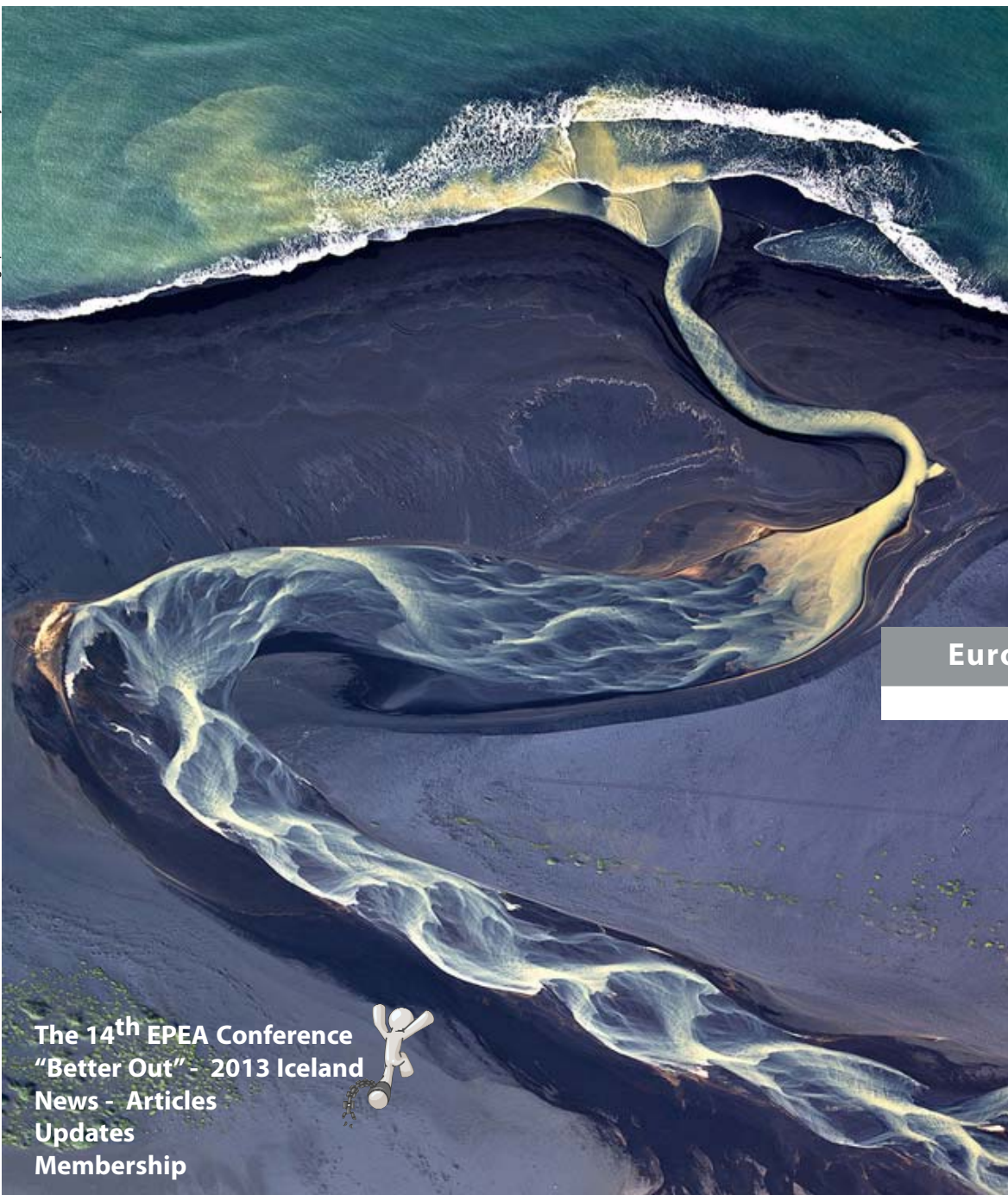


Aerial Photograph of Volcanic Iceland by Andre Ermolaev



The 14th EPEA Conference
"Better Out" - 2013 Iceland
News - Articles
Updates
Membership



European Prison Education Association

European Prison Education Association Magazine

Issue **42**



Spring 2013

Chairperson's Foreword



Welcome to a new rich issue of the EPEA Magazine published right before the 14th EPEA Conference in Iceland, "Better out", thanks to the excellent work of our editor, Ioannis Papadimitrou and the editorial board.

First of all, allow me to offer our condolences to the family of Mike Moloney, on behalf of EPEA. I did not know Moloney in person, however I understand that he was a very engaged person, devoted to education in prison.

After a long and rather cold spring in the Nordic parts, the light of the smiling sun, the warmer degrees, the green grass and flowering nature is bringing new energy into life. That can be used today, when financial crises still are a fact and resources within prisons are continuously reduced in many places. In that situation the individual engagement in work tends to get more and more important.

"Better out" is the title of this year's conference and Training Course, due to the focus on the inmate's opportunities to live a life without crime



after release. How to prepare and support the inmate to a place at the labour market? As it is stressed in Recommendation R(89)12 it is important to see to the whole person when planning for education. There are several perspectives presented at the conference, thanks to the keynote speakers and workshop holders from different parts of Europe.

There will be a Researchers' Forum in the programme, an opportunity for researchers attending the conference to meet and do some networking. EPEA values the importance of research for further development of education in prison. We need facts about inmates' educational background, needs and wishes, about educational provision in prisons, quality of education, effects etc.

During the conference is also a session for the General Council, which is held every second year. All members and participants are welcome to the GC. That is the forum where the three officers in the EPEA Steering Committee (SC) give a report from the work during the last two years. It is also the occasion for elections. This time there will be

an election of Regional Representatives (RR). I want to encourage you to take part in the GC which is as well a forum for members and others to give feedback to the SC. How can we work for education in prison in the best way?

I also wish to draw your attention to a new report from the EU Commission on education in prison, in a European perspective. Please find more information in this issue of the Magazine.

I am looking forward to meeting you in Iceland. Those of you who are not able to attend the conference will have a chance to get a taste of it through our website, www.epea.org

Best wishes,
Lena Axelsson

Chair of EPEA

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The next issue of the EPEA Magazine will be published in Autumn 2013.

If you would like to submit an article, please contact Mr. Ioannis Papadimitriou at:

ioanispap@gmail.com
before the 1st of October 2013

If you like to contribute to the making of this magazine your help is more than welcome.

Please contact EPEA Chairperson Lena Axelsson

epeachair@googlemail.com

in order to join the editorial board.



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Council of Europe Reports



Council of Europe Winter session, January 2013

EPEA is a part of the Non Governmental Organizations (NGO) at the Council of Europe (CoE). The NGOs are taking part in discussions in a quadrilogue between the committee of ministers, the parliamentary commission,

the congress of local and regional authorities and the NGOs. About 400 NGOs are a part of the NGO Unit and take part in the activities at the CoE in Strasbourg. Read more: www.coe.int

The EPEA has participatory status in two groupings; Education and Culture respectively Human Rights.

Read more: www.epea.org , Resource Centre, Council of Europe. The Conference of INGOs takes place

twice a year, once in January and once in June.

Human Rights

On the agenda is currently the protection of human rights defenders, media and human rights, religion and human rights, children and human rights, the Social Charter, economic and social rights. Some 160 NGOs are brought together in this committee.

One focus for the Human Rights Committee in January was genuine democracy. People shall have access to their rights. Work has been done, resulting in a Declaration on genuine democracy which was adopted by the conference. You will find the complete declaration at the website www.coe.int The declaration includes three parts:

- A. Principles and values of genuine democracy
- B. Political conditions for the achievement of genuine democracy
- C. Economic, social and cultural conditions for the achievement of genuine democracy

Other texts adopted, all published at the CoE website, were:

- Recommendation on Gender Equality – a condition for success of the Arab Revolutions
- Recommendation on Changes in the situation with regard to torture and inhuman or degrading treatment or punishment in the Council of Europe member states
- Resolution on Acting together to eradicate extreme poverty in Europe
- Resolution on Gender Equality – a condition for success of the Arab Revolutions

Another subject was a working group that had been established on preventing and combating violence against women, domestic violence and trafficking in human beings. Read more about the working group: www.coe.int/t/ngo/Articles/Working_group_HR_violence_women_en.asp

Education and Culture

The Chair, Sabine Rohmann, introduced the session referring to Recommendation CM/Rec(2012)13 about Ensuring Quality Education. Education for all. Quality for all. The importance of education is stressed by everyone. Participation in the society

becomes more and more difficult. Exclusion is increasing and a lot of young people are excluded today. This is, however, not only a question about education. The stage between school and work is crucial and is a responsibility of the municipality as well. School is struggling against strong social, cultural and territorial inequality.

One part of the session was used for working groups. There are five new groups since last summer. The work will go on until summer 2014 when a final document is expected, for submission to the CoE followed by broad dissemination at European and international level. The groups:

- History
- Access to media for all
- Teacher in the 21st century: a new profession?
- Education 21
- Live together

Regarding education in prison and the current issue ICT, I have chosen to participate in the second one, Access to media for all. This was a chance to give inmates a voice in this field. At first it was a very open and wide discussion which resulted in a number of questions, for example:

- is access to the internet a universal human right?
- should not serving prisoners be taught how to use this essential tool?
- is it not inevitable that internet access is going to become more and more common and even essential, so it cannot be ignored?

Karl Donert, expert to the European Commission, has been working on Europe, education and geodata since five years. He spoke about open geodata, an EU project: Digital-earth.eu. Read more about the European Commission and Digital Agenda for Europe: ec.europa.eu/digital-agenda/

Education seems to have been left behind for the moment, according to Karl Donert. There is little or no focus on education in this area. DG of Education and Culture is talking about new skills and new jobs. It is important to raise the significance of digital skills. Karl Donert told that estimated 50 000 jobs in the geospatial industry cannot be filled in Europe. There is a huge need of education on open data for teachers as well as for every person.

Do you find the subject interesting? Meet Karl Donert, one of the keynote speakers, at the 14th EPEA

Conference in Iceland.

The leader of the working group, Harry Rogge, asked for some volunteers to take the work one step further before the June session 2013. Again, to give education in prison a voice, I stepped forward and is now one in a group of four who have met once more. The aim is now to present a proposal for a recommendation on the subject next year.

As the chair of EPEA I am working for you, the members of EPEA, and I want to encourage all of you to share your views, experiences and thoughts in this area, for me to bring into the discussions. What are your experiences of digital tools within education in prison? What is the main focus in the discussions about digital media in prison? This is an opportunity to have influence on a policy level. I am looking forward to hearing from you.

Best regards,
Lena Axelsson, Chair of EPEA



Steering Committee Reports



The EPEA Steering Committee meeting in Budapest, the 8th – 10th of March 2013. It was a low cost meeting, only some expenses for travelling- costs for EPEA. Present was:

Chairperson: Lena Axelsson

Treasurer: Per Sneeggen

Regional Representatives

Central Region: Peter Ruzsonyi

Eastern Region: Co-opted Ioana Morar

Northern Region: Kerstin Ekholm-Erestam

Southern Region: Petros Damianos

Western Region: Anthony Busser

Co-opted persons

Project Coordinator: Valentina Petrova

Absent was:

Secretary: Astrid Utgard

Advisor for Communication & Webmaster:

Per Thrane.

The actual situation about prison education in each country was presented by the members of the SC. A lot of positive things are developing in Europe, but there are also areas where the situation is troubled. The economic situation in big parts of the continent is of course influencing also the educational situation in the correctional service. The Steering Committee is working to improve the internal membership system in EPEA, and of course there are a lot of preparations before the coming Conference in Iceland.



PRISON EDUCATION AND TRAINING IN EUROPE

CURRENT STATE-OF-PLAY AND CHALLENGES

PRISON EDUCATION AND TRAINING IN EUROPE

CURRENT STATE-OF-PLAY AND CHALLENGES

A summary report authored for the European Commission by GHK Consulting.

May 2013

Authored by:
Jo Hawley
Hona Murphy
Manuel Souto-Otero



Commissioned by:



Authored by:



New report from EU Commission

"He who opens a school door, closes a prison."
Victor Hugo

We welcome yet another important contribution to the knowledge about education in prison in Europe. The European Commission, DG Education and Culture, has released a report on the current state-of-play and challenges of prison education and training in Europe.

FOREWORD

The November 2011 Council Resolution on a renewed European agenda for adult learning sets "promoting equity, social cohesion and active citizenship through adult learning" as a priority area, in line with the overall strategic framework for European cooperation in education and training, "ET2020". Within this priority, Member States are invited to focus, inter alia, on "addressing the learning needs of people [...] in specific situations of exclusion from learning, such as those in hospitals, care homes and prisons, and providing them with adequate guidance support".

The Council conclusions of February 2013 "Investing in education and training - a response to Rethinking Education" invites the Member States "to ensure [...] that equal opportunities for access to quality education are provided" and to "reduce the number of low-skilled adults by [...] offering tailored learning opportunities to individual learners". Against this backdrop, this report aims to support Member States in addressing the learning needs of people in prisons. It presents the rationale for providing education and training in prisons, contributions of the European Union to →

this field, the current state of play in different Member States and concludes by highlighting pre-requisites for effective education and training provision in prisons.

The report has been prepared for the European Commission by GHK Consulting. It draws on the work produced by them on prison education and training between 2010 and 2012, including the outcomes of the "Pathways to Inclusion" conference, a review and commentary of existing literature and an online survey. The report does not necessarily reflect the view or the position of the European Commission.

EXECUTIVE SUMMARY

Education and training can be provided in a multitude of arenas, prisons being one of them. Prisons form a very specific learning environment with distinct challenges differing from those faced in the mainstream education and training sector.

Firstly, prison education and training is provided in overcrowded institutions with an average occupancy rate of 105% across the EU-27. Secondly, the prison populations are becoming increasingly diverse. For example, in countries such as Greece and Belgium over 40% of prisoners are foreign-born. However, in spite of these challenges, there is evidence that investing in prison education and training is worthwhile.

For instance, a study assessing the costs and benefits of in-prison education to UK society found that the benefits were more than double the investment made. It is thus important to explore the quality and efficiency of current learning provision in European prisons.

Among the c. 640,000 strong prison population in the EU there is a significant proportion of low-skilled Europeans. Even though there is no exact data on the qualification levels of prisoners, it has been estimated that only 3-5% of them would be qualified to undertake higher education, and in many countries there is a high instance of early school leaving among prisoners. Low levels of qualifications have important negative effects on prisoners' employment prospects upon release, which has been found to be one of the key factors influencing whether or not ex-prisoners re-offend. Thus, the provision of basic skills education, and particularly, vocational training, in prisons has an important role to play in the reintegration process of prisoners. However, as noted by the European prison rules, it is important to provide educational opportunities, which meet the needs of individual prisoners. This includes providing education and training also for those who have higher prior educational attainment.

In spite of the potential benefits of education and training for prisoners, such as improving their employability,

social inclusion and re-integration into society, they tend to participate in learning relatively little. A recent survey provides comparable insight for the first time into the scale of participation in learning by adult prisoners. The large majority of countries (15 out of 20, including for example AT, BE(nl), CY, FI, GR, HU, NL, PL, SK, UK-Scotland & UK-Wales) reported that less than a quarter of prisoners participate in education and training. Exceptions include countries such as Germany, where between a half and three quarters participate in education and training.

There are a number of ways in which the attractiveness, quality and efficiency of prison education and training can be improved. These include increasing cooperation inside the prison between different actors as well as between prisons and local communities in order to ensure that the education and training provided in prisons is supported and can continue post-release. Innovative learning methods, which put the emphasis on the learner and build on their knowledge and experience, are needed to attract prisoners into learning. This can include the use of ICT and distance learning, which not only expand the scope of learning opportunities but also ensure that learning can continue even in situations where the prisoner changes prisons. The use of innovative learning methods requires skilled teachers and trainers with sound pedagogic skills and a good understand-

ing of the demands and limitations of providing education in prisons. This highlights the importance of both initial and in-service training of prison educators.

The report shows how education and training for prisoners help reduce the social costs of crime and support the rehabilitation of prisoners and their reintegration into society. It further provides an overview of key European policies and funding programmes related to prison education and training, highlighting their added value and contribution to the development of innovative and new approaches to education provision in prisons. It then looks into the current 'state-of-play' with regard to provision in prisons across Europe, providing some concrete examples from individual Member States.

The conclusions identify key elements for efficient and effective education and training provision in prisons as well as specific needs for further research on the complex interplay between education and criminal behaviour.

Read the full 62 pages report at:
http://ec.europa.eu/education/more-information/doc/prison_en.pdf

Please feel free to share the report with any interested parties you may know.





EPEA Conference History

13th Conference

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

12th Conference

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

11th Conference

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

10th Conference

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

9th Conference

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

8th Conference

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

7th Conference

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

6th Conference

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

5th Conference

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

4th Conference

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

3rd Conference

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

2nd Conference

Oxford, England
September, 1989

1st Conference

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



The 14th International EPEA Conference

The 14th International EPEA conference takes place in Hveragerdi, Iceland 5-8 June 2013. This year's conference objective is to explore the question of how to prepare and support inmates for labour market participation upon the completion of their sentence.

The event provides a rich mix of analysis, dialogue and practice drawing on a diverse range of activities taking place internationally concerned with the reintroduction of inmates to the workplace. An overlapping training course is scheduled 5-9 June.

The conference provides participants with opportunities to learn from one another, to showcase their work, meet new people and develop new ideas and thinking that will feed into their professional development and which they

can bring back to their colleagues and students.

A special visit to a local prison is planned as well as some sightseeing to two of the most interesting places in the south west of Iceland, namely Gullfoss waterfall, and Geysir geothermal area.

The conference is of particular interest to practitioners; providers and policy makers to explore innovative developments within the penile system as well as best practice, research findings and new project and program strategies. In short, the conference provides an opportunity for networking and the sharing of ideas and experiences particularly among those interested in the reintroduction of inmates to the workplace after the fulfilment of their sentence.

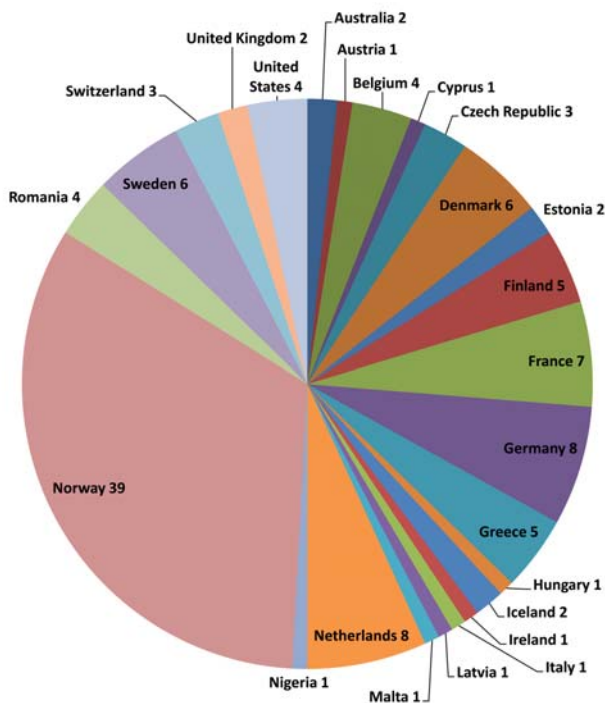




Conference Participants

Total Number: 118

Training Course: 22



Conference programme

The conference kicks off Wednesday night 5 June at 19:30 with a welcome address by Lena Axelsson, EPEA Chairperson, and an Icelandic Minister, if possible.

Thursday's programme 6 June focuses on the adult education system in Europe – trends and challenges, as well as a local focus on available options for ex-offenders in Iceland to return to the labour market. A prison visit is scheduled after lunch as well as a sightseeing trip along a part of the most

popular tourist route in Iceland, the so-called Golden Circle, where participants get to see a spouting spring, and a magnificent waterfall.

Friday's programme 7 June includes General Council meeting and a presentation on the question of cooperation as a key to success in supporting ex-inmates in finding and keeping a job. Afterwards, six parallel workshops will be held both before and after lunch. The afternoon lecture reflects lessons learnt at the conference, and final lecture is titled: From prison to working life – some perspectives.

Saturday's first lecture 8 June is on the penal policies and populism. A professor from the University of Iceland explores the question whether or not the court system is more lenient than the public when it comes to penalties to criminals. Most of the day will be dedicated to workshops but it finishes with a presentation on the ethical limits of higher education behind bars. The conference finishes with a gala dinner in the evening.

Sunday 9 June – Programme is for Training Course participants only. The day kicks off with a poster workshop addressing specific aspects of vocational education in prisons and the

new generation of funding programmes. In the afternoon there is an evaluation of the Training Course and certificates distributed. The day finishes with informal networking and dinner.

EPEA Training Course

The EPEA TC is scheduled 5-9 June in cooperation with the EPEA conference. Three days of the course overlap with the regular conference programme, i.e. June 6, 7 and 8. "Better Out" is the working title of the conference which deals with the questions of how to prepare and support inmates for labour market participation.

The programme kicks off with registration Wednesday morning 5 June after which the role of the EPEA in the European prison education is explored. The afternoon will be spent on the question of how to prepare inmates for labour market participation, and discussions about the lessons learnt at the local, regional and national levels for the employment of inmates. A formal opening of the EPEA Conference takes place at 19:30 that same evening.





Preliminary programme

5th of June - Wednesday

19:00
19:30 Registration and check in
Reception with finger food and beverages
Opening of the EPEA Conference Welcome
Lena Axelsson, EPEA Chair - Hanna Birna
Kristjansdottir Minister of Interior.

6th of June - Thursday

*Moderator: Erlendur S Baldursson
Icelandic Prison Administration*

9:00 – 9:15 Good morning - Formal Opening
of the Conference
9:15 – 9:45 Adult Education in Europe – Trends and
challenges - Tappio Saavala, DG European
Commission for Education and Culture (TBC)
9:50 - 10:40 Importance of Rehabilitation and
Education in Prison - Hans Meurisse President,
EuroPris
10:40 – 11:10 Coffee/tea +go to the groups
11:10 – 11:50 Reflections on the morning presentations –
what do we bring back to our daily work?
Discussion in groups
11:50 – 12:00 Go to the plenary
12:00 - 12:30 The Icelandic Prison Service and Education
in Prison - Erlendur S Baldursson, Icelandic
Prison Administration
12:30 – 13:30 Lunch
13:30– Prison visits either to an Open or a Closed
Prison- Buses
ca.19:00 Golden Circle - a travel through the
Icelandic landscape
19:30 Dinner

7th of June - Friday

*Moderator: Ioana Morar Romania, co-opted Regional
Representative for the Eastern Region, EPEA*

8:45 – 9:00 Good morning
9:00 – 9:50 Educating 'the whole person' - a wide and
deep role for prison education - Kevin
Warner Founding Chairperson of the EPEA;
former Co-ordinator of Education in the
Irish Prison System
9:50 – 10:20 Coffee/tea + go to the workshops
10:20 – 11:20 Workshop session (1)
Six parallel presentations
11:30 – 12:35 General Council; Election for Regional
Representatives - Lena Axelsson, Chair of
EPEA Astrid Utg rd, Secretary of EPEA
Per Sneeggen, Treasurer of EPEA
12:30 – 13:30 Lunch
13:30 – 14:20 Cooperation – the key to succeed? About
supporting ex-prisoners in finding and
keeping a job - Christina Rosengren
Gustavsson Swedish Labour Market Agency
14:20 – 14:30 Go to the workshops
14:30 – 15:30 Workshop session (2)
Six parallel presentations
15:30 – 16:00 Coffee/tea
16:00 - 16:30 New - International Journal of Prison
Education and Re-entry - Arve Egil
Asbjornsen Professor, Norway
Bill Muth Associated Professor, United States
19:00 Dinner

8th of June - Saturday

*Moderator: Peter Ruzsonyi Hungary, Regional
Representative for the Central Region, EPEA*

8:30 – 9:00 Reflections on the presentations the previous
day – what do we bring back to
our daily work? Discussions
8:50 – 9:50 Digital Agenda for Europe - Karl Donert President,
EUROGEO; Director, European Centre of Excellence,
digitalearth.eu, Salzburg University, Austria and
Council of Europe Education Group, expert to
the European Commission, Brussels
9:50 – 10:20 Coffee/tea
10:20 – 11:10 Penal Policies and Populism: Is the court system
more lenient than the public? Heldi Gunnlaug-
sson Professor, University of Iceland
10:10 – 11:20 To the workshops
11:20 – 12:20 Workshop session (3)
Six parallel workshop presentations, **or**
Researchers' Forum - a forum for researchers to
meet, parallel with the workshop session Arve Egil
Asbjornsen Professor, University of Bergen, Norway
Terje Manger Professor, University of Bergen, Norway
12:20 – 13:20 Lunch
13:20 – 14:20 Workshop session (4)
Six parallel workshop Presentations, **or**
Researchers' Forum- continuation; parallel with the
workshop session - Arve Egil Asbjornsen Terje Manger
Coffee/tea
14:20 – 14:50 Music
14:50 - 15:10 Which are the ethical limits of
15:10 – 16:00 higher education behind the bars? - Agust Thor
Arnason Professor, University of Iceland
16:00 – 16:30 Evaluation and closing of the EPEA
Conference, Lena Axelsson, EPEA Chairperson
19:30 Dinner

Hveragerdi hot springs capital of the world



in the park lay eggs that tourist can boil in the hot springs and later enjoy warm with the bread. Guidance is provided on the spot. During off season time please contact the local information office which arranges group tours upon request. Only 50 metres from the Geothermal Park a restaurant uses the geothermal heat for its outdoor kitchen which its visitors find simply fantastic.

The existence of hot springs led people to settle in Hveragerdi. The natural hot water could be used for space heating, for cooking, baking and laundry. But it also led to the development of jobs. The first market garden, Fagrihvatn, was founded by the Varma river in 1929. A year later the first greenhouse was built, marking the beginning of greenhouse horticulture in this region. Horticulture became a key sector of the local economy. Hveragerdi began to grow a community in bloom.

The exhibition "Quake 2008"



A powerful earthquake (6,3 Richter scale) struck the South coast of Iceland at 15:45 on the 29th of May in 2008. The epicenter of the quake was about two kilometers southeast of Hveragerdi. The area closest to the epicenter of the quake suffered severe damage of houses and contents as this was being thrown around in the earthquake.

The exhibition presents the causes and derivatives the earthquake 2008 in Hveragerdi. The exhibition shows the experience of residents, how it



affected the buildings, local environments and other damage. Television screen shows the recordings from the camera monitoring, photographs of local people and information from Earthquake Center, University of Iceland. →

Geothermal park



Without doubt, Hveragerdi's most precious gem is its geothermal park. There can not be many towns in the world with hot springs literally in people's back yard. The geothermal park is centrally located and is open every day in the summer time. A natural clay foot bath can be enjoyed in the park and afterwards you can soak your feet in one of the hot springs. In a hole in the park the locals bake the famous black bread using the geothermal ground as an oven. Our friendly hens

Brand new hot springs on the 29th of May 2008



A new hot spring area broke through the ground in the earthquake that shook Iceland's southern part on the 29th of May 2008. It is situated in the hillside above the town. Several very active hot springs can be seen that throw colourful mud and clear water in the air. A spectacular sight that should not be missed. All information is given in the tourist information office.



A vast number of people pass through or by Hveragerdi in south Iceland each year. Located 45 km from Reykjavik, Hveragerdi may be seen from the vantage point of the Kambar mountain slope, as it spreads out across a 5,000 year-old lava field.

Troughout the year, pillars of steam from the numerous hot springs in the town may be seen rising up out of the ground. In summer the town is truly a green community, abounding in trees. A green revolution is taking place as areas of woodland in and around Hveragerdi expand, with the locals working together in order to further develop their blossoming town.

Earthquake simulator that visitors can experience a powerful earthquake that is over 6 per richter. When digging the foundation hole for the shopping centre a large, ancient fissure was revealed. One can see the fissure lit up through a transparent section of the floor in the library and at the tourist information centre.



Hveragerdi today

In 1946 Hveragerdi became its own municipality. Hveragerdi has been a productive town in the last few years. New buildings are appearing as more and more people are choosing to come and live in the town attracted by its tranquillity and



closeness to nature. The growing population has risen to 2300.

Hveragerdi has much to offer. Trout and salmon swim in the Varma river, berries can be had for the picking on the heath to the west of

the town, and the area abounds in excellent walking routes. Not to mention the swimming pool, that for years was the largest pool in Iceland. Its surroundings are remarkably beautiful. There are hot baths, whirlpools, a natural sauna and a fitness center. The swimming pool is open all year round.

The NLFH Health and Rehabilitation Clinic offers the opportunity to seek health and happiness, and the seniors citizens home provides comfort for the twilight years. As the poets said: "Hveragerdi is the best place in the world."



The Outdoors – Nature – Exercise

The Hveragerdi surroundings are a paradise for outdoors people. There are good hiking trails within the town that link up with a network of trails on the land belonging to the Agricultural University of Iceland at the foot of Reykjafjall Mountain and in Olfusborgir. There are also hik-

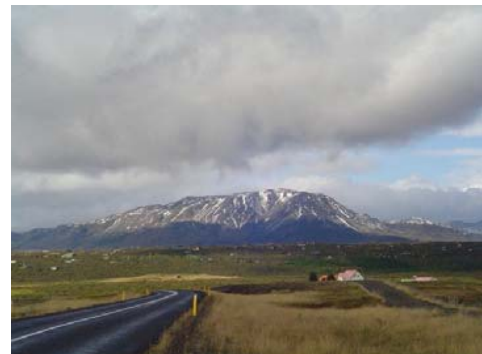


ing trails in the recreational area at the foot of and on Hamar Mountain. From the mountain there are excellent views of land and out to sea. There are interesting hiking trails within the town.

The Poets Trail winds its way through historical parts of the town visiting three streets that



made up the "artists quarters" between the years 1940-1965. These are Blaskogar (Blue woods), the street of painters; Frumskogar (Jungles), the street of poets, formerly known as Skaldagata, and Laufskogar (Leaf Woods), the street of the



musicians. The Geothermal Trail visits the principal geothermal areas in and around town.

There are walking and riding trails from the town into Olfusdalur valley, the Hengill area and all the way to Nesjavellir and Pingvellir. On the route you will find warm natural pools and rivers for bathing.



Sunnumork Shopping centre

In the spring of 2004 the Sunnumork Shopping Center was opened. Here you will find all kinds of services, such as shops, a post office, library, bank, town offices, information center etc.

Information and services

The locals of Hveragerdi do their utmost to make guests feel welcome. The town has much to offer, a range of interesting activities, places to eat and stay including an excellent campsite with first-class facilities situated in the field by Fagrihvatn.

To South Iceland Tourist Information Center provides information about hiking trails, various activities, museums, exhibitions, culture, art, accommodation, services and guided tours of Hveragerdi and its surroundings.





The Conference Venue will be the Hotel Ork



<http://www.hotelork.is>

The venue is a country hotel located in Hveragerdi, a small village often called the Hot Springs Capital of the world, only 30 minutes drive from Reykjavik.



The hotel offers friendly accommodation and well-equipped facilities in beautiful surroundings.

There are 76 spacious and well-furnished twin rooms and 9 superior rooms that offer even more luxury. Each room has a private bathroom and is fitted with a mini-bar, telephone and television. The bathrooms are equipped with both a shower and a bathtub.

Conference rooms



Several conference rooms provide the equipment and space needed to host the conferences works. There is an outdoor swimming pool that features a water slide, hot tubs and geothermal sauna.

In the restaurant, you may enjoy the best of Iceland's healthy and wholesome food, some of which is grown right next-door in geothermally heated greenhouses.



Activities

Iceland Activities offer great bicycle trips, walking trips and surfing. Only about 5 minutes walk from the hotel.

Eldhestar offers a variety of riding tours all from one hour up to a week on horseback. Only about 5 minutes drive from the hotel. Golfclub in Hveragerdi is in the valley Gufudalur. The field is in a great landscape with hot springs all around.

Iceland Riverjet offer unique trips in a River Jet boat down the river Hvita. They are located in a about 40 minutes drive from the hotel.

Superjeep offer great superjeep trips around the southern Iceland and the Golden Circle. Guests are picked up from the hotel.

Offroad Iceland offer unique trips in a modified jeep where guests will take the ride of their life.



Arctic Rafting offer great rafting trips with fully trained guides. The trips are suitable for groups and individuals. Only about 60 minutes drive from the hotel.



Hotel Eldhestar
<http://www.eldhestar.is>

Hotel Eldhestar is just 5 car minutes away from Hotel Ork.

A transportation between the hotels will be offered during the complete conference.





Key Factors

Impact of the Specific Learning Difficulty

Ways of Working

Information & Networks

by Melanie Jameson
 Dyslexia Consultancy Malvern
 Tel +44 (0)1684 572466 Email mj@dyslexia-malvern.co.uk
www.dyslexia-malvern.co.uk
 Further resources at www.dyslexia-malvern.co.uk/goodpractice

RESOURCES

FOR JUSTICE SECTOR STAFF ON SPECIFIC LEARNING DIFFICULTIES

OVERVIEW

Specific Learning Difficulties are a family of overlapping conditions.

Some people show signs of more than one Specific Learning Difficulty (for example Dyspraxia and aspects of Asperger Syndrome).

This resource provides information on each Specific Learning Difficulty.

The difficulties associated with Specific Learning Difficulties vary from person to person and range from mild to severe. It will often not be apparent that someone is affected.

Most people have learned to implement coping strategies, but these can be undermined by stress.

TERMINOLOGY

Specific Learning Difficulties must never be confused with Learning Difficulties / Learning Disabilities. In Learning Difficulties / Learning Disabilities there is a low level of intellectual functioning and severe problems with independent living.

Many people with Specific Learning Difficulties prefer to refer to themselves as having Specific Learning Differences. The term Neuro-Diversity is also used by some support groups.

Overview available at www.workingwithdyslexia.com/guides-to-dyslexia/information-sheets/

The Learning & Skills Council Project on Offending & SpLDs: Incidence of Hidden Disabilities in the Prison Population (2005) concluded that:

Just under 20% of the offending population have a hidden disability, affecting learning and employment, such as Attention Deficit Disorder.

In the general population, around 5% are severely affected by Specific Learning Difficulties.

Many offenders will be unaware that they have Specific Learning Difficulties. Where this is established, other agencies should be informed.

ATTENTION DEFICIT (HYPERACTIVITY) DISORDER / AD(HD)

AD(HD) has three major aspects:

1. Inattention / distractibility: difficulty focusing on tasks or listening for a sustained period; becoming easily distracted by external stimuli or one's own thoughts.
2. Impulsivity: a lack of inhibition which could show itself as the need for instant gratification. blurting out inappropriate comments, interrupting excessively or having difficulty awaiting turn.

Behaviour is erratic and unpredictable.

3. Hyperactivity: restlessness and excessive activity, both physical and mental.

Common characteristics also include failing to pay attention to detail; poor listening skills; difficulty organising tasks and activities; difficulty starting, switching or finishing tasks; lack of forward planning; frequently losing or forgetting things; fidgeting and moving around incessantly; talking excessively or intruding on others.

In addition, people with AD(HD) may be accident- and addiction-prone and have little awareness of the consequences of their actions. They are generally unable to make effective use of feedback.

If no hyperactivity is present, the term Attention Deficit Disorder (ADD) should be used. People with this condition have particular problems remaining focused so may appear 'dreamy', inattentive and frequently be off task.

WAYS OF WORKING

Try and provide an environment with minimal distractions. Seat the individual away from windows. Do not be put off by fidgeting and signs of restlessness. S/he may manage to communicate better if allowed to move around. Schedule regular breaks to restore concentration. Ask him/her to let you know when it is no longer possible to pay attention. Distractibility might lessen if s/he is allowed to

doodle or jot during the session.

'Chunking' i.e. breaking information up into smaller sections is helpful during sessions.

When speaking, check for understanding by asking him/her to feed back what you have said.

Break written tasks down into component parts, ideally providing feedback after each section.

If the individual is on medication, check they have taken it, especially before a hearing.

INFORMATION & NETWORKS

- ADHD Solutions www.adhdsolutions.org.uk/
- UK Adult ADHD Network (UKAAN) www.ukaan.org Network for professionals
- Attention Deficit Disorder Information Services (ADDISS) www.addiss.co.uk
- The Tipping Points: the impact of Attention Deficit Hyperactivity Disorder P Anderton (2007) ADDISS

AUTISM AND ASPERGER SYNDROME

Autism is an umbrella term which includes people with a range of diagnoses such as high functioning autism, Asperger Syndrome, semantic pragmatic disorder and pervasive developmental disorder. Numbers of males diagnosed outnumber females.

People with Autism have difficulty in three key areas: →

1. Poor communication skills, leading to difficulty understanding instructions or retelling an incident; taking words or phrases literally
2. Impaired social skills: difficulty understanding socially acceptable behaviour and taking account of the needs of others; failure to foresee consequences; inability to 'read' body language
3. Inflexible thinking: difficulty following procedures and coping with change; over-reliance on routines

This is usually accompanied by unusual behaviours and pervasive learning difficulties. Some people with Autism have difficulty with sensory perception which might affect their sense of touch, smell, vision, hearing, balance or body posture. This resource does not cover Learning Difficulties.

In Asperger Syndrome (AS) the learning disability is not present but aspects of the three areas above are noticeable. Due to the imbalance in skills, it can be regarded as a Specific Learning Difficulty. Despite adequate intelligence, speed of information processing is slow, together with a panic reaction when pushed. An obsessive interest may have got them into trouble.

WAYS OF WORKING

Do not make assumptions; when providing information, start at the most basic level.

Questions must be phrased carefully, avoiding any ambiguity, e.g.: "Where will you sleep tonight?" may elicit "in a bed" rather than the address.

Allow processing time – about 5 seconds between question and response.

Due to the stressful nature of interaction, breaks should be arranged. People with AS will probably need 15 minutes 'time out' to recover every hour. Formal interviews would be easier to manage if questions were written and submitted in advance. The person with AS can then consider their answers and write them down.

Open questions are hard to manage, so ask direct questions, always avoiding abstract concepts. Some people with AS would cope better responding from a multiple choice format.

There is a better chance of success on licence if people with AS are given a set of rules, which are carefully explained (especially any exceptions)

and which they can then follow.

Always be aware that showing empathy or seeing things from someone else's point of view may not be possible – this has relevance for restorative processes.

INFORMATION & NETWORKS

The National Autistic Society trains mentors to assist with communication: www.nas.org.uk
Autism: A Guide for Criminal Justice Professionals (rev 2011) National Autistic Society.

DYSCALCULIA

Aspects of Dyslexia and Dyspraxia commonly affect the acquisition of numeracy skills.

However, if the difficulties appear intractable, the term Dyscalculia may be used.

Dyscalculia is described as the inability to understand simple number concepts and to gain basic number skills. Those affected will use their fingers, even for the simplest calculations.

Three key challenges have been identified:

1. difficulty in processing numerical / mathematical information
2. an inability to internalise mathematical concepts
3. no grasp of the relative size and value of numbers.

WAYS OF WORKING

Do not make assumptions in numeracy areas, start at the most basic level

Associate the name of the number with the symbol

Count with adult 'tools' e.g. dominoes and objects (whatever is to hand)

Work with concrete materials before tackling paper-based tasks

Develop 'numerosity' by simple number sequencing activities, e.g. identifying the fifth item on a till receipt

Link coins with numbers by looking at the number written on the coin, then sequence them according to value

Use real life situations as much as possible to aid

understanding of concepts.

Clarify the language of maths e.g. plus, add, more than all mean a number getting bigger.

Provide a card with numbers listed up to 20, then 20, 30, 40 etc. up to 100.

Advice from a specialist:

Working with dyscalculic learners entails looking at the confidence and self-esteem of the learner before any teaching can take place. Work needs to be structured to begin at a level where learners can succeed and then move, step by step, into new or previously unsuccessful areas.

INFORMATION & NETWORKS

www.dyscalculia-zone.com/ A 'first-stop' resource, which leads to further information
www1.lpsonline.com/uploads/DyscalculiaChecklist.pdf

www.dyscalculiaforum.com
Practical Solutions Series: J Proustie (2000) Next Generation UK series includes:

Mathematics Solutions: An introduction to Dyscalculia / Planning & Organising Solutions/ Life Skills.

DYSLEXIA

Dyslexia is associated with unexplained difficulties with reading, writing and spelling. Even where literacy skills have been mastered, problems remain with skimming or scanning over text and retaining what has been read. Spelling is likely to remain erratic.

However, the core challenges are the rapid processing of language-based information and weaknesses in the short-term and working memory. Short term memory refers to remembering; working memory relates to retaining and accessing information whilst engaged in a task.

Associated problem areas include organisation, time management, sequencing and structuring written / spoken communication, word retrieval and attention span.

People with dyslexia may also suffer from Visual Stress when reading [see Section 7] and experience some of the following symptoms:



'glare' from the page or screen, headaches, eye strain, blurring or apparent moving of text, repeatedly losing their place.

Further information on visual stress: www.dyslexia-malvern.co.uk/visualstress

By adulthood most people with dyslexia have evolved coping strategies, which require energy and effort to sustain. These coping skills break down in stressful situations, accentuating areas of weakness and making them very vulnerable.

WAYS OF WORKING

When giving information, follow up with questions that check important points have been noted such as "So what do you need to bring?" NOT "Do you understand?"

Documentation should conform to good practice in minimising Visual Stress (Section 8).

Provide reminders in spoken and written form.

Work with the individual to set up a basic form of organisation at his/her level of technology.

During interviews, stick to chronological order rather than jumping around in time. Ask single questions rather than compound ones.

Beware that inconsistency in supplying routine information or details relating to the offence may be due to dyslexia. Sequencing and references to left/right may be inaccurate.

When engaging with learning, many people with dyslexia would fare better if they could represent their work as diagrams, images and spidergrams or mindmaps. This is in line with their visual-spatial approach.

In general terms, they find it helpful to be presented with an overview, before going into details. →

INFORMATION & NETWORKS

Dyslexia Information Pack (2000) Project for Greater Manchester Probation Service:
[www.dyslexia-malvern.co.uk/docs/justice/GMPS information sheets.doc](http://www.dyslexia-malvern.co.uk/docs/justice/GMPS_information_sheets.doc)
 British Dyslexia Organisation www.bdadyslexia.org.uk Follow link About Dyslexia > Adults
 Adult Dyslexia Organisation www.adult-dyslexia.org

DYSPRAXIA / DEVELOPMENTAL CO-ORDINATION DISORDER (DCD)

People with dyspraxia may appear slow and hesitant, with poor posture, co-ordination and balance. Muscle tone is poor and they are often clumsy. They may trip or bump into things. Some people come across as rude or abrupt. They have often experienced bullying.

People with dyspraxia are generally anxious in unfamiliar situations and often have difficulty judging how to behave. Their organisation is poor and approach to paperwork is chaotic.

Finding their way around is challenging. There are difficulties coping with maps and directions.

Dyspraxia is associated with poor sensory integration, which may cause over-sensitivity to noise, touch, light and an inability to screen out stimuli. This leads to sensory 'overload' and feeling overwhelmed.

WAYS OF WORKING

Whereas reading is less likely to be a problem, many of the WAYS OF WORKING for dyslexia apply – in particular relating to organisation and interviews.

Check if they would prefer to dictate information for forms, due to awkward handwriting.

Some people with dyspraxia find it hard to look after themselves and appear scruffy and shambolic. They may need guidance on appropriate clothing for court appearances and job interviews.

Check if special arrangements need to be made about lighting or other sensory issues.

Try and minimise distractions during study sessions. Suggest they take breaks.

Take account of great difficulty with navigation.

Information about venues should contain landmarks as well as directions. It may help to talk through the route.

INFORMATION & NETWORKS

www.dyspraxiafoundation.org.uk
www.dyspraxiauk.com
www.dyscovery.newport.ac.uk
 Living with Dyspraxia: A guide for adults M Colley (2006) Jessica Kingsley
 Transition: Employability for Young people with Dyspraxia, (no date given) A Kirby & S Drew, Dyscovery Centre

VISUAL STRESS

Visual Stress can make reading extremely uncomfortable for some people.

This condition is linked with dyslexia, dyspraxia, migraines and epilepsy. It may be due to undiagnosed or unresolved eye problems.

Solutions can include spectacles, eye exercises, a coloured overlay or tinted spectacle lenses. Where options are limited, a good quality coloured overlay may be helpful.

NOTES

1. Check out whether the individual is simply in need of a standard eye test or reading glasses.
2. Overlays may be available in Education departments. By experimenting with a selection of good quality coloured overlays the reader can select the most 'comfortable' shade. These are better supplied cut in half, A5 size, to fit in books or over handouts.
3. If problems have been identified, OPTOMETRISTS specialising in Visual Stress can be located on release via www.ceriumoptical.com or at www.s4clp.org
4. Those who find that a screen 'glares' will need to dim the brightness and should be helped to customise the background colour on their monitor / screen to a shade that is easier to read from.
5. Visual stress is exacerbated by certain features of text.

DISABILITY

In the UK a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities.'

Established by the Disability Discrimination Act 1995 and carried over into the Equality Act 2010.

People with Specific Learning Difficulties are covered by disability provisions if it can be shown that their everyday activities are adversely affected.

Some may have been on the Special Educational Needs (SEN) Register whilst at school. However school statements for SEN are less common nowadays.

Under the Equality Act, 2010, there is a duty to make reasonable adjustments to remove barriers for disabled people. This applies in situations where a disabled person would otherwise be placed at a 'substantial disadvantage' compared with people who are not disabled.

FURTHER RESOURCES

Touch Type Read & Spell www.readandspell.com

This program follows a phonic multi-sensory approach. Learners see words on-screen, hear them via headphones, spell them on the keyboard, and speak them during the session.

Units of Sound www.unitsofsound.net

Units of Sound is a 'second chance' phonics-based Reading and Spelling program, for all ages.

Shannon Trust Reading Plan www.shannon-trust.org.uk (formerly 'Toe by Toe')

This is a peer mentoring activity, in which literate prisoners become reading mentors, following a carefully structured programme. It is particularly appropriate to help prisoners with poor literacy who are reluctant to engage in education. This Reading Plan allows them to progress at their own pace and gain confidence. Shannon Trust volunteers work with prison staff to advise and support.

The Communication Trust. www.thecomunicationtrust.org.uk

Materials on communication issues, including Sentence Trouble (2009) relating to young people.

The Prison Reform Trust: No One Knows:



Learning Difficulties and Learning Disabilities in Prisons. One of a series of key reports on people with LDS / SpLDs in the criminal justice system. www.prisonreformtrust.org.uk/Publications/Publicationcategories/Learningdisabilities.

At recent conferences I have spoken on support for offenders with dyslexia and related conditions. This has led to a guide entitled: Releasing the Potential of Offenders with Dyslexia, currently in production. In order for this to be of maximum benefit to EPEA members I am soliciting contributions from different countries about dyslexia support in prisons as snapshots of good practice. I have received information about the Free from Learning Disabilities project in Finland and hope to have a section on the inspirational work of Dr Bruce Wall.

Sections will include support for literacy, numeracy, on-line learning and foreign nationals, resettlement work and European disability legislation, all within the context Specific Learning Difficulties.

Please contact me at mj@dyslexia-malvern.co.uk for further information or to offer a contribution.


Ideally contributions would be one page OR two pages including illustrations. The format should be as follows:

Background

Project / Programme

Contact / Follow-up details

Looking forward to hearing from you

Melanie Jameson
 Dyslexia Consultancy Malvern 

“When the students - inmates cannot visit a museum, then the museum visits them in prison”



September morning and the phone of our school, operating in the Avlonas Prison for Minors and Young Offenders, is ringing. On the other end of the line is Ms Theodora Seitanidou, the archaeologist in charge of the museum activities of the educational program “Diapolis” -a program designed for the education of foreign and migrant students in Greece.

“Mr Damianos, you have submitted an application form to participate in Action 9.5 regarding visits to various museums. Which museums would you like to visit and when?”, she asks. An enquiry completely normal if addressed to any other headteacher of

any other school. But not normal if addressed to me. I was taken by surprise. It was obvious that Ms Seitanidou was not aware that our students are minors and young offenders, that they are inmates. And so I tried to surprise her back... “If you want to bring the museums inside the prison facility, then you are most welcome to do so.”

And that is how it all started. We drew the necessary paperwork, we contacted the museums, and amazingly enough three of them responded positively: The National Museum of Modern Art The Byzantine and Christian Museum, and The National Archeological Museum of Athens -

all three of them agreed to come to the prison.

More paperwork as well as the necessary permits followed, accompanied by the wholehearted support on behalf of the Prison Administrator, Mrs Bouki, and work - a lot of work. Not tedious work, but fulfilling work. Creative.

With the teachers of our school as our focal point of reference, we prepped our students in order to welcome and understand the visits of the three museums, choosing each time a theme that we thought would appeal to them. To be more specific, with the help of our fellow teachers Douzeni Vasiliki and Papadima Lamprini and later on with more teachers, Savidi Eleni, Tyraski Alexandra, Chatziantoniou Ekaterini Karagiorgos Kosmas and Keskini Erini, we introduced our students to notions such as racism, borders, limitations, immigration, physical and mental detainment, xenophobia, and many others, without even hinting on the exhibits that would be shown to them by the museums on video projectors.

The museum educators, Ms Tsekou Marina and Ms Valkana Anina from the National Museum of Modern Art - Mr Gotsis Stathis and Mr Vosnidis Panos from the Byzantine and Christian Museum - Mss Koutsiana Panagiota, Selekou Maria, Kaletsopoulou Despina,



By Petros Damianos
Headteacher
of the High School-Lyceum
Of the Avlonas Prison for Minors
and Young Offenders, Hellas



workshop on ancient toys and crafts



Byzantine and Christian Museum presentation



Modern art work presentation on imprisonment



Roumeliotou Nektaria from the National Archeological Museum of Athens, exceptionally presented and elaborated on exhibits, such as ancient toys and related crafts, various modern art works inspired by imprisonment, icons, symbols, book crafting and everyday life in Byzantium era, to our students. The most amazing part of all this was the complete dedication on behalf of our students, who gave their all and responded with what could only be described as almost religious devotion to this experience, taking an active

part in the dialogue with the museum educators through the acute questions posed by the latter. And the participation in the art workshop that followed went beyond our most optimistic expectations.

Together with the National Museum of Modern Art, inspired by its exhibition regarding borders and immigration, we produced two pieces of art depicting our students' thoughts on freedom from incarceration and mental oppression. This amaz-

ing result will be put on public display from 18th to 30th June at the premises of the National Museum of Modern Art.

For the Byzantine and Christian Museum, we searched the museum's webpage and saw images of the everyday life, of uniforms and of symbols from that era. What impressed our students the most was the "Code" - and they decided to share their impressions by writing them in the same way. Thus, a manuscript-our students' manuscript - was created.

Last, but not least, came our cooperation with the National Archeological Museum of Athens. What drew our students' attention the most was a small statue, "The Young Refugee", depicting a toddler carrying his/her favorite toy, and brought to Athens by refugees from Asia Minor, back in 1922. This little -in size only- statue triggered a discussion on toys and games played by children. Most of our students who come from Algiers, Egypt, Morocco, etc, and those from the Balkans (Albania, Bulgaria, Turkey, Greece, and so on) claimed that before the time of computers and other technological gadgets, they used to entertain themselves the same way-they recognized some of the toys and games shown by the museum educators; games played by children hundreds of years ago. What we realized is that the entire Mediterranean region has been sharing the same toys and games-a fact that proves that even if we are different in so many ways, we are also very much alike in some others. And we all found a mutual point of reference-the beginning perhaps of trying to understand each other without taking into consideration factors such as race, ethnicity and religion.



Ancient toys and crafts presentation



Ancient toys and crafts presentation



Byzantine "Code" illustration



ancient games and sports drawing workshop

EPEA National Branches



The EPEA encourages the establishment of national branches to ensure that we are meeting the local, immediate and specific needs of our members, and in order to represent their interests at a national and international level. Any such representation is stronger coming under the auspices of the firmly established, well respected and international EPEA organisation. Working locally and collaboratively within a branch structure allows members establish a national presence so that they can achieve their objectives within the overarching protection, support and benefits that only an international NGO can bring.

What do we mean by a branch?

The branch is the local organisation of the EPEA at a national level. It shares the same basic aims as the EPEA as well as its governance structure. In effect, the branch is the EPEA's representative body in that country and it is the primary point of contact between the local members and the EPEA. The Steering Committee of the branch is comprised of elected volunteers responsible to the Steering Committee of the EPEA. The national branch itself cannot be an institutional member of

the EPEA. The individual and institutional members of the national branch are automatically individual or institutional members of EPEA.

Read more about the criteria for forming a branch http://www.epea.org/index.php?option=com_content&task=view&id=413&Itemid=456

FRANCE: EPEA France

Chairperson: Janine Duprey Kennedy
Deputy chair: Dominique Delaporte
Treasurer: Jacques Morin
Secretary: Thierry Hanssens

REP. IRELAND: IPEA, Ireland

Chairperson: Jane Carrigan
Secretary: Edel Cunningham
Treasurer: Peter Doyle
Liaison Persons: Veronica Hoen and Kevin Warner

HUNGARY: EPEA Hungary

Chairman: Peter RUZSONYI PhD
Secretary: Erzsebet VOROS
Teacher Coordinator: Zsuzsanna BORGULYANE ANTAL
Social organisations Coordinator: Mercedes MESZAROS

HELLAS: EPEA Hellas

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Secretary: Zouganelis Georgios
Treasurer: Samara Sophia
Members: Papadimitriou Ioannis, Chatzimanou Efthimia

MALTA: EPEA Malta

Chairperson: Dr. Joseph Giordmaina
Treasurer/Secretary: Dr. Anthony Vella

NETHERLANDS: EPEA-NL

Chairperson: Annet Bakker
Secretary: Ge Krekelberg
Treasurer: Ed Santman

NORWAY: FOKO, Norway

Chairperson: Hilde Linda Larsen
Deputy Chair: Tore Kjemperud
Treasurer: Per Sneeggen
Secretary: Paal Chr Breivik
Information manager: Knut Bjorn Strommen
Board members: Janne S Offerdal, Geir Dahl

SOLA - Scottish Offender Learning Association

Steering Group:
Kirsten Sams, Maurice McKenna, Joy Kemp,
Ryan Dobbin, Hazel Lynn, Jim Chalmers,
Martin Laidlaw, Katherine Brash,
Ian Henderson, Kaye Stewart

A tribute to an important EPEA person from N. Ireland, Mike Moloney



The Australian-born director of the Prison Arts Foundation passes away suddenly

Eulogy at Mike Moloney's funeral in Roselawn Crematorium, Belfast

I never expected to say what I'm about to say. Never ...

My name is Carlo Gebler. Sometime in the last century Mike Moloney rang me. He offered me a job, in prison. In the intervening twenty years I wrote to him every week. He read more words written by me than anyone else either has or will.

Mike Moloney's default position was one of indefatigable enthusiasm: he was an enthusiast who insisted continuously, enthusiastically we might say, that every human being, regardless of their history, had the capacity to do something good, to make something of cultural value, and he further believed, this was another aspect of his enthusiasm, that this kind of work, creative work of what ever form it took, could only lead to the deepening of a person's humanity, to their becoming in some way better, kinder, calmer, sweeter, more tender hearted, more human.

So Mike Moloney was one of this very small but most important elite, the enthusiast elite: moreover, and I know he did many things and had many interests as we're hearing today, his principle field of operation was the penal, and nowhere in our society are enthusiasts more sorely needed than in our prisons.

We are a society in thrall to punishment and

we have an insatiable need to demonize. Mike Moloney was implacably opposed to these cruel pieties and wedded, intellectually and emotionally, to the reverse. As a consequence he was often in conflict with our masters but he never balked: always, like Sisyphus, in a Sisyphus-like way, he just went on pushing the stone without stinting, without complaining.

And he did so, not only because it gave him some pleasure (and I think it did), he did so because of his conviction that it was his duty, as a human being to live by this article of faith: every human being was capable of being and doing something magnificent.

In our conversations Mike sometimes alluded to politics though politics was never a major strand in his conversation: however, his life, again in my opinion, was a political one: and, unlike many politicians who make the claim, because of what Mike believed and what Mike did, Mike really did leave the world a far better place than he found it.

Carlo Gebler
Artist
Wednesday 1 May 2013



www.prisonartsfoundation.com



Membership

www.epea.org/membership.htm

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

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

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

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

Objectives

which are also fundamental to The EPEA are:

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

To work with related professional organisations

To support research in the field of education in prisons

Membership Benefits

Magazine is only for members

As member you will receive a special membership CD with information about the EPEA

A magazine twice a year and regular bulletins
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 member by visiting
the web site of the EPEA

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



You become member in 3 steps:

Step ONE

Pay a membership fee

Two options,

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

Step TWO

Filling in a form indicating your particular fields of interests

Step TREE

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

**Further information about bank transfer -
See Web Site**

STEP ONE a) - PAYMENT BY CREDIT CARD

PayPal - Payment by Credit Card

Using PayPal a transfer fee of 2,00 euros is added to each of the membership fees.

Using ordinary bank transfer will save you
the extra 2,00 euros



STEP ONE b) - Alternative Payment by Bank Transfer

Alternatively you can use ordinary bank transfer
and save a payment fee of 2,00 euros

The fees are:

	1 year	2 years
Individual	20 euros	40 euros
Individual (Discount countries*)	10 euros	20 euros
Associate	30 euros	60 euros
Organization	150 euros	300 euros

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

* Discount for certain countries

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

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



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

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

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

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

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

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

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

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

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

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



<http://www.epea.org>

Visit epea web to find the Recommendation translated in 28 languages
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