

Calendar 2008

September 19-22, 2008
Perspectives on Social
Capital and Social Inclu-
sion

October 20-21, 2008
EAEA General Assembly
and conference in Dub-
lin
<http://www.aontas.com/newsandevents/conferences/bookings1.html>

November 14-16, 2008
"Intercultural Dialogue -
Challenge for Demo-
cratic Citizenship and
Human Rights Educa-
tion"

SPECIAL EPEA EVENTS

September, 11-14, 2008
Directors conference
Malmoe, Sweden

October 16-18, 2008
FOKO Conference,
Norway

October 16 – 19, 2008
Steering Committee
Meeting in Norway

2009, October 29 –
November 11
12th EPEA Conference,
Cyprus.

Write the editors
editors@epea.org

EPEA delegation visits Russia



First EPEA Hellas Conference



Modern Languages Education of Roma in Hungary

UN report on education in de- tention

Prison Education in Morocco

EPEA visit to Russia in June 2008

An EPEA delegation did visit The Modern University of Humanities in Moscow and in Samara and saw how MUH conduct Third Level prison education via distance learning from Moscow to Samara Detention Centre No 6 GUF SIN.



A telecasted discussion on the MUH education channel about prison education with participation of the EPEA delegate and members of the Ministries of Justice and Education, the Press, the Prison Service and University took place.



The exchange was sponsored by the Modern University of the Humanities (MUH) as the Russian colleagues have the intention to form a branch of the EPEA.

The EPEA will produce a special report about the visit.

Link:
http://www.epea.org/index.php?option=com_content&task=view&id=391&Itemid=445

ESF Project Success for Lancaster and Morecambe College

Lancaster & Morecambe College and key partners recently celebrated the success of an ESF project helping offenders to progress to employment or training after their sentence with the ultimate aim of decreasing the number of offenders that re-offend on release.

Further support was offered to offenders in custody who were approaching the end of their sentence. 'Pre-release' courses helped to develop personal and employability skills and Key Workers provided a 'Through the Gate' support role assisting offenders in gaining employment or accessing further training.

The project has been hugely successful, with over 150 offenders progressing to education, training or employment as a result of the project. 'We are delighted at the success of the project' says Sue Keenan, Deputy Manager for OLASS (Offender Learning & Skills Service) Lancaster & Morecambe College, 'It is an excellent example of outstanding partnership working to improve the lives of the people we work with.'

Each partner's presentation is available for download on the website

http://www.lmc.ac.uk/home/news/2008/esf_success.php

Modern Languages Education of Roma Children in Hungary

Handó Melinda, PhD-student, Pannon University of Veszprém, intend to cast light upon the significance of the problems of Roma children and the social and pedagogical reasons responsible for their failure in the Hungarian education system.



Hando says Roma form the largest minority group in Hungary, to which about 550000 people belong. Therefore society should devote more attention to the education of Roma children. It is proved that Roma children do not perform well at school, they fail more than their non-Roma classmates and language learning also causes a great problem to them. But what are the reasons behind their poor performance? How can we solve this problem? What can we, teachers do in order to help these children, especially in language learning?

Main problems of Roma children affecting their performance in the Hungarian education system: Different socialization, Lack of nursery school, Poor living conditions, Distrust: the relationship between parents and school, Language problems: poor Hungarian vocabulary, Uneducated parents, Prejudice and Lack of motivation.

Most of the teachers have trouble with the education of Roma children. They do not know how to deal with them, because they are not trained enough, so in many schools these children are regarded as stupid pupils, and frequently teachers try to get rid of them.

Fortunately there are some schools which created a complete pedagogical program to solve Roma children's problem, to reduce their disadvantage and lagging behind in the Hungarian education system. These are 'Hétszínvirág' primary school in Marcali, 'Kedves-Ház' boarding school, 'Németh László' primary school in Budapest, Gandhi Secondary Grammar school, in Pécs etc. Because of the lack of time I cannot present these great pedagogical program, but I would like to offer some activities to those teachers who want to help Roma children. They are very creative, so they can be successful in these activities and have a sense of achievement at school, which will motivate them. Besides these activities require co-

operation, and it is the best way to understand and accept each other, and appreciate each other's values.

Hando Melinda tells more about recommended activities on the following link:
<http://www.eaea.org/news.php?aid=15644&d=2008-06>
Authors e-mail:
handomelinda@freemail.hu

Reading difficulties in Norwegian prisons

A new research from the office of Fylkesmannen in Hordaland shows that between 50% and 70% of the inmates fails the criterion of being an acceptable reader for persons of their age.
Link

<http://fylkesmannen.no/fagom.aspx?m=20345&amid=2128846>
Contact for more information:
paal.chr.breivik@fmho.no

New heights in the US prison system

More than one in 100 adults in the United States are in jail or prison, an all-time high that is costing state governments nearly \$50 billion a year and the federal government \$5 billion more, according to a report released yesterday.

The growth in prison population is largely because of tougher state and federal sentencing imposed since the mid-1980s. Minorities have been particularly affected: One in nine black men ages 20 to 34 is behind bars. For black women

ages 35 to 39, the figure is one in 100, compared with one in 355 for white women in the same age group.

The U.S. Supreme Court has recently issued decisions giving judges more leeway under mandatory sentencing laws, and a number of states — including Texas, which has the country's second-highest incarceration rate — are seeking to reduce their prison population by adopting alternative punishments.

Full article found here
<http://rinf.com/alt-news/politics/new-high-in-us-prison-numbers/3681/>

Prison has success with early education

State Prison Mogelkjaer in Denmark has huge success in offering early education to inmates.

500 inmates was interviewed over a year on their job experience and education background by a professional evaluator and after that sent to qualifying education. Through cooperation with a local vocational school many inmates got certificates and jobs.

"The model used by the prison did not require a change in the law, but is based on being creative and using existing laws", the leader of the project Mr. Benny Christensen says.

The model is currently studied by several other countries.

First EPEA Hellas Conference

Written by Petros Damianos



At 10/5/08 at amphitheatre "Galatia Saranti" that is situated in Ministry of Education, took place the 1st Conference of EPEA HELLAS in title: "The Prison Education in Greece".



Chairperson Anne Costelloe, Secretary Anita Wilson, webmaster Per Thrane and Project Coordinator Valentina Petrova sent their wishes, promising that they will stand by EPEA HELLAS supporting the activities and efforts of this new branch.



Officers of Ministry of Education and Justice, criminologists, social workers, psychologists and of course prison teachers that work at Greek prisons attended the Conference.

The aims of Conference have been fulfilled. Very important views for the Prison Education in Greece were promoted by the speakers. Many new members joined EPEA HELLAS and at the end of the day the members were sixty "60".



Information in Hellenic and more photos

<http://www.epea.org/epeahelles>

Prison and Detention Center Conditions and education in prison in Morocco

Prison conditions in Morocco remained poor and generally did not meet international standards. Extreme overcrowding, malnutrition, and lack of hygiene continued to

aggravate the poor health conditions inside prisons. During the year the government completed one new prison, continued construction on eight new facilities, and renovated several more. During the year six education centers served the prison population, offering primarily vocational instruction.

Prisoners may choose either to continue their education and receive high school or university diplomas or to learn a trade. According to media reports, 30,000 inmates participated in prison education programs since 2001.

Report on Morocco:

<http://2morocco.blogspot.com/2008/07/us-reports-on-morocco-human-rights.html>

Dublin Conference Report

A report together with a video footage from the 11th EPEA Conference in Dublin last year has been sent to the participants of the conference.

The report is also available from the EPEA website

Link:

http://www.epea.org/index.php?option=com_content&task=view&id=55&Itemid=69

PRISONERS' RIGHT TO EDUCATION

Report to the United Nations Human Rights Council

The UN Special Rapporteur on Education wants interested people to inform him to:

- clarify the content of the right to education in places of detention
- identify those with the principal responsibility for its implementation
- highlight the most notable challenges faced in that implementation
- put together examples of innovative approaches to date and lessons learnt
- offer recommendations as to how implementation might be improved.

The Rapporteur wishes expressly to get the views of prisoners as part of his report.

The EPEA Steering Committee feel is very important that all members receive notification of this request and pass it onto their students/prisoners.

EPEA members can collect and return their students/prisoners responses directly to the UN Special Rapporteur. Alternatively, the EPEA Steering Committee is happy to receive the responses, collate them and compile a report to present to the UN. Whichever approach you wish to adopt is fine but it is important that prisoners are informed of this unique initiative, their opinions canvassed and responses returned to the UN before the end of the year.

Contact person
Anne Costelloe,
annecostelloe@eircom.net

"Intercultural Dialogue - Challenge for Democratic Citizenship and Human Rights Education"

DARE-Network for Democracy and Human Rights Education in Europe (www.dare-network.eu) would like to share some details on the upcoming conference "Intercultural Dialogue -- Challenge for Democratic Citizenship and Human Rights Education", from 14-16 November 2008 in Vienna, Austria.

Registration form:

http://www.dare-network.eu/downloads/Registration_Form_Vienna_Conference.doc

Invitation and programme overview:

http://www.dare-network.eu/downloads/Invitation_Vienna_Conference.pdf

Detailed workshop descriptions:

http://www.dare-network.eu/downloads/Workshops_Vienna_Conference.pdf

The conference is part of our current LLP Project DARE-Democracy and Human Rights Education in Adult Learning and aims at providing a forum for practitioners in formal and non-formal education, academia and activists, political scientists, educators in HRE/EDC, and policy makers from various levels. It aims to

contribute to the development of coherent European framework policies in HRE/EDC in order to improve the access to information and sufficient resources for relevant NGOs. The conference offers not only networking opportunities, but focuses on hands-on training and an exchange of best practices.

The findings and results developed during the conference will be published and used for the preparation of a hearing on EDC/HRE in the European Parliament in 2009. The conference will serve to provide input and networking opportunities on different levels.

Congratulation to Scotland

Scottish Offender Learning Association has applied to become a Branch of the EPEA. The EPEA Steering Committee will formally adapt the organization at the meeting in Norway in October. The Scottish Offender Learning Association (SOLA) 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 Scotland in accordance with the recommendations of the Council of Europe

Link:

<http://sola.org.uk>