

EPEA



European Prison Education Association

Vision 2025

A 10-year strategic vision adopted by the
EPEA Steering Committee

November 2015



www.epea.org

[@epeanews](https://twitter.com/epeanews)

facebook.com/epeaorg

EPEA on LinkedIn



EPEA Vision 2025 – A 10-year vision adopted by the EPEA Steering Committee, November 2015

Based on a draft vision outlined by the EPEA Steering Committee in June 2015

Contributors to the Draft Document:

Nyggi Aggernæs, Deirdre Brennan, Lena Broo, Angela Franke, Lya Männiste, Ioana Morar, Ioannis Papadimitriou, Paul Talbot

Formally accepted and adopted by the EPEA Steering Committee in Prague, 7th of November 2015.

Present at the formal acceptance of the 10-year Vision:

Nyggi Aggernæs (Treasurer), Annet Bakker (Chair), Deirdre Brennan (Webmaster), Nina Champion (Western Regional Representative), Ioannis Papadimitriou (Southern Regional Representative), Hubert Skrzynski (Central Regional Representative), Paul Talbot (Projects Officer), Per Thrane (Northern Regional Representative)

Document compiled and edited by Paul Talbot.

This document has been produced by the steering committee of the European Prison Education Association (2015). Copyright© EPEA 2015

Contents

Introduction.....	1
PART I – Context.....	2
1.1 The changing context of the organisation and its operating environment.....	2
1.1.1 Purpose of the EPEA – now and then.....	2
1.1.2 Categories of Action.....	4
PART II – Strategic Objectives	5
2.1 Promoting Education in Prison (PEP Strategy)	5
2.1.1 Research and Knowledge Development	5
2.1.2 Global Advocacy for Education in Prison.....	6
2.2 Providing value for members (PVM Strategy).....	8
2.2.1 Sharing knowledge and developing skills	9
2.2.2 Developing knowledge and practical solutions	12
2.2.3 Advocacy on behalf of members.....	13
2.2.4 Networking, solidarity and best-practice sharing	14
2.3 Developing and Growing as an Organisation (DGO Strategy)	15
2.3.1 Working in European Policy Frameworks.....	15
2.3.2 Membership and Growth	19
2.3.3 Organisational Fundraising and Other Sources of Income.....	24
2.4 Structure of the Organisation.....	27
ANNEX: Volunteer Agreement for Participation and Remuneration in Erasmus+ Projects.....	28

Introduction

The world is a different place than it was when the European Prison Education Association was founded in 1991. Technological advances have had a profound impact on education, on employment and on social-connectivity. Developments in domestic national and European educational policy frameworks – not to mention those in criminal justice – strike at the heart of the EPEA and its mission.

These changes reflect not only the practical context of teaching and learning in prison, but also the organisational context of the EPEA and the role it serves for its members in a 21st century interconnected world. How EPEA members can relate to each other and to the organisation, how we can collectively work in the interests of prison education and prison educators, and how we can ensure a positive impact on policy and practice is fundamental to the EPEA's mission, and is critical to its success.

Change can of course be both positive and negative. Change can provide new means for us to achieve our objectives. Change can equally put obstacles in our paths. Change can present new opportunities to do things better. Change can make the old ways obsolete. Change is ever-present and increasingly relevant to our work. Adapting to change can help us meet the challenges of the present and the future. It can help us to redefine our needs and those of the people we serve, and can help us identify new solutions for addressing and satisfying these needs.

The fundamental purpose of the EPEA is to promote education in prison in Europe and internationally. We can only achieve this as a robust and sustainable organisation able to identify and adapt to the challenges of the 21st century. The EPEA Vision 2025 sets out a vision for how the organisation can truly rise to the challenge and achieve its great potential for achieving maximum positive impact on education in prison over the coming 4 years and beyond.

PART I – Context

1.1 The changing context of the organisation and its operating environment

1.1.1 Purpose of the EPEA – now and then

In 1991, 5 founding members developed the basis for an organisation with the following purposes:

- To promote education in prison according to the Recommendation, R (89) of the Committee of Ministers to member States of the Council of Europe (1989), (i.e. according to the report, "Education in Prison").
- To support and assist the professional development of persons involved in education in prison through European co-operation.
- To work with related professional organisations.
- To support research in the field of education in prison

After initially slow growth, in 1996, the EPEA steering committee put forward a vision for how the organisation would look 10 years later. The '2006 Vision' set forth that the EPEA would have 800+ members throughout Europe and the rest of the world; it would register as an official European organization with an office and staff; it would have increased influence on developments in Eastern Europe and on research; it would hold regional and Liaison Persons conferences; it would hold an international conference, and; it would harness internet global communication.

The steering committee at the time identified a number of "key priorities" that were necessary in order for the EPEA "to achieve its Vision 2006 dreams". It needed to **improve the EPEA's role as a networking agent** by putting pressure on Liaison Persons to hold meeting of members at least twice a year, putting pressure on members to establish national branch, encouraging national Conferences, developing better information materials, and improving the Directory of members to include subject areas. It needed to **promote the Council of Europe Recommendations on Prison Education** by distributing copies to Ministries of Justice, and through local promotion by Liaison's Persons and members. It needed to strengthen its focus on **research** by encouraging / inviting research by Education Departments in universities, implementing surveys of prison education in Europe, encourage research through national branches, drafting a proposal for a research project under (the former) Grundtvig program, and encouraging research by practitioners in prison education. It needed to improve its **language interface** by having more sympathy for use of other language(s) in publications, by accurately translating the foundation

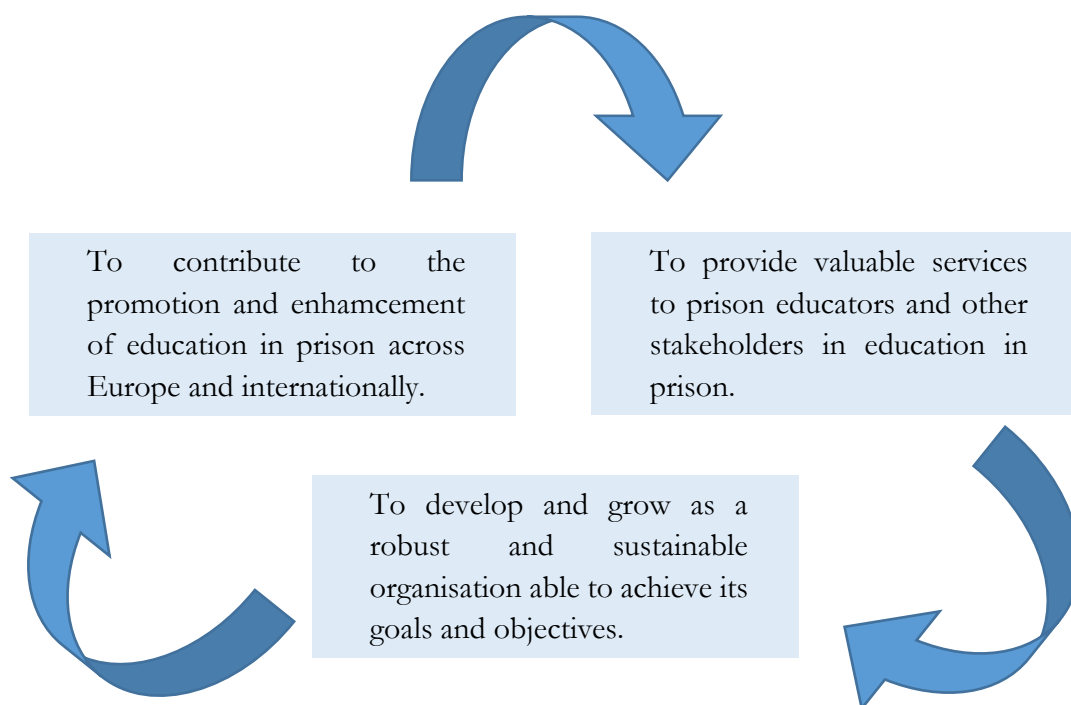
document, and providing other language versions of website. It needed to focus on the **stabilisation of the organization** by supporting and completing an existing Grundtvig project at the time, by strengthening involvement and ties with the Council of Europe, seeking to provide a permanent address for EPEA, and co-opting consultants for specific functions, and to **place the EPEA in a secure financial position** by increasing membership, getting involved in European Funding, applying to institutions/governments as an NGO, approach individual personalities, upgrading the brochure, and using conferences to market the organisation.

The purpose of the EPEA has not changed, and many of the issues presented in the 2006 Vision are still relevant today. However, the way that the EPEA can achieve this in the 21st century has changed. The organisation exists in an interconnected world where information is only a few clicks away, and where the self-publishing of information by individuals and other organisations is a common day-to-day occurrence. People don't necessarily need organisations to network – people can create their own networks, can meet using free teleconferencing facilities and exchange data at the speed of light.

Whereas in previous years, the EPEA has been able to have an impact on policy and practice through bringing people together to share and distribute information through its members, it is no longer enough in the 21st century for groups of volunteers to meet and share best practice and hope that this will result in change. The EPEA needs to produce and disseminate professional and credible information. It needs to engage in targeted advocacy. It needs to provide practical resources for researchers and policy makers. It needs to provide state-of-the-art training and development. It needs to raise the profile of education in prison to a new generation of educators. It needs to be actively involved in improving education in prison, not only offering a platform to practitioners. To fulfil its work as an effective advocacy NGO in the 21st century, the EPEA needs a strong financial and institutional capacity. For this, it needs a strong membership. In turn, this means that the EPEA needs to offer something of concrete value that makes it an attractive choice for current and potential members.

So whilst there is no need to change the purposes of the EPEA – it's original constitutional purposes are as fitting now as they ever were – it is perhaps necessary to re-categorise the purposes of the EPEA to provide a clearer strategic overview. Accordingly, we can see the original purposes of the EPEA falling to three very distinct; but mutually reinforcing categories.

1.1.2 Categories of Action



The clear and obvious goal of the EPEA is to contribute to the promotion and enhancement of education in prison. This is the cause that the organisation believes in, and is the reason why it is supported by its members. However, the EPEA simply cannot achieve this without its members, and so needs to explore strategically how it can provide a valuable service to its members whilst in pursuit of its goal to promote education in prison. It also needs the resources and capacity to achieve its objectives to its full potential. These areas are highly synergistic and mutually reinforcing.

The three areas collectively fulfil the original constitutional purposes of the EPEA, but need to be approached in very different ways in order for these purposes to achieve maximum impact.

Each of these areas requires its own strategy. The remainder of Part 1 of this document outlines the underlying context of these areas, and puts forward strategic recommendations based on this context. Part II of this document puts these contextual recommendations together to form a broad vision for the organisation. Part III of this document elaborates a concrete and realistic strategic plan, outlining what the EPEA can do to work towards this vision within the next 4 years.

PART II – Strategic Objectives

2.1 Promoting Education in Prison (PEP Strategy)

This section looks at how the EPEA can seek to make a contribution to the field of education in prison, with a focus on the practical on-the-ground impacts. The EPEA is not itself a provider of education in prison, nor can it financially support the provision of education in prison, unlike organisations such as the UK’s Prisoners’ Education Trust. However, the EPEA can make global contributions to promoting and improving education in prison through (1) the creation and dissemination of knowledge and policy recommendations, and (2) through advocating for and promoting education in prison to a wide-as-possible audience. These areas should be seen as synergistic, and should be approached in such a way that they can be mutually reinforcing.

Research and knowledge development in the field of education in prison	Global advocacy for education in prison
<ul style="list-style-type: none"> • <i>Promote research in the field of education in prison</i> • <i>Make evidence-based recommendations on policy and practice</i> 	<ul style="list-style-type: none"> • <i>Promotion and support of European policy and recommendations relating to education in prison</i> • <i>Promotion of teaching in prison as a professional identity and viable career path</i> • <i>Raise the profile of prison education internationally</i>

2.1.1 Research and Knowledge Development

Research can help to validate and verify the practical issues faced by prison educators, and can help to find solutions through its contribution to knowledge, practice or policy. The EPEA should be trying to inform the research agenda by highlighting research needs in relation to experiences in practice – a full and clear understanding of the current issues concerning education in prison, and what research is needed to address these issues. The EPEA can itself get involved in the production of research, and should both be seeking funding to participate in research projects and be providing scholarships to promising researchers to provide around the issue of prison education. By organising small academic conferences, the EPEA can promote the sharing of research ideas and outputs, and can generate debate in the academic field. Creating the post of research officer on the S/C would help to bridge the gap between the research field and the operation of the organisation.

Strategic Objective PEP 1

The EPEA should strengthen its involvement in research. The EPEA should better determine the grassroots research needs, and put itself in a position to issue scholarships to doctoral students and post-doctoral researchers who wish to research topics of relevance to the EPEA and its members. The EPEA should encourage discussion and debate wherever possible through participating in and organising academic conferences. Strengthening the bridge between the EPEA and the research world could be achieved by appointing a co-opted research officer to the steering committee.

Research itself has limited value unless it can be made to have an impact on policy and practice. The EPEA should be able to produce solid evidence-based recommendations directed at policy makers and practitioners / educators, in collaboration with other organisations, to maximise the flow and dissemination of knowledge to the places where it can have the biggest potential impact. This knowledge can help to inform the EPEA's advocacy work, and can provide valuable information to its members.

Strategic Objective PEP 2

The EPEA should work to turn research into targeted and evidence-based recommendations.

2.1.2 Global Advocacy for Education in Prison

One of the core functions of the EPEA is to act as an international advocate for education in prison. It is mandated to monitor and promote the observance of the Council of Europe recommendations R(89)12 on education in prison at all opportunities. Promoting the Council of Europe recommendations R(89)12 on education in prison can be highly related to other strategic activities of the organisation.

Strategic Objective PEP 3

The EPEA should continue to take every available opportunity to promote the Council of Europe Recommendations R(89)12 through its other activities.

However, given the context of the changes in prison education – and the adult education landscape more generally – the existing recommendations are in danger of themselves becoming obsolete. Beyond simply being a voice for promoting the existing recommendations, the EPEA should ensure it concentrates on ensuring that

these recommendations are up-to-date in light of changes in the educational landscape over the last 25 years (closing the digital gap, amongst others). The EPEA needs to increase its role at a European parliamentary level to push for changes and updates to the recommendations, and use its influence to garner support from member states to achieve this.

Strategic Objective PEP 4

The EPEA should engage systematically at a European parliamentary level, and implement appropriate advocacy strategies to garner support for updating R(89)12 in light of changes in the educational landscape.

The profession of teaching in prison is also an issue worthy of advocacy. The teaching profession more generally is one in decline in Europe, according to a 2013 EACEA/Eurodyce Report:

In the great majority of European countries, there are fewer teachers in the age groups below 40 than in the age groups above. In secondary education, the picture of an ageing teaching workforce is particularly pronounced: Almost half of teachers are aged over 50 in Bulgaria, the Czech Republic, Germany, Estonia, Italy, the Netherlands, Austria, Norway and Iceland. Moreover, percentage [sic] of teachers in the age group below 30 is particularly low in Germany, Italy and Sweden. [...] This situation, combined with a declining number of applicants for teacher education, could lead to teacher shortages and more new and qualified entrants into the teaching profession are therefore needed.¹

If there are fewer teachers in the mainstream educational sector, then there will be fewer in the prison education sector (adult education or school education). This is a problem for prison education and prison educators alike. Prison educators need a body to support, uphold and promote the growth of their professional identity. Prospective and newly-qualified teachers should be aware of teaching in prison as a viable and attractive career choice.

Strategic Objective PEP 5

The EPEA should find ways to promote teaching in prison as a viable career choice for prospective and newly-qualified teachers.

¹ European Commission / EACEA / Eurodyce, 2013. *Key Data on Teachers and School Leaders in Europe. 2013 Edition. Eurodyce Report*. Luxembourg: Publications Office of the European Union. p.17. Available Online: http://eacea.ec.europa.eu/education/eurodyce/documents/key_data_series/151EN.pdf

Many people are not aware that there is education in prison; fewer still appreciate the clear and positive benefits that such education provides. It is unacceptable that prison educators should need to justify the work that they do, or be made to feel like they are working on the fringes of society. The whole profile of education in prison needs to be raised and enhanced internationally, and the EPEA is one of a small number of organisations across the world who can claim the legitimacy and capacity to engage in such awareness-raising work. The EPEA should ensure that as many people as possible are aware of the value that education in prison has both on individuals and wider society. Attempts should be made to target political groups that are traditionally unsupportive of education in prison, and to present the social and economic evidence that indisputably makes the case for more investment in this area.

Strategic Objective PEP 6

The EPEA should do more to enhance the profile of prison education internationally, so that more people know about it, and are aware of its wider benefits.

2.2 Providing value for members (PVM Strategy)

This section looks at the organisational context of the EPEA, in terms of the context and challenges of running a European Members' NGO, and how the EPEA can best achieve its mandate and objectives as an organisation for prison educators. Without people – without members – the organisation is no organisation at all. We need to understand how the EPEA can provide value to its members, and keep them engaged in the work of the organisation.

The EPEA needs a very clear idea of what its members expect from the organisation. The organisation needs to appeal not only to existing members – many of whom are committed and long-term supporters of the EPEA – but needs to respond to what potential members would look for in a European NGO, particularly to new generations of younger teachers and researchers and the policy makers of tomorrow.

Specifically, the EPEA will strategically focus on 3 critical areas – (1) sharing knowledge and developing skills; (2) developing knowledge and practical solutions, and; (3) advocacy on behalf of members. A fourth area - networking, solidary and best-practice sharing – is seen as both a major contributing factor to addressing the first 3 critical areas, whilst also being a valuable objective in and for itself. These areas should be seen as synergistic, and should be approached in such a way that they can be mutually reinforcing.

Sharing knowledge and developing skills	Developing knowledge and practical solutions	Advocacy on behalf of members
<ul style="list-style-type: none"> • <i>Access to research outputs, resources and best practice</i> • <i>Up-to-date news and opinion on issues concerning education in prison from across Europe and internationally</i> • <i>Information on European policy and developments</i> • <i>Diverse training and development opportunities</i> 	<ul style="list-style-type: none"> • <i>Promoting member-driven research and debate in academic, practitioner and policy spheres</i> • <i>Consultation on grassroots needs and concerns</i> • <i>Developing new tools and approaches through collaborative EU projects with members and other international experts</i> 	<ul style="list-style-type: none"> • <i>Strengthening education in prisons as a distinct professional identity</i> • <i>Lobbying and support at policy levels</i> • <i>Keeping members informed of all advocacy activities</i>
<p>Networking, solidarity and best-practice sharing at all levels</p>		

2.2.1 Sharing knowledge and developing skills

EPEA members need to be able to see their membership of the organisation as facilitating their access to research outputs, resources and best practice. The EPEA must then establish a means by which to collate these outputs, resources and best practice, and by which to provide easy and user-friendly access to members.

Research outputs refer to the results of any scientific or practitioner research that takes place in the field of education in prison. The Journal of Prison Education and Re-entry (JPER) has established a dedicated platform for research in this field, although as an open-access journal there is no degree of exclusivity for EPEA members. The JPER provides a very positive foundation for communicating research outputs to EPEA members, but the EPEA needs to consider ways to translate research outputs into practical tools that EPEA members can benefit from. For example, the JPER – along with other research results in this area – needs to be converted into manageable bulletins and policy papers for EPEA members. This has the advantage that members receive relevant and up-to-date research information in an easily accessible form. It also has the advantage that the EPEA as an organisation is actively processing the flow of research outputs, creating policy reports that can influence the advocacy activities of the organisation, and help to keep organisational policy current and based on the state-of-the-art.

Strategic Objective PVM 1

The EPEA needs to provide easily-understandable and accessible summaries of the latest research outputs that can inform the thinking of EPEA members and provide solid factual foundations for up-to-date policy reports to form the basis of advocacy work and internal strategic thinking.

EPEA members demand up-to-date news and opinion on issues concerning education in prison from across Europe and internationally, and information on European policy and developments. This has traditionally been the objective of the EPEA newsletter and magazine. These publications have been delivered as PDF documents attached to emails, sent from the secretary to the regional representatives to distribute to the liaison persons who are expected to distribute further. This model of distribution is clearly outdated in two very clear respects.

- Firstly, living in a world of digital communication and social media, people are constantly bombarded with information per email and have to make very quick decisions as to what is important and worth reading. An email with a PDF attachment is unlikely to grab the reader's attention, and can appear to lack professional and institutional credibility in comparison to professionally-designed media-driven communications. This impacts the image of the organisation, and how the organisation is to be perceived by members and potential members.
- Secondly, the structure of passing information down through a hierarchical structure is not something that we can rely on, or over which the EPEA can maintain any degree of control. It reflects the old 'network' perception of the EPEA, which needs to change if the organisation is to compete effectively as a successful and influential European NGO.

These previous models reflected an organisation which needed to share information with its members, and which relied on its members to use this information to inform practice and policy in their respective environments. This model was befitting of an organisation in the 1990s and even still in the early 2000's. The 2006 Vision of the EPEA discussed the need to create better information materials, and the current view is that the EPEA needs to continue on this path, taking into consideration the changing methods of information exchange. If the EPEA is to move forward as a strong, sustainable and powerful stakeholder in prison education, with the potential to influence change, it needs to maintain a powerful presence, which requires the creation and distribution of information from a centralised point, where the content, scope and distribution of information is planned and executed in alignment with organisational strategic goals. To bring the EPEA communication strategy up-to-date, and to use this communication to maximise the effectiveness of relevant information exchange, there needs to be a greater focus on the collection and production of relevant and interesting information. Information needs to be communicated more

frequently in manageable chunks to avoid information overload, and it needs to be presented in an accessible and attractive fashion.

Strategic Objective PVM 2

The EPEA needs to provide easily-understandable and accessible information on current news, opinion, policy and developments concerning education in prison in Europe and internationally, in a frequent and attractive format.

The final area concerning information exchange and skills development concerns the activities of the EPEA as a training provider. Until now the EPEA has offered a training course in combination with the bi-annual EPEA conference, although this has primarily been a means to obtain funding for individuals to attend the conference. Changes in European funding regulations make the provision of training an even more important issue for the EPEA, not least because other forms of funding for conference attendance have been revoked. The European Erasmus+ programme provides a degree of funding for organisations (employers) to send their staff on training programmes which fulfil these organisations so-called ‘European Development Plans’ (an EPEA member needs for their employer to submit these plans to their Erasmus+ National Agency to gain funding to send their staff on European training courses).

Whilst this is bureaucratically problematic, it does provide a number of clear opportunities. Firstly, the EPEA can strengthen the attendance at their bi-annual conference by establishing the conference as a training event, with a series of training workshops, lectures and seminars, geared towards achieving very specific learning outcomes. Secondly, the EPEA can strengthen its role more generally as a training provider, by offering a range of diverse training courses throughout the year. By identifying what organisations (employers – prisons, NGOs, Ministries of Education and Justice, etc.) demand in terms of training for their staff (those staff involved in adult education), the EPEA can develop and offer several training course throughout the course of the year, which meet employers’ needs and reflect their European Development Plans. Thirdly, in order to encourage employers to send their staff on EPEA training courses, the EPEA needs to strengthen its relationship with the organisations concerned, which necessarily forces the EPEA to further develop its professional credibility as a major player and institutional partner in this field.

There is no shortage of training courses that the EPEA could offer – over the course of the last years, a great deal of courses have been developed through European-funded projects. Training could also be an opportunity to transfer knowledge based on research outcomes and policy developments. All training events offer the potential for networking, and can be combined with liaison person meetings, regional meetings and other organisational assemblies.

Strategic Objective PVM 3

The EPEA needs to compile a catalogue of training courses in different areas that can be offered to EPEA members. These courses can be developed on the back of EU-project results in the last years, or on research outcomes and policy developments. The EPEA needs to strengthen its relationship with employers to develop a clear and systematic approach to creating European Development Plans, and support employers in identifying training needs, obtaining funding, and validating learning outcomes.

2.2.2 Developing knowledge and practical solutions

To provide practical solutions for its members, the EPEA needs to know what the members need. Conducting regular consultation with members on what the real issues are concerning their work, the EPEA can inform its activities and advocacy work. Producing an annual consultation report would give members a clear voice in shaping the work of the EPEA and raising awareness of the issues faced at grassroots level.

Strategic Objective PVM 4

The EPEA should seek to give members more of a voice to express their needs and concerns relating to the practice of education in prison. The EPEA can use knowledge from members to determine what knowledge and solutions are required, and help to form the EPEA's operational objectives on a rolling basis.

If the EPEA is involved in wider research in the field of education in prison (see IEP Strategy), EPEA members should benefit from being at the cutting edge of these developments and, as practitioners in the field, should be in a position to influence the research agenda. As such, the EPEA should be promoting member-driven research and debate in academic, practitioner and policy spheres, by encouraging this research, and providing a platform for debate.

Strategic Objective PVM 5

The EPEA should involve its members in research activities, and actively encourage their participation and contribution to research agendas and outcomes.

Being involved in EU projects offers a range of benefits to the EPEA in terms of developing new tools and approaches. Projects can provide the structure and resources to conduct grassroots research, to develop innovative new training courses for prison educators, to develop tools and practices for use in prison classrooms, as well as generate ideas and creativity for doing things differently. EU projects are not

only 2- or 3-year activities in which to reach as many prison teachers or prisoner learners as possible, but are tools to help the EPEA and its members achieve their longer-term objectives. EU projects can create concrete and tangible materials to support prison educators in their work in the future, but can also create abstract, intangible changes to the status quo through capacity building, or highlighting issues on a policy agenda, which can equally serve to support the medium- and long-term goals and objectives of the EPEA and its members. Such projects, of course, have the added benefit of encouraging international collaboration and networking and can provide opportunities for formal meetings and assemblies. They also help to promote the EPEA and its mission to a broader audience.

Strategic Objective PVM 6

The EPEA should be involved in EU projects. It should also have systems in place for developing project ideas with its members, so that projects can be used to achieve realistic and valuable objectives in the sector.

2.2.3 Advocacy on behalf of members

The EPEA should advocate for a collective identity for its members as educators in prison, strengthening the professional identity and solidarity of those working in this field. The EPEA should encourage positive recognition of those who teach in prison, not only within the organisation, but externally in the public sphere, and make known the work that is done by these remarkable people.

Strategic Objective PVM 7

The EPEA should find more ways of recognising and celebrating the work done and success achieved both by prison educators and learners in prison.

The EPEA should act as the institutional representative for stakeholders in education in prison in Europe. If any one single prison educator group of prison educators faces a problem in their professional sphere that damages their capacity to provide education according to the recommendations outlined by the Council of Europe, they should know that the full membership of the EPEA is behind them, and that the organisation will make their case known, and use the full strength of the organisation to lobby in support of them.

Strategic Objective PVM 8

The EPEA should be prepared to investigate and support the grievances of individual members concerning institutional practices contrary to the recommendations R(89)12 by lobbying decision makers where individuals make ‘bad practice’ known to the EPEA.

The EPEA’s advocacy activities are not necessarily something that may be very present and obvious to members. The EPEA should produce an annual report on its advocacy activities, demonstrating value for their membership fee, and keeping them informed of alliances formed and challenges faced in advocacy efforts.

Strategic Objective PVM 9

The EPEA should report to its members on its advocacy activities on an annual basis.

2.2.4 Networking, solidarity and best-practice sharing

EPEA members want to be able to take advantage of networking opportunities. Networking with like-minded people with similar professional backgrounds is a part of strengthening the solidarity of members – both on a professional level, as prison educators, but also on an organisational level, as EPEA members. Networking also provides the opportunity to share best practice, both formally and informally. Much of the EPEA’s work in the last 20+ years has been built around this idea of networking, solidarity and best-practice sharing. As the EPEA moves into a new era, it should be recognised that networking, solidarity and best-practice sharing can no longer be the overarching strategic goals of the organisation; 21st century digital interconnectivity facilitate these activities without EPEA, and by maintaining a core focus on these activities, the EPEA will eventually become redundant as an organisation. However, by ensuring that these activities are achieved as a result, or side-effect, of other strategic activities, the EPEA can be sure to continue to offer its members networking opportunities, whilst at the same time establishing strength and capacity in other areas critical to the sustainable continuation of the organisation, and of its relevance to EPEA members and other stakeholders in the field.

Strategic Objective PVM 10

The EPEA should ensure that maximum networking, solidarity and best-practice sharing is achieved as a result of all of its activities.

2.3 Developing and Growing as an Organisation (DGO Strategy)

This section describes the financial and capacity-based context of the EPEA, and how this can best be strengthened to help the EPEA achieve its mandate and objectives. We need to understand how the EPEA can grow sustainably, how it can align its activities to meet the changing dimensions of the European policy framework, and how it can secure funding to ensure its continued success in promoting education in prison and supporting educators working in this field.

Specifically, the EPEA will strategically focus on 3 critical areas – (1) working within European policy frameworks (2) membership and growth, and; (3) organisational fundraising and sources of finance.

Working within EU Policy Frameworks	Membership and growth	Fundraising & sources of finance
<ul style="list-style-type: none"> • <i>Aligning activities with European education policy</i> 	<ul style="list-style-type: none"> • <i>Monitoring membership and fees</i> • <i>Promoting the organisation to non-members</i> • <i>Youth engagement and student membership</i> • <i>Enhancing the role and participation of branches</i> 	<ul style="list-style-type: none"> • <i>Funding through official European sources</i> • <i>Fundraising and advocacy</i> • <i>Sponsorship and donations</i>

2.3.1 Working in European Policy Frameworks

The EPEA could – and should - be a progressive organisation, seeking to change the status quo in terms of education in prison. However the EPEA should not disregard its strong ties to existing policy objectives within Europe. The organisation was founded on the basis of the Council of Europe’s adoption of the Recommendations on education in prison, and so profits from the institutional legitimacy of its mission. The EPEA, whilst pursuing a progressive agenda for education in prison in Europe and internationally can benefit so much from working in collaboration with and support of existing policy objectives.

- By demonstrating that we, as a European NGO, are pursuing our goals by working within and towards existing and legitimate EU policy objectives, we can increase our access to funding and enhance our credibility as a powerful NGO in Europe.

- By heightening awareness of the links between our goals and the objectives of EU policy, we can do more to raise the profile of prison education within the existing policy framework.
- By increasing our strength, profile and capacity at an operational and political level, we can exercise more influence on policy-making processes, and promote those progressive changes that we are working so hard to achieve.

The EPEA is a European NGO in the field of Adult Education, and is therefore very strongly connected to the framework of European education policy. The EPEA is also arguably active in the field of criminal justice – particularly relating to conditions of detention. Relevant criminal justice issues were strongly reflected in European criminal justice policy up until 2013. The European Commission’s 2014-2020 Justice Programme however is largely more concerned with judicial, rather than custodial issues, and is unlikely to present opportunities or synergies for the EPEA.

2.3.1.1 *Summary of EU 2020 Education Policy*

The objective of European policy on education and training is aimed at “supporting the improvement of national education and training systems through the development of complementary EU-Level tools, mutual learning and the exchange of good practice via the open method of coordination” (OMC).

The strategic framework for European cooperation in Education and Training (ET2020) emphasises the crucial role played by education and training in meeting socio-economic, demographic, environmental and technological challenges, and calls for “efficient investment in human capital through education and training systems [...promote] personal fulfilment, social cohesion and active citizenship.

The primary goal of European cooperation is to contribute to the development of education and training systems in European Member States, aimed at:

1. The personal, social and professional fulfilment of all citizens
2. Sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue

Meeting these goals should help the European Union “achieve its goal of becoming a world-leading knowledge economy”. There are 4 strategic objectives set out by the ET2020 strategy²:

² ² <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2009:119:FULL&from=EN>. According to information at http://europa.eu/legislation_summaries/glossary/open_method_coordination_en.htm, the OMC is “based principally on jointly identifying and defining objectives to be achieved (adopted by the Council); jointly established measuring instruments (statistics, indicators, guidelines) and; benchmarking, i.e. comparison of the Member States' performance and exchange of best practices (monitored by the Commission)”. This places the rules adopted by the Council of Europe (1989) as a central tenet of the OMC in relation to education in prison.

Strategic objective 1 - Making lifelong learning and mobility a reality: The challenges posed by demographic change and the regular need to update and develop skills in line with changing economic and social circumstances call for a lifelong approach to learning and for education and training systems which are more responsive to change and more open to the wider world. While new initiatives in the field of lifelong learning may be developed to reflect future challenges, further progress with ongoing initiatives is still required, especially in implementing coherent and comprehensive lifelong learning strategies. In particular, work is needed to ensure the development of national qualifications frameworks based on relevant learning outcomes and their link to the European Qualifications Framework, the establishment of more flexible learning pathways — including better transitions between the various education and training sectors, greater openness towards non-formal and informal learning, and increased transparency and recognition of learning outcomes. Further efforts are also required to promote adult learning, to increase the quality of guidance systems, and to make learning more attractive in general — including through the development of new forms of learning and the use of new teaching and learning technologies.

As an essential element of lifelong learning and an important means of enhancing people's employability and adaptability, mobility for learners, teachers and teacher trainers should be gradually expanded with a view to making periods of learning abroad — both within Europe and the wider world — the rule rather than the exception. In so doing, the principles laid down in the European Quality Charter for Mobility should be applied. To achieve this will require renewed efforts on the part of all concerned, for instance with regard to securing adequate funding.

Strategic objective 2 - Improving the quality and efficiency of education and training: High quality education and training systems which are both efficient and equitable are crucial for Europe's success and for enhancing employability. The major challenge is to ensure the acquisition of key competences by everyone, while developing the excellence and attractiveness at all levels of education and training that will allow Europe to retain a strong global role. To achieve this on a sustainable basis, greater attention needs to be paid to raising the level of basic skills such as literacy and numeracy, making mathematics, science and technology more attractive and to strengthening linguistic competences. At the same time, there is a need to ensure high quality teaching, to provide adequate initial teacher education, continuous professional development for teachers and trainers, and to make teaching an attractive career-choice. It is also important to improve the governance and leadership of education and training institutions, and to develop effective quality assurance systems. High quality will only be achieved through the efficient and sustainable use of resources — both public and private, as appropriate — and through the promotion of evidence-based policy and practice in education and training.

Strategic objective 3 - Promoting equity, social cohesion and active citizenship: Education and training policy should enable all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to

foster further learning, active citizenship and intercultural dialogue. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education. Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, including, where appropriate, through second-chance education and the provision of more personalised learning. Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds.

Strategic objective 4 - Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training: As well as engendering personal fulfilment, creativity constitutes a prime source of innovation, which in turn is acknowledged as one of the key drivers of sustainable economic development. Creativity and innovation are crucial to enterprise development and to Europe's ability to compete internationally. A first challenge is to promote the acquisition by all citizens of transversal key competences such as digital competence, learning to learn, a sense of initiative and entrepreneurship, and cultural awareness. A second challenge is to ensure a fully functioning knowledge triangle of education-research-innovation. Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted with a view to creating a climate conducive to creativity and better reconciling professional and social needs, as well as individual well-being,

Other critical criteria: Education and training should promote peer learning and the exchange of good practice including the dissemination of outcomes; provide evidence and data from all relevant European networks; produce clear and visible outcomes that can be reviewed for continuous evaluation and development; promote cross-sectoral cooperation between EU initiatives in education and training and those in related policy areas; encourage synergies between education, research and innovation; use transparent ways of networking between relevant EU institutions and all relevant stakeholders; encourage policy dialogue with third countries; promote cooperation with international organisations as a source of fresh ideas and comparisons

By actively framing our activities in a way that we can demonstrate how the EPEA can contribute to making lifelong learning and mobility a reality, how it can improve the quality and efficiency of education and training, how it can promote equity, social cohesion and active citizenship, and how it can enhance creativity and innovation, including entrepreneurship, at all levels of education and training, we can begin to strengthen our position in the European policy arena, and then make this work for us,

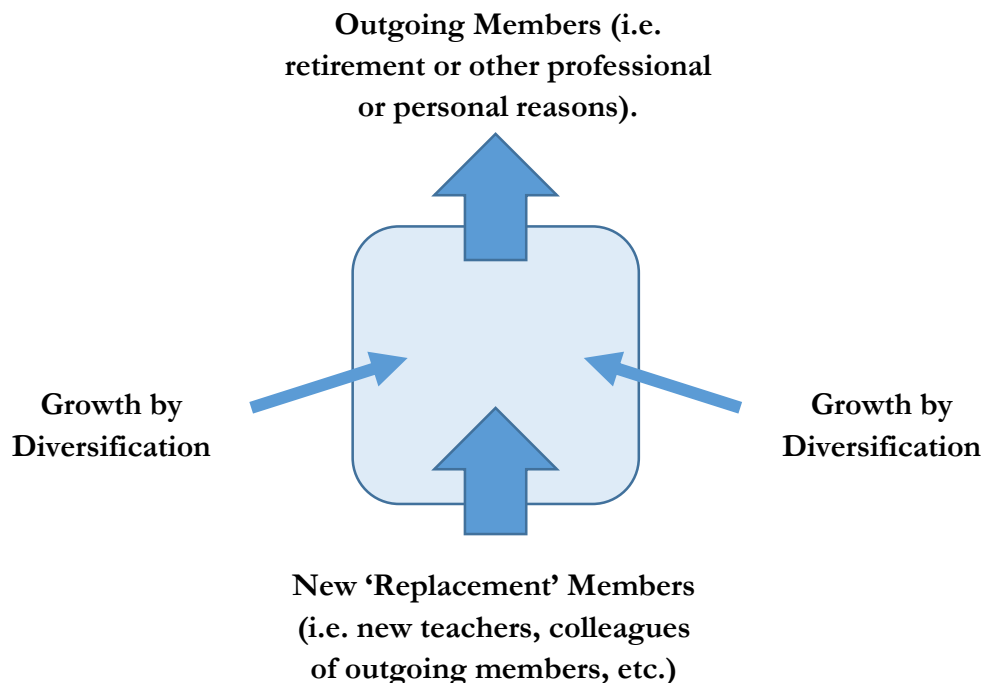
our interests, and the interests of educators and learners in prisons in Europe and around the world.

Strategic Objective DGO 1

The EPEA needs to demonstrably align its activities with those supported by EU policy by identifying links and synergies with EU policy and strengthening and highlighting the way that our activities contribute these areas.

2.3.2 Membership and Growth

Membership is a core foundation of the success of the organisation. The EPEA needs to determine what its membership should look like over the next 10 years – including addressing the need to attract new, young prison educators to the organisation. It cannot be taken for granted that new members will join as older members move towards retirement age. Instead, the EPEA needs to fight to attract younger members to the organisation, and to expand membership more broadly by diversifying its stakeholder group, whilst at the same time maximising the retention of existing members who might think about leaving the organisation.



As outlined above, the EPEA needs to ensure that the PVM Strategy is fully realised, so that members continue to want to be part of the organisation. This will be the core factor aimed at maximising membership.

However, a more strategic approach is needed in order to focus on these different types of member – existing members (retention strategy), new ‘replacement’ members (incentive strategy) and new types of members (diversification strategy).

Existing members may be retained by various means – largely by ensuring the PVM strategy is fully implemented – but also through ensuring that members perceive the benefits of membership.

Firstly, encouraging member involvement helps to prevent members feeling like passive observers of the organisation, and so it will be important to give all members the opportunity to take some kind of action to prevent them from losing interest in the organisation. Disinterested members may disengage with the organisation, failing to renew their membership, moving on to other activities. Encouraging involvement could be as small as encouraging voting participation in elections, but other forms of involvement such as attending events, helping with fundraising, taking advantage of projects and partnerships may contribute to a sense of active involvement. Whilst many of these opportunities are presented in the PVM Strategy, above, it will be essential for the organisation to establish a well-thought-out and sustained marketing effort to demonstrate the value of engaging with the organisation, and highlighting the way in which member involvement benefits the member and the organisation.

Strategic Objective DGO 2

The EPEA needs not only to conduct activities to promote value for members, but actively encourage members’ participation in these activities, promote the benefits of their involvement and recognise and reward positive impact from member engagement.

When communicating with members it is important to realise that each interaction presents an opportunity to brand the EPEA, and all of these interactions should serve to contribute to member retention. To this end, communication with members should be strategic and well-planned, and there should be frequent reflection on whether or not the organisation is communicating enough, with the correct message, through the correct channels, and achieving the desired impact. Opportunities for members to feedback on their experience of EPEA communications, letting them opt-out of certain channels or encouraging them to provide suggestions for how they wish to be communicated, and with what kind of information, will help to give members a feeling of control over their interaction with the organisation, and enhance the positive impact that communication has on its members.

Strategic Objective DGO 3

The EPEA needs to address its communication and interaction with members more strategically, reflecting on the likely impact that communication and interaction has on members’ perception of the organisation and the value they place on the

organisation. Feedback from members on communication and interaction will help to provide more information to optimise approaches and improve members' experience.

Not all members are the same, and not all members are looking to benefit from the organisation in the same way. Different segments of members exist – for example practitioners (teachers), decision-makers (prison management), policy-makers (ministry or governmental employees) and scientific members (researchers and other academics). By segmenting membership like this, the EPEA may be better able to communicate more effectively and personally with each member, understanding the reason they joined, the issues that are important for them, and what kind of communication they would like to receive. It also helps to better plan targeted events and activities in the PVM and PEP Strategies (such as academic conferences, teacher training, policy debates, directors' conferences, etc.). This way members will feel that their experience within the organisation is specifically tailored to meet their individual needs and preferences.

Strategic Objective DGO 4

The EPEA needs to continuously strive to better understand the different segments of its membership to enable it to strategically address their different concerns.

Members may fail to renew their EPEA membership for many reasons other than actively wanting to leave. Members are currently expected to be pro-active in renewing their membership, which puts a lot of pressure on the steering committee to follow up non-payment and to check individuals' membership status. The first obvious option will be to have an automatic renewal system where members will have to actively decline to renew. A planned approach to involve as much contact with individual members may help to persuade members to retain membership if they are not prepared to renew. It may be important to remind members of how they have benefited from the organisation, either by tracking members' involvement, or by producing annual narrative reports on EPEA activities.

Strategic Objective DGO 5

The EPEA should focus on preventing non-renewals.

Even if the EPEA has the best renewal strategy, it will be inevitable that some members leave the organisation for one reason or another. When members choose not to renew, it will be important to understand why. The EPEA may be able to survey leaving members find out why they left, which services they liked and which areas of your organisation may still require improvement. These responses should be

used to improve what the organisation can offer and improve future retention rates. This could also be achieved preventatively by ensuring sufficient membership consultation, regularly surveying members on their needs and their experiences of the organisation.

Strategic Objective DGO 6

The EPEA needs to understand what members think about the organisation and its services and use this information to improve the organisation. This can be done with members and with non-renewing members.

New members from traditional sources should be encouraged to join the organisation, maintaining and growing membership numbers. Potential members will need concrete and attractive information on the benefits of joining as an initial ‘taste’ of the organisation. A well-designed promotional brochure with accompanying online information on EPEA membership, outlining exactly what EPEA members can expect to receive and how they can expect to benefit, would be an asset to any membership drive. In a similar vein to Strategic Recommendation DGO 3, above, the EPEA should strategically focus on different segments of potential membership – whether it is the practitioner, decision-maker, policy-maker, research or other membership segment – and cover all of these individually within any brochure, so that the greatest number of potential members can see the maximum individual value that membership would bring them.

Strategic Objective DGO 7

The EPEA should have informative and attractive membership campaign brochures outlining to all relevant target groups the benefits of membership, marketing the organisation to them and encouraging them to get involved.

It may also help for the EPEA to ensure it is focusing effectively on these different member groups, running individual targeted campaigns to practitioners, decision-makers, policy-makers, researchers or other membership groups. In particular, membership campaigns could focus on prospective and newly-qualified teachers, according to the PEP Strategy.

Strategic Objective DGO 8

The EPEA needs to target different potential member groups (including prospective and newly-qualified teachers) with differential membership campaigns, highlighting the different reasons and incentives for joining.

There is a question of whether the EPEA benefits more from having greater member numbers, or from having greater income from membership fees. The EPEA cannot survive without membership fees, but it also needs members for reasons other than financial support. Permanent or periodic membership drives, including free trial membership, one year's free membership or other additional membership incentives may help to draw in greater member numbers. This, however, only makes sense once the EPEA has a fully established service that can convince potential members of the benefits of joining, and persuade them to do so. During any kind of incentive period, new members need to fully experience the positive benefits of being part of the organisation.

Strategic Objective DGO 9

The EPEA can run membership drives and incentives such as trial membership, during which the organisation must be able to demonstrate real value for the member, encouraging them to continue their membership on a paid basis.

When looking at the potential for diversification, one source of potential membership – as well as volunteer work, fundraising and advocacy outlets – is the student population. University students represent a diverse interest group, many of whom are willing to engage passionately in social causes and are open to valuable volunteer and fundraising opportunities. Furthermore, university students are amongst the potential prison educators and policy makers of the future. Engaging university students in the work and mission of the EPEA will not only provide the organisation with a strong advocacy and fundraising arm, but also serve to promote education in prison as a viable career choice.

Strategic Objective DGO 10

The EPEA needs to engage more systematically with the university student population, with special incentives and opportunities for students to contribute to the work of the organisation. The creation of a steering committee post for a Youth Engagement Officer would help to plan and build this support network.

The number of EPEA branches has grown over the lifetime of the organisation. Many of the branches have their own identity and engage in their own national activities. There is nothing to push the growth of branches, nor to advocate best practice for EPEA branches. What is missing in this context is a forum for branches to feed information back to organisation, and for the organisation to contribute to the shaping of the branches. If the EPEA is to develop as a professional NGO, then its branches should be seen as outward representative bodies of the EPEA, and structures need to be in place to ensure that branches contribute to the vision and goals of the overall

organisation, and that branches are held accountable for their representation of the EPEA.

Strategic Objective DGO 11

EPEA needs to promote the creation of new national branches and actively encourage and support branches in achieving the overall vision and goals of the EPEA. The creation of a steering committee post for a Branch Development Officer would help to plan and implement such a system.

2.3.3 Organisational Fundraising and Other Sources of Income

The EPEA can seek to acquire additional funding through diverse sources, through European grants and through private and community fundraising.

2.3.3.1 *European Grant Funding*

A great amount of money is available from European sources, particularly in the form of operating grants. Operating grants under the Erasmus+ programme will support the organisation in many of its activities – particularly in light of a clear strategy. An operating grant would provide the resources for full time professional attention to the development of the EPEA and its activities, including the acquisition of further funding and increasing membership, as well as the professionalization of the organisation. Funding would cover the cost of all steering committee meetings, and would enable the EPEA to hold a liaison person (general assembly) meeting and a series of regional meetings. These meetings can be used in combination with other EPEA goals, such as training, project development, advocacy work, and member-driven decision making. Funding like this would give the EPEA a huge kick-start to rebuilding a modern image for a modern educational professional. Of course, all activities that are funded will help the dissemination and marketing of the EPEA as an organisation, as well as the issues it stands for.

There would be, however, the need for some degree of self-financing of activities, and, as with any activity like this, there would be an intrinsic element of risk.

- The EPEA would be able to use funding to employ somebody full time for the organisation, however a grant would only realistically finance 1 member of (full-time equivalent staff), thus concentrating the activities on one individual person (or over 2 part time employees). Addressing this, the employed person would have to ensure that all steering committee members had access to all working materials by using a virtual drive (cloud) and that the steering committee and the employed person all have an overview of the time-plan for the three years of the funding, knowing exactly what the current tasks should be.
- With self-financing requirements, the EPEA would likely incur costs of c. €11,000 per year on top of the annual grant of €50,000 (giving a total budget of approximately €61,000 per year).

- If the EPEA were to fail to achieve what was agreed to with the European Commission then the organisation would have to pay (a proportion) of the money back to the funding body, although over a three-year framework agreement there would be early indications if activities were not going to plan.

The other form of European funding comes from involvement in project work. The issue of ‘staff costs’ in European projects is generally unclear on a European level. As it stands there appear to be 2 options to enable the EPEA to contribute fully in European project work.

- 1) The EPEA hires staff under Norwegian employment law. Under Norwegian employment law temporary employment contracts are acceptable for project-based work. For employees based outside of Norway the EPEA would need to consult with a local expert on employment law to clarify issues regarding taxation, insurance, holiday allowance and other statutory issues.
- 2) The EPEA can engage in a “staff relationship” with long-term volunteers, and pay them an ‘honorary’ remuneration of up to €241 per day for their time working in European projects. After discussions with the National Agency for Erasmus+ in Norway, it would be acceptable to have a contract or agreement with individual volunteers, such as that in the Annex to this document.

Once the EPEA is formally engaged in a project, they will receive an additional lump sum of €3000 per year (as a partner) or €6000 per year (as a coordinator) to cover management of the project.

If the EPEA is to fulfil its mandate as a professional European NGO in the field of Adult Education, it will be important to make these steps to secure funding for staff. Once the EPEA has staff on board, then it will be significantly easier to gain additional funding through European sources.

Strategic Objective DGO 12

The EPEA should address ways of acquiring operational and project financial support from the European Commission and to establish the necessary structural frameworks within the organisation to facilitate this level of funding.

2.3.3.2 Private and Community Fundraising

Private and community fundraising involves the acquisition of funds from private donations, either philanthropic, or through the provision of some form of service or activity. Before any form of private and community fundraising can be pursued, the EPEA first needs to define explicitly the activities it seeks to undertake and clarify the value and impact of these activities. A church can raise funds for a new roof; a school can raise funds to send pupils on a trip; a cancer, Alzheimer or other health-related charity can raise funds for research. With clear objectives and strategy, the EPEA, as a registered charity, can strategically raise funds to implement actions and realise its

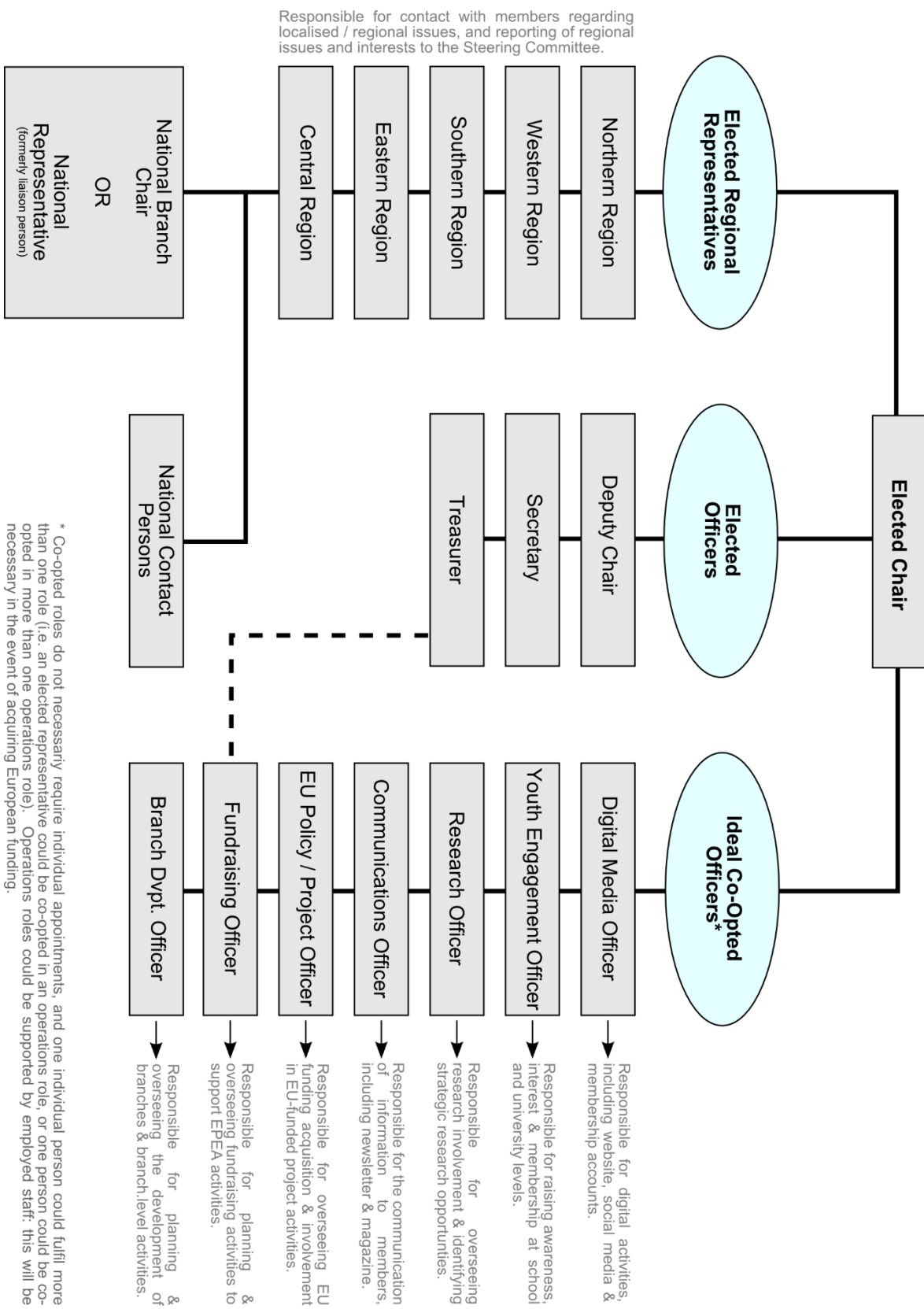
goals, whilst raising the profile of the organisation and its cause. A great number of possible fundraising opportunities exist, such as stakeholder Gala dinners, student-based fundraising, sports tournaments, the sale of merchandise (i.e. calendars with prisoner art) and private charitable donations, including crowd-funding for very well definable activities. This requires a significant degree of strategic planning, in terms of identifying what the EPEA is fundraising for, who it is looking to as a source of fundraising, how can it market its message to potential donors, and how can it implement appropriate fundraising activities.

Strategic Objective DGO 13

The EPEA needs to engage in fundraising efforts to supplement its income, helping it to achieve its goals. A fundraising officer on the steering committee would help to plan a fundraising programme at central and branch levels and can provide support to members (and university students – see DGO 10) in running EPEA fundraising activities. A clear rationale for raising funds – one which will make potential donors sympathetic to the fundraising goals of the EPEA – will be essential before engaging in such work.

2.4 Structure of the Organisation

The following organigram illustrates the structure of the EPEA and the Steering Committee, optimised to meet the requirements of the 2025 Vision:



ANNEX: Volunteer Agreement for
Participation and Remuneration in
Erasmus+ Projects

Approved in writing by the Norwegian
National Agency for Erasmus+



HONORARY AGREEMENT OF ENGAGEMENT

This agreement serves to confirm the terms and conditions of engagement agreed upon between the parties:

EUROPEAN PRISON EDUCATION ASSOCIATION

c/o Charlottenlund videregående skole
Kongens gt. 60, 3 etg
N-7012 Trondheim
NORWAY
Registration nr: BRREG.NO 889 028 432

represented by the EPEA Chairperson (NAME OF CHAIR)

hereinafter referred to as “the Organisation”;

and

NAME

Address
Address
Address
Address
Country

hereinafter referred to as “the Volunteer”

for the purpose of supporting the Organisation in the delivery of its mission to promote education in prison according to the Recommendation R(89)12 of the Committee of Ministers to member States of the Council of Europe (1989); to support and assist the professional development of persons involved in education in prison through European co-operation; to work with related professional organisations, and; to support research in the field of education in prison.

1. **DATE OF ENGAGEMENT** The Volunteer begins their formal engagement with the Organisation on (DATE OF COMMENCEMENT)

2. **DURATION OF ENGAGEMENT** This agreement will continue until it terminates on the earliest of any of the following dates or events–

- (a) Upon the Volunteer coming to the end of their elected tenure (if relevant)
- (b) Upon termination by either the Organisation or the Volunteer subject to the provision of §6 of this agreement

3. **DESCRIPTION OF ROLE** Elected Steering Committee Officer / Elected Regional Representative / Co-Opted Steering Committee Member / National Liaison Person / Volunteer Support Officer
4. **DESCRIPTION OF TASKS** Normal activities of the Volunteer will include attendance of bi-annual Steering Committee meetings, and contribution to the operational and strategic activities of the Organisation as defined in the Organisation's Strategic Vision, and according to the operational decisions made by the Organisation's Steering Committee.
- Extra-Ordinary activities of the Volunteer will include providing support in the management of any European-funded projects in which the Organisation participates, and in contributing to the development of Intellectual Outputs of such projects where necessary.
5. **REMUNERATION** All reasonable and pre-agreed expenses incurred in exercising normal and extra-ordinary activities will be reimbursed in full by the Organisation.
- For Normal Activities outlined above in §4, the Volunteer shall not expect to receive any remuneration for their time.
- For Extra-Ordinary activities outlined above in §4, the Volunteer will be entitled to claim an honorary reimbursement totalling no more than €30 per hour. This sum will be reimbursed on a monthly basis upon submission of a timesheet and may be subject to taxation or social insurance in accordance to the law of the country in which the Volunteer is resident, for which the Volunteer accepts sole responsibility and liability.
6. **TERMINATION** This honorary agreement may be terminated at any time by either party without notice.

The Volunteer confirms that these conditions have been explained to him/her and that he/she understands the contents hereof. The Volunteer acknowledges having received a copy of this agreement.

.....
The Volunteer	Witness	Date
NAME		
.....
The Organisation	Witness	Date
NAME		
EPEA Chairperson		