

NEWSLETTER



Chaire **UNESCO** de recherche
appliquée pour l'éducation en prison



Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Cégep
Marie-Victorin
Savoir inventer demain

L'UNESCO: AN OVERVIEW

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

What is UNESCO?

The United Nations Educational, Scientific and Cultural Organization was founded on November 14, 1945. This specialized United Nations agency based in Paris pursues a mission of contributing to peace and global security by promoting international collaboration through educational, scientific and cultural reforms.

Its aim is to further universal respect for justice, human rights and fundamental freedom as

defined in the Charter of the United Nations. UNESCO replaced the League of Nations International Committee on Intellectual Cooperation.

UNESCO's objectives include contributing to building peace, eradicating poverty, and promoting sustainable development and intercultural dialogue via a series of programs. One of the organization's priorities is to ensure

universal access to education, to challenge and address social and ethical challenges while protecting and encouraging cultural diversity, and to build knowledge societies rich in information and communication.

The mission as outlined in the Millennium Development Goals underpins all UNESCO strategies and activities.

LINKING UNESCO'S OBJECTIVES WITH THE CHAIR'S ACTIVITIES

The UNESCO Chair of Applied Research for Education in Prison was an outcome of the Dakar Framework for Action, Education for All: Meeting Our Collective Commitments. This framework was adopted by 164 countries in Dakar, Senegal, in 2000, thus affirming that education is a universal right for every person, no matter the circumstance, and that education is an essential tool for social development.

The International Conference on Education, held in Geneva in November 2008, reiterated the importance of upholding Article 26 of the United Nation's Universal Declaration of Human Rights. This article stipulates that education is a fundamental human right and that quality education is essential for the development of

an inclusive society where human, social and economic development is possible. Participants all recognized that education is a broad concept and that education is an important tool in the reintegration of former offenders into the community.

In this context, a broad concept of education as a social inclusion tool can become a guiding principle that aims to promote lifelong learning and access to education and learning opportunities for all social classes. The member states recommended that they "collect and use relevant data on all categories of the excluded to better develop education policies and reforms, thus aiming for inclusion" and to "recognize UNESCO's leading role regarding inclusive

education through promoting the exchange and dissemination of best practices." These and other mandates form the mission statement of the UNESCO Chair of Applied Research for Education in Prison.

During the 179th session of UNESCO's Executive Board in April 2008, participants decided to launch a strategy for technical and vocational education. Many member states view education as a determining factor in the success of economic and social reform in both industrialized and developing countries. Therefore, the strategy would play a key role in the pursuit of access to education for all.

The final document approved during the 2009 Sixth International Conference on Adult Education in Belem (CONFINTEA VI) furthered the cause by including a commitment to “providing adult education in prison at all appropriate levels.” Mr. Paul Bélanger and Mr. Jean-Pierre Simoneau, both UNESCO Chair representatives, attended this conference.

During December 2010, the UNESCO Chair in Applied Research for Education in Prison was established by the United Nations Educational, Scientific and Cultural Organization (UNESCO) at its Paris headquarters.

In 2011, the Cégep Marie-Victorin’s UNESCO Chair in Applied Research for Education in Prison was officially created. This is the only chair in the world concerned with providing access to education in prison and also the first research-based UNESCO chair within a Canadian college.

The creation of this UNESCO Chair in Applied Research for Education in Prison combined UNESCO’s strategic priorities as outlined in its medium-term strategy documents 34C/4 and 34C/5 and 34C/5 approved budget.

In 2015, the UNESCO chair was renewed for the 2015 to 2019 mandate and recognized for exceptional work.



Image of the closing session of the conference organized by the French and British Governments to create UNESCO, November 16 1945 (Institut National de l’Audiovisuel).

[L’UNESCO: its goals and philosophy](#) [Click Here](#) ▶

USEFUL LINKS

Find out more about UNESCO’s education objectives for 2015 to 2030 by visiting this webpage: [Click Here](#) ▶

You can view a clip of the day UNESCO was created during its inaugural conference in London and find out more about its origins here: [Click Here](#) ▶

SOUTH AMERICA, ARGENTINA, BUENOS AIRES, NOVEMBER 10-11, 2017. PRIMER ENCUENTRO INTERNACIONAL DE TESIS E INVESTIGADORES EN TEMÁTICAS DE CÁRCELES

On November 10th and 11th, researchers and postgraduate students from Argentina, Chile, Brazil, Uruguay, Italy and Mexico met in Buenos Aires to discuss issues related to prison in Latin America in Buenos Aires. Present The speakers that participated came to the conclusion that it was necessary to continue research on this subject and that it was essential to see first and foremost that the education was is perceived as a fundamental right that prisoners should have.

The second edition of this congress will be held in Chile next year.

In addition, we would like to remind you of the holding of the first World Congress on the State of Applied and Scientific Research on Prison Education, to be held in the summer of 2019, to be presented by the UNESCO Chair in Applied Research on Education in Prison.

1er Encuentro Internacional de Tesistas e Investigadores en temáticas de cárceles y acceso a derechos educativos EITICE



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NORTH AMERICA, CANADA, QUEBEC, NOVEMBER 2017.

AN EXCLUSIVE INTERVIEW WITH DANIEL BARIL, DIRECTOR OF THE INSTITUTE FOR COOPERATION IN ADULT EDUCATION.

Daniel Baril, Director of the Institute for Cooperation in Adult Education (ICEA), was able to participate in the mid-term review of the sixth "International Conference on Adult Education" (CONFINTEA VI), which took place from 25 to 27 October 25th to 27th 2017 in Suwon, Republic of Korea. Mr. Baril agreed to meet with us to explain the issues that were discussed at this conference and exposes the challenges facing adult education in Quebec and Canada.

Since you took office in 2015, as ICEA's Director General, what have been the main achievements of the Institute ?

In fact, I took office the year after a 2/3 reduction in our public funding. At that time, I'd been a policy analyst for about 15 years, and I was promoted by the executive board as a director because I knew the themes, the issues and the partners well with whom we did business. Before the cuts, there were twelve of us working at the Institute and now we're only three. My mission, when I took office in 2015, was to reorganize the Institute, to review its objectives and mission with reduced resources. We finally chose to focus on the research component so as not to spread too much. It has been almost a year since we published public policy analysis reports on adult education. Even if we remain a small team of three people, we manage to pull out of the game!

What issues have your latest publications been interested in ?

Currently, three themes guide our research projects¹.

- Financing adult education
- Populations at risk
- The monitoring of public policies

First of all, we found that the austerity policies had affected us heavily and by talking to other partners, we also found that we were not the only ones to suffer the cuts and that the effect was dramatic for all organizations. For example, last year, we consulted with some 100 organizations to see who had been cut, the extent of these cuts and what decisions organizations had made in the face of these losses. We have therefore been interested in the impacts of the cuts in funding.

We are also looking more and more to document the populations that we consider most at risk, and the most marginalized of our societies. Our societies are becoming more demanding in terms of the skills and knowledge they need to have in all spheres of life - be it at the professional, citizen or personal level - and we note that it is still near one third of adults in Quebec who are under-qualified at this time.

Finally, we are interested in monitoring policies at the Quebec level, but also international policies in adult education¹.

At the end of October 2017, you participated in a CONFINTEA VI mid-term review conference. What are the main conclusions of this conference and what are your observations of the situation of adult education at the end of this conference?

There are several declarations in adult education at UNESCO, including CONFINTEA, but there is also Sustainable Development Goal # 4 on education. During the mid-term review, we tried to see how it was possible to integrate all the international documents and declarations to avoid parallel monitoring in a siloed way, while at the same time improving the effectiveness of monitoring by UNESCO.

Another important result is the final declaration calling for a seventh international conference on adult education in 2021. This is important because these conferences are often called into question

¹To learn more about ICEA's strategic planning : [Click Here](#) ▶

For more information on CONFINTEA VI : [Click Here](#) ▶

and already there we know that there will be one. This is important for the sector because these are conferences that are for adult education on adult education by adult education actors, so we do not drown adult education in all kinds educational considerations that are generally focused on youth.

The spin-offs for Canada are also interesting because, in anticipation of the conference, there are exchanges between civil society actors, the Council of Ministers of Education, the federal government and the Canadian Human Rights Commission. UNESCO, so it puts Canada's international commitments on adult education back on the table for all those actors. The role of a civil society organization such as ours is to ensure that what emerges is not just a promotional pamphlet of the Canadian state that serves as a report, but a fair reading of what is happening, progress and achievements as well as stagnant and unrealized points so that we have a concrete picture of the situation rather than any publicity of what is going well. We have also seen what we have seen from the beginning, that is, that there is underfunding of adult education and that it is necessary to finance the project's literacy in Southern countries. It was also pointed out that often, in terms of governance, civil society is rarely challenged in many countries at the policy level in education and even though at home in Canada we have a partnership that has seemed to work well in fact because we invite civil society to express themselves and we do not necessarily listen to it either.

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Over the last year, there have been significant changes at the Canadian Commission of UNESCO. As a member of the Education Sector Commission, could you summarize these changes ?

In 2015-2016, the Canadian Commission of UNESCO was a little dormant as there was a lot of staff change. In autumn 2016, the Commission relaunched its work with a new Secretary General, new program officers, particularly in the field of education, and appealed to members of its sectoral committees to announce that the one of the important changes was to reduce the number of people sitting on sectoral committees. So we went from 30 to 10 organizations. With regard to the ICEA, based on the observations made over the past fifteen years or so, that there is no longer any intersectoral space in adult education in Canada where the whole spectrum of adult education could be found, was proposed to create a working group on adult education across Canada under the responsibility of the Canadian Commission of UNESCO. The Canadian Commission accepted our project. We have been renewed on the sectoral committee and created the adult education task force, which brings together researchers, civil society and the federal government. So there is a lot of potential for the future. This is a major development, embryonic, but that will look to go until 2018, when the effect of this grouping should be felt.

Could you tell us about upcoming educational events in Quebec and Canada in the coming months ?

In September 2018, a forum will be held on the future of adult education. A website will be online soon on the history of adult education in Quebec and the Canadian Francophonie, also presenting the programming of upcoming events. Since last September, we have been collecting artifacts from the history of adult education. In September 2018, it will end with a forum that will take note of past developments and look to the future. In 2018, the federal government's cuts to literacy networks are worrisome. In fact, not cuts, but rather the abolition of federal funding that was dedicated to literacy networks across Canada. Two organizations have already closed and in the Maritimes, provincial groups have reported that they are just a few months away from doing the same. This is not an event that will happen on a specific date, but 2018 will be marked by the dramatic impact of the cuts that lead to the closure of organizations.



Daniel Baril, Director of the Institute for Cooperation in Adult Education (ICEA).



As Director of ICEA, what are your goals, what would you like to see in the coming years ?

I am passionate about adult education, yes it's social, it's political and so on, but there is also an international and national right to adult education that interests me deeply. There are laws for adult education, they exist. I wish one day there was case law, that is, a prosecution on the basis of international or constitutional law in order to really force the inclusion of adult education and the protection of existing laws that affect adult education, in short to tell governments that it is not enough to proclaim the slogan of lifelong learning. These are really legal obligations that governments must meet.

In our societies, instead of making knowledge and skills instruments of people development, flourish and mobilization of talent and potential everyone, we are doing skills and knowledge a factor of systemic discrimination. If people do not have the ability to read, they will not have jobs, they will be excluded from society and even people who have knowledge and skills, if they do not have the right knowledge and the right skills, they will not have jobs. This is currently seen in the debate on the mismatch between training and employment. What I would like to do is to confront governments with the fact that, yes, there are all kinds of systemic discrimination in our society, but there is also a new one and it is one based on knowledge and skills. Instead of infusing a culture of learning into our societies, we are creating a culture of oppression, based on what we know or do not know. And that is a theme that we see little, but that we officially put in the documents of the ICEA. I would like to make this angle of analysis known because at the moment the message that governments send is: "You cannot have this job because you do not know what you need to know and unfortunately, we cannot help you, do the best you can, sorry." People get stuck because they do not have the resources to learn. Adult education is, in a way, the poor child of our education systems. Yes in Quebec, there is currently rhetoric favorable to adult education, everyone talks about lifelong learning, but you have to be able to go through rhetoric and see concretely, if there are services that are offered. What is really dramatic is that we are reducing adult education to literacy, job-related training ... and then we are surprised that there are so many social problems. We are worried about racism and xenophobia, but we refuse to adequately fund intercultural education for adults. It's amazing that people are struggling to manage their personal finances, but we do not want

to understand that there is a personal finance education issue behind. Currently, there is a very limited vision of education and we are missing the boat of learning in the 21st century. In fact, I could cite a lot of social issues that, when we scratch a little bit, are caused by the lack of knowledge and skills of people in a variety of subjects. It is more than necessary to attack the problem at the source and educate our adult population, because right now it is wrong to believe that we are really in a knowledge society. For example, in Quebec, 50% of the adult population has a post-secondary degree, but there are also 30% of people with a high school diploma or less. On one hand, we end up with half of the population who is highly educated, who is autonomous and on the other side, you have one in three people who is completely on the margins of the knowledge society and the digital age . It is disastrous to say that there is still one in three people who live on the margins of society and who watch them go by, who are watching the digital society and knowledge train and who does not even have the ability to jump on a wagon because a third of the Quebec population cannot even run at the same speed as the train.

AFRICA, SENEGAL, DAKAR, UNESCO , MAY 23TH AND 24TH , 2017

PRESENTATION OF THE REPORT, *IMPROVEMENT OF CONDITIONS OF DETENTION, SOCIAL REINTEGRATION AND PREVENTION OF VIOLENT EXTREMISM THROUGH EDUCATION*, FOLLOWING THE NATIONAL CONSULTATION ON THE CONDITIONS OF PRISONS IN SENEGAL

This report was born from the exchanges that took place during the National Consultation on the Conditions of Prisons in Senegal last May in Dakar, where Jean-Pierre Simoneau, Director of Operations of the UNESCO Chair in Applied Research for Education in Prison, was in attendance. In a context of rising religious extremism and radicalization in prison, the document recalls the importance of education to counter such a problem. As mentioned in this document, "the general objective of the consultation was to provide an opportunity to reflect on the problems of prisons in Senegal and to propose viable solutions for policymakers and other actors working in the field of prison education to absorb possible violent shocks for Senegalese society. From this consultation came several recommendations aimed at increasing both material and human resources to improve the conditions in which prisoners find themselves while ensuring the safety of everyone. To this end, the representative of the UNESCO Chair in Applied Research for Education in Prison presented these suggestions to the speakers :

- Give teachers the opportunity to volunteer in prison
- Promote teaching in local languages because most prisoners are illiterate
- Lead an action research on the orientation of prisoners for their reintegration into society
- Consider the educational profile of students held in prison to help them continue their course of study
- Follow-up after the training of the detainees
- The prison administration could approach the National School of Health and Social Development (ENDSS) with regard to specialized educators, because the outfit of people of the administration creates reluctancethis doesn't make sense
- Develop partnerships with Canadian social workers

During the consultation, the mandate of the UNESCO Chair in Applied Research for Prison Education this title keeps changing will be worked with its partner SYTO what is this an acronym for is not mentioned before? Senegal to host the Secretariat of the Monitoring



Committee and to send of social workers interested in internships in penal institutions in Senegal.

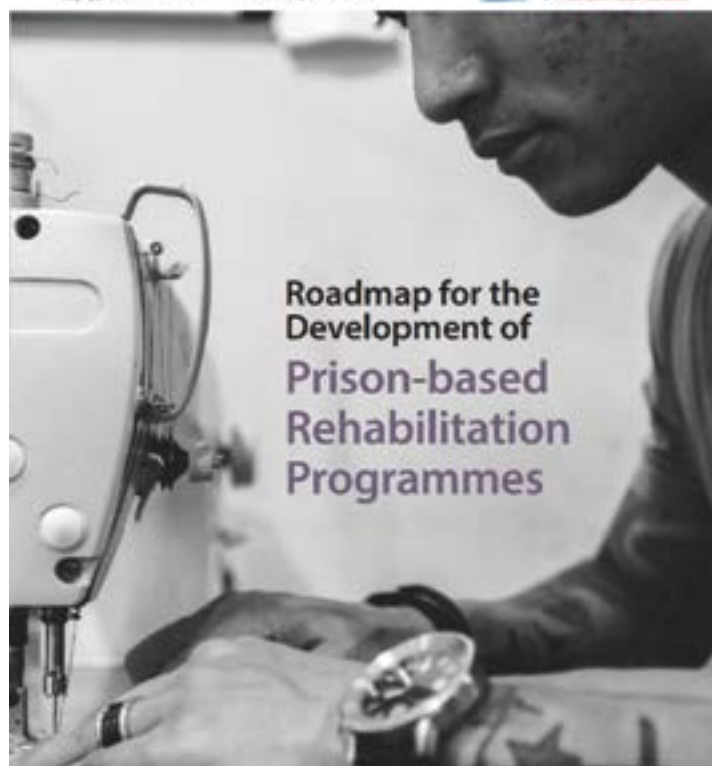
For more information: [Click Here](#) 

EUROPE, AUSTRIA, VIENNA, OCTOBER 2017

PRESENTATION OF THE DRAFT REPORT, PRODUCED BY THE UNITED NATIONS OFFICE ON DRUGS AND CRIME *DRAFT ROADMAP ON PRISON-BASED REHABILITATION PROGRAMMES*

This report, published last October by the United Nations Office on Drugs and Crime, highlights the efforts that must be made by public and private decision-makers regarding education policy in prisons. This paper, written by Rob Allen an independent researcher and consultant on penitentiary systems in the UK and around the world, was revised in January 2017 in Vienna by a group of experts including the UNESCO Chair in Applied Research for Education in Prison.

While, conceding that each nation does not have the same standards with regards to the education of prisoners, the report asserts that the social and professional integration of the latter prisoners, once their sentence is completed, is the good of everyone, regardless of the country where they live. The author of this report denote the importance of education received in prison because a majority of inmates are generally under-educated. The knowledge acquired enables them to acquire skills in order to enter the labor market more easily at the end of their sentence, thereby promoting better reintegration into civil society. It turns out to be is crucial, the report reveals, that there is a the recognition of their learning in the labor market to avoid any marginalization of former prisoners and consequentially deterring them from returning to criminal activities. In this sense, this recognition of the skills obtained in detention must be accompanied by an awareness on the part of civil society and future employers towards the former prisoners who are trying to find a normal way of life after serving their sentence. It is therefore necessary that governments, prison institutions and employers work together to ensure the success of any educational policy in prison. Thus, the present report offers several performative suggestions and warns against the obstacles to be avoided in order to set-up a rehabilitation programs for prisoners through education in prison.



To view the report in its entirety : [Click Here](#)

AUDREY AZOULAY, NEW DIRECTOR FOR UNESCO

On November 15th, the new Director General of UNESCO, Audrey Azoulay, took office. Former Minister of Culture of the French government Manuel Valls (2016-2017), Ms. Azoulay was elected against Qatari Hamad Al-Kawari on October 13th. Audrey Azoulay is the 11th Director General of UNESCO and the second woman to hold this position.

For more information: [Click Here](#) and [Click Here](#)



Audrey Azoulay, Executive Director-elect, United Nations Educational, Scientific and Cultural Organization (March 2017). Photo: UN / Manuel Elias



EUROPE, BELGIUM, NOVEMBER 2017. AN INVITATION TO CONSULT THE DOCUMENTS PRODUCED FOR THE «PRISON REALITY»

The League of Human Rights, Prisoninsider, the International Prison Observatory and the iLeGaal brewery have joined forces to launch the "Prison Reality" campaign in Belgium. Four cases highlighting four general misconceptions that people generally hold about life in prison can be found on their webpage : [Click Here](#)

PRISONS AND VIOLENT EXTREMISM IN THE SAHEL : WHAT CHALLENGES, WHAT ANSWERS?

AN EXCLUSIVE ARTICLE BY ANTONIN-TISSERON

**Antonin Tisseron is a consultant,
Research and Awareness Section,
UNODC ROSEN**

Among the institutions exposed to violent extremist ideologies, prisons occupy an important place. They constitute privileged spaces for proselytizing and disseminating criminal practices because of the meeting, under duress, of individuals who often have a strained relationship with society. This is particularly the case in the countries of the Sahel where several hundred have been imprisoned in recent years have been imprisoned in recent years, according to police and arrests, and charged with terrorism or belonging to a terrorist organization.

More specifically, the arrival of these inmates raised three challenges. The first concerns prison security. Several have indeed been the subject of attacks from outside, like that of Koutoukalé in Niger in October 2016 - claimed by Adnane Abu Walid Al Sahraoui, head of the group called Islamic State for the Great Sahara - or that of Niono in Mali two months later. To these attacks are added escapes, whether or not they have benefited from internal complicity. In Mauritania, Cheikh Ould Saleck, sentenced to death in 2011 for "terrorist action", escaped on December 31, 2015 from Dar-Naim prison in Nouakchott before being arrested a few weeks later. A second challenge refers to the

diffusion of radical discourses, through two dynamics: a feeling of injustice - generating somehow a pre-radicalization - inherent in particular arrests of innocent people on the denunciation, followed by incarceration for several months before a lack of motive and evidence, reinforcing the idea that the state is a source of oppression; dissemination of their ideology among common law prisoners by prisoners who still consider themselves combatants and for whom prison is only one step before liberation. Thirdly, the preparation of the release of prisoners, through programs designed to promote their reintegration and disengagement from violent action.

Note that these challenges are exacerbated by extremely high national (or localized) overcrowding rates. In fact, they can exceed 230% because of incarceration in terrorism-related cases, the weakness of resources traditionally allocated to prisons, the slow pace of court proceedings and the lack of alternatives to imprisonment. Another aggravating factor is that several countries do not have dedicated corps and trained for prison surveillance or a real human resources policy for management staff.

A MOBILIZATION TO PURSUE

In response to incarceration and mobilization against terrorist groups, several responses were initiated. New prisons have been built or are being built to relieve existing ones and allow better care for dangerous prisoners, like that of Souban in Mali.

The penal system, too, is the subject of reflection and efforts to reduce preventive detention and to propose more alternative sentences. Finally, programs have been launched to divert from the violence of prisoners charged with or convicted of terrorism or belonging to a terrorist organization, for example in Mauritania or, more recently, in Nigeria and Senegal, around multidisciplinary teams including, inter alia,



Antoine Tisseron

For more information: [Click Here](#) 

religious. In this context, in addition to the publication in January 2017 of a manual on the management of violent extremist prisoners and the prevention of violent radicalization in prison, UNODC organized, in collaboration with prison actors, several States of the Sahel, workshops on the care of detainees incarcerated for terrorism. They focused on strengthening the security of prisons (around the prison and inside), the work of prison actors, the role of the directors and the reintegration of prisoners. During this project, it was also developed a risk apprehension questionnaire for inmates and an individualized care sheet.

These initiatives testify both to taking into account issues relating to violent extremism in prison, but also to the gaps between the Sahel countries and the work that remains to be done in this region. They recall the importance of continuing the national and international mobilization - in terms of public policies and research - as well as fostering the sharing of experiences around radicalization in prison, the care of prisoners and demobilization programs ... in the Sahel, but not only. For good reason, while the jihadist ideology ignores borders, it is important to sensitize all West African prison actors to this issue and the ways to deal with it.

NORTH AMERICA, CANADA, ALBERTA, NOVEMBER 2017. MEETING OF THE NETWORK OF UNESCO CHAIRS IN CANADA.

On November 30 and December 1, the Network Meeting of UNESCO Chairs in Canada was held in Edmonton. This was an opportunity for each of the UNESCO Chairs in Canada to indicate their latest achievements and to discuss the challenges each of them faced. The meeting began with a welcome address from Athabasca University President Neil Fassina. Several themes were discussed that day, including the vitality and dynamism of the network of UNESCO Chairs in Canada.

The following day a conference call was made with Serge Villemure (Director, Scholarships and Chairs for Women in Science and Engineering

(NSERC / NSERC)), Maryse Lassonde (Scientific Director, Nature and Technology Research Fund) and Tim Wilson (Executive Director, SSHRC-SSHRC Grant, Research and Partnerships). A discussion followed on the writing of discussion papers on some topical issues in Canada.

Mr. Jean-Pierre Simoneau, who represented the UNESCO Chair in Applied Research for Education in Prison, had the opportunity to present an update of the Chair and took the opportunity to present our latest achievements and upcoming projects.



Participants present at the meeting the Chaires UNESCO of Canada.

CANADA, QUEBEC, SAINT-SAUVEUR, NOVEMBER 8 TO 10, 2017.

38TH CONGRESS OF THE SOCIÉTÉ DE CRIMINOLOGIE DU QUÉBEC

From 8 to 10 November 2017, the 38th edition of the Congress of the Quebec Society of Criminology took place on the theme of intervention in a context of vulnerability, to which Mr. Jean-Pierre Simoneau (Director of Operations of the UNESCO Chair in applied research on education in prison) and Mr. Luc Barsalou (educational advisor for continuing education in prison) were able to participate. They presented the state of international research for incarcerated adult education and the analysis of the need for college training in provincial detention facilities. Nearly 400 inmates from five correctional facilities in Quebec were surveyed. It was shown that it was important to continue providing secondary education to inmates - who are often under-educated. In addition, it was found that it was also necessary to modulate the education offered according to the target populations, because not all of

them necessarily have the same needs. In the final analysis, it was concluded that there was a demand for the establishment of a collegiate certificate in prison, but that the introduction of such a measure must take into consideration that the prisoners must have the chance to continue their training once out of prison if they did not have the chance to finish it during their sentence.

The latest UNODC (United Nations Office on Drugs and Crime) project, the Introductory Manual for the Prevention of Reoffending and the Reintegration of Offenders, an international initiative on prison education and employment standards and programs, was also discussed.



Left, Luc Barsalou, Counselor of pedagogical aid and teaching aid of continuing education at Cegep Marie-Victorin prison. Right Jean-Pierre Simoneau, Director of Operations at the UNESCO Chair in Applied Research on Prison Education at their presentation at the 38th Congress of the Société de criminologie du Québec



To access the program : [Click Here](#)

Website of the Society of Criminology :

NORTH AMERICA, CANADA, QUEBEC, DECEMBER 2018.

A NEW MEMBER OF THE SCIENTIFIC COMMITTEE OF THE UNESCO CHAIR IN APPLIED RESEARCH FOR EDUCATION IN PRISON



Mrs Michèle Stanton-Jean

It is with pleasure that we announce the arrival of Mrs. Michèle Stanton-Jean on the Scientific Committee of the UNESCO Chair in Applied Research for Education in Prison. Michèle Stanton-Jean was Quebec representative on the Permanent Delegation of Canada to UNESCO (Paris) from July 2011 to May 2014. She was Deputy Minister of Health of Canada (1993-1998), Special Advisor from the Minister of Foreign Affairs of Canada on Health and Social Affairs in Brussels to the Permanent Delegation of Canada to the European Union (1998-2000), Chair of the International Bioethics Committee

of UNESCO (2002-2005)) during the elaboration and adoption of the Universal Declaration of Bioethics and Human Rights. Michèle Stanton-Jean holds a Ph.D. in Applied Human Sciences (Option Bioethics) from a Master's degree in History and a Master's degree in Adult Education and an Honorary Doctorate from Concordia University. The expertise and experience of Ms. Stanton-Jean will only be beneficial for the UNESCO Chair in Applied Research for Education in Prison.

NORTH AMERICA, CANADA, QUEBEC, APRIL 2018.

« UNESCO CHAIR IN APPLIED RESEARCH FOR PRISON EDUCATION » AWARD

On April 18, the "Prix de la Chaire Unesco" will be awarded at the Center for Continuing Education of Patriots as part of the National Day of Educational Services in Prison. This meeting brings together the teaching, professional and executive staff of prison-based educational services, both in provincially managed detention facilities and in federally managed penitentiaries. Thus, nearly 100 people each year take the opportunity to discuss their practices, to improve their pedagogical approaches and to take the tools to meet the daily challenge of taking into account the constraints and related

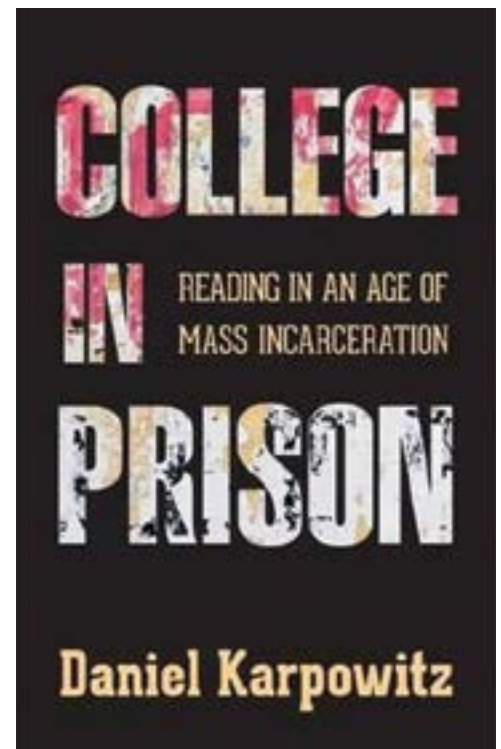
characteristics to this particular clientele. The UNESCO Chair in Applied Research for Prison Education will have the honor and pleasure of presenting two prizes of \$200. One for staff working in one provincial institution and the other for those in federal institutions. These awards will be presented in person by a representative of the UNESCO Chair. All teachers or teams of teachers who developed materials, a particular project or an innovative teaching strategy were then invited to submit their application.



A REVIEW OF THE BOOK *COLLEGE IN PRISON: READING IN AN AGE OF MASS INCARCERATION* (2017), RUTGERS UNIVERSITY PRESS, 160P.

Daniel Karpowitz, associate professor at Bard College reports in *College in Prison: Reading in an Age of Mass Incarceration* his experience as a prison teacher in the United States since 2001. He was one of the pillars of the Bard Prison Initiative project (BPI), which allowed several inmates to graduate into Liberal arts upon incarceration. Since the inauguration of the BPI in 1999, nearly 450 inmates on six campuses in New York State have obtained a college degree while the initiative reaches close to 300 students per year. Because the education provided is free for prisoners, the BPI is a quota program operated by selection. Inmates must write an essay and if this test is deemed satisfactory, they must be interviewed by a selection committee to decide whether or not the candidates are successful. Thus, in this book, the author relates several stories of former prisoners who have marked his path, some of whom are now holders of a doctorate.

Relying on the almost zero rates of reoffending by inmates, the author repeatedly justifies the importance of the Liberal arts to inmates. The statistics are conclusive, only 2% of the prisoners who have graduated from the BPI have returned behind bars after their release, while the average recidivism for the State of New York is 40%. Better still, the author reports that between 60% and 80% of the prisoners who have received training offered by the BPI have been able to find a job upon their release from prison thus silencing critics of the “usefulness” of the Liberal arts education in prison. It should be noted that the Bard Prison Initiative has inspired many other similar initiatives, particularly in the states of Massachusetts and Iowa.



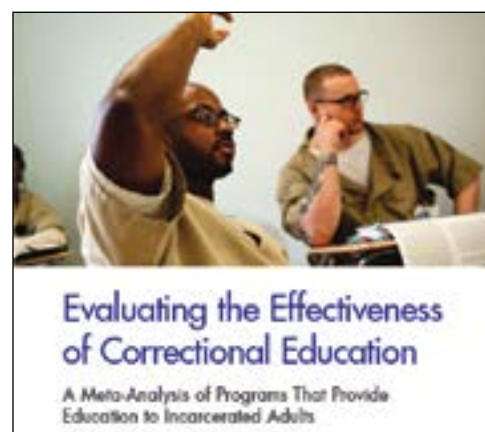
NORTH AMERICAN, UNITED STATES

A REPORT OF RESEARCH PRODUCED BY THE ORGANIZATION RAND (2013)

On April 9, 2008, the Second Act Chance was signed in the United States, an article of law designed to promote education in prison. Following the adoption of such an article, the US Department of Justice commissioned the Rand Corporation to review the state of affairs with respect to education in US jails at a time when the prison population was more than 2 million people. It should be noted that only 14.4% of inmates had a post-secondary education compared to the American average of 51% of the population. In this sense, the goal was to better understand the effectiveness of the education that was offered.

Their work has shown that, on average, prisoners who have attended school while in detention are 43% less likely to reoffend than those who have not received any prison training. It was also shown that inmates who have

received training, be it academic or vocational, are much more likely (13%) to find a job upon release from prison thereby reducing the risk of recidivism. In light of these findings, researchers have found that it is more economical for the state to train individuals and thus reduce their risk of re-offending, which leads to additional incarceration costs for the community, especially when knows that after three years of release, four in ten American prisoners will be returned behind bars. It was calculated that if 100 inmates were trained, this would lead to a lower risk of reoffending which would result in a \$ 0.87 million gain to the state.



To view the report in its entirety : [Click Here](#) ▶

research produced by the organization Rand : [Click Here](#) ▶

NORTH AMERICA, CANADA, JULY 2017.

AN INVITATION TO READ THE ARTICLE NOÉMI MERCIER « THE WORDS THAT LIBERATE » PUBLISHED IN L'ACTUALITÉ.

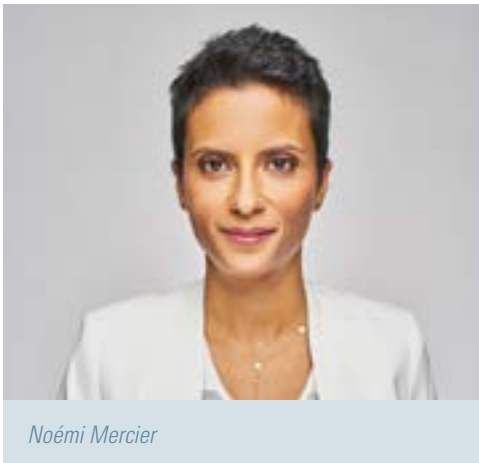


The journalist Noémi Mercier gives us her testimony following the six months she spent in the reading club of the Joliette women's prison in the article "The words that liberate" that can be found in the 42nd issue of the News published last July. It is a touching report, unique, but also punched by the journalist who has seen the importance of the literature and the discussions it generates in these

women detainees who "are among the most skinned of society".

To view the full article : [Click Here](#) ▶

NORTH AMERICA, CANADA, QUEBEC, NOVEMBER 2017, AN EXCLUSIVE INTERVIEW WITH NOÉMI MERCIER ON HER ARTICLE « THE WORDS THAT LIBERATE »



Noémi Mercier

In order to learn a little more about Ms. Mercier's experience, we decided to talk with her and that's how the journalist briefly described the six months spent with the Reading Club of Joliette Women's Prison:

"I found that I was, in fact, beautifully welcomed by the inmates. I felt a little mistrust, but hardly. I really felt a great openness to my presence from day one. The openness and bonding strengthened through the meetings, even though they were not always the same women, as there was some turnover at the Reading Club. [...] In fact, I was really there as an observer, it was really the deal with the correctional service. This is also the job of a journalist, I'm really here to observe how it goes and tries to disturb the process as little as possible even if obviously we

are always aware that we do not have access to the real deal and that we inevitably distort what we observe. Still, the relationship with these women evolved over the meetings because I was there even if I did not participate unless I was called directly. From meeting to meeting, it became more and more warm, so it is certain that at the last meeting, I had a lot of trouble leaving, because they are extremely endearing, interesting, intelligent, funny, deep and wise woman. In addition, one of the books we read was a book called "My life in fat", it is a very light book, superficial and very easy to read, written in large with a lot of white in the pages ... and they hated this book, they found it too light, too insignificant, so sometimes there were surprises. A book you might think they would like because it's light, because it's easy to read, and they absolutely hated it. It is not because they are inmates, some of whom have little education that they are not demanding readers. You know, there were a lot of novice readers, but they were still demanding. I know that since I left, I had some contact with the Club, and then I know that they read George Orwell's 1984, so they still read novels that have trunks. [...] What struck me most is to really discover all the humanity of these women who are prisoners in a penitentiary ... These are women who have committed crimes that are serious enough to end up in a penitentiary. So, I did not know what to expect and I discovered ordinary women! That's when I realized that I could have been in

their shoes. There is that and I have also seen the incredible power of reading. It was amazing how much it could change their lives and bring them a lot. For many of them, reading was new while for me it's been part of my life for a long time. We quickly forget that for someone who does not know this at the base, how it can change this person quickly enough! To see them marvel, to see how it could transport them, to transform them, to inspire them, it was magic! What also struck me was how, when I was doing my job, the reading was viewed by the Correctional Service as a hobby, nothing more, when it had incredible impacts on all aspects of their lives, their rehabilitation, their emotional life, their schooling, their ability to hold a job, etc. And books, it does not cost so much! But what I was told is that since the article came out, at least in Joliette, management's attitude towards reading has changed. They would have seen how important it was for these women!"

NORTH AMERICA, CANADA, OCTOBER 2017.

AN INVITATION TO READ THE ARTICLE "THE SAME MAN FROM ANOTHER ANGLE"
BY RIMA ELKOURI IN LA PRESSE



Paintings inspired by cubism, painted in prison by Desperado. Photo: Radio-Canada / Myriam Fimbry

This is a good example of the importance of education - in this case art - in the prison environment to the life of an inmate and his social reintegration: "In prison, Desperado thought that his life was over. He saw nothing but emptiness

before him. Void and violence in a world where you can be stabbed for a pack of cigarettes [...] To breathe something else and find an outlet for violence, he turned to art. He had never touched a brush in his life. [...] To his surprise, it saved his life. An article by Rima Elkouri.

To read Rima Elkouri's article : [Click Here](#)

VIDEO: EDUCATION, A MEETING FOR FREEDOM

To learn more about the work done by the UNESCO Chair and the Cégep Marie-Victorin on prison education and to understand the impact of education on the lives of incarcerated people, we invite you to watch the documentary "Education, a meeting for freedom" by clicking here (documentary in French with English subtitles) : [Click Here](#)



For this issue of February 2018

Coordination : Jean-Pierre Simoneau

Writers: Alexandre Lépine & Jean-Pierre Simoneau

We would like to thank all the collaborators for writing the newsletters of the Chaire UNESCO since the very first publication in 2012 :

Jean François Meilleur, Élisabeth Dubois, Isabelle Gagnon, Flore Tanguay-Hébert

Feel free to forward this newsletter to all
your contacts.

Also, to help us to expand our network, send
us the names and contact details of relevant
persons and organizations.

Web: www.cmv-educare.com

Email: educare@collegemv.qc.ca

jean-pierre.simoneau@collegemv.qc.ca, director of Operations



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Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Québec 

7000, Marie-Victorin, Montréal (Québec), Canada, H1G 2J6
TEL : 1- 514 328 3832 FAX: 1-514 328 3829



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www.cmv-educare.com
educare@collegemv.qc.ca

7000, rue Marie-Victorin, Montréal (Québec), Canada, H1G 2J6
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Volume 7, Number 1, February 2018