice on how to overcome some of the inherent challenges educations have, when engaging prison staff in advocating and support rehabilitative programmes.</p> <p>The role of prison staff in supporting education-In order to develop a learning culture in prison, all agents of that system have a role to play. This programme provides insights into how prison staff might be involved, in different cultures, to provide helpful and meaningful guidance for programme staff, to develop their</p>

			prison culture, using the programme as a tool for change.
Dorien Brosens	Belgium	Learning through active citizenship: Possibilities and boundaries within a prison context	TBC
Paal Breivik	Norway	Outline of the model of importing civil services - Education for inmates in Norwegian prisons	This talk will give a quick understanding of the realities of the “import model”. In 1969, the Ministry of Church and Education took over professional and financial responsibility for the education of convicted criminals in prisons. In 2007 we find school dept in all prisons.
Anne Høy Horsberg	Norway	How we tackle with the questions of the use of ICT tools within education for prisoners	
Per Olav Haarr	Norway	Collaboration between prison and school in the workshops	The schools responsible for education and training in Norwegian prisons are to provide both vocational education and training and common core subjects. The prisons have different offers of workshops and geographical locations. This provides a wide range of opportunities and possibilities for a varied vocational training.
Synne Engh-Hellesvik	Norway	How does the criminal justice system think about education for prisoners ?	
Hilde Linda Larsen	Norway	Who do we not manage to give an educational offer?	
Astrid Utgård	Norway	A glimpse into a prison teachers’ workday.	Through pictures, I want to take you on a quick journey through my everyday working life in a follow-up class and in a low security prison in Norway.
Ola Ålandslid	Norway	Experiences with education in prison.	
Synne Engh-Hellesvik	Norway	Welcome speech	

Julien S. Bourrelle	Norway/Canada	How to understand a Norwegian?	<p>Julien is a Canadian mechanical engineer educated in the field of astrodynamics, commonly known as rocket science. He studied and lived in a variety of countries where he adapted his lifestyle to the local cultural norms and rituals. Moving to Scandinavia in 2009 has been a challenging cultural experience and the starting point of an unexpected career. While taking his PhD he created an innovative way to bridge cultures. His lectures focus on how to benefit from diversity and brings a humorous perspective on social behaviors. He explains with enthusiasm the peculiarities of culture, illustrate how everyday behaviors are misinterpreted and how it leads to cultural misunderstanding. Julien also holds lecture on how to connect with people and is often asked to teach the art of public speaking.</p>
The ARR project	Norway/Malawi	Performance	<p>The ARR-project is originated from an interdisciplinary project in Arts and Crafts and Norwegian language in a high-security prison in Norway. Prisoners were asked to choose a scar on their body, take a photo of it and write the story of how it came to be. The response received were amazing. Students, who often refused to write, seemed clearly motivated and wrote more than ever. They produced a handful of stories, about self-harm, a car chase with police as well as a romantic story about the boy on the bike who spotted the girl, whom he regarded as the “nicest” of them all, and decided to show off by letting go of the handlebars and by doing so crashed into a traffic sign.</p> <p>The span between the sensational and the ordinary were astounding and inspiring, and thus resources were</p>

			invested to expand the project to explore this further.
Kevin Warner	Ireland	The Emergence of the EPEA: a supportive organization and its foundation values	
Lise Øen Jones	Norway	Learning, motivation and education among female prisoners in Norway and Belgium	
Kariane Gärtner Westrheim and Helene Marie Kjærgård Eide	Norway	Being an educator – Norwegian prison officers' role in prison education	Prison staff and other professionals have varying roles in prison education. Still, prison officers are close to incarcerated persons in everyday life in prison, and therefore have impact and influence on incarcerated persons' understanding of and motivation for education and training in prison. The officers conduct work that enables incarcerated persons to master their own lives during the execution of and after completing their sentences. Even though prison officers play a significant role in incarcerated persons' education in prison, they are partly unaware of this role, and find that their own role is not in a collaborative relationship with other actors who facilitate incarcerated persons' education, such as teachers and social workers. The presentation will outline some practical implications and elaborate on possible solutions for the lack of collaboration between professionals in prison.
Terje Manger & Kariane Gärtner Westrheim	Norway	Foreign inmates: They wish to start an education but are met with barriers	As a human right, the right to education applies to every inmate, irrespective of their nationality. However, to a certain extent there is a tension between education as a civil right, applicable to the citizens, and education as a human right. Although inmates with foreign citizenship want an education while in prison, and although education is

			<p>offered in all Norwegian prisons, there are several barriers to starting an education, such as lack of information about educational opportunities, language problems and long waiting time. The practical implications of findings from our qualitative and quantitative studies will be discussed.</p>
<p>Terje Manger and Mathias Sivertsen</p>	<p>Norway</p>	<p>Young inmates' educational motivation: Empirical and practical perspectives.</p>	<p>In Norway nearly half of the inmates participate in education while incarcerated. In six national studies conducted by the Bergen Cognition and Learning Group, inmates' educational background, educational motivation, and learning challenges have been examined. The aim of this presentation is to describe young inmates' most important motives for starting an education in prison, their intrinsic and extrinsic academic motivation, and the link between self-efficacy and participation in prison education. The practical perspectives will present the school situation for many young inmates undergoing education in Norwegian prisons, discuss their learned helplessness and describe real-life teaching methods based on the aforementioned motivational factors</p>

Workshops

Name	Country	Title of session	Description
Wim Ipers	Belgium	Make Not Your Thoughts Your Prison	<p>In Brussels' prisons Ligo Brusselleer has always been at the forefront of teaching foreign language learners in a differentiated, integrated and inclusive environment.</p> <p>Integrated: not just language skills, but also ICT, key skills, communication, peer-to-peer learning. Inclusive: inmates from all walks of life are welcome. Wim Ipers is a specialised language and theatre practitioner using co-creative drama techniques and Boal-techniques, ranging from non-verbal to verbal, to enable foreign language learners to take charge of their own learning process, to better connect with each other, create a safe, peaceful learning environment, and in a playful way acquire key skills: verbal and non verbal communication, teamwork, problem solving. In a nutshell: to empower inmates to get their lives back on track on their return into society.</p>

Murray Cook	Australia	Songbirds: Ballads Behind Bars	<p>In this educational, entertaining, amusing and moving presentation Murray Cook recounts stories from his 26 years of prison teaching, talks methodology, do's and don'ts of dealing with prisoners and custodial staff, the state of prison education in Australia, the power of the Arts in rehabilitation(both mental and physical), demonstrates songwriting involving his audience, plays snippets of songs, presents artwork all with reference to other studies and academic research; and collaborations with sister organisations such as Vox Liminis, Gaol Guitar Doors (UK) and Bread and Roses , Jail guitar Doors (USA).</p> <p>Participants in Songbirds Art prison workshops have been successfully selling their works through the Boom Gate Gallery at Long Bay which provides them with valuable income for their families, and post release. 'They have also provided the artwork for the 3 Songbirds albums of original music written and recorded in NSW prisons.</p>
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Zeno D'Aulerio	Switzerland	The Vocational Training in Swiss Prisons.	<p>Switzerland has a world-renowned vocational training system that enables thousands of young learners to enter the world of work every year and brings qualified workers and growth to the Swiss economy. The vocational training system is constantly adapting to the requirements of the Swiss professional world and offers learners many opportunities for further training. The profession you first learned is often just the start of a varied career.</p> <p>But what about vocational training in Swiss prisons?</p> <p>Using two examples, the JVA Pöschwies in Regensdorf, the biggest Prison in Switzerland, and the youth prison MZU in Uitikon, Zeno will show in this workshop how vocational training works in Swiss prisons and how the inmates are prepared for a working life in freedom.</p>
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<p>Franziska Keller</p>	<p>Switzerland</p>	<p>Personality building for students – Tools for teachers</p>	<p><i>In Switzerland's largest prison inmates ask to learn about how to develop their personality and how to keep up mental health while being in jail.</i></p> <p><i>In a brochure we recently produced, around 60 inmates have been asked to state their motivation for joining school. One among many positive reviews says it clearly: «the school in prison shapes my personality and with it, my identity. »</i></p> <p><i>This workshop provides you with tools to explicitly and playfully support the prisoners to build their personality.</i></p> <p><i>The workshop aims at your active participation! Applying methods of adult education, fun is an integral part of the workshop.</i></p>
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<p>Caroline Suys and Lut Lippevald</p>	<p>Belgium / Flanders</p>	<p>Using a learning platform in adult education at secondary level to improve digital skills</p>	<p>From 2012 we started with second chance secondary education in a blended learning trajectory in the prison of Leuven Centraal using an online platform in a protected environment called PriMo (prison moodle). Until today, inmates can receive general education with on-site instructors as well as access for inmates to practice and learn on the platform during 1,5 days a week. Inmates also receive paper courses and exercises to work in their cells during the rest of the week. We show the pro and cons of working with this platform.</p> <p>We can improve digital skills but we cannot proceed to the next level and cannot fully prepare the student for the ever changing digital world outside. We would like to investigate this further with other countries and systems.</p>
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<p>Gabriela Kiefl</p>	<p>Germany</p>	<p>Education reduces Crime! Motivation and Second Language Acquisition – a Workshop on Dörnyei’s L2MSS concept in practice</p>	<p>The workshop focuses on the topic of second language acquisition (SLA). Based on the Second Language Motivational Self System (L2MSS) concept developed by the linguist Zoltan Dörnyei, it will be asked what is necessary to increase the intrinsic motivation among inmates in order to improve success in SLA.</p> <p>Motivation is a key factor for the success in second language acquisition. A study among Norwegian inmates (Manger, University of Bergen) has scrutinized that the motivation among inmates will increase if it is driven by a clear vision about their ideal self-concerning their own future (being a user of the target language). I want to discuss how we can increase intrinsic motivation. After introducing the L2MSS concept, case studies will be presented, and findings will be discussed in plenary.</p>
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<p>Alice Erens, Ed Santman</p>	<p>Netherlands</p>	<p>3 examples of digital education platforms</p>	<p>In this workshop Alice Erens, Click F1 shows the solutions of working in different secured environments for reintegration, vocational training and digital skills. Developed with Probation services, prison staff, prisoners and partners from the UK, Portugal, Italy, Romania, Netherlands, Turkey, Slovenia, Belgium and the EPEA in different Erasmus+ projects.</p> <p>Ed Santman will explain how different projects can relate and inspire each other and how to make projects sustain beyond their lifespan. Often, when there is no money to maintain a project website the results, inspiring projects are no longer accessible. Ed will give some suggestions on how to make projects more sustainable.</p>
<p>Karin Lanci</p>	<p>Switzerland</p>	<p>Albanian Crime Tourism- Impact of Prison Education on Re-integrational Efforts</p>	<p>During 4 years researching Albanian Crime Tourism; and visiting prisons with education in Kosovo, Karin was invited to the Ministry of Justice, visited social projects and professional schools in Albania, This field research is summarised in a presentation that focuses on the question of “What impact does prison education have on re-integrational efforts of those deported to Albania?” and includes case studies as well as insight into cultural and socio-economic background.</p>

<p>Bent Dahle Hansen</p>	<p>Norway</p>	<p>The project Digital School; building the ICT-platform "Utvei" for education of prisoners in Norway</p>	<p>A new ICT-platform for prison education is under development in Norway. It is based on Microsoft Office 365 where Microsoft Teams is one of the key components. The platform also provides a limited Internet for the students in prison. It is being piloted in Mandal prison and is meant to be the new national ICT-platform for education in prison.</p> <p>Building a new ICT-platform for education in prison is not easy. To develop modern pedagogical tools but in a safe ICT-environment is crucial. New innovations and possibilities are tested, and we will present results and our thoughts from the pilot.</p>
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<p>Adeela Shafi / Ourania Xylouri / Alice Valenza</p>	<p>UK / Greece / Italy</p>	<p>Skills 4 Life</p>	<p>The Skills4Life project focuses on young incarcerated children and young people, with a Curriculum which develops the young person to ensure that they are provided the opportunity for personal self-growth and self development, so as to gain a sense of direction and prepare for transitioning back into the community.</p> <p>The Skills4Life programme covers a range of areas including:</p> <ul style="list-style-type: none"> • resilience, goal-setting and personal development, • interpersonal communication, personal presentation, anger management and parenting and family skills • work skills, home management, budgeting and finance, time management and health and personal hygiene. <p>Eight youth justice settings, including custodial, across Europe have piloted the Skills4Life Curriculum, with data from 80 young people going through it. We will summarise our key findings from this project.</p>
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<p>Morwenna Bennallick / Dan Whyte</p>	<p>UK</p>	<p>Westminster University Higher education in English prisons: creating cultures of acceptance through the power of universities</p>	<p>The workshop will explore the experiences of making university courses accessible to students in prison. We will discuss the hurdles in creating resources and institutional processes which are inclusive to the prison-based student experience and share the challenges that this poses to university. We will discuss the journey of institutional development for the university and our aims for the future as we seek to embed our prison-based students into the core delivery of the university.</p>
<p>Przemek Piotrowski & Stefan Florek</p>	<p>Poland</p>	<p>Evolutionary psychology and social rehabilitation in prisons.</p>	<p>The presentation will address the possibility of using the assumptions of evolutionary psychology in prison rehabilitation. The authors emphasize the need to establish cooperation between scientists, prison staff and artists in this field, as exemplified by the recently completed international project "Arts of Freedom."</p>