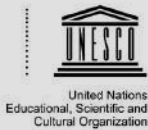




UNESCO Chair of applied Research  
for Education in Prison



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# Newsletter

Volume 9, Issue 2, October 2021

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### Geneviève Perreault

Chairholder of the UNESCO Chair  
in Applied Research for Education in Prison

After a year marked by several major projects, the Chair launches 2021-2022 with this newsletter, highlighting the importance and relevance of prison education. We begin with our Portrait of a Researcher, presenting sociologist Paul Bélanger, a key player in the founding of the Chair and a strong advocate of lifelong adult education. The interview highlights some of his key contributions to the field of education, his fundamental concerns and his pioneering work at the Chair. Our Portrait of a Learner follows up on one of our webinars and introduces Sylvie Lanthier, a learner from Québec City. Her enthusiasm and passion in her desire to learn encourage us in our efforts to consolidate the right to education for prison populations around the world.

An overview of the recent scientific literature allows us to learn about several international initiatives in the prison environment as well as the evaluation of the positive impacts of prison education on the reintegration of the various populations under study. Several of the articles cited deal with college or higher education and the specific features, challenges and positive effects of these programs. Other articles focus on the development of emotional skills or social capital on the reintegration of incarcerated people, allowing for a broader look at the collateral effects of education in prison. Finally, we note some methodological advances in qualitative data collection on prison desistance processes that use graphic representations of shared experiences in group discussions about barriers to learning in the context of post-secondary education in prison (Jones and Jones 2021).

Like all organizations today, we are adjusting our projects in real time, following the evolution of COVID. This is why we have decided to maintain the formula of the webinars, allowing us to keep in touch with the community of researchers and practitioners of prison education, until the conditions for holding international colloquia and conferences become more favourable. We are confident that these seminars will be of interest to you. You can already mark your calendars for the next webinar on November 10, 2021, which will feature the sharing of practices from the British Learning Together and Canadian Walls to Bridges (W2B) collectives, two dynamic initiatives in education with incarcerated people.

Lastly, we must note with regret the recent dissolution of Genepi, an important community group in the history of advocacy around prison education in France. This community of volunteers has been working on issues related to the French prison system since 1976 and has been maintaining links between prisoners and society through education. We are deeply saddened by the loss of this historic figure in the movement for the promotion of prisoners' rights and for education and social reintegration services.

### CHAIR ACTIVITIES

#### Announcement - The webinar series on research and innovative practices in prison education continues. Mark your calendars!

The UNESCO Chair in Applied Research for Prison Education is pleased to announce the resumption of its webinar series for a new 2021-2022 edition. The first webinar will take place on November 10, 2021, and will feature practices brought forth by two dynamic initiatives of education with incarcerated people: the British Learning Together and the Canadian Walls to Bridges (W2B).

For more information on dates and themes of our upcoming webinars, log on to our site: <https://www.cmv-educare.com/en/>

### CONFERENCES — ROUND TABLES — WORKSHOPS

#### Announcement — Société de criminologie du Québec

November 11, 2021, the *Société de criminologie du Québec* is organizing a hybrid event (in person and via Zoom) called "A Day with the Experts" on the theme of mobilization after the expert reports on the counselling of victims of sexual assault and domestic violence. The Minister of Public Security's Award will be presented on that day.



**La Société de criminologie du Québec**  
vous invite à son événement  
**"Journée avec les experts"**  
*Formule hybride*

**Jeudi 11 novembre 2021**

*Rebâtir la confiance  
La mobilisation  
après les rapports d'experts*

*Le stress  
de compassion*

**Conférences - table ronde - débats**

*Les suites à donner au rapport d'experts sur  
l'accompagnement des victimes d'agression  
sexuelle et de violence conjugale  
Les tribunaux spécialisés*

Invités:  
*Elizabeth Corte - Julie Desrosiers  
Pascale Brillon  
et plusieurs professionnels de la justice*

Prix  
de la Ministre  
de la sécurité publique  
du Québec

Centre de recherche en droit public

### NEWS

#### France

On August 2, 2021, the Groupement national d'enseignement aux personnes incarcérées, better known by its acronym GENEPI, announced its dissolution after more than 30 years of existence. This group, an all-student, volunteer association, had been active since 1976, carrying out educational and cultural activities in the prison environment. The dissolution of GENEPI, although decided by its members, raises several questions about the changing relationship between prisoner support associations and the new operational modes of prison management in France, as well as about the perception of an intersectional approach focusing on discrimination within the penal system in general.

To find out more about the various points of view:

[Genepi. \(August 2, 2021\).](#)

[Release on the dissolution of Genepi.](#)

In Genepi, *Genepi* – <https://www.genepi.fr/communiqué-sur-la-dissolution-du-genepi/> Accessed September 13, 2021.

[Mestre, A., Lemaignan, J., Hernando, J. \(August 8, 2021\).](#)

[Genepi: comment des militantes anticarcérales ont dissous l'association d'aide aux détenus.](#)

*Le Monde* – [https://www.lemonde.fr/societe/article/2021/08/07/prisons-la-fin-de-l-association-genepi-recit-d-un-enferment\\_6090799\\_3224.html](https://www.lemonde.fr/societe/article/2021/08/07/prisons-la-fin-de-l-association-genepi-recit-d-un-enferment_6090799_3224.html) Accessed September 27, 2021.

[Durand, C. \(September 13, 2021\).](#)

[Prisons: autopsie contradictoire de la dissolution du Genepi.](#)

*AOC-Media* – Analyse Opinion Critique. <https://aoc.media/analyse/2021/09/12/prisons-autopsie-contradictoire-de-la-dissolution-du-genepi/?loggedin=true> Accessed September 30, 2021.

## PORTRAIT OF A RESEARCHER:

### A TRIBUTE TO PAUL BÉLANGER



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The UNESCO Chair in Applied Research for Education in Prison has been privileged to have Paul Bélanger on board since its inception in 2009-2010, as well as in its first ten years of official life, starting in 2011, as Director of the Scientific Committee. Among other accomplishments, he was President of the Commission d'évaluation de l'enseignement collégial from 1984 to 1987, Director General of the UNESCO Institute for Lifelong Learning from 1989 to 2000, Secretary General of the International Conference on Adult Education in 1997, founder of the *Centre interdisciplinaire de recherche et de développement de l'éducation permanente de l'UQAM*, in 2000, and of the Observatoire Compétences-Emploi, in 2010.

Upon his retirement, we wanted to take a moment to highlight the journey of this exceptional researcher and educator. We begin with an interview with this great advocate for prison education.



**Editor** — Paul Bélanger, you are said to be a great promoter of continuing education, of lifelong learning. What led you to want or need to pursue a career in the field of education?

**Paul Bélanger (PB)** — Early on, I learned from my natural curiosity, especially through meeting many interesting people. I understood that the process of education was not just something that happened in our youth, but rather something that goes on throughout our lives. One should not forget one does not cease to need to know, to be stimulated, to be curious at 65 years of age... The last decades of my professional career have allowed me to witness the evolution of the concept of continuous education, be it at the Institute of Cooperation for Adult Education (ICEA), at the meeting of the promoters of the first diploma in adult education (at the University of Manchester in 1965–1966), or at the UNESCO Institute for Lifelong Learning (UIL).

**Editor** — How broad is your definition of education? Does it go beyond instruction or training? What are the academic, professional, or social impacts?

**PB** — Just as we will need food throughout our lives, we will need to learn, to have our interest and curiosity stimulated. Beyond academic learning, work, leisure and culture are places of learning and stimulation. Regardless of the context, or rather taking into account all these contexts, we must not let people down, we must break the inequalities, to make learning possible for all people.

**Editor** — What is the connection or difference between adult education, continuing education, and lifelong learning?

**PB** — Adult education is a concept that emerged in the 19th century, initially aimed at remedying the lack of education or even illiteracy of adults, especially workers. Over time, adult education has come to offer an alternative or complement to the regular public education system. In recent decades, the concepts of lifelong learning or continuing education have emerged, particularly to update the skills of the workforce; here the focus has shifted from knowledge to know-how. At the same time, a reflection on the meaning of education, on learning to learn, has highlighted the importance of supporting everything that can stimulate the desire to learn, curiosity, the need to ask questions.

**Editor** — How does prison education fit into your vision of education and society in general?

**PB**—To successfully conduct a rehabilitative endeavour at this stage in the life of an incarcerated learner, one must prepare that learner to return to society. How can we build their self-esteem, convince them that they have the right and ability to learn? What are their interests (we should always start from there)? What educational programs—formal or informal—would stimulate their curiosity? How do we provide access to libraries? How do we ensure continuity of education from inside to outside prison walls? How can we ensure that a period of confinement does not abolish the possibility of inclusion, of rehabilitation through full participation in the active life of society? It is important to answer these questions from the point of view of the right of people to be included in society, and to be prepared—if they are incarcerated—to fully participate in it.

**Editor** — Why did you see the need for a Chair in Applied Research in Prison Education? How do you perceive its role, its mission?

**PB** — At the international level, in conjunction with the UNESCO Institute for Lifelong Learning, it was felt that there was a need for a scientific conversation, an international network to support interest in prison education initiatives and research. It was important to determine who and what institutions were offering prison education programs; at what academic level they were working, for what populations, etc. These are some of the keys to applied research.

## PORTRAIT OF A RESEARCHER:

### A TRIBUTE TO PAUL BÉLANGER



**Editor** — How would you sum up your years at the Chair? What did they allow you to accomplish? What did you discover during your tenure?

**PB** — I feel that I have contributed to the development of an international network, through UNESCO, as well as through our contacts in Africa and Latin America more specifically. This network allows for the sharing of positive learning experiences, as well as the development of a curiosity in the scientific community and in the educational and even political spheres, with regard to this particular learning context that is education in prison.

**Editor** — What recommendations would you make to the Chair's steering committee to further develop its relevance and outreach?

**PB** — I would make four main recommendations to the Chair. First, to secure continued funding from UIL and the governments of Ottawa and Quebec. Second, while continuing to develop international partnerships, generate interest and initiate research on Canadian federal and provincial policies and practices in prison education. Third, to stimulate interest in the various government departments that may be involved in formal or informal prison education. Fourth, to focus on the importance of non-formal education for the development and maintenance of independence of citizens, including those over 65.



## PORTRAIT OF A RESEARCHER:

### A TRIBUTE TO PAUL BÉLANGER

The following are testimonies from Nicole Rouillier, Director General of Cégep Marie-Victorin from 2003 to 2013, and first Chair of the Steering Committee of the UNESCO Chair in Applied Research for Education in Prison, as well as Jean-Pierre Miron, retired Director of Student Services and the International Development Office at Cégep Marie-Victorin and first chairholder of the UNESCO Chair in Applied Research for Education in Prison, from 2011 to 2020.



**Editor** — Paul Bélanger is said to be a great promoter of continuing education, of lifelong learning. What has particularly impressed you about him, in the course of his career?

**Nicole Rouillier (NR)** — The scope of his work in Quebec and around the world. His experience and his network of contacts are quite impressive. His enthusiasm and passion for innovation, his sense of analysis and fieldwork are important assets. His views on education are both precise and accessible: Paul has a great sense of popularization. His commitment to the promotion of lifelong learning is exemplary, whether it be literacy, continuing education, or labour market training.

**Jean-Pierre Miron (JPM)** — Over and above his outstanding career, Paul Bélanger has impressed me with his great generosity, how he's always ready to share his time, his knowledge, and his contacts. He is an example of humanism and honesty.

**Editor** — How broad do you see his definition of education? Does it go beyond instruction or training? What are the academic, professional, or social impacts?

**NR** — For Paul Bélanger, training should be accessible and recognized everywhere and for everyone (the correctional sector is the best example of this). He believes that it is essential to place the adult learner at the heart of the process, to give them the opportunity to achieve something, to increase their self-esteem.

There are many ways to learn: recognizing prior learning and competencies is also an approach promoted and valued by Paul Bélanger.

**JPM** — More than a man of definitions or even of career, Paul Bélanger is a man of causes, in fact, of a great cause that has led him throughout his career, from the Institute for Cooperation in Adult Education (ICEA), to the UNESCO Institute for Lifelong Learning (UIL), to various university positions, to the Chair: to contribute to enabling all learners to become "better people" who contribute to society in order to make it evolve. Being very consistent with his values, Paul has embraced the posture of an influencer rather than a man of power.



**Editor** — What brought you into contact with him? Under what circumstances did you meet him?

**NR** — Starting in 2005-2006, we collaborated in a reflection by the college network on the development of continuing education. As Director General of Cégep Marie-Victorin, I was chosen to chair a committee responsible for guiding the research led by Paul, who was then in charge of a research centre on adult education at UQAM. We kept in touch throughout the years. At the time of the reflection that led to the creation of the UNESCO Chair in Applied Research for Prison Education, I had suggested to Jean-Pierre Miron and Jean-Pierre Simoneau that they invite him to participate in the implementation of the project.

**JPM** — In 2007-2008, Michel Huard, who was then head of programs at the Federal Training Centre, attended an international conference where he met with representatives of UNESCO's Observatory on Education. As this Observatory was about to cease its activities, the idea of taking over with a Chair in Applied Research began to germinate, and Jean-Pierre Simoneau and I were put in touch with Paul Bélanger during a conference of the Fédération des Cégeps, for which Paul had participated in a research project on continuing education. From that point on, we were able to benefit from his contacts (particularly in England and in southern countries) and his advice; he acted as a mentor to Jean-Pierre Simoneau and myself, legitimizing in a way the vision, or sweet madness, that we shared.

**Editor** — Where do you see prison education fitting into his vision of education and society in general?

**NR** — For Paul Bélanger, education should be of high quality, accessible and adapted to the needs of adults. It is up to the school to adapt to the needs of the students, not to the students to adapt to the system. Paul sees prison education as a passport to intellectual freedom, a lifeline and a solid anchor for students' successful return to society.

**JPM** — Paul Bélanger believes that education in prison meets the same values and fundamental needs: to enable the learner to fulfill their potential and participate in the evolution of society.

**Editor** — Why do you think a Chair Applied Research in Prison Education was necessary? What role did he play in defining its role, its mission?

**NR** — Paul is the founder of the scientific committee. He has shared his address book with us and has promoted the relevance of the Chair at UNESCO. He has played a major role in the credibility and influence of the Chair. He has been a key player in the foundation and sustainability of this organization, which is unique in the world.

**JPM** — For Paul Bélanger, it was clear that "something" had to take over from the Observatory to both illustrate the importance of education in prisons and document the practices and effects. His experience in similar structures allowed him to contribute to the drafting of the mission, vision, directions for development of this Applied Research Chair of this Chair in Applied Research.

**Editor** — What do you think of his years at the Chair? What did they allow him to accomplish? What did they allow the Chair to discover?

**NR** — He leaves a major legacy for an understanding of social inclusion issues and the power of education to address these concerns. His reputation has positively influenced the standing and credibility of the Chair in its early years.

## PORTRAIT OF A RESEARCHER:

### A TRIBUTE TO PAUL BÉLANGER



**JPM** — First of all, his strong belief that Cégeps could and should do research, coupled with his credibility and that of his network of contacts, all helped Cégep Marie-Victorin to obtain the Chair and to have its mandate renewed, in 2015 and in 2019. As chair of the scientific committee of the Chair, he has allowed the UNESCO Chair in Applied Research for Prison Education to become known and recognized, to move from ideation, or idealism, to action.

**Editor** — How would you like people interested in prison education to remember Paul Bélanger?

**NR** — I would like Paul to be remembered as a man of conviction and commitment, a man dedicated to the well-being of the world's disadvantaged populations, a visionary with a global perspective on the issues and challenges of education, an authentic, humble and unifying man, a great Quebecer whom I had the privilege of knowing.

**JPM** — Paul Bélanger is an exceptional person, whose words and actions are truly coherent, a great humanist, both humane and generous.



*Dénombrement, un regard sur l'incarcération au féminin ©Art Entr'Elles*

### PORTRAIT OF A LEARNER:

#### SYLVIE LANTHIER

Québec City — Sylvie Lanthier is the co-director of a documentary video installation entitled *Dénombrement, un regard sur l'incarcération au féminin* by the Art Entr'Elles Collective. She was one of the panellists at a webinar organized by the UNESCO Chair in Applied Research for Prison Education, held on April 28, 2021. The webinar presented the Art Entr'Elles experience, a collective of artists who say NO to violence, NO to poverty and NO to intolerance. It was founded in 2009 by women in the justice system and encouraged by the Elizabeth Fry Society of Quebec. The collective uses community art, a method of co-creation that brings together community artists (women in the justice system) and professional artists to create artworks that embody social justice.

The distinctive feature of this method is its non-hierarchical approach, which promotes collaboration by uniting the life experience and skills of each person involved.

Since its creation, Art Entr'Elles has produced eight creative projects and several exhibitions. It has collaborated with more than sixty women who have been through the justice system and about twenty professional artists. After ten years of experience, Art Entr'Elles maintains that community art is a vector of social and individual transformation. It is a real intervention tool that favours the social reintegration of people affected by the criminal justice system through the development of skills, social recognition, the reduction of prejudices and extraordinary connections.

Sylvie Lanthier agreed to share with us her learning experiences in prisons and transition houses.

**Editor** — Thank you, Sylvie, for sharing your journey with us. Let me start with this question: What made you want to pursue training in a prison environment and then in a halfway house? What were the triggers?

**Sylvie Lanthier (SL)** — I couldn't work in prison because of a physical condition. I didn't want to stay in the wing with the girls, so I wanted to spend my time going to school. We got paid a little bit too. We were given four dollars for the mess hall. Also, it's part of your release conditions to participate in classes. You don't choose them. They're the courses that are available and they're decided by the probation officer in the prison. Besides the classes, I also went to a lot of activities, like AA meetings, pet therapy training, little workshops on the side. In the halfway house, we have a clinical advisor who monitors us. She picks the classes, but with us. She and I had a very close relationship. She guided me through some really relevant choices.

**Editor** — What programs or courses did you take in prison and then in the halfway house?

**SL** — In the prison setting, I took the work objectives course. Often, the women who are there don't have much work experience. They show us how to make a CV, how to present ourselves, or the laws that have to do with women in detention who are looking for a job. I also went to food, body care and psychological health classes. We see all kinds of mental illnesses. They give us the associated symptoms, how to identify the symptoms in a person. It helped me, for example, because I had long been manipulated in my life. There was also a course on suicide prevention to help recognize people who have suicidal tendencies and how to help them. You learn to read between the lines. I also did The Journey. It's like a therapy. You talk about certain events and try to figure out why it happened and what to do if you really want to get out of it. We talk about what got us into prison. The program focuses on the crime you committed. So does the pre-release course. They give us all kinds of tools to avoid falling into the same patterns. For example, when I got out of the halfway house, I moved, my social networks changed, my reintegration really worked. As I was saying, there were also workshops like pet therapy, that was fun. She brought dogs and cats. In prison, we are far from everything: we are far from our families, our children. It's comforting. These are workshops to pass the time. When I arrived at the halfway house, my advisor sent me to several courses: individual sessions three times a week, the anger management course, the autonomous and free program, the strong skills workshop, and I was given training as a community artist by being part of the Art Entr'Elles Collective. All these trainings lead to a certificate.

**Editor** — What did the courses and training bring you (socially, psychologically, personally... etc.?)

**SL** — In general, a more effective management of my emotions and a development of my resources and skills. In the anger management course, for instance, I learned to let go and that nothing is resolved with anger. It's like an overflowing garbage bag. You put events in it, and then at some point your bag will explode. You take a step back. Now I don't sweat the small stuff like I used to. It changed my vision of things and I saw life differently. With the strong skills workshop, I became more aware of my skills, such as self-confidence, the ability to trust others and my ability to communicate. It taught me that I had skills that I didn't know I had. It made me feel good. The not so strong skills, too. I thought, if I'm told I have a skill in there, but not at the top, why wouldn't I try to tap into it? For example, doing repetitive things, it's not for me, it's not my thing. And I thought, in life, when I roll my meatballs during the holidays, I have to roll 40 meatballs, it's so repetitive, and in fact, look at what I can do. And I thought, as compensation, my family will be happy, they will love my meatball stew. If I had done that in high school, that course, I wouldn't be here today. I would have used my skills at a younger age. It's very rewarding to know yourself. It gives you a boost.

My work in the Art Entre'Elles collective has taught me teamwork, but also to share my emotions. We put things together, we cried, because we had to create something. And sometimes there was some friction. So we had a rain stick, and each girl took the rain stick and said how she was feeling. And there, really, we formed a very strong bond. You know when you're in transition, you don't just have that. There's your whole world, your background. It's hard on a woman's life. It lasted six months. I came out of transition, I was still going to meetings.

The *Dénombrement* project really made me grow, it awakened me to many cultural aspects. You know, we worked with professional artists, but we handled the camera, we did sound tests and for the editing, we chose the images. From start to finish, we decided on the form and content of our vignette. I was so happy to have started a project that I finished. We rolled up our sleeves and worked hard. It wasn't always easy. But when we got together with the girls, it was like candy. We left all the hassles at the door.

**Editor** — How have these different trainings impacted your current life?

**SL** — Both socially and psychologically, my trainings were always positive. It was hard but without making the experience negative. Now I have a lot of tools and resources to deal with different aspects of life. It allowed me to identify situations and deal with problems differently. Today, I use my trainings every day. And, I would do them again, because they allowed me to know myself better, because, look, you can lie to the teachers or the students in front of you, but you can't lie to yourself. You see when you try to answer a question to look smart, well no it doesn't work. You have to do it from the heart.

**Editor** — What could be improved in the trainings you have attended (e.g. subjects taught, way of teaching, length of trainings...)?

**SL** — More extensive training in the prison setting. Whether it's a nine-hour course or a 12-hour course, you're in prison. It seems to me that the more classes you do the more it makes you feel like you're not in prison. We could also go into more depth on the topics of the courses. Plus, they could give us equivalencies. There are some who finish high school in prison, but why don't they give equivalencies, I'm not talking about at the provincial level, I'm talking about at the federal level, that are attested at the CEGEP level. So that women are a little more specialized too, for example. Nowadays, you can become a lawyer by correspondence. When they do a lot of time in prison, that would give them a way out. When you get out, you have to reorganize your life, you have to find a job, you have to manage everything. So this would really be a plus for their reintegration.

The following section provides a non-exhaustive picture of the most recent research on prison education. This selection is representative of the diversity of approaches and disciplines interested in prison education.

Please feel free to share your own research and sources with us!



### ARTICLES

#### JOURNALS DEDICATED TO PRISON EDUCATION

**Cantora, A., Miller, J., and White, K. (2020). Implementing Pell: Challenges and Successes of Implementing the U.S. Department of Education's Second Chance Pell Experimental Sites Initiative. *Journal of Correctional Education* (1974-), 71(1), 2–17. From <https://www.jstor.org/stable/26915040>**

In this article, Cantora and Miller provide a detailed portrait of the University of Baltimore's Second Chance College Programme, from its development through implementation to its outcomes. Taking advantage of the fact that the U.S. Department of Education was establishing the Second Chance Pell Grant Experimental Sites Initiative in 2015, the University of Baltimore proposed a project in partnership with the Maryland Department of Public Safety and Correctional Services. In addition to providing a summary of the evolution of prison education in the United States since 1994, the article offers an interesting description of the implementation phase of a prison-based college program. The authors conclude that employee motivation, the strength of the partnership with the prison institution, and the leadership of the University of Baltimore administration are three factors that are pivotal to the success of such a program.

**Jones, M., and Jones, D. (2021). Understanding Aspiration and Education Towards Desistance from Offending: The Role of Higher Education in Wales. *Journal of Prison Education and Reentry*, 7 (1), 2349. From: <https://doi.org/10.25771/jpwq-2x33>**

In this article, Mark Jones and Debbie Jones report the results of groundbreaking qualitative research on the role of higher education in the delinquency/criminal career desistance process for a group of court-ordered individuals at risk of reoffending. Using a qualitative visual storytelling approach, which involves illustrating the words of a real-time focus group in the form of thematic graphics, Jones and Jones sought to understand the aspirations, challenges, and needs of individuals at risk of recidivism in relation to higher education. The authors conclude that, although post-secondary education is perceived as an important factor in desistance, its benefits are superseded by feelings of not being recognized by academic institutions and fears of being stigmatized as an ex-convict. They suggest, therefore, that universities need to adapt their services and approaches to ex-offenders in order to contribute more effectively to the desistance process, particularly by promoting programs that are integrated into the community of learners.



Wade, M. M. (2021). What Can be Taught in College in Prison? Reconciling Institutional Priorities in Clashes Over Incarcerated Students' Access to Instructional Materials. *Journal of Prison Education and Reentry*, 7(1), 622. From: <https://doi.org/10.25771/3fbs-bh36>

Located within the College of Education at the University of Illinois - Urbana-Champaign (UIUC), the Education Justice Project has been offering courses in several disciplines to individuals incarcerated at Danville Correctional Center (DCC) since 2009. Wade's article follows a controversy that began in the spring of 2019 as the DCC administration withdrew hundreds of books and teaching materials deemed "controversial" and "racially motivated". In effect, Wade is seeking to determine whether these kinds of conflicts between administrations and education programs are common, whether they are rooted in conflicts over institutional values or priorities, and how to avoid these controversies while ensuring better collaboration between colleges and prisons. After surveying 40 post-secondary prison education practitioners, Wade finds that content related to the racialization process, criminal law, gender, and sexuality are often informally constrained and content related to explicit sexuality, violence, and drug use is most often formally prohibited. These informal constraints on so-called sensitive topics appear to be systematic, although they vary from place to place. In all cases, these constraints are an important source of tension between educators and prison administrations. The author concludes with a series of hypotheses about the causes of these informal restrictions and potential solutions. He suggests that in the absence of clear rules and public support for prison education, "street-level bureaucrats" will be able to continue to impose restrictions on educational content with impunity according to their conception of what is "appropriate" and safe in a prison context.

Ariza Molina, Flor Manuela. "Impacto de la educación formal en el proceso de resocialización de los reclusos en los centros penitenciarios y carcelarios de la Ciudad de Valledupar—Cesar". Extracted from *Análisis y efectos en las organizaciones. Una mirada desde las ciencias administrativas*, published by Jesús Rafael Fandiño Isaza, 10720. Bogotá: Sello Editorial UNAD, 2021. From: <https://hemeroteca.unad.edu.co/index.php/book/article/view/5165>

*"Impact of formal education on the resocialization process of inmates in penitentiaries and prisons in the city of Valledupar-Cesar"*

The objective of this article is to present the results of the research entitled "Relevance of formal education in prisons and jails in the city of Valledupar", carried out with a sample of 128 inmates in pre-trial detention centres and prisons in the city of Valledupar. The inmates were subjected to a structured survey using Likert scales, in order to collect the information, they have about the relevance of formal education, and then to analyze the impact of formal education on the process of re-socializing inmates in pre-trial detention centres and penitentiary institutions. The research confirmed that education in prisons is relevant if it meets social demands as well as the inmates' own needs, especially if it facilitates their access to economic resources. Education is all the more relevant as these people will be actors in society. In this context, education in prison allows prisoners to acquire other ways of thinking, acting, understanding, and coexisting in society. Education stands out as one of the resocialization programs where the prisoner is not only motivated by a reduction of the sentence, but also gives them the opportunity to learn, work and show good behaviour in order to be accepted in a demanding society, taking into account the fact expressed by Munoz (1999) which states that "to speak of re-socializing the offender only makes sense when the society in which he/she is to be reintegrated is a society with a fair social and legal order" (p. 82).

### EDUCATION SCIENCES

**Galloway, S. (2021). Unseen roots and unfolding flowers? Prison learning, equality, and the education of socially excluded groups. *British Educational Research Journal*. From: <https://doi.org/10.1002/berj.3734>**

In this theoretical article, which stands at the confluence of thinking about lifelong learning and prison education, Galloway criticizes the idea that prison education, as practised in Scotland, should serve the "rehabilitation" of learners. Arguing that the notion of "rehabilitation" may be in tension with the presumption of equality held by many adult education theorists, since it assumes that prisoners are unfit for society and therefore need to be "rescued", Galloway observes that the criminological approach, which emphasizes the role of education in the process of desistance from delinquency, may conflict with the empowerment goals of adult education. The article concludes that the recognition of equality should be returned to the heart of the goals of prison education while abandoning the goal of rehabilitation, which is based on the premise that some people, including prisoners, lack the capacity to live in society.

**Jones, L. Ø., Tveit, L. V., Asbjørnsen, A., Eikeland, O. J., Hetland, H., and Manger, T. (2021). A Cross-Sectional Study of Educational Aspects and Self-Reported Learning Difficulties among Female Prisoners in Norway. *Education Sciences*, 11(6), 277. MDPI AG. From: <http://dx.doi.org/10.3390/educsci11060277>**

In this cross-sectional study, Jones and colleagues analyze the educational background, educational aspirations, and participation in educational programs of three samples of incarcerated Norwegian women between 2009 and 2015. Despite fairly small samples (n=106 in 2009, n=74 in 2012, and n=79 in 2015), the data collected show that incarcerated women's educational attainment and desire to enroll in post-secondary education programs increased in a statistically significant way. The team also notes that both education level and self-reported learning disability were predictive of increased participation in educational activities for the women surveyed in 2015. The authors conclude by emphasizing the importance of research that focuses directly on incarcerated women, a population that remains understudied and whose specific needs are too often overlooked.

**Morken, F., Jones, L. Ø., and Helland, W. A. (2021). Disorders of Language and Literacy in the Prison Population: A Scoping Review. *Education Sciences*, 11(2), 77. MDPI AG. From: <http://dx.doi.org/10.3390/educsci11020077>**

In this exploratory literature review, Morken, Jones, and Helland examine research on language and literacy problems in the incarcerated population over the past 20 years. Eighteen studies were included in the review, the majority of which focused on the issue of literacy (understood as the ability to read and write) while only three focused on oral language problems. The latter studies all report a high prevalence of oral language problems in the study population. However, the conclusions that can be drawn from the literacy studies are less clear since the methods and theoretical approaches vary too much. While it is reasonable to conclude that the incidence of literacy difficulties among incarcerated individuals is high, the available studies do not allow for a more precise look at the rate of dyslexia, for example, or the factors that contribute to this incidence. The authors conclude by emphasizing the importance of more research on language difficulties and of taking a multifactorial approach to literacy problems, both in research and in clinical practice.

Minhas, S., Ghani, A., Hussain, T., Irfan, F., and Riaz Rasa, M. (2021). Educating Prisoners by Distance: Prospects and Challenges in Pakistan. *Journal of Xi'an Shiyou University*, 65(5), 8698. From: [https://www.researchgate.net/publication/351849777\\_EDUCATING\\_PRISONERS\\_BY\\_DISTANCE\\_PROSPECTS\\_AND\\_CHALLENGES\\_IN\\_PAKISTAN](https://www.researchgate.net/publication/351849777_EDUCATING_PRISONERS_BY_DISTANCE_PROSPECTS_AND_CHALLENGES_IN_PAKISTAN)

Although the right to education in prison is recognized by the Law and Justice Commission of Pakistan, education remains the poor relation of prison interventions in that country. However, the Allama Iqbal Free University (AIQU) has recently established a free remote education program for prisoners. Following a qualitative research protocol that includes semi-structured interviews with prisoners, prison and education staff, and police officials, as well as detailed case studies of three prisoners, the authors find that distance education is an important educational vehicle for those incarcerated in Pakistan and, according to study participants, contributes to the rehabilitation of prisoners. However, programs do not appear to be flexible enough for the needs of learners, policies do not sufficiently promote rehabilitation, and resources devoted to education are largely inadequate.

### LEGAL SCIENCES AND CRIMINOLOGY

Petrosino, C., Choi, K.-S., Choi, S., Back, S., and Park, S.-M. (2021). The Effects of Emotional Literacy Programs on Inmates' Empathy, Mindfulness, and Self-Regulation: A Random-Effect Meta-Analysis. *The Prison Journal*, 101(3). From: <https://doi.org/10.1177/00328855211010407>

In this random-effect meta-analysis (the studies used were not equivalent), Petrosino and colleagues examine the effects of emotional literacy programs implemented in four countries (Germany, Portugal, the Netherlands, and the United States). These programs are designed to improve emotional and cognitive skills, which in turn improve self-regulation, mindfulness, and empathy skills. Although they suspect that studies showing positive results are more likely to be published (publication bias), the research team finds that studies devoted to these programs show a significant positive impact on incarcerated individuals. According to Pretosino et al., it is therefore reasonable to conclude that emotional literacy programs are an effective rehabilitation measure that should be implemented in corrections at all levels.

Walk, D., Haviv, N., Hasisi, B., and Weisburd, D. (2021). The role of employment as a mediator in correctional education's impact on recidivism: A quasi-experimental study of multiple programs. *Journal of Criminal Justice*, 74. From: <https://doi.org/10.1016/j.jcrimjus.2021.101815>

Following an excellent review of the literature and an exposition of issues related to the relevance of prison education research (e.g. selection bias), Walk and colleagues report the results of research that uses the propensity coefficient matching method to assess the impact of different education programs on the employment and recidivism of individuals incarcerated in Israel between 2004 and 2012. The team also sought to determine whether employment mediates between education and recidivism; in other words, whether education, in and of itself, negatively affects recidivism or whether it contributes to employability, which, indirectly, helps to decrease recidivism. Focusing on employability and recidivism data for participants in four programs—Grade 6 (basic language and math education), Grade 8 (basic adult education leading to a degree), Grade 10 (more advanced secondary education), Grade 12 (high school diploma equivalent)—and comparing them with a control group of individuals who did not participate in these programs, the Walk team observed that the Grade 8 and 12 programs had a positive impact on both employment and recidivism, while the Grade 6 and 10 programs only had an impact on employment. Given that the effects of education on recidivism appear to be mediated by its effects on employment, the authors conclude that prison education programs that have a tangible link to employability contribute more to reintegration.

**Curtis, C. A., Evans, D., and Pelletier, E. (2021). Developing social capital through postsecondary correctional education. *Journal of Offender Rehabilitation*, 60(4), 270-290.**  
From: <https://doi.org/10.1080/10509674.2021.1909200>

In this qualitative study, Curtis, Evans, and Pelletier examine the relationship between participation in post-secondary education in prison and the development of social capital among former inmates. The research team met with 18 individuals who participated in post-secondary programs in New York State penitentiaries to discuss their perceptions of their programs and its effects. While acknowledging the limitations of such a focused qualitative study, the authors observe a clear link between post-secondary education in prison and the development of social capital—understood as the acquisition of a sense of self-efficacy, "soft" and "hard" skills, and positive connections to social network—of formerly incarcerated individuals. In particular, they point out that the benefits of education extend well beyond the academic setting since the skills developed in an educational program are easily transferable to the employment setting. In short, Curtis, Evans and Pelletier conclude that education contributes to the social reintegration of ex-prisoners by equipping them to develop their social capital, while stressing the importance of conducting quantitative and mixed research in order to better identify the various causal links.

**Korzh, A. (2021). Education behind bars and beyond prison: Incarcerated women's education aspirations and barriers in Ukraine. *Compare: A Journal of Comparative and International Education*, 118.**  
From: <https://doi.org/10.1080/03057925.2021.1941775>

In this paper, Korzh shares the results of qualitative research on incarcerated women's educational aspirations and barriers to education in prison, and upon release, which was conducted in 2019 with 21 incarcerated women in Ukraine, four teachers, and eight prison staff members. While Korzh finds that women face traditional institutional, situational, and dispositional barriers, she notes that the impact of these barriers is downplayed by the respondents. There are also what Korzh refers to as "ideological" barriers that prevent them from pursuing post-secondary education. These include the internalization of the idea that the women we met were unwilling or unable to take responsibility for their own educational progress. Korzh interprets this as the internalization of a neoliberal logic that the individual must take responsibility for herself and that the state must disengage from the educational success of individuals. Korzh suggests that this idea constitutes an ideological barrier to the retention of incarcerated women in Ukraine as it is an obstacle to the implementation of community and state mechanisms to support the reintegration of incarcerated individuals into society.

## REPORTS

**Chesnut, K., and Wachendorfer, A. (2021). Second Chance Pell: Four Years of Expanding Access to Education in Prison. *Vera Institute of Justice*.**  
From: <https://www.vera.org/downloads/publications/second-chance-pell-four-years-of-expanding-access-to-education-in-prison.pdf>

In a report of particular interest to our U.S. readership, the Vera Institute of Justice releases the results of a survey of administrators at 59 colleges that were selected as part of the Second Chance Pell Experimental Sites Initiative, launched by the U.S. Department of Education in 2015. Among the report's highlights is that enrollment increased in the first three years of the program only to decline in the fourth year, likely due to constraints related to the COVID-19 pandemic. In all, over 22,000 incarcerated individuals have benefited from the Second Chance program, and more than 7,000 of them have earned a degree or certificate between 2016 and 2020.

### SOCIAL SCIENCES

Johnston, T. M., and Wozniak, K. H. (undefined/ed). Framing Effects and Group Differences in Public Opinion about Prison Pell Grants. *PS: Political Science and Politics*, 54(3), 411-415.  
From: <https://doi.org/10.1017/S1049096521000019>

Although their article does not address prison education per se, Johnston and Wozniak's observations will be of interest to our readers. Based on the premise that support for a public policy, as expressed in a policy questionnaire, can be influenced by the manner in which it is presented (i.e. framing effects), the authors investigated whether support for Pell Grant eligibility for incarcerated individuals in the United States could be influenced by framing effects. The authors were able to observe that support for this public policy increased, across the political spectrum, when respondents were exposed to arguments that the policy helped prisoners or American society in general. While the study also found that support for the policy remains quite low, with one part of the population indifferent and another strongly opposed, the authors take encouragement in suggesting that the work of convincing the public of the benefits of public funding of higher education for incarcerated people is not so demanding. Indeed, it is enough to show, with research, that such funding helps incarcerated people and society at large.

### MONOGRAPHS

Nichols, H. (2021). *Understanding the Educational Experiences of Imprisoned Men: (Re)education*. Abingdon: Routledge.

In this volume on how incarcerated men interpret and value their educational experience, Helen Nichols argues that the goals of prison education should not be limited to improving the employability of incarcerated individuals. In particular, she shows how incarcerated men use their prison education experience to adjust to life in prison, to revise or reconstruct their identities, and to build and develop interpersonal relationships. Intended for a general audience, this book is relevant to those interested in education in general as well as to those who are more specifically interested in prison.

### SPECIAL ISSUE OF A JOURNAL

Woodland, S., and Hazou, R. (2021). Carcerality, theatre, rights.  
Research in Drama Education: *The Journal of Applied Theatre and Performance*, 26(3), 385-405.  
From: <https://doi.org/10.1080/13569783.2021.1944805>

In this editorial, Sarah Woodland and Rand Hazou present an issue of Research in Drama Education: The Journal of Applied Theatre and Performance that focuses on theatre in prison settings. Woodland and Hazou have chosen to move away from considerations of the usefulness of theatre in prison or the aesthetics of redemption to encourage reflections on art in prison as a basic human right. The issue includes testimonies from participants and teachers and articles that relate events or experiences in Africa, Europe, the United States or Oceania. This thematic issue shows that the experience of education in prison can take many forms and that the right to education in prison has many facets.





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