



NEWSLETTER



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



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



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A WORD FROM THE CHAIR HOLDER

We are very excited to start regularly publishing the Chair newsletter again. While this is the first issue since the winter of 2018, there have been several developments over the last few months. This issue talks about the Chair's activities and reflections, the prison education research conducted by several researchers and partners and various initiatives on education for incarcerated people around the world, some of which were launched at CEGEP Marie-Victorin. What has emerged from all this is that education contributes to the development of cognitive, social and professional skills, favours reintegration into society and helps reduce the risk of reoffending.

The UNESCO Chair in Applied Research for Education in Prison has been hard at work developing, adopting and presenting its 2018–2023 Strategic Development Plan, which has enabled it to confirm its development focuses, adapt its structure to its evolution and strengthen its ties with its different partners, namely UNESCO as a whole and the Ministère de l'Éducation et de l'Enseignement supérieur (Quebec Ministry of Education and higher education). This has led to the Chair's term being renewed until 2023 and has secured funding for this financial year and the next two after that.

In keeping with our strategic plan, we also reviewed the Chair's structure and decided to create two co-chair positions, the first in networking and partnerships and the second in research, to better support the efforts of everyone who gravitates around the Chair, its Scientific Committee and Steering Committee, as well as to energize our research activities and showcase the research conducted by our partners.

Two fresh new faces have taken over the roles held by major contributors to the Chair's history. Words cannot express the dedication and passion shown by the first Chair holder, Jean-Pierre Miron, and the director of operations, Jean-Pierre Simoneau, who worked tirelessly in the service of education for all incarcerated people. We are very grateful for all you have done and wish you a wonderful retirement.

We are therefore a completely new dedicated team working on new projects and presenting this newsletter. Rest assured that we continue to hold the same convictions: that education is an important vector of freedom and a basic right for everyone.

Happy reading!

On behalf of the UNESCO Chair in Applied Research for Education in Prison's Steering Committee,

Geneviève Perreault

New Chair

STRATEGIC DEVELOPMENT PLAN

After discussions with the Ministère de l'Éducation et de l'Enseignement supérieur (MEES), it was agreed that the Chair would file a strategic development plan and a business plan with the MEES to obtain adequate funding for 2018–2024. This strategic plan, described below, is the cornerstone of the Chair's renewal, which was begun in the fall of 2019.

Under the leadership of Sylvain Mandeville, director general of CEGEP Marie-Victorin, an editorial board was formed, made up of Sylvain Mandeville, Nicole Rouillier, Paulette Kaci, Jean-Pierre Simoneau and Jean-Pierre Miron.

The SWOT matrix (Strength, Weaknesses, Opportunities, Threats) was used to compile and cross-analyze the Chair's internal and external environments. In light of the analysis, recommendations were made to align the strategic planning work to be carried out over the next several years.

The SWOT analysis was mainly conducted on three activities (internally and externally):

Literature review and kickoff (July 2018)

- **Analysis of the reference documents and watch**
- **Formation of a pilot committee and start of planning**
- **Internal reflection by the Chair holder and the director of operations**

External consultations (August/September 2018)

- **Consultation of the members of the Scientific Committee through surveys and interviews**
- **First work meetings held by the pilot committee**
- **Development, validation and adoption of the organizational diagnosis and the strategic development plan (September/October 2018)**

The external partners played an important role in the strategic plan's preparation. Thanks to their participation, the diagnosis of the external environment is taking shape and the strategic issues are being identified with regard to the needs of the community the UNESCO Chair serves. They were consulted via an online survey while the key partners were met in individual interviews.

This planning exercise gave a clear idea of the mission, vision and strategic objectives the Chair has set for itself in continuing to contribute to the advancement of prison education research around the world. Following are the issues and directions, to provide an overview of what has been planned. The table shows the entirety of the planning, including the issues, strategic directions and set objectives, completed by the main strategies the Chair has prioritized.

ISSUE 1	The ability to conduct and collaborate on applied research on education in prison	DIRECTION 1	Improve the Chair's leadership in research, concentrating on priority development focuses
		DIRECTION 2	Create effective and fruitful networking in the prison education research community
ISSUE 2	The Chair's continued existence	DIRECTION 1	Develop a long-term funding strategy
		DIRECTION 2	Diversify the sources of funding
ISSUE 3	The Chair's visibility and positioning	DIRECTION 1	Increase the Chair's outreach and impacts on prison education research
		DIRECTION 2	Contribute to the Chair's national and international outreach
ISSUE 4	The governance and efficiency of its resources	DIRECTION 1	Review the Chair's modes of governance
		DIRECTION 2	Efficiently manage its human resources
		DIRECTION 3	Efficiently manage its technological resources



A NEW TEAM AT THE CHAIR

In accordance with the Strategic Development Plan, the Chair reviewed its structure and hired Véronique Béguet as co-chair in networking and partnerships and Frédérick Armstrong as co-chair in research. A new Chair holder, Geneviève Perreault, will start her term in June of 2020.

In addition to being the incoming holder of the UNESCO Chair in Applied Research for Education in Prison, Geneviève Perreault is also the deputy director of studies in charge of teaching services and research at CEGEP Marie-Victorin. A trained sociologist, she holds a master's degree and a doctorate in this discipline. She taught at the college level for more than ten years, both in regular and continuing education as well as in the correctional system. A member of the Chair's Scientific Committee since 2013, she also led research that drew a portrait of education in detention centres under provincial jurisdiction in Quebec and in the rest of Canada as lead researcher.

As the Chair holder, Geneviève Perreault will plan, organize, direct and oversee all of the Chair's activities, outreach and administration in accordance with its mission and the directions approved by the Steering Committee. She will orient and monitor external representations and the quality of relations with funders, partners, and organizations affiliated with the Chair. She will negotiate and sign collaborative and service agreements in collaboration with the chair of the Steering Committee. Her management style

is to favour close connections with the different players, in service of the mission.

The co-chair in networking and partnerships, Véronique Béguet, holds a Ph.D. in anthropology and an interdisciplinary post-doctorate in mental health. She was a part-time professor at the University of Ottawa and a researcher in the social inclusion of vulnerable populations in health and social services for 12 years. In her role as co-chair, she hopes to continue the work the Chair had started to extend its reach nationally and internationally and to facilitate the social inclusion and citizen participation of ex-prisoners thanks to education in prison.

Ms. Béguet is in charge of cataloguing expertise and developing collaborations and partnerships with various stakeholders: government agencies, civil society organizations and associations, researchers, teachers, practitioners, former inmates, etc., both in Canada and around the world. She is also in charge of outreach activities, such as organizing an international symposium and producing written and audiovisual materials that inform and raise awareness. Finally, she manages the Chair's logistics (daily operations management, file tracking, schedule and activity management, minutes and annual reports, etc.), in addition to filling out grant applications and looking for private financial partners (donations and sponsorships).

The co-chair in research, Frédérick Armstrong,

holds a Ph.D. in philosophy and was a lecturer at McGill University and University of Montréal. His dissertation was on the moral justification of public policies adapted to the interests of cultural minorities, marginalized people and people in vulnerable situations. As co-chair in research, he intends to help ensure that these ethical and policy concerns are included in the applied research that is catalogued or conducted by the Chair.

Mr. Armstrong is in charge of supporting the development of pure and applied research, contributing to and being closely involved in the Chair's development and activities, helping find private financial partners (donations and sponsorships), keeping strategic watch (subscription and publication hub), updating the Chair's website, keeping the Chair's documentation centre up to date and helping produce the Chair's annual report.

These nominations were approved by the Steering Committee in February 2020 and were ratified by UNESCO in March of 2020.

The Chair is redoubling its efforts to re-establish contact with former collaborators, find new ones and continue its research and awareness-raising mission.

UNESCO CHAIR HIGHLIGHTS IN 2018–2020

The year 2017–2018 was especially productive and rewarding for the UNESCO Chair in Applied Research for Education in Prison, thanks to various activities that contributed to its outreach on a provincial, national and international level and the development of partnerships and collaborations in different countries. However, the Chair's work was delayed by the extended absence of its director of operations, Jean-Pierre Simoneau, whose commitment and drive have played a vital role in reaching the UNESCO Chair's objectives. The following section gives an overview of the Chair's activities during the period from January 2018 to March 2020.

FOCUS I—APPLIED RESEARCH

1.1 Incarcerated learners' perception of education in prison's meaning and effects

In collaboration with Lyne Bisson, professor of social work at CEGEP Marie-Victorin, the Chair submitted a grant application to the Natural Sciences and Engineering Research Council of Canada (NSERC) in December for a qualitative research project under the College and Community Innovation Program. Our partners in this project are:

- Centre de formation générale des adultes de la Rivière-du-Nord (general adult education centre)
- Centre de main-d'œuvre Opex '82 (employment support centre)
- Exeko
- Institut de coopération pour l'éducation des adultes (adult education cooperation institute)
- Ministère de la Sécurité publique (Quebec Ministry of public security, MSP)
- Société de criminologie du Québec (Quebec criminology society)

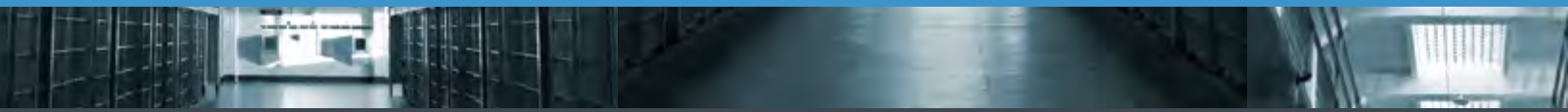
This research, on the meaning and effects of education in prison from the incarcerated learners' experience and perspective (title: "Sens et effets de l'éducation en prison : L'expérience et la perspective des apprenants judiciairisés") will focus specifically on how incarcerated learners in four or five detention facilities of provincial jurisdiction in Quebec perceive the elementary, secondary and vocational education programs available to them. With the support of the MSP, who will open the doors of four such detention centres to us, we will try to understand how the learners' participation in the programs impacts their knowledge, self-esteem, self-image, day-to-day life in detention, relationship with education and aspirations upon release. Finally, we will document how the incarcerated learners' rate their participation in these programs.

Education for all, including incarcerated people, is a key component in developing sustainable societies. This research will help better understand the contribution and effects of education in prison by focusing on the perspectives of the main people concerned. It will also help our partners improve the training offered during incarceration, both in provincial detention centres and federal penitentiaries.

This whole new body of knowledge will contribute to developing fairer, more lasting means of helping former prisoners reintegrate society. Finally, the support of several organizations important to this project and their commitment to widely disseminate the research results will ensure that the findings are widely seen, both in Canada and around the world. The results of the competition will be announced shortly. Stay tuned!

1.2 KNOWLEDGE MOBILIZATION

The Chair received \$10,000 in funding from the Social Sciences and Humanities Research Council (SSHRC) and the Canadian Commission for UNESCO to conduct a reflection project on the future of knowledge mobilization.



Knowledge mobilization is a generic term that describes all interactions and exchanges between knowledge producers (e.g., scientific researchers), knowledge brokers (e.g., the Chair) and knowledge users (e.g., teachers, inmates, administrators, decision makers) that aim to increase the reach and impact of the scientific research. Mobilizing knowledge ensures that the public concerned by the research subject knows the results and that these results can be used to more effectively meet the public's needs or to improve practices.

More concretely, mobilizing knowledge involves, for example, convincing a decision maker of the importance of education in prison by showing them research that demonstrates its many benefits. In this scenario, let's say researchers produced the knowledge. For example, the research shows that education in prison lowers the rate of recidivism. For this knowledge to have a real impact on educational practices in prisons, it needs to be mobilized. Therefore, the decision makers at every level (MEES, MSP, prisons, etc.) need to have access to this knowledge, it must be presented in clear and concise terms and those transmitting the knowledge must be aware of the different issues in the field.

In the framework of this project, the co-chair in research met with various people involved in education and prison education in Quebec, Canada and the United Kingdom, to answer these three questions:

1) What are the main knowledge mobilization issues and challenges in the educational sector?

2) How can fruitful communication channels be created between the different players in education (in prison education: ministry of public security [Quebec and Canada], ministry of education, prisons/penitentiaries, inmates, teaching staff, school board, educational institutions, etc.)?

3) How does the quality of the networks help meet the knowledge mobilization challenges?

These meetings helped the Chair team produce an issue paper on knowledge mobilization, a final version of which will be sent to the SSHRC by May 22, 2020. The document will eventually be published by the SSHRC and will be presented during a Canadian Knowledge Mobilization Forum. However, we are permitted to share certain salient findings.

We noted, for example, that the knowledge mobilization challenges are amplified when it comes to education in prisons. First, it is very difficult for the scientific community to get access to prisons, which limits the acquisition of knowledge. Then, researching education in prison involves different disciplines (e.g. criminology, sociology, the education sciences), which poses several communication challenges. These challenges are further exacerbated by ideological

tensions regarding a prison's basic purpose, which exist both in the research community and in practice.

We also noted that instructors in prison do not always have the resources to fully participate in co-building knowledge with the researchers. Moreover, it is clear that the future of knowledge mobilization requires raising public awareness of the importance of education in prison. Finally, we noted the importance of go-betweens, like the UNESCO Chair in Applied Research for Education in Prison, who can help popularize the research, theorize the practice and build solid networks between the different players in the Researcher-Decision-Maker-Instructor arena.

1.3 POSSIBILITY OF COLLABORATIVE RESEARCH BETWEEN THE UNESCO CHAIR, UNESCO DAKAR AND CHEIKH ANTA DIOP UNIVERSITY (UNIVERSITY OF DAKAR), IN SENEGAL

At UNESCO Dakar's invitation, which was extended by Oumar Ndongo (member of the UNESCO Chair's scientific committee and professor at Cheikh Anta Diop University in Senegal) and Akemi Yonemura (of UNESCO Dakar), Jean-Pierre Simoneau attended a consultative meeting on the state of prisons in Senegal, paired with his mission to Dakar, so that the three institutions could explore potential research avenues. These avenues are described in section 2.2.

FOCUS II—EDUCATION IN PRISON RESEARCH REFERENCE CENTRE

2.1 UPDATE AND MAINTENANCE OF THE WEBSITE

An excellent transmission and sharing tool, the website presents research conducted by provincial, national and international researchers and provides general information about the UNESCO Chair.

In addition to regularly and systematically updating the information on its website, the UNESCO Chair team keeps an eye out for relevant research and articles on education in prison, in Quebec and Canada as well as around the world. This watch will now be available in the form of a Zotero library (see infra p. 16).

2.2 PARTICIPATION IN A CONSULTATION ON THE STATE OF PRISONS IN SENEGAL

During the National Consultation on the Situation of Prisons in Senegal, held in Dakar in May of 2017, Jean-Pierre Simoneau was able to contribute to the reflection on the importance of education in a context of rising religious extremism and radicalization in prisons. The consultation's aim was to provide an opportunity to ponder the problems in Senegal's prisons and propose viable solutions to the decision makers and others involved in prison education. Special attention was placed on preparing and supporting the inmates in view of their social reintegration, as well as training instructors who want to work in prisons.

As part of this work, the Chair's representative made the following suggestion:

- Provide opportunities for teachers to volunteer in prisons
- Promote education in local languages as many detainees are illiterate
- Conduct action research on the orientation of prisoners for their reintegration into society
- Consider the educational profile of student prisoners to help them complete their studies
- Follow up after the prisoners have completed their training
- Develop partnerships with Canadian social workers

Following this consultation, similar interest was expressed by a representative of Guinea-Bissau in October of 2018. Senegal will be leading the development of this new collaboration in partnership with the Chair, which will make it a great example of South-South cooperation.

2.3 REVIEW OF A UNODC REPORT

In 2018, the United Nations on Drugs and Crime (UNODC) published a report entitled, "Roadmap for the Development of Prison-Based Rehabilitation Programmes." Jean-Pierre Simoneau was part of a group of

experts who reviewed the document, which was written by Rob Allen, an independent researcher and consultant specializing in prison systems.

Based on the principles of prisoners' rights in international law, namely the United Nations Standard Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules), the UNODC report offers a practical roadmap for setting up rehabilitation programs and initiatives in different prison systems in UN member states.

One section devoted to education outlines the main issues and obstacles to setting up education programs in prisons. The report namely suggests that "a learner-centred approach building on individual skills, competences and experiences is needed in prisons, together with alternative styles of teaching and learning which are engaging and relevant to the prisoner" (p. 33). It goes on to say that "it is important to tailor learning to the prison context, for example through the use of modular or unit-based courses, and the validation of prior learning" (Ibid).

The document is available here:

2.4 MEETING OF THE UNESCO CHAIRS IN CANADA NETWORK

The annual meeting of the UNESCO Chairs in Canada Network was held in Edmonton in late 2017. Jean-Pierre Simoneau attended, seizing the opportunity to present the UNESCO Chair in Applied Research for Education in Prison's accomplishments and upcoming projects.



FOCUS III—COMMUNITY OF INTEREST

3.1 MEETING OF THE STEERING COMMITTEE

The Steering Committee is the UNESCO Chair's authority on strategic direction, validation and arbitration.

The committee meets at least twice a year, when convened by its chair. One meeting is spent planning the upcoming year while the other is spent reviewing the previous year. This committee is chaired by Sylvain Mandeville, director general of CEGEP Marie-Victorin.

Three meetings were held during the reference period: a regular meeting on February 15, 2018, a meeting devoted to the Strategic Development Plan on October 15, 2018, and a meeting to endorse the nomination of the co-chairs and the new Chair holder in February of 2020.

3.2 OTHER ACTIVITIES

- September 2017: Gave a presentation to Marie-Josée Larocque, the person in charge of supply planning, continuing education and research at the MEES.

- May 2018: Attended a round table held by the Institut de coopération pour l'éducation des adultes (ICÉA) on the educational realities of immigrants, handicapped people and Indigenous people living off-reserve.

- June 2018: Attended the general assembly of the Canadian Commission for UNESCO in Ottawa. This event helped pave the way for a collaboration with the Chair in view of preventing radicalization and violent extremism.

- October 2018: Paul Bélanger attended a forum held by the Conseil supérieur de l'éducation du Québec (superior council of education) on the relevance of better national collaboration on education research—better serving the practice.

- November 2019: Véronique Béguet and Frédérick Armstrong attended the Vitrine sur la recherche collégiale (showcase on college research) organized by the Conseil supérieur de l'éducation.

FOCUS IV—TRAINING AND AWARENESS-RAISING

4.1 PARTICIPATION IN THE SOCIÉTÉ DE CRIMINOLOGIE DU QUÉBEC'S 38TH ANNUAL CONFERENCE

Jean-Pierre Simoneau; Luc Barsalou, educational advisor on continuing education in prisons; Yvette Grenier, author of an essay on her experience teaching in prison; and Geneviève Perreault, acting as

lead researcher, all attended the Société de criminologie du Québec's 38th annual conference in November of 2017, whose theme was intervention in a context of vulnerability. They presented the international state of research on education for incarcerated adults as well as an analysis of the need for college education in provincial detention centres. They also shared a portrait the Chair had drawn up of education in provincial correctional facilities in Quebec and Canada.

4.2 UNESCO CHAIR IN APPLIED RESEARCH FOR EDUCATION IN PRISON AWARD

2018 edition

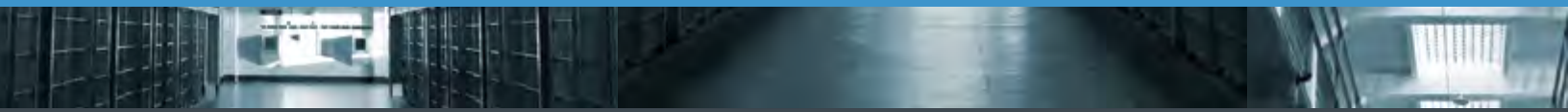
The UNESCO Chair in Applied Research for Education in Prison held its annual awards ceremony on April 18, 2018, during the Journée nationale des services éducatifs en milieu carcéral (national educational services in prison day), at the Centre de formation continue des Patriotes. The award recognizing an instructor working in a provincial prison was presented to Carole Nadeau and Dominic Potvin of the New Carlisle prison in Gaspé. The award recognizing an instructor working in a federal penitentiary was presented to Nicole Rouleau of the La Macaza institution.

2019 edition

On April 24, 2019, in Donnacona, during the Journée nationale des services éducatifs en milieu carcéral, the UNESCO Chair, represented by Luc Barsalou, presented two awards, each with a \$150 prize. The first, recognizing an instructor working in a provincial prison, was presented to Pierre-Luc Arsenault of the New Carlisle prison for the LI-B-RÉ—Journal étudiant (student journal) project. The other, recognizing an



NEWSLETTER



instructor working in a federal penitentiary, was presented to Line Bordage, of the Port-Cartier institution, for the Drôle de moineaux—Œuvres In Situ project. These projects, which demonstrate the quality of the recipients' commitment and bank on the learners' expressiveness, stood out due to their holistic approach and for favouring the socialization and social integration of incarcerated learners.

As in previous years, the projects were evaluated based on the following criteria:

- The project is innovative
- The project had been implemented
- The project is realistic and relevant to incarcerated learners
- The project can be used in other establishments
- The project has a direct impact on the learners' educational pathway
- The project helps the learners acquire skills, abilities and knowledge they can apply in their personal and professional life

Congratulations and thank you to the award recipients and everyone who believes in education in prison and takes action so that educational services make a difference in the lives of incarcerated learners.

The 2020 Chair award competition was launched, but has been postponed due to the current health crisis. The new date will be announced when the situation improves.

OVERVIEW OF EDUCATION IN PRISON

IN CANADA

45TH ANNUAL REPORT OF THE CORRECTIONAL INVESTIGATOR (2017–2018)

As the ombudsman for federally sentenced offenders, the Office of the Correctional Investigator (OCI) contributes to safe, lawful and humane corrections through independent oversight of the Correctional Service of Canada (CSC) by providing accessible, impartial and timely investigation of individual and systemic concerns.

Correctional Investigator of Canada Ivan Zinger tabled his report in the Parliament of Canada on October 30, 2018. Pleased with the nomination of the new commissioner of the Correctional Service of Canada, Anne Kelly, Mr. Zinger indicated the following priorities, the first of which are especially relevant to education in prison:

- Improve education in prisons, including post-secondary education
- Offer inmates controlled access to digital technologies (controlled access to email and the internet, online learning, in-cell tablets, etc.)
- Re-examine the CSC's governance structure to better integrate Indigenous inmates' needs and perspectives in senior management's decisions (create a deputy commissioner-level position for Indigenous issues in federal corrections, etc.).
- Reallocate significant resources to Healing Lodges and alternate solutions in society, managed by Indigenous communities
- Ensure that use of force incidents undergo a complete and transparent investigation and that the lessons drawn from such incidents are implemented

The report contains twenty-one (21) recommendations on various issues and concerns in the correctional system, namely:

- Guidelines on medical assistance in dying in the federal correctional system
- Compassionate community release of terminally ill offenders
- Clinical independence and prison health care governance
- Transfer of offenders who self-injure are suicidal or have serious mental health needs to external psychiatric hospitals
- Movement levels in secure units (maximum security) in regional women's correctional facilities

To read the full report:

46th Annual Report of the Correctional Investigator (2018–2019)

In his 46th annual report, Correctional Investigator of Canada Ivan Zinger drew attention to problems with the Correctional Service of Canada (CSC)'s work environment and organizational culture, which creates adverse conditions for the inmates. Mr. Zinger stressed the importance of ensuring that the inmates' living and working conditions and the staff's working conditions do not undermine human dignity.

Mr. Zinger also gives other examples that lead to believe that the Canadian correctional system's organizational culture "has become too insular, rigid and defensive." For example:

- The inertia concerning the quality and quantity of food served in federal penitentiaries, which has been deemed substandard (a recent internal audit of the food services does not recognize that the manner in which "cook-chill" foods are prepared—boiled, frozen and then reheated—compromises the well-being of the inmates or needlessly threatens the institutions' safety and security)
- The introduction of a standardized "random" strip-search method or protocol in correctional facilities for women, which does not take past trauma or gender into account
- A larger number of use of force incidents involving inmates with mental health issues in regional treatment centres (psychiatric hospitals)

- Housing older inmates serving long sentences who have a chronic illness are in palliative care or are terminally ill and who pose no undue risk to society
- Security-oriented practices and zero tolerance for illicit drug possession and use behind bars seriously erode confidence and limit enrollment in what should be a prison needle exchange program meant exclusively to reduce harm and promote health

While Mr. Zinger did not specifically address education in prison in his report, the following recommendations relate to it. Mr. Zinger recommends that CSC:

- 14a. Enhance digital/computer skills training in vocational program delivery to ensure offenders are better prepared for the current and future workforce;
- 14b. Increase availability of apprenticeship opportunities and work releases to ensure offenders get important on-the-job training with skilled professionals;
- 14c. Report out on how they specifically plan on addressing the unique employability needs of vulnerable populations (e.g., women, Indigenous, people with mental health issues, aging and younger individuals); and
- 14d. Modernize its manufacturing sector to ensure it aligns with labour market trends.

To read the full report:

An article published by the University of Ottawa Press

Souheil Benslimane, a graduate of CEGEP Marie-Victorin, member of the University of Ottawa's Carceral Studies Research Collective and coordinator of the Jail Accountability and Information Line (JAIL), published his first peer-reviewed article in collaboration with David Mofette (assistant professor, Criminology, University of Ottawa). Entitled "The Double Punishment of Criminal Inadmissibility for Immigrants," it appeared in volume 28 of the Journal of Prisoners on Prisons. This scholarly journal is published by the University of Ottawa Press and contains articles written or co-written by current and former inmates.

Benslimane also collaborated with Sarah Speight to give a talk entitled "Building Capacity, Knowledge and Organizing to Improve Conditions at OCDC: Early Lessons from the Jail Accountability and Information Line" as part of a discussion panel themed Organizing to Reduce Imprisonment and Its Harms. This talk was given at Wilfrid Laurier University's 9th National Conference on Critical Perspectives in Criminology and Social Justice (NCCP). Benslimane also participated in The Framework of Abolition round table held at Queen's University in Toronto on May 10, 2019.

Source: University of Ottawa criminology blog,

<http://uottawacrm.ca/news-and-events/2019/5/1/jail-hotlines-souheil-benslimane-and-professor-moffette-co-author-a-forthcoming-article-in-the-journal-of-prisoners-on-prisons>

IN AFRICA

On August 28, 2018, the Nigerian Prisons Service (NPS) was awarded a \$20,000 UNESCO Confucius Prize for Literacy for its education for prisoners program run by the National Open University of Nigeria (NOUN).

Ibrahim Sheme, NOUN's director of media and publicity, announced the win in a statement on Tuesday, August 28th, in Abuja. According to Sheme, NOUN's top Open and Distance Learning (ODL) Institute has provided free education to prisoners for several years. He added that the NPS was selected alongside five winners of this year's UNESCO literacy prizes, in recognition of its innovative literacy program aiming to equip prisoners with useful skills and professions to facilitate income generation.

Source: Joshua Oyenigbehin, Naija News, August 28, 2018

<https://www.naijanews.com/2018/08/28/nouns-education-for-prisoners-nps-wins-20000-unesco-prize/>

IN THE UNITED STATES

The Prison Education Project expands educational opportunities for inmates in 14 California correctional facilities. With the assistance of 2,400 university student and faculty volunteers, PEP has serviced approximately 7,000 inmates in these facilities since 2011. PEP is the largest volunteer-based prison education program of its kind in the United States. The California Department of Corrections and Rehabilitation and PEP have embraced a progressive and innovative approach to supplementing and expanding educational opportunities for inmates. By providing academic, life skills, and career development programming, PEP aims to educate, empower, and transform the lives of incarcerated individuals. The goal of PEP is to create a "Prison-to-School Pipeline" and provide in-custody students with the cognitive tools necessary to function as productive citizens. Our multi-layered approach enhances human development, reduces recidivism, saves resources, and allows participants to ultimately contribute to the economic and civic life of California. The overarching philosophy of PEP is to use the resources in the backyard of each of the state's prisons to make change, e.g., university student and faculty volunteers. There is a college within a 30-mile radius of the majority of the state's 34 prisons. PEP's goal is to collaborate with these colleges to assist the CDCR in its mission of rehabilitation. For every percentage point that we reduce recidivism, we save the state approximately \$89.4.

Source: Prison Education Project,
<http://www.prisoneducationproject.org/>

The Prison Studies Project published an article entitled "Why Prison Education?" in April of 2019. It references several studies that demonstrate prison education's many benefits. In short, the article states that the higher a degree a prisoner earns, the lower their recidivism rate; that higher education improves employability, which contributes to more successful reintegration; that funding higher education is cost-effective in the long term because it reduces the costs associated with recidivism; that education reduces violence; and finally, that it has a positive effect on the children of parents who are incarcerated.

Source: Prison Studies Project, *Why Prison Education?*
<http://prisonstudiesproject.org/why-prison-education-programs/>

On January 22, 2020, the Portland Phoenix newspaper published a story on Brandon Brown, the first Maine inmate to complete a graduate school program in prison. Brown was incarcerated in early 2010. In 2013, he received an associate's degree and in 2017, he received a bachelor's degree in liberal studies. He is now enrolled in Georges Mason University's Master's program on conflict analysis and resolution, which he should be completing in next few weeks. Brown is now looking into starting a doctoral program, but the distance learning options are limited.

Source: Jordan Bailey, *Portland Phoenix, Degree of Difficulty*,
<https://portlandphoenix.me/degree-of-difficulty/>

IN ASIA

The *GovInsider.asia* public policy analysis website reported an initiative by Singapore Prison Services (SPS) to help rehabilitate prisoners through the use of technology. By way of the Digitalisation of Inmate Rehabilitation & Corrections Tool (DIRECT), the SPS provides inmates with tablets they can use to stay in contact with their family and access educational content. The SPS is also collaborating with Ngee Ann Polytechnic to offer entrepreneurship training to inmates. This program and DIRECT are part of a set of measures aiming to shift the SPS from a security-oriented prison system to one that invests more resources in rehabilitating prisoners.

Source: Varissara Charassangsomboon, *GovInsider, How Singapore is Using Tech to Rehabilitate Prisoners*, <https://govinsider.asia/innovation/how-singapore-is-using-tech-to-rehabilitate-prisoners/>

AN OVERVIEW OF RECENT PUBLICATIONS

SPECIAL EDITION OF THE INTERNATIONAL REVIEW OF EDUCATION

A special edition of the International Review of Education, edited by Hugo Rangel Torrijo and Marc De Maeyer, was published in October of 2019. The issue contains original articles by Renford Reese; Terje Manger, Ole Johan Eikeland and Arve Asbjørnsen; Dorien Brosens, Flore Croux and Liesbeth De Donder; Emma Lina F. Lopez; Rangel Torrijo; and De Maeyer, among others.

<https://link.springer.com/journal/11159/65/5>

Evans, Douglas N., Emily Pelletier and Jason Szkola. 2017. "Education in Prison and the Self-Stigma: Empowerment Continuum." Crime & Delinquency 64(2):255-80.

Evan, Pelletier and Szkola report the results of a qualitative study on how higher education in prison affects self-stigma (social stigma applied to self). Based on the premise that incarceration contributes to self-stigmatization, the team shows that higher education helps reduce this negative effect by making incarcerated learners aware of their own self-stigma, empowering them and raising their self-esteem. Without concluding that education in prison is the definitive solution for successful reintegration, the team suggests that it is part of a set of practices that contribute to this goal. More broadly, the authors stress the importance of public policy, including financing education in prison, which lessens the stigma associated with incarceration.

Link: <https://doi.org/10.1177/0011128717714973>

Pompoco, Amanda, John Wooldredge, Melissa Lugo, Carrie Sullivan and Edward J. Latessa. 2017. "Reducing Inmate Misconduct and Prison Returns with Facility Education Programs." Criminology & Public Policy 16(2):515-47.

Amanda Pompoco and her colleagues studied the impacts of education programs (high school equivalency [GED] and college) on inmate misconduct and prison returns. According to their findings, inmates who received their GED or completed a college program in prison were less likely to be violent during their incarceration and were less likely to be reincarcerated within three years of their release. However, Pompoco et al. noted that these results were only seen in inmates who completed their training, regardless of what it was. They therefore encourage policy-makers and correctional administrators to focus on practices that will help inmates complete their educational programs.

Link: <https://doi.org/10.1111/1745-9133.12290>

Bozick, Robert, Jennifer Steele, Lois Davis, and Susan Turner. 2018. "Does Providing Inmates with Education Improve Postrelease Outcomes? A Meta-Analysis of Correctional Education Programs in the United States." Journal of Experimental Criminology 14(3):389-428.

In this meta-analysis, Bozick et al. show that inmates who participate in prison education programs are 28% less likely to reoffend than inmates who do not participate in such programs. Both groups have the same job prospects upon release, however. The team concludes that prison education programs are important if the objective is to reduce the rate of recidivism.

Link: <https://doi.org/10.1007/s11292-018-9334-6>

Szifris, Kirstine, Chris Fox and Andrew Bradbury. 2018. "A Realist Model of Prison Education, Growth, and Desistance: A New Theory." Journal of Prison Education and Reentry 5(1):41-62.

Based on a theoretical prison education model in the form of three context-mechanism-outcome (CMO) configurations, with education acting as a "hook for change," "safe space" and "qualifications" factor, Kirstine Szifris and her team "tested" the CMOs by assessing education programs in England and Wales through a systematic review of the scientific literature. According to their analysis, the evidence suggests that education in prison works better when designed as a hook for change and safe space than when it is meant to be a vector for qualification. However, the authors point out the limitations of their studies by mentioning the limits of the criminological perspective, for example. They conclude by encouraging educationalists to take an interest in prison education theory.

<https://doi.org/10.25771/qac7-9w77>

CALL FOR PAPERS

Kirstine Szifris (Metropolitan Manchester University) and Mike Coxhead (King's College London), with Aislinn O'Donnell (Maynooth University), are launching a call for papers for a special issue of the Journal of Prison Education and Reentry, whose theme will be Critical Reflections on Philosophy, Education, and Prison Sociology.

Those interested are asked to submit their text by June 30, 2020.

For more details:

<https://scholarscompass.vcu.edu/jpercallforpapers.pdf>

Have we missed a new initiative, conference, call for papers or publication? Write to us at educare@collegemv.qc.ca to let us know.

A NEW TOOL FOR THE CHAIR

We all know how difficult it is to keep up to date on the state of scientific knowledge given the rapid evolution of research on education in prison. Which is why the Chair has taken on the mission of finding and cataloguing a maximum of studies on education in prison, in all the fields concerned (e.g., criminology, education sciences, prison sociology, etc.). To improve our ability to disseminate this research and help you stay up to date on research developments, we've designed a bibliographic management tool adapted to the needs of university researchers.

In the next few weeks, we will be adding a new bibliography section to our website, which will include a link to a Zotero virtual collective library and a detailed tutorial for registering. This collective library, which anyone interested can browse at no cost, will be kept up to date by the Chair. When you register, you will have access to a detailed bibliographic record for articles, monographs, official reports and other on education in prison, as well as a URL link to the publication's web page. Some of the documents will be available in full, but most unfortunately require a subscription. However, you will have access to a summary or detailed abstract.

If you don't use Zotero or use another bibliographic management software (like EndNote), you can download a detailed bibliography in PDF or RIS format, which you can then import into EndNote. These alternate formats will be updated on a quarterly basis.

Link to tool: https://www.zotero.org/groups/2438569/chaire_unesco_education_prison

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