

The Learning Chronicles

The newsletter of the Australasian Corrections Education Association

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President's Report

By ACEA President, Helen Farley

Kia ora koutou,

This has been a busy time! COVID is still making its presence felt across our prisons, schools and community corrections. The Director General of Health in Aotearoa has just warned us that he expects things to get worse through the winter months. We're not out of this yet! What is really apparent to me is that the mental health of our frontline educators is suffering. In my own jurisdiction, I've been running webinars for my frontline educators to keep them engaged and interested. They are feeling helpless not being able to go onto site and work with those people in prison, also suffering with the lack of visits, programmes, and so on. We will look at ways of opening up those webinars to frontline educators in other jurisdictions.



Our initial focus has been on ensuring compliance with NSW Fair Trading where our Association is registered. Our Vice President Stavroola Anderson has been doing an amazing job sorting through all of those documents. And lawyer Scott McConnel has ventured into the fray to advise us and keep us all safe. Though this work will dominate our Executive Meetings for a while yet, the purpose of this work is to keep us all legally safe, enable us to achieve what we want to, and for compliance to slide nicely into the background and not be too onerous. That will take a little while and I'm immensely grateful to Stav for undertaking that work.

We are still making sure the core business of ACEA is going forward. Our newsletter went out and we received lots of positive feedback about that. It goes out to nearly 850 people around the world as well as across Australasia. We were aiming to send the newsletter out quarterly, but we have so much information to go into the next issue, it is likely we will send that out earlier. Our webinar series is also going from strength to strength. Dr Fiona McGregor of Corrective Services Western Australia will be the guest of our next webinar on Thursday 19 May 2022.

Ara Poutama Aotearoa Department of Corrections New Zealand works with some of the Pacific nations around their own corrections practice. I was fortunate enough to talk to Melissa Nielsen of the Education Programmes team and Robert Pa'O who works with those correctional jurisdictions about joining us in ACEA. We're at the beginning of this journey but I'm hopeful we can bring our Pacific colleagues into the fold and share examples of good practice and provide some networking and professional development opportunities.

We've had our first invitation to participate in a research project. Dr Fairleigh Gilmour of Otago University is keen to partner with us on a project looking at digital technologies and higher education. We are really keen to participate and even drive some more research into education in the carceral environment.

So, for now, I'm going to keep it short! Please bear with us while we sort out all the tedious compliance issues. In the meantime, we'll make sure that you get value for money for your membership, and you get to shape this organisation. Please reach out, I'm just an email away: president@acea.org.au.

Noho ora mai,
Helen

2. What are some the emerging trends that you have observed that you think will have the greatest impact on your ability to effectively practice?



Among the trends that attendees identified were:

- Aging practitioners with no real pipeline of succession;
- The importance of customised development in particular fields based on the interest of the participants;
- The application of new technologies;
- More focus on education and employment pathways;
- Various new building products;
- Expansion of education beyond basic literacy and employment outcomes;
- Virtual, remote delivery;
- Listening to the 'lived experiences' was the real theme that came out of this conference;
- Whether or not custodial staff can effectively interact/motivate the people in our care towards education;
- Impact of actively using the trauma informed approach in education as well as reintroducing the arts for engagement and well-being; and
- As a vocational advisor, engaging with the learner to explore aspirations for the future and create a pathway for achieving his/her goals.

As you can see, there are some common themes! Of course, we are always happy to hear more of your ideas and responses to these questions. Any additional comments or queries, please email me at: secretary@acea.org.au.

ACEA Advisory Committee Member gives talk to South Australian Council of Adult Literacy (SACAL)

ACEA Advisory Council Member for South Australia, Rita Durkin, was invited to present at the SACAL conference on May 17. The title of Rita's presentation was 'Correctional education: What? Why?' Rita explained that the provision of education in prisons has a long history. So, too, does the debate about whether it should exist, what it should entail, and what is its purpose. In her presentation, Rita looked contemporary corrections education today, and how we got to this point. She also expressed some hopes for the future – the challenges that face us; and the barriers to meeting them.



Congratulations, Tatiana!

Our very own International Representative has just successfully defended her dissertation to be awarded her PhD! Congratulations, Tatiana! We are very proud of you!

The detail of Tatiana's thesis are as follows:

Funds of Knowledge in Carceral Secondary Mathematics Learning

This practitioner inquiry qualitative study explored the perceptions and applications of their students' funds of knowledge by carceral mathematics educators in a California alternative education program. Carceral classrooms are defined here as those for youth in detention or excluded from all other schools. These classrooms have not benefited from the application of this approach that incorporates students' home and community learning into classroom learning and this research aims to open the door to Funds of Knowledge (e.g., Moll et al, 1992; Zipin, 2009; Llopart et al., 2018) applications for carceral practitioners. This study brought together nine colleagues, including myself, fellow teachers, counselors, and paraprofessionals, into a Community of Practice that met over the course of an academic semester. Data collection was done through transcriptions of meetings as well as three interviews with each participant. The three research questions were: 1) How do carceral mathematics educators perceive learners' funds of knowledge and their relevance to math instruction? 2) What range of pedagogical principles and practices, including the attention to language in the classroom, do carceral mathematics educators report using to tap into learners' funds of knowledge? 3) How do carceral mathematics educators' views and expectations of the incorporation of learners' funds of knowledge reflect their teaching background and contexts?



Findings uncovered the perception of a potential in this approach as well as educator perceptions of inherently and prohibitively high levels of institutional and emotional liability in applying FoK pedagogy. Implications include a substantial need to engage in Community of Practice (Wenger, 1998) and Youth Participatory Action Research (Ozer *et al.*, 2010), to strengthen support for this approach for carceral classrooms. In this way, carceral students, who are often far behind in their studies, can enhance their learning with an engaging approach that scaffolds school learning off students' out-of-school education.

Llopart, M., & Esteban-Guitart, M. (2018). Funds of knowledge in 21st century societies: Inclusive educational practices for under-represented students. A literature review. *Journal of Curriculum Studies*, 50(2), 145-161. <http://dx.doi.org/10.1080/00220272.2016.1247913>

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141. <http://dx.doi.org/10.1080/00405849209543534>

Hogg, L. (2011). Funds of knowledge: An investigation of coherence within the literature. *Teaching and Teacher Education*, 27, 666–677. <https://doi:10.1016/j.tate.2010.11.005>

If you would like any more information about Tatiana’s research, you can email here at: international@acea.org.au.

A great win for the USQ Careers and Employability Team!

By Stephen Seymour

A hearty congratulations to the University of Southern Queensland Careers and Employability team who have been successful in obtaining a National Careers Institute Partnership Grant of \$AUD83,518 for the project, ‘You’ve Got Mail: e-Career Counselling for Incarcerated Women.’ The project will deliver evidence-based career counselling to incarcerated women in South-East Queensland in an e-counselling format, produce an e-counselling protocol and a facilitator’s guide to be shared with other jurisdictions throughout Australia. The project will be delivered in partnership with Queensland Corrective Services. Well done to the team on receiving this grant, and I look forward to hearing about the outcomes of this important project.



Upcoming ACEA webinar! Pedagogies of Desistance with Dr Fiona McGregor

ACEA is delighted to work with the University of Southern Queensland to share the wealth of knowledge and experience from practitioners, policymakers, and corrections education management across the world with you.

Please join us for our latest webinar on **19 May 2022** at 1pm AEST, 3pm NZST, your time zone [here](#).

Pedagogies of Desistance: Supporting the process of desistance from crime in the prison classroom

With Dr Fiona McGregor, External Partnerships Coordinator | Department of Justice Western Australia



Please note that the presentation is pre-recorded and that the webinar session as a whole is not recorded. Find previous webinar material [here](#). Accessible with ACEA membership.

For the first time, we will be issuing certificates of attendance. It will not be enough to register. You will need to attend to earn a certificate.

To join this event via MS TEAMS, please register at least a day prior by clicking on the link below: Check your junk folder for the registration confirmation.

[REGISTER HERE](#)

Abstract: This presentation from Dr Fiona McGregor is for prison educators wanting to support the process of desistance from crime within the prison classroom. It describes research the entwined nature of the learning and desistance processes and discusses the implications for pedagogical practice. The presentation highlights the key capabilities found in both successful learners and desisters and shows how opportunities to develop these capabilities can be facilitated in-class without sacrificing other outcomes such as unit or course completion or compromising prison security.

Bio: Fiona has over 30 years' experience in education (20 in prison education), originally as a secondary school English teacher and then a prison educator, manager, government adviser, consultant inspector and researcher. Initially specialising in juvenile and young adult male offender education in UK and Australian prisons, Fiona has developed a deep interest in women in prison and Aboriginal people, who are the most incarcerated people on earth and is committed to equity and inclusion.

Fiona has worked with NSW Department of Corrective Services as Senior Project Officer: Education Development and Innovation and most recently on her return to WA as a PEC at Bandyup Women's prison before taking up the post of External Partnerships Coordinator at Warminda.

Fiona is interested in the value of prison education, completing her doctoral thesis exploring the relationship between engaging in adult basic skills learning in prison and desistance from crime. Her goal is to work with staff, prisoner learners, university and other external research and corporate partners to reduce the harms caused by imprisonment by creating the culture and conditions which support the journey towards desistance from crime, and to better understand the important role prison education plays within this process.

Upcoming webinar! After Prisons Network Webinar Series 2022

By Lukas Carey

Tuesday 31 May 2022 at 12:30pm AEST, 2:30pm NZST and for your time zone check [here](#).

[REGISTER HERE](#)

WA Justice Association and the role of university students in criminal justice research and advocacy

With Mr Tom Penglis

Abstract: The WA Justice Association (WAJA) is a student-led not-for-profit that aims to reduce incarceration rates and improve outcomes for people coming in contact with Western Australia's criminal justice system. WAJA aims to achieve this by advocating for and effecting law/policy reform and promoting engagement between students, social justice organisations and the legal community.



WAJA undertakes research projects in collaboration with subject matter experts and legal professionals on criminal justice issues including improving employment opportunities for soon-to-be-released prisoners suffering from mental health issues, raising the age of criminal responsibility, and the introduction of Aboriginal justice advisory mechanisms. WAJA also engages in direct advocacy with decision-makers and the media, and engages in community outreach activities aimed at informing and galvanising students and the general public to become agents of change.

While still only approaching its 2nd birthday, WAJA is currently comprised of students from 4 of WA's 5 universities, has undertaken projects with organisations including WA Police and the Western Australian Association for Mental Health (WA's peak mental health body), and continues to expand. By providing lawyers and students an opportunity to be meaningfully involved in criminal justice reform, I hope to contribute to a more socially-conscious legal profession and also (and more importantly) a more socially-just society.

Bio: Tom Penglis has a unique mix of lived experience in WA's prison and also as a Law Degree / Juris Doctor degree student. Upon his release from prison in April 2020, he co-founded the WA Justice Association and continues to lead the charity while completing his degree(s). Seeing all of this opened his eyes to the importance of students when it comes to change in the criminal justice system and his daily work promotes this importance.

Time to think about the ACEA Conference 2023!

By Helen Farley

Just reminding you that it's time to turn our minds to the next conference. The ACEA Executive have selected the dates: **November 14-15 2023**. We have decided to again have a virtual conference but also recognise that people like to get together in a physical space so are considering concurrent face-to-face gatherings too. The 2021 conference caused us all a lot of stress and in order to avoid that next time around, we are starting to organise it **NOW!**



We need you!

We had a couple of people who put their hands up after the last newsletter, but we need some more willing helpers and creative thinkers!

There are some ways you can help us out:

1. **Join the ACEA Conference Sub-committee:** If you are interested in helping shape the 2023 conference, join the Sub-committee. Many hands make light work! If you are interested, email me: president@acea.org.au.
2. **Identify a virtual platform:** If you've been to a great virtual conference, let us know. What was great about it? What didn't you like? What conferencing platform did they use?
3. **Give us feedback:** We asked for your feedback at the time but now you've had time to reflect, is there anything else you'd like to tell us? We have a lot of great feedback – mostly good, some constructive suggestions, and some stuff people didn't think worked so well. That's something we can really work with!

The 2023 conference will be here before we know it and want to make it as relevant as we can! You can read about some of the feedback from the conference later in the newsletter. Please join us!

The ACEA Research Special Interest Group

By Helen Farley

One of the things we wanted to focus on this year is the formation of Special Interest Groups to allow those interested in particular topics to swap ideas about practice and to effectively network. The first of these groups to be formed is the **Research Special Interest Group**.

There has been one meeting of interested parties to take a first look at a research agenda. We thought about some prominent studies and how we could take them further. One idea that we had was to look at the impacts of education and training (and employment) on incarcerated learners in our respective jurisdictions. We would use the same methodologies across jurisdictions to enable meaningful comparisons. Ideally, we would look across different cohorts of learners, particularly Indigenous cohorts who are often underserved in the carceral environment.

We will be looking at partnerships with jurisdictions mediated through our Advisory Board Members, but also with interested academics and external providers of education and technologies. We will seek external funding to conduct the research.

To be a member of the Research SIG you will need to be a [member of ACEA](#). If you are interested in joining us, email: president@acea.org.au.

If you can't beat 'em ...

From Charlotte West, reprinted from [here](#).

The Minnesota Department of Corrections has recently posted a [job advertisement](#) for an unusual position: tattoo supervisor. The tattoo artist, based at Stillwater Correctional Facility, would oversee the establishment of one or more tattoo studios, reported Alex Derosier for the [Duluth News Tribune](#). The goal of the program is to both reduce transmissions of diseases such as hepatitis C and to educate people in prison as tattoo artists.



Ian is driven to driver success!

By Ian Elford, Ara Poutama Aotearoa

Ian Elford works as a Probation Officer in Mangere Community Corrections, Auckland, and is also the CEO and owner of a new company called Driven to Success.

In 2015, he was part of a team educating people in the community who were finding studying for their driving theory test and within a 24-hour period his board game, Driven for Success, was designed. One focus as a company, is the engagement with public sectors throughout Australasia to support the education of road users to make the road a safer place to drive. Ian has identified that not having a driving licence



has been a stumbling block for people in the community, resulting in low esteem, unemployment, and re-offending with driving offending being a contributing factor.

The concept and structure of the game is the first of its kind throughout all of Australasia. There is no other like it. Driven for Success is guaranteed to be competitive and fun, while at the same time giving people the opportunity to learn and succeed. The game gives people the opportunity to proactively play and learn in a fun and enjoyable atmosphere with family and/or friends. It not only supports the community but also gives the opportunity to educate younger children throughout schools and colleges as well as those studying for their driving tests prior to release from prison.



To date, they have completed 325 pre orders, (40 of those being schools and colleges and 6 prisons throughout New Zealand). All are proactively seeking to use the game in their facilities to further support education. The company and are also in collaboration with Paper Plus and Waka Kotahi Transport New Zealand to further extend and promote their game. Their aim is to also take their game to Australia and further afield once it becomes a household name throughout New Zealand.

For more information explore the links below and visit their website www.drivenforsuccess.shop and their Facebook page [Driven for Success](https://www.facebook.com/DrivenforSuccess) to keep up to date with progress.

Email: contact@drivenforsuccess.shop

For further information

https://www.linkedin.com/posts/ian-elford-02213120-board-game-aims-to-help-players-pass-their-activity-6920117015680573440-Zd6X?utm_source=linkedin_share&utm_medium=android_app

https://www.linkedin.com/posts/ian-elford-02213120-drivenforsuccess-activity-692011899502104577-HLrf?utm_source=linkedin_share&utm_medium=android_app

https://www.linkedin.com/posts/ian-elford-02213120-ian-elford-inventing-a-board-game-driven-activity-6920102630866235392-5Ttl?utm_source=linkedin_share&utm_medium=android_app

https://www.linkedin.com/posts/ian-elford-02213120-seven-sharp-driven-for-success-board-game-activity-6920098731908341760-Vmyl?utm_source=linkedin_share&utm_medium=android_app

IACFP Europe REEDU Project focuses on rehabilitation and education for justice-involved juveniles

From Cheryl Townsend, IACFP Executive Director

This article originally appeared [here](#).

In 2017, IACFP (International Association for Correctional and Forensic Psychology) began exploring how it could more effectively work as a partner with other organizations throughout the world. One of the strategies adopted at that time was to be the founder of an NGO organization in Europe. The result was the establishment of IACFP Europe, which was awarded a Royal Decree as a Belgium public interest foundation in 2019. Over the subsequent 18 months, IACFP Europe pursued partnership opportunities that were aligned with its mission to bridge research to practice and support



practitioners who serve justice-involved juveniles and adults in secure facilities and the community. It focuses on research, professional development, and training.

During 2020, IACFP Europe was invited to be a partner in an Erasmus+ project application aimed at rehabilitation and education of young offenders/juveniles. The project coordinator was Center za izobraževanje in kulturo Trebnje / Centre for Education and Culture Trebnje (CIK). CIK Trebnje is a public organization, established by four municipalities (Trebnje, Šentrupert, Mokronog-Trebelno and Mirna) to promote and develop adult education programs, including those for justice-involved individuals. The project was awarded funding and officially began in January 2021.

The aim of this project is to enhance acquisition of social competencies and promote the fundamental rights and values of juvenile offenders through innovative rehabilitation measures with the support of their families and significant others. It is summarized as an INCLUSIVE EDUCATION AND REHABILITATION MODEL FOR JUVENILE INMATES. The Model will be developed through several work products during the project. The Model will be designed to develop and enhance the social and civic skills of justice-involved adolescents and young adults and to develop their values and attitudes towards life. It will be piloted in four countries and supported by resources that will allow replication of it.

Project partners

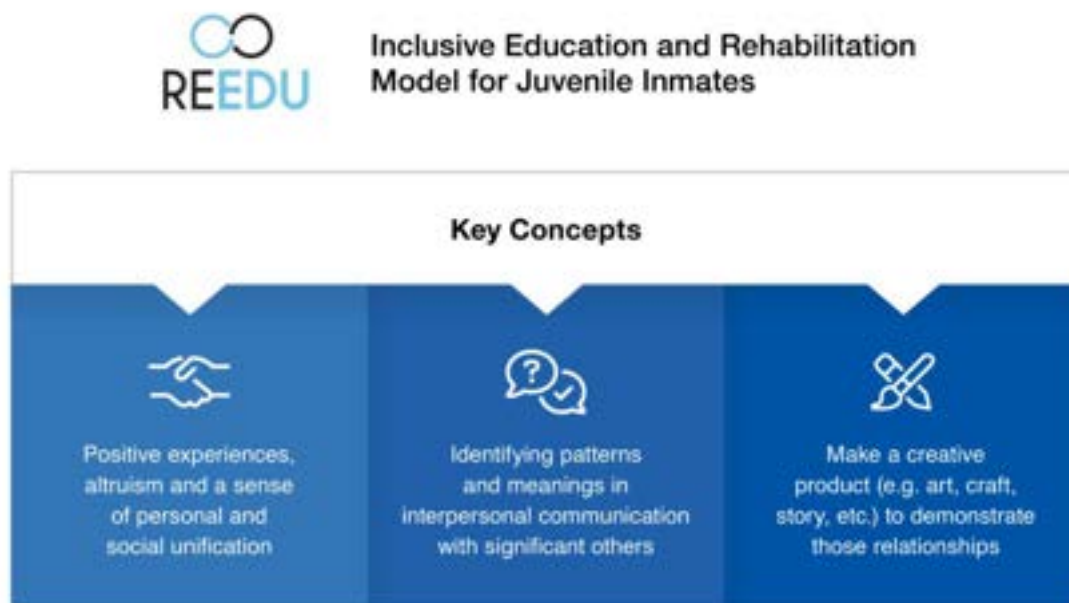
CIK Trebnje serves as the project coordinator for the REEDU project. In addition to IACFP Europe, the other project partners are:

- [Association of Centres for Social Work \(CCSW\)](#): This organization was founded on the basis of the s. 52 of the Institutions Act in 1996 by the decision of the Assembly of Association of the Centres for Social Work of Slovenia. All the centres for social work in the Republic of Slovenia, 16 of them, are connected to the Association CSW.
- [University of Malta, Prison Education and Re-Entry Programme \(UoM\)](#): As a Programme within the University of Malta's Prison Education and Re-Entry Programme, courses are given to criminology and youth studies students readying for degrees in related areas. The programme also offers masters degrees in education in Prison (M.Ed. Prison Education).
- [Senator für Justiz und Verfassung der Freien Hansestadt Bremen / Bremen Ministry of Justice and Constitution \(BMoJ\)](#): The Bremen Ministry of Justice and Constitution oversees all justice institutions for the federal German state of Bremen (courts, prosecutor, prison, probation). About 30 people work in this office, and their scope of work is the supervision of the institutions and organization, plus formulation of criminal justice policies.
- [Penitenciarul Baia Mare / BAI A MARE PRISON \(Penitentiary\) \(PBM\)](#): Baia Mare Prison is a public institution of national interest in the defense, public order, and national security area, with legal personality. It is a subordinate unit of the National Administration of Penitentiaries.

The additional partners who will be involved in promoting the project and disseminating materials related to the project are International Corrections and Prison Association Office in Europe (ICPA), Asociatia Centrul de Cercetare si Formare a Universitatii de Nord Baia Mare, Asociatia Start Pentru Performanta, and Vis Juventum Association.

Project goals and objectives

The premise of this project is that, both during the time in a secure setting and afterwards, the young person is part of a community—members of which are employees and volunteers working within the secure setting, friends, and significant others, including one’s family. The innovative approach of this project is that it tackles the education and rehabilitation of the youthful offender in an inclusive manner: by working with them and their significant others in a cohesive and comprehensive manner. In this way the prison or other secure setting becomes a hub for informal and non-formal education for re-entry into society. This hub serves not only the justice-involved individuals, but also their closest community: his or her family and significant others.



The REEDU project objectives as stated in its proposal are:

- To improve the social skills of young inmates, establish their value system and attitudes towards mainstream society, and life in general;
- To support mentors with new methodologies for education and rehabilitation of young inmates;
- To involve inmates’ significant others and mentors in education and rehabilitation process, and thus reach greater impact on inmate;
- To combat stereotypes against young inmates;
- To increase inmates’ reintegration into society by improving their social skills, establishing their value system and attitudes towards society and life; and
- To improve national prison education and rehabilitation systems.

This exciting project has already completed the first major work product: a document that bridges the gap between research and practice and provides an innovative theoretical approach for the project. This includes research regarding systems theory, positive criminology, resilience,

rehabilitation, role models, and project-based learning. The research provides a foundation for the guidelines for project-based learning, which will then be utilized to train mentors and serve as a resource for the development of future projects. IACFP Europe was a partner in this effort. The document will be available online in English, Slovenian, Romanian and German editions.

The 'Guidelines on Implementing the Project-Based Learning Approach' are currently going through a final review by the partners. It includes the following chapters:

- Theory and Application
- Skills and Development
- Challenges and Barriers
- Mentoring Activities
- Projects
- Involving Other Adults
- Sample Projects

While the guidelines will serve as a resource and roadmap for the teams involved in the pilot training for trainers and project implementation, they will also serve as a resource for anyone seeking to adopt an evidence-informed, project-based learning approach in any correctional environment. When finalized, this document will also be available online in English, Slovenian, Romanian, and German languages.

Teams made up of correctional officers, educators, psychologists and other professional staff from Slovenia, Malta, Germany, and Romania will receive training on the guidelines and will also practice experiential learning for their peers in early summer. They will then be involved in a pilot implementation in each of their countries and will develop four projects that involve justice-involved individuals, correctional officers, and significant others.

During the final year of the project, the learning and evaluation of the projects, the project-based learning approach, and current statutes regarding prison rehabilitation and education will inform final recommendations for the Model. The recommendations for implementing a Model in national education and rehabilitation systems in other countries will be shared at a final conference and public presentation of the project in December 2023.

IACFP Europe and its founder, IACFP, is excited to be a partner in a project that can bridge research and practice resulting in improved outcomes for justice-involved individuals. It has already proven that when representatives from the research and practice communities from different countries and cultures collaborate, the transnational integration of policy and service development is not only possible but also can thrive and be a great resource for professionals leading and working in corrections' organizations.

Sewing the threads for life at Invercargill Prison

From Carolyn Murgatroyd, Ara Poutama Aotearoa

Volunteer Co-ordinator, Jane King, is busy with her needle. At home because of COVID restrictions, Jane is embroidering eyes on over a dozen teddies; crocheted by men in the Invercargill Prison knitting group; prior to delivery to their new homes through Plunket (a health charity in Aotearoa).

‘Each one has its own personality,’ she says. ‘We can’t sew on buttons for Plunket (as these are a choking risk), so I’m giving them all their final touches before they can go to their forever homes.’



Run by a prison volunteer, the ‘Threads for Life’ group has been going for over two and a half years, and in that time over twenty-five men have been part of this.

‘Knitting is an excellent pastime for people in prison,’ says Jane. ‘It is something the men can do in their cells. It keeps the hands busy and relaxes the mind. It’s excellent for people’s wellbeing and rehabilitation – and, at the end, you have made something special and unique.’

Jane says Threads for Life is a group of six men who would, pre-COVID, meet for an hour and a half a week, do their craft and talk about crocheting, and life. ‘I am constantly amazed how many toys the men crochet,’ says Jane. ‘A large number of community groups have benefitted from the men’s creative talents.’

‘On returning to the prison after lockdown in 2021, I had a few bags of toys waiting for me. I had also made some teddies in my lockdown and these were all delivered before Christmas to community groups, including Riding for the Disabled, Jubilee Budget Advisory Service (for their pregnancy packs), with other items made by The Nattering Knitters in Gore (who distribute their knitted goods to the community) and to Number 10 Youth One Stop Shop. There is now another box of teddies waiting for delivery when we go to Orange [referring to Aotearoa’s traffic light system for COVID response].’

Jane says the men also send their creations home and really love that they can create something to send to their family/whānau. ‘They are grateful to be able to give, as they say they only ever ask for things,’ she says.

A letter from one of the men thanks the knitting group for showing him he had a creative side, and making him feel better in his cell, as he had something to do rather than sit and worry. Jane says he told her he had given his wife a toy at visits and it was really emotional and pleasing to see her reaction of pleasure.

‘These teddies have already brought happiness to their creators and we hope they will continue to do so for their new owners’ she says. ‘Our thanks to Threads for Life Volunteer, Judith (who has now left us), for her hours of helping with crochet and other classes, and to Suzanne who is staying on to help the Threads for Life group.’

Damned if you do, damned if you don't

From Charlotte West

Reproduced with permission from Open Campus. You can find the original story [here](#).

Since Terrance Simon got out of the Louisiana State Penitentiary last year, he's mentally prepared himself for the fact that his record might mean he doesn't get the job when talking to prospective employers. 'I go into a job interview with the mindset that they're going to know, and they're going to tell me no because of it,' he said. 'That's the worst case scenario.'



Simon is always honest about his conviction – but only if interviewers ask. 'I don't lie,' he said, 'But I won't tell you the truth if I don't have a reason to. If I see someone hinting at the possibility that I have any criminal record, I'm gonna be forthcoming with it, and give it all to you.'

He explains why he went to prison, but also what he's done since then. 'Yes, I've been to jail but this is who I became because of it,' he said. 'I don't want to just leave you with the fact that I'm a convicted felon, and leave you restin' on your own assumptions.'

In Simon's case, he was hired as a re-entry specialist at the Louisiana Parole Project, a non-profit in Baton Rouge, precisely because of his background. But that's not the case for everyone who has been to prison.

New research out of Cornell University looks at the conundrum that many formerly incarcerated job seekers like Simon face, which sociologist Sadé Lindsay calls 'the prison credential dilemma.' They have to decide whether to share the job training and educational certificates they did in prison – or not.

'Credentials acquired in prison may not be perceived by others as purely positive qualifications,' said Lindsay, who is a postdoctoral associate in policy analysis and management at Cornell.

In her research, Lindsay found that formerly incarcerated people often have little insight into employers' perceptions of prison credentials, which can include GEDs, college degrees, industry-recognized programs, and vocational certificates. That is what makes navigating the labor market so difficult for this population, she said.

'Imagine trying to make an important decision with no information to work with,' she said. 'For formerly incarcerated people, this lack of information about employers' perceptions is even more costly.'

If formerly incarcerated job seekers don't list relevant work and education experience acquired in prison, they may not have other qualifications that make them attractive as candidates. At the same time, employers might use prison credentials to screen formerly incarcerated people out of the applicant pool, Lindsay said.

The study, 'Damned if you do, damned if you don't: How formerly incarcerated men navigate the labor market with prison credentials,' was published in *Criminology* in February. Lindsay interviewed 50 formerly incarcerated men in Ohio about how they used their prison credentials in their job searches.

The study draws heavily on existing research about racism, criminal records, and employment. ‘Black and Hispanic populations, regardless of a criminal record, face an immense number of barriers to employment due to historical structural racism and racial discrimination,’ Lindsay said.

In the article, Lindsay cites previous research that shows that white men with a felony are as likely to be called back by an employer as Black men without a felony record.

‘When thinking about prison credentials, they are supposed to signal job readiness, desistance from crime, and other positive qualities,’ Lindsay said. ‘However, the very fact that Black and Hispanic returning citizens deal with racial discrimination in addition to criminal record discrimination means that prison credentials may not help them overcome these deeply ingrained stereotypes.’

Lindsay also looks at how the men did – or did not – share information about their prison credentials with prospective employers. Many listed degrees and other certifications they earned while incarcerated, but did not state where they earned them.

Mark, one of the interviewees, assumed that employers wouldn’t see a degree earned inside as good as one earned on the outside. Another formerly incarcerated job applicant, Thomas, said of his resume, ‘What I’m putting on there is ...”Perryville College.” I’m not saying ‘in prison’.’

Others said they’d talk about it when they had a chance to sit down with an employer face-to-face. ‘What it look like when you going to have a prison written down?’ Nick said. ‘Nah, we’ll talk about that during the interview.’

Lindsay argues that the prison credential dilemma highlights the limitations of policy solutions such as ban the box, fair chance, criminal record expungement, and concealment laws. Even in places where employers are prohibited from doing background checks, criminal records can still come out through job applications and interview questions about employment and educational histories.

‘By focusing on “the box” and formal background checks, we miss how prison credentials themselves can inadvertently work to maintain “the box” throughout the job search process in these oft-overlooked ways,’ Lindsay said. ‘Our solutions must account for these possibilities to see meaningful change.’

A lack of education for incarcerated students with disabilities

From Charlotte West

Reproduced with permission from Open Campus. You can find the original story [here](#).

Recent lawsuits have drawn attention to the failure of some corrections departments to provide special education services to students incarcerated in both juvenile and adult facilities. Being able to complete secondary education and earn a high school diploma or GED is key to accessing higher education opportunities.

In early March, a federal court found that students in New Jersey, who were not provided with special education services while incarcerated between 2015 and 2020, are eligible to receive up to \$8,000 per year in ‘compensatory education’ benefits, which allows them to make up missed instruction. Disability advocates said the landmark class-action settlement will reform special education in the state’s prisons, reported NJ Spotlight News.



The Washington Post also reported that a federal judge found the District of Columbia in contempt of court in February for failing to provide adequate special education to students with disabilities incarcerated at the D.C. jail.

Elsewhere, Gale Grover, a juvenile court judge, held the Louisiana Office of Juvenile Justice in contempt of court in October 2021 for its treatment of a teenager who had not received education, substance abuse counselling, and prescribed medication, reported the Marshall Project. The teen was incarcerated at the Acadiana Center for Youth at St. Martinville, which opened in July 2021. (I highly recommend reading the full story about the harrowing conditions at St. Martinville.)

A letter from someone in prison

Reproduced from the Ako Newsletter, Ara Poutama Aotearoa



Kia ora,

I am an inmate in Paremoro Prison who has a want for change to make my negative situation in-to a positive outcome for a beneficial future. With the education courses provided by our education co-ordinator (tutor) and Corrections, I have had the privilege of successfully completing a certificate in small business basics (Level 4) as well as successfully achieving my NCEA levels 1, 2, 3 certificates which has given me the confidence and drive to educate myself even more.

I didn't think or feel confident in myself because of my past experiences being a high school drop out also not completing past courses provided by training institutes. Thanks to the perseverance and support from the education co-ordinator and Unit 9 custodial staff through the covid lockdown, I was able to ask for help from the unit staff officers in communicating my concerns with our education co-ordinator (tutor) through phone calls and emails with both parties having a positive input and feed-back for me to troubleshoot my queries and problem solving. This experience taught me to communicate—don't be shy to ask for help, look for information in others from their perspective, experiences, knowledge and skills whether the persons be officers or inmates. Having our officers and our education co-ordinator (tutor) working together, keeping me on track was 'no easy task' a certain few told me straight. 'You can do this.' The other said: 'You have the skills, knowledge, and the potential.' 'Stop doubting yourself!' So, with all of their support I continued and persevered becoming successful in my educational achievements giving me the confidence and resilience to continue studying in other subjects as well as tertiary studies in the near future. I am so proud of myself and very thankful, also grateful for all the supports from Unit 9 Custodial staff and our education co-ordinator.

Yours sincerely,

A Real Life Success Story In the Making!



There are many social contacts that need to be re-established with whānau, including tamariki, and friends. Many people, particularly wāhine, will be taking on custody of tamariki. When they are looking for accommodation, they will also be looking for accommodation for the whānau. This limits the opportunities for living with friends or share-housing (Case, et al., 2006; Urban Institute: Justice Policy Center, 2006). Several struggle for custody either due to disagreements with whānau that currently had custody or due to restrictions or preconditions from state agencies in terms of living conditions and/or employability. If these substantial issues can be sorted, childcare becomes a concern (Case, et al., 2006).

Because education and training are not available for many in our prisons, they don't acquire the skills, in particular, the digital literacies or self-regulation necessary to succeed in an educational environment. Corrections jurisdictions are notoriously risk averse when it comes to technology. The SOL suites in Ara Poutama prisons are outdated and not relevant in a technologically advanced society (Farley & Doyle, 2014). In addition, many of those recently released will not have access to technology such as a laptop, prioritising technology such as mobile phones.

All of this is likely to be going on with a background of mental and or physical illness, including depression and anxiety, a lack of confidence, or substance abuse issues (Case, et al., 2006; Urban Institute: Justice Policy Center, 2006). Wāhine in particular report concurrent illnesses including, hypertension, thyroid problems, lupus, diabetes, obesity, rheumatoid arthritis, or, anaemia (Case, et al., 2006). In addition, formerly incarcerated people typically suffer from socially and economically induced traumas that can interfere with effective decision making (Goger, et al., 2021). Many individuals are incarcerated because they lacked confidence (Reese, 2021).

Because of the costs associated with securing accommodation, paying for amenities and food, recreating a wardrobe, and paying for transportation, people on release are very focused on getting employment almost beyond everything else (Zhang, et al., 2006; Kjellstrand, et al., 2021). The need to provide for themselves is prioritised (Andersen, et al., 2020). But spending time in prison actually decreases one's ability to cope in the community and maintain employment, as the values needed to succeed in prison often directly conflict with societal norms (Bloom, 2006).

Overcoming these challenges can be insurmountable when education is thrown into the mix. There will be little appetite for study. Education is important but those other matters needed to be attended to first. Given the challenges for those recently released from prison, USQ staff would advise incarcerated learners about to be released, to delay re-enrolling for at least a semester (6 months) to give them the opportunity to sort through those other issues first. Enrolment in a programme entails a cost whether the learner completes or not. Especially since the Fees Free allowance (or equivalent in other jurisdictions) might have been squandered in prison on an unrelated programme.

Even when learners do overcome these issues sufficiently to engage with education, there are other issues to overcome. For example, there can be a stigma associated with criminal history from education providers (Nelson, 2021). Administrators at universities express discomfort with having people released from prison on the premises (Reese, 2021).

What is needed

Specific re-entry services could include social support, legal and housing support, food and transportation, mental health counselling, academic support and supplies (Czifra, et al., 2022). Family and social support would assist with their emotional and psychological recovery, and by arranging financial support in addition to housing and transportation allowances (Case, et al, 2006).

Additional flexibility with regard to outdated security rules and technology policies in prisons would allow people who are incarcerated the skills to access information through technology and build their digital skills for success in a labour and education market that increasingly requires digital fluency and also education (Goger, et al., 2021).

Norway has a reintegration program which includes career counselling and supplies a laptop (Andvig, et al., 2021). This would enable people to make good decisions around education and give people the means by which to both investigate educative possibilities and to participate in programmes.

The barriers to entry need to be reduced for people to effectively engage with education. They must have a clear idea as to who to contact and what to do. USQ provides 'Transition Packs' for learners so they know what to do when they are ready to engage with education (Seymour, 2022).

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Raranga exhibition represents journeys for men at Whanganui Prison

Reproduced from Ara Poutama Aotearoa

A unique display of raranga (weaving) made by men in Whanganui Prison has been unveiled at National Office in a special Whakapiki Mauri.

During the early morning ceremony, the kete were uncovered and [awakened] with karakia from Mark 'Pops' Pirikahu and touched in a procession by those present.

The exhibition Mahi Raranga o Ngā Tāne Whanganui showcases work made over the past five years in a programme run through our volunteer framework.

Tutor and artist Juanita Davis (Te Atihaunui-a-Pāpārangī) says the kete and other items are all first works gifted to her by the men. 'It's a real honour that they give them to me. This is the men's way of saying thank you. I treasure them. Every one has a story and represents an individual journey.'

The extra large kete has served as an overnight travel bag. Others show the Whanganui mūmū (checkerboard pattern) and the niho (teeth) of the taniwha.

She says the men who join the programme are honest about their initial motivation. 'They tell me that before prison they wouldn't have looked twice at weaving. Most of them come for something to do, then they realise, "Hey I like this, and I'm good at it!"'

While COVID-19 has affected the tutoring sessions, the men still have access to the weaving room. 'If there's an incident or upset, they often spend extra time there. Weaving can be very calming,' says Juanita.

The harakeke [flax] is harvested from a single property and the weavers use every last scrap of the material in creative ways. Making rustic and sturdy pouches, and weedmats that eventually breakdown and return to the whenua.



The raranga will be on display in the National Office reception area for the next 16 weeks. It's the second in a programme called Ka Puta Ka Ora, which is dedicated to showcasing the creative work of people in prison.

Ka Puta Ka Ora translates as 'When all is revealed, wellness is gained through understanding.'

National Commissioner Rachel Leota says the arts and creative expression have always been an important and powerful tool in supporting the rehabilitation of people in prison and their return to the community.

'It comes in many forms - carving, weaving, painting, dance, music and more. Art gives people in prison a chance to gain new skills and NZQA qualifications, to better understand themselves, and their cultures.'

'Ka Puta Ka Ora provides a valuable space for us to showcase the amazing skills of people in prison to our visitors from other agencies and organisations. Exhibitions such as this weaving help to challenge and dispel a few preconceived ideas of what Corrections does,' says Rachel.

The reception area also has a video presentation of the industry and trades training delivered in prison.

Selected research articles

Compiled by Stephen Seymour and Helen Farley



There is a lot of great research being released around the world. We have tried to bring together the highlights for you! I should note, this list is not exhaustive and the articles are in no particular order! If there is an article you think should be included or if you have written an article, let Stephen know by emailing secretary@acea.org.au.

[Reprogramming correctional education: A conceptual framework for the implementation of adaptive learning technologies in prisons](#)

Shahram Amiri, Joseph Woodside, and Humberto J. Soares

Considering the probability of reinstatement of the Pell Grant Program, the debate to advance educational programs in prisons has flourished. Extensive evidence shows that the availability of learning opportunities in correctional facilities drastically diminishes the prisoner's probabilities of recidivism and, augments the likelihood of positive social re-integration. However, the effectiveness of these educational programs depends greatly on the methods of instruction offered. Therefore, the real issue lies on the selection of the appropriate method of instruction. The aim of this paper is to indicate the value of adaptive learning technologies (ALTs) to enhance a prisoner's learning abilities, by designing a theoretical framework for the implementation of ALTs in prisons. This framework draws its basis from theories of machine learning, adaptive learning, and information technology. The intention of this paper is to be used as a preliminary, conceptual framework, which can then be adapted as empirical studies are developed.

[Reflecting on the Value of Community Researchers in Criminal Justice Research Projects](#)

Social Sciences 11: 166, 2022

Caroline Doyle, Sophie Yates, and Jen Hargrave

While the importance of community researchers has long been acknowledged in disability studies, inclusive research practices such as these are less common in research about another marginalised group: people who are in prison or have spent time in prison. Over the past decade in Australia, the number and rate of people imprisoned has risen rapidly, and recidivism rates remain high, indicating a need for improved services. In this article, we draw on methodological reflections from two case studies on research with marginalised communities, one in disability studies and one in post-prison research. We apply insights from disability research to argue the importance of incorporating community researchers in qualitative research projects seeking to explore the experiences of people involved with the criminal justice system, such as people who have been released from prison.

[From Freire to Foucault: Designing a Critical Prison Pedagogy](#)

Book chapter from *Applying Anthropology to General Education: Reshaping Colleges and Universities for the 21st Century*, 2022

J. B. Scott

University education can only be truly transformative when it respects the problems that learners bring into the classroom. Educators who work with marginalized, traumatized, and non-traditional communities have the responsibility of translating general education into skills that address real-world problems. A transformative university education in prisons, for example, must center the everyday problems of incarceration as a source of knowledge creation.

This chapter describes how a general education curriculum based around the work of Michel Foucault's *Discipline and Punishment* (1975) can address the everyday problems of incarcerated learners. Through a process of 'getting to Foucault,' I describe my classroom goal of teaching incarcerated learners to see the anthropological problem of a prison. The chapter first discusses how the problem-posing education outlined by Paulo Freire's *Pedagogy of the Oppressed* can be used as a model to help incarcerated learners. The chapter then describes the design of student self-reflections housed across eight prisons and enrolled in an online 'Introduction to Anthropology' course for the Milwaukee Area Technical College. The final section of this chapter offers examples of how incarcerated learners relate Foucault's description of the carceral state to their everyday lives. I find that the writing of incarcerated learners can illuminate how we communicate scholarly

knowledge to introductory learners. The below case study and analysis can also be useful in understanding the effects of applied anthropological education on a highly marginalized physical, legal, and social space.

[Does the Signaling of Hiring Offenders Impact Corporate Reputation?](#)

Corporate Reputation Review (2022)

Edson Vander Costa Alves & Marcia Juliana d'Angelo

This study uses the Signaling Theory to discuss the impact of signaling offenders' hiring on corporate reputation through a parsimonious conceptual model. It is a survey of 482 respondents from a Brazilian state that, since 2010, has implemented a program to re-socialize criminals. The findings show that corporate social responsibility related to hiring vulnerable and stigmatized groups with bad reputations, such as prisoners, can foster organizations' reputations. Furthermore, the results indicate that more than signaling offenders' hiring using a social seal and the informational ambiguity about this corporate social responsibility activities, it is the signal credibility that most affects corporate reputation. Furthermore, it is about the efforts, investments, and resources employed to keep this organizational action and avoid employees' adverse reactions, impacting stakeholders' perception.

[Yeah, but Would You Hire Them? An Interpretative Phenomenological Analysis of How Employers Make Sense of Hiring Ex-offenders](#)

PhD, 2022

T. Riley

This study explored how employers perceive desistance in the process of hiring ex-offenders for high-quality positions. Semi-structured interviews were conducted with ten employers consisting of Human Resources (HR) professionals, hiring managers, and recruiters from organizations throughout the U.S. with the legal ability to hire individuals with a criminal history. Interview transcripts were analyzed using Interpretative Phenomenological Analysis (IPA) to identify themes. The interview themes were then considered in light of extant literature and desistance theory framework to determine research findings. Four major findings emerged: (1) stereotypes and biases exist, despite employer training; (2) employers have mixed thoughts on when ex-offenders should share the details of their criminal history and a sense of entitlement to additional specifics; (3) employer identity impacts understanding of desistance; and (4) a compassionate belief leads to a willingness to hire. These findings suggest opportunities for supporting ex-offenders on their re-entry journey by providing professionals with data on employer perspectives regarding their desistance from crime. Findings can impact practice by providing training tools for employers on best practices for hiring ex-offenders as well as impact social and political initiatives aimed at reducing recidivism.

[Tablets as a Vehicle for Imprisoned People's Digital Connection with Loved Ones](#)

PhD, 2022

A. Mufarreh

Tablets as a Vehicle for Imprisoned People's Digital Connections with Loved Ones by Andrea Mufarreh Advisor: Dr. Amy Adamczyk The intersection between criminal justice and technology is fairly understudied, despite increasing technological advancements in the world and within the criminal justice system. A rather recent addition to the technological landscape of prison is the adoption of tablets used by imprisoned people for communication and connection with loved ones and other activities, which is particularly important given the context of COVID-19, a virus which caused a global pandemic from 2020-2022. While the use of tablets by imprisoned people appears to

be a new trend, the use of tablets in prison both prior to and during the pandemic has remained an untested phenomenon, not yet evaluated by social scientists. The dissertation sought to address this gap in literature by interviewing fifteen people formerly incarcerated in the Ohio State Department of Rehabilitation and Correction (ODRC) and surveying a difficult to reach population, people currently incarcerated in ODRC (n=78), concerning their communication with loved ones using tablets and its meaning on their life and re-entry into society. The results of this study indicate that tablets are socially-situated in nature, and therefore the meaning of tablets depends upon the use of tablets by imprisoned people which is mediated by several factors concerning imprisoned people's individual and environmental contexts. The quantitative study indicates that imprisoned people's use and experience of tablets prior to and during COVID-19 is mediated by their demographic characteristics such as their age, parental status, marital status, and years served in prison, according to the quantitative study. The qualitative study indicates that several factors concerning imprisoned people's life inside of prison (e.g., technical glitches and correctional officers' attitudes) and outside of prison (e.g., their support system and financial standing) mediate their use of tablets in prison, and ultimately undermine the meaning of tablets for imprisoned people.

[Challenges facing a Māori prison education leader](#)

Access: Contemporary Issues in Education, 2021

Mereana Te Pere and Georgina Tuari Stewart

Māori are severely over-represented in the prison population of Aotearoa New Zealand, making up over half of all prisoners, despite being only about 15% of the national population. These Māori statistics are well-known, and support racist perceptions of Māori in general. There is substantial literature on Māori imprisonment in Criminology and related fields, but it mostly focuses on 'fixing' the prisoner. Prison education is a neglected topic in extant educational research. Little research exists on the experiences of those who work in prisons, and little or none about the experiences of Māori prison educators. Prison education focuses on changing behaviours that lead to offending and helping prisoners to gain work and life skills. But security concerns and managing the prison population take precedence and restrict the availability and priority given to education. The recent Hōkai Rangi strategy has generated enthusiasm, but has yet to translate into positive results.

[Education Behind Bars: A Review of Educational Services in Juvenile Correctional Facilities](#)

College of Safety & Emergency Services Academic Journal, 2022

Dr Deneil Christian

Youth in the juvenile justice system have a right to education comparable to the one found in traditional public schools. However, the literature indicates that this is not reality. In 2015, the Council of State Governments Justice Center found that only 13 states provide youth with the same educational services available in the community. Furthermore, only eight states do so for both academic and vocational services. Inadequate special educational services, sub-par curriculum, uncertified teachers, and limited access to advanced mathematics and science courses are only a few of the many issues faced by youth in juvenile correctional education programs. The local and state governments should hold juvenile facility schools accountable for providing the same access to education and vocational programs like those available to non-incarcerated youth. In addition, government officials should ensure that juvenile correctional education curricula meet federal and state standards, including obtaining comparable nationally recognized accreditation for educational and vocational programs.

['Eye-opening': Case study of a documentary film series in a carceral setting](#)

Studies in the Education of Adults, 2022

L. McVicar, C. Roy

Adult education has a long tradition of engagement in social justice, but prisoners do not seem to garner much attention. This paper presents the findings of a case study of nine incarcerated women who attended a weekly screening of a documentary followed by a discussion for four weeks and individual interviews with all participants. Preliminary data analysis shows four main findings. First, participants appreciated non-formal learning and took pride in participating in discussions that were respectful of differences. Secondly, they expressed curiosity for new information and other perspectives. Thirdly, participants were inspired by stories of ordinary people facing adversity with perseverance and creativity. Finally, the carceral setting shaped their learning experience; although the films provided a break from the monotony of being imprisoned, the activity was nonetheless situated within the context of participants' correctional plans. As the numbers of incarcerated women in Canada continue to rise, these findings suggest that adult education has a role to play and that activities like this documentary series can offer stimulation and reflection to people who are incarcerated.

[Volunteering for Research in Prison: Issues of Access, Rapport and Ethics and Emotions During Ethnography](#)

International Journal of Qualitative Methods, 2022

D. Martos-Garcia, J. Devís-Devís, A. C. Sparkes

Gaining access to formal institutions can be problematic for ethnographers. This is especially so when it comes to prisons where people are incarcerated by the state against their will for various crimes committed by them. Here, in such highly controlled environments, some authors have pointed out the lack of openness of correctional facilities to inquiry and the limited cooperation forthcoming from the various authorities that oversee them. Accordingly, this article examines the difficult processes undertaken to negotiate access to a high-security prison in Spain, and then maintain his role there for a 2-year period as a volunteer sports educator in order to explore the multiple meanings given to sport and physical activity in the prison setting by the prisoners, educational staff and the guards. The emotional costs and ethical dilemmas of sustaining working relationships with these different groups over time in order to achieve specific research goals are highlighted and reflections for future studies of prison life are offered.

[Devastation and innovation: examining prison education during a national pandemic](#)

Journal of Criminal Psychology, 2022

A. Bradley and B. Davies

This paper aims to highlight the impact that Covid-19 has had on the quality of education in prisons. This study considers the restrictive approaches taken by Her Majesty's Prison Service during this challenging time, to argue that prisoner education is not being adequately prioritised. This study highlight issues relating to the digital divide in prisons and the lack of technological advancement, which could improve educational continuity and in-cell learning. Design/methodology/approach This study provides an examination of the broad impact the national pandemic has had on prisons and punishment, Covid-19 National Frameworks and policies relating to prison restrictions, the movements within prisoner education policy, scholarship and reflections from delivering Learning Together in HMP Full Sutton, to argue that prisoners are at the bottom of the educational hierarchy in terms of delivery, innovation and prioritisation of learner needs. However, this study proposes that some of the technologically enhanced learning is a potential solution, to transform educational

equity and to reduce the digital divide. Findings This study highlights that education in prisons has taken a sudden and substantial deterioration. Findings suggest that there are few signs of this improving in the immediate future due to ongoing national restrictions. The Covid-19 prison restrictions further demonstrate the neglect of prisoners' educational needs. In addition, the national pandemic has highlighted the lack of use of technology within educational delivery in prisoners. However, findings suggest that through engaging digital learning platforms and the greater inclusions of technology in prisons, they can enhance educational opportunities and inclusive experiences for isolated learners. Research limitations/implications This is a study piece with support from a review of policy and scholarship. This is not based on data collected with serving prisoners during the national pandemic. Originality/value This study provides an overview of the current restrictions and lockdowns in prison associated with the national pandemic. Contemporary consideration to this underexplored area is essential to highlight the severe deprivations of prisoners and the fundamental impact this has had on educational delivery and much anticipated progression. Nuanced approaches to increase the use of technology within prison education are considered, in light of the challenges the pandemic has spotlighted.

[The 'Learning Disabilities-to-Prison' Pipeline: Evidence from the Add Health National Longitudinal Study](#)

Crime & Delinquency, 2022

Christopher A. Mallett, Linda Quinn, Jinhee Yun, and Miyuki Fukushima-Tedor

Young people with learning disabilities, and in particular those of color, are significantly more at risk for having school difficulties, delinquency, and incarceration. The National Longitudinal Study of Adolescent to Adult Health (Add Health) data were used to investigate how learning disabilities, school experiences, gender, and race impacted delinquency and criminal activity and incarceration—looking at a learning disabilities-to-prison link. Structural equation modeling was used to analyze the relationship between measured variables and latent constructs, comparing those young people with learning disabilities and those without. It was found that these pathways are quite complicated to discern; reflecting the current knowledge of this “learning disabilities pipeline” hypothesis. For young people with learning disabilities compared to young people without learning disabilities, juvenile delinquency was more likely if the young person was male or Hispanic; criminal activities were more likely for Black children and for those delinquent or incarcerated as a juvenile; and females were less likely to be incarcerated as an adult, but school dropouts, Black children, and those incarcerated as a juvenile were more likely. Implications are set forth, as well as recommendations to stakeholders.

[Youth Justice in Australia](#)

From AIHW, 2022

This report looks at young people who were under youth justice supervision in Australia during 2020–21 because of their involvement or alleged involvement in crime. It explores the key aspects of supervision, both in the community and in detention, as well as recent trends. Some data are included from the period during which COVID-19 and related social restrictions were present in Australia, specifically between March 2020 and June 2021.

[State of incarceration: Insights into imprisonment in South Australia](#)

From Justice Inform Initiative, April 2022

Since 2012, the South Australian prison population has grown by almost 50%. An over-reliance on imprisonment as a default response to both disadvantage and offending has resulted in a situation

where too many people in the justice system are unnecessarily trapped in a cycle of harmful and costly incarceration.

This report is a snapshot of a system that fails too many South Australians. Instead of reducing the likelihood of reoffending, prison entrenches existing disadvantage and increases the likelihood of ongoing criminal justice system involvement. Many people leave prison jobless, homeless and without the necessary supports to build healthy, productive, connected, and meaningful lives in the community.

[How Does a History of Trauma Affect the Experience of Imprisonment for Individuals in Women's Prisons: A Qualitative Exploration](#)

Women & Criminal Justice, 2022

J. Kelman, R. Gribble, J. Harvey, L. Palmer, D. MacManus

The majority of women in prison have experienced prior traumatic events. Imprisonment can also be considered a traumatic experience. Research exploring how imprisonment affects women with trauma histories is scarce. To examine this, qualitative interviews were conducted with 50 participants imprisoned in three women's prisons in England. Four overarching themes were identified using thematic analysis: the traumatizing prison system; triggering power dynamics; trust in relationships; and surviving and thriving. Aspects of the prison environment and staff behavior were experienced as triggering and traumatizing, while peer relationships provided some mitigation of these difficulties. These findings have implications for the design of women's prisons, improvements in staff recruitment and training, and the implementation of trauma-informed care for individuals in women's prisons.

[The information behaviours of maximum security prisoners](#)

Computer Science, 2019

C. Canning, S. Buchanan

The purpose of this paper is to advance the understanding of the information behaviours of prisoners, providing insight into their information needs and information-seeking preferences, and the factors influencing their behaviours; to inform education and rehabilitation programmes.

Design/methodology/approach The paper is an in-depth qualitative study. The theoretical framework was provided via Chatman's (1996) concepts of information poverty. Participants were adult male prisoners in a Scottish maximum security prison, and prison staff. Data collection method was semi-structured interviews. Findings Prisoners have a broad range of information needs, many sensitive and many unmet. Interpersonal information sources are predominantly used due to a combination of natural preference and restricted access to other information sources. Issues of stigma and trust influence information behaviours. Further issues include restrictive social norms, and disinformation to incite violence. A significant degree of risk is therefore inherent within interpersonal information interactions, fostering self-protective acts of secrecy and deception amongst prisoners. Unmet emotional needs appear particularly problematic. Research limitations/implications The paper highlights the need for further research exploring issues of unmet emotional needs in prisoners; in particular, assistive methods of need recognition and support in the problematic context. Practical implications The paper identifies significant unmet information needs in prisoners that impact upon their ability to cope with incarceration, and prepare for successful release and reintegration. Originality/value The paper addresses an understudied group of significant societal concern and advances the understanding of information need in context, providing insight into unmet needs and issues of affect in the incarcerated small world context.

[Prisoners and their information needs: Prison libraries overview](#)

Library Philosophy and Practice, 2017

A. S. Sambo

The study aims at identifying the prisoner's information needs. The descriptive survey design was adopted for this study. The census sampling technique was adopted for this study. Four objectives were set for the study and the interview was used to elicit information from respondents. As of the time of collecting data for this study, there were 936 prisoners in the four selected prisons. Findings showed that 95% were male while 5% were female. Findings also reveal that the information needs of prisoners covered health conditions, financial (99%), spiritual and moral (88%), life after prison/ information on legal issues (86%), family/friends (68%), literacy education (65%), skill acquisition (63%), right in prison (42%), prison rules (34%), and others information needs (26%). The majority of the respondents found libraries condition inadequate (85%). The study revealed that mosque/church were the popular ways of meeting information needs of the prisoners (75%). This is followed by family/friends (65%), physician/Nurses (56%), radio/television broad cast (23%), prison staff (22%), books/newspaper/magazine (20%), others (15%) and libraries (11%). Factors affecting information seeking behaviour of the prisoners include, problem of uncomfortable nature of the prison/ long delay before trial (97%), poor funding of the library and prison as a whole (95%), building used for library is unfavourable (85%), among others.

The paper concludes that State and Federal Government should take into consideration the prisoners information needs amongst us, thereby provide adequate funding, current information and conducive reading room. Recommendations were put forward to enhance access to information by the prisoners.

[Andragogy in Prison: Higher Education in Prison and the Tenets of Adult Education](#)

Adult Education Quarterly, 2022

P. F. Conway

This article synthesizes literatures relating to the fields of andragogy and prison education. It is a key moment to reflect on teaching practices inside carceral settings. As Pell Grant availability for incarcerated students is set to expand dramatically, many college and university faculty are soon likely to be entering prisons as instructors for the first time. This article contends that the tenets of andragogy provide a useful framework for structuring prison education course syllabi, activities, assignments, and evaluation methods. With the aim of valuing students' life experiences and assisting in the process of self-direction, andragogy can help combat some of the most harmful dynamics inside prisons, encouraging students to maintain an important degree of agency over their own learning.

[The Impact of Parenting Classes on Incarcerated Mothers](#)

Journal of Prisoner Education and Re-entry, 2022

K. Phillips and K. Kwon

With growing public attention to the problem of mass incarceration, many individuals want to know about the vast rise in women's incarceration rates; particularly concerning, the increase of mothers in prison. For many mothers, the only source of hope and motivation they have while involved in the criminal justice system is the connection with their children.

This article demonstrates that educational programs focusing on parenting can help incarcerated mothers renew their parental role upon release from prison. The target audience for this article includes, but is not limited to, correctional facility administrators, family counselors, educators, and

anyone with an interest in parenting after prison. This article can also serve as a platform to advocate for quality parenting classes for incarcerated mothers.

[ALM Mathematics in Prison \(MiP\)](#)

Numeracy and Vulnerability, 2022

*Catherine Byrne; **Tatiana Harrison (our very own!)**; Reggie Temple & Joan O'Hagan*

Mathematics in Prison (MiP) topic group is a new initiative from Adults Learning Mathematics (ALM) and aims to link practitioners and researchers interested in mathematics education in prisons and the secure estate. The topic group grew from a seminar that was part of the ALM virtual seminar series. Interest was expressed by those attending to develop an international group focusing on the challenges and opportunities afforded to adults learning mathematics in this unique and under researched context.

Fatherhood - The Best Hood

By a learner at Otago Corrections Facility

A system designated to decimate families,
Removing father's rights to void his responsibilities,
Extraditing the protectors leaving vulnerability,
Defamation of his name influenced by the authorities,
Threatening manipulation severely and constantly,
Unrelenting abusiveness such blatant atrocities,
Embellished his complement exaggerated inequalities,
Supporting lonely wāhine, entrapped so blindly,
The fathers locked in a cell robotic monotony,
Yet unseen is the real damage, the biggest of sins,
Who is it affecting most?



ALL OF OUR CHILDREN!!

So I put this challenge forth to all my brethren,
Break this cycle, break this curse,
For the future generations!
To all my brothers who love and miss their children,

KIA KAHA NGA TOA!!!

All kids need their Dads, Poppas and male role models! It's never too late to go back to the best hood — FATHERHOOD!!!

Dedicated to my son on the date of his 16th birthday.



From an artist in Otago Corrections Facility.