

The Learning Chronicles

The newsletter of the Australasian Corrections Education Association

Edition 6, November 2022

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President's Report

By ACEA President, Helen Farley

Kia ora koutou,

Well, it had to happen, and it did – I succumbed to COVID.

Fortunately, I had a very mild case, but it was still enough to disrupt my life considerably. Social and work events had to be cancelled. My partner had to ferry food and drinks to me on top of his considerable workload. He was sniffing by the end of my week of isolation. I was turfed out of bed and from in front of Netflix, only for him to take my place and for me to start bringing essential provisions to him. And he wasn't as lucky as I was; he had quite a serious case which saw him in hospital for tests. In the few weeks since then, we've both been catching up with the work that we missed. We're still not quite recovered but trying to put in full days. It made me think about how our prisons are coping with the aftereffects of COVID. Case numbers are rising again, and those who have recovered, are still playing catch up and covering colleagues who have fallen ill.



As with many sectors, Corrections is struggling to maintain its workforce, let alone grow it. In Aotearoa New Zealand, we have 650 openings around the country as both staff and people in prison are being shipped around just so a basic prison service can be provided. And though everyone is doing the best they can, education is too far down the list of priorities. Individual initiatives impact the lives of a few, but the wholesale restarting of education has not happened. Talking to colleagues in jurisdictions around the world, the same is true there too. Staff shortages. Morale is tanking. Everyone is tired. At least in our part of the world, we're heading into Spring and Summer.

ACEA is working to respond to these challenges. We've established a COVID Working Group to share ideas and to create a repository of resources that can be printed off for people in prison. These resources will cover a wide range of topics and skill levels. We are currently investigating platforms that will enable the resources to be readily accessed while maintaining security. Fingers crossed we are through the pandemic and yet we must remain vigilant with the possibility of new COVID variants emerging. Already there are whispers about a variant that has emerged in Russia against which our vaccines and antivirals are useless. Australia has scrapped mandatory isolation for those who have contracted the virus. In those countries overseas that have done the same, numbers are surging once more. Aotearoa New Zealand has retained mandatory isolation, at least for now.

Staff resilience and morale have been identified as a significant issue. Before the end of the year, ACEA will be providing a webinar at the time of our AGM for frontline staff about looking after their wellbeing in difficult times. This webinar will be the first of a series of webinars looking to support frontline staff in their work and helping them build wellbeing. I think we're all cruising to the end of the year. Thoughts are beginning to turn to roast fowl and pavlovas (and let's not talk about where they are really from!)

And while these member-facing activities happen, work is still going on behind the scenes to make sure that ACEA is working as well as it can, and that when a new Executive takes over, systems will already be in place. Lorna and Stav have been working tirelessly looking at policy and procedure, making sure we are compliant with legislation. Forms are being examined. Documents edited. Plans are being laid. Tarryn is scrutinising the website and looking at alternative technological platforms that do more of what we need. And everyone is doing this on top of their normal workload. A belief

in the transformative power of education for people in prison is what keeps us all going, that, and a quite dark sense of humour, and some swearing too.

And to ACEA news, our AGM is coming up. Think about joining us on the ACEA Executive or on the ACEA Advisory Board. There's more information later in the newsletter, along with nomination forms. Dr Jayson Ware of the University of Canterbury will be delivering a webinar after the business bit of the AGM. The title of the presentation will be 'The importance of being there for each other' and is aimed at promoting the wellbeing of our frontline educators.

It's also time for our ACEA Training and Education Champion of the Year Awards, celebrating the excellent job our training, education and administration folk do. This year, we are opening up to volunteers as well as agencies and external providers too.

And finally, I'm really proud to announce the ACEA Prison Library Seminar happening on Thursday 24 November! See more on that and how to register later in our newsletter.

Thank you everyone for the work that you do. I know many of you are buying resources out of your own pocket so those in prison don't go without. Many of you are putting in extra hours and your discretionary effort. Thank you for keeping the faith.

Don't forget that we are an association here for you. Please reach out if we can help; I'm just an email away: president@acea.org.au.

Noho ora mai,
Helen

ACEA Annual General Meeting

By ACEA Vice President, Stavroola Anderson

Our AGM is upon us! Please come along and have a say in our future. After the business part of the event, Dr Jayson Ware of the University of Canterbury will be giving a presentation about 'The importance of being there for each other.' This will be the first of our webinars directed at the wellbeing of frontline educators in particular.

The Australasian Corrections Education Association Incorporated

(Registration No: INC9882443)

Notice of Annual General Meeting

Notice is given that the Annual General Meeting of the members of the Australasian Corrections Education Association Inc will be held on **Thursday 17 November 2022, at 1:00pm (AEST)**, via Teams. Look for the time in your time zone [here](#).

Microsoft Teams meeting
Join on your computer, mobile app or room device
[Click here to join the meeting](#)

The business of the meeting will be:

To confirm the minutes of the previous Annual General Meeting and of any Special General Meeting held since that meeting.

To receive from the Executive Committee reports upon the activities of ACEA during the last preceding financial year.

To receive and consider the financial statements and reports of ACEA of the last financial year.

To elect the following members of the Executive Committee:

Vice-President

Treasurer

Secretary

Partnerships Officer

To elect the following members of the Advisory Council:

Regional Representatives

Interest Group Representatives

Australian Capital Territory

First Nations

New South Wales

Aboriginal and Torres Strait Islander

Northern Territory

Māori

Queensland

International

South Australia

Lived Experience

Tasmania

Research

Victoria

Student

Western Australia

Vocational Education and Training

New Zealand

Youth Justice

Notes

Membership:

You must be a member to attend the meeting and vote on motions or ballots.

To check your membership status, log in to your account from the ACEA website or email vicepresident@acea.org.au.

To join ACEA, please go to <https://www.acea.org.au/membership/>.

Elected positions:

Nominations for all elected positions must be made on official nomination forms, signed by 2 members of ACEA and accompanied by the written consent of the candidate. Nominations must be delivered to the secretary by 1:00pm (AEST) Thursday 10 November 2022.

Nomination forms and the most recent approved association Constitution (outlining eligibility and role responsibilities for elected positions) are available on the ACEA website.

Expressions of interest and enquiries relating to elected positions can be emailed to president@acea.org.au.

Documents

Reports and information documents relevant to the AGM will be made available on the ACEA website by 1:00pm (AEST) Thursday 10 November 2022.

Enquiries relating to the agenda of the AGM, relevant documents or other matters can be emailed to secretary@acea.org.au.



Executive Committee Member Nomination Form



Annual General Meeting

17 November 2022

Executive Committee Nomination Form

I hereby nominate _____
(name of nominee)

for the position of (select ONE position by placing a cross in the adjacent box):

Vice-President	<input type="checkbox"/>
Treasurer	<input type="checkbox"/>
Secretary	<input type="checkbox"/>
Partnerships Officer	<input type="checkbox"/>

I, _____, affirm that I am a current member of the association.
(name of person making nomination)

(signature of person making nomination)

I, _____, hereby **second** the above nomination and affirm that I
(name of person seconding nomination)
am a current member of the association.

(signature of person seconding nomination)

I, _____, hereby **accept** the above nomination and affirm that I
(name of nominee)
am a current member of the association.

(signature of nominee)

Please submit completed nomination forms to the secretary (secretary@acea.org.au).

Nomination forms must be delivered to the secretary by 1:00pm (AEST) Thursday 10 November 2022.

Advisory Committee Member Nomination Form



Annual General Meeting

17 November 2022

Advisory Council Nomination Form

I hereby nominate _____
(name of nominee)

for the position of (select ONE position by placing a cross in the adjacent box):

Regional Representative

Australian Capital Territory	<input type="checkbox"/>
New South Wales	<input type="checkbox"/>
Northern Territory	<input type="checkbox"/>
Queensland	<input type="checkbox"/>
South Australia	<input type="checkbox"/>
Tasmania	<input type="checkbox"/>
Victoria	<input type="checkbox"/>
Western Australia	<input type="checkbox"/>
New Zealand	<input type="checkbox"/>

Interest Group Representative

First Nations	<input type="checkbox"/>
Aboriginal and Torres Strait Islander	<input type="checkbox"/>
Maori	<input type="checkbox"/>
International	<input type="checkbox"/>
Lived Experience	<input type="checkbox"/>
Research	<input type="checkbox"/>
Student	<input type="checkbox"/>
Vocational Education and Training	<input type="checkbox"/>
Youth Justice	<input type="checkbox"/>

I, _____, affirm that I am a current member of the association.
(name of person making nomination)

(signature of person making nomination)

I, _____, hereby **second** the above nomination and affirm that I
(name of person seconding nomination)
am a current member of the association.

(signature of person seconding nomination)

I, _____, hereby **accept** the above nomination and affirm that I
(name of nominee)
am a current member of the association.

(signature of nominee)

Please submit completed nomination forms to the secretary (secretary@acea.org.au).
Nomination forms must be delivered to the secretary by **1:00pm (AEST) Thursday 10 November 2022**.

AGM Webinar: The importance of being there for each other by Dr Jayson Ware

Working in a correctional environment is rewarding but nonetheless difficult. Most educators would not choose to work with the clients that you work with. You work with difficult clients, in difficult circumstances, in a difficult environment. It is important that each of you adopt pro-active self-care strategies to reduce the risk of stress and burnout. It is critically important, however, that these self-care strategies include a focus on connections with others. This presentation will briefly review the evidence regarding the importance of collegial self-care within non-uniformed correctional staff and provide several simple yet evidence-based collegial self-care strategies.



Bio: Dr Jayson Ware is Senior Lecturer in Criminal Justice, Faculty of Law, University of Canterbury, New Zealand. He was previously Group Director, Offender Services and Programs, Corrective Services New South Wales, Australia. He has also researched and worked with sex and violent offenders for the past twenty years and has authored over 40 journal articles or book chapters relating to the offender rehabilitation. He continues to train and supervise professionals who work with offenders and has maintained a keen interest in staff wellbeing.

The webinar will take place after the AGM on **Thursday 17 November 2022, at 2:00pm (AEST)**, via Teams.

Microsoft Teams meeting
Join on your computer, mobile app or room device
[Click here to join the meeting](#)

ACEA Training and Education Champion of the Year

Nā tō rourou, nā taku rourou ka ora ai te iwi
With your food basket and my food basket the people will thrive

Rourou (Food basket) = Philosophy

Kai (Food) = Strategies

Iwi = Learners



Every year, we accept nominations from the states, territories and jurisdictions for the coveted ACEA Training and Education Champion of the Year. Last year Sir Graham Lowe with his Kick for the Seagulls programme and Alice Cooper were our worthy recipients. Nominations are open again and must be received by Friday December 23.

Purpose

To recognise exceptional educators, trainers, administrators or co-ordinators in prisons, community corrections and youth justice settings in Australasia. These individuals will exemplify outstanding professional knowledge, skills and practice.

Categories

Corrections Training and Education Champion of the Year: The Bob Semmens Award

In 1992, following discussions between correctional education specialists across the globe, Bob Semmens was instrumental in founding the organisations which later became ACEA. This award recognizes exceptional training and education champions in prison and community corrections settings.

Youth Justice Training and Education Champion of the Year: The Ray Chavez Award

Ray Chavez was a long serving President of ACEA between 2013 and 2019. During his presidency, Ray facilitated greater recognition and more active engagement of youth justice educators in the association. This award recognizes exceptional training and education champions in the youth justice space.

Eligibility

To be eligible, applicants must be:

- A current trainer, educator, administrator or coordinator in prisons, community corrections or youth justice settings; **or** in employment, regular contracting, or regular volunteering with a school, registered training organization, education provider or post-secondary education provider operating within a secure justice setting.
- Involved in the delivery of education and/or training in a secure adult or youth justice setting within the 12 months prior to nomination.
- Involved with the provision of education and/or training which has led to recognized outcomes, qualifications or statements of attainment which align with the Australian Qualifications Training Framework and/or Australian Curriculum or their equivalents in other jurisdictions.
- A financial member of ACEA.

The Submission

The submission should be no more than **500 words** or a **10-minute video** and *may* include the following:

Evidence of a well-developed **education philosophy**, which could include:

The principles and beliefs that underpin their development and delivery of education programs and engagement with learners in secure justice settings.

How and why that education philosophy promotes and facilitates positive engagement and outcomes for their students.

Evidence of incorporating the needs of First Nations learners.

Evidence of high standards of **professional knowledge and understanding**, which could include:

Extensive knowledge and understanding of the standards, curriculum, content and strategies associated with the educational programs delivered in secure justice settings.

Extensive knowledge and understanding of the barriers and support that exist in relation to developing and delivery education generally, and their educational program specifically, to learners with diverse life experiences and learning needs within secure justice settings.

A discussion of how professional knowledge and understanding has resulted in enhanced educational programming and/or delivery to incarcerated learners.

Extensive knowledge of what First Nations learners need to thrive.

Evidence of high standards of **professional practice**, which could include:

Evidence of the capacity to develop programs and/or resources which are appropriate for delivery and include innovative approaches to address the challenges of providing education to learners, especially First Nations learners.

Evidence of the capacity to develop programs and/or resources which reflect and are responsive to the complex life experiences and learning needs of learners.

How their professional practice has resulted in enhanced educational and/or vocational outcomes for students in the short and long term.

Evidence of high standards of **professional engagement**, which could include:

Evidence of a willingness and capacity to engage and work collaboratively with a wide range of individuals and organisations from diverse disciplines and sectors, who provide concurrent services to their learners.

Evidence of a willingness to engage with and design learning interventions to accommodate the specific needs of First Nations learners.

How professional engagement with peers and students has resulted in enhanced educational programming and/or delivery, as well as enhanced educational and/or vocational outcomes for learners.

Evidence of high standards of **professional development**, which could include:

A pattern of continual engagement in professional development in order to enhance knowledge and skills specifically relating to the delivery of appropriate and relevant education to learners with diverse life experiences and learning needs.

A capacity to adapt education design and provision in relation to short-term and long-term changes in justice and/or education policies, procedures and priorities, as well as changes in learner cohorts.

Continual engagement in professional development that has resulted in the maintenance or improvement of educational programming and/or delivery within the secure justice setting, as well as educational and/or vocational outcomes for learners over an extended period of time.

Process

Call for nominees

Each State/Territory/Jurisdictional Representative will distribute ACEA Training and Education Champion of the Year information to members and stakeholders within their jurisdiction.

The Youth Justice Representative will distribute ACEA Youth Justice Training and Education Champion of the Year information to members and stakeholders of the Youth Justice Network.

Nominations close **23 December at 11:59pm**.

Only nominations including the following information will be considered valid:

- Relevant nomination with ALL sections included.
- Colour portrait photograph.
- Selection of state/territory/jurisdictional finalists.

Each state/territory/jurisdictional representative (with the assistance of an ACEA Executive Committee member) will select **one nominee from their jurisdiction** as a finalist to be considered by the ACEA Training and Education Champion of the Year selection panel.

The Youth Justice Representative (with the assistance of the ACEA Executive Committee) will select **one nominee from each jurisdiction** as finalists to be considered by the ACEA Youth Justice Training and Education Champion of the Year selection panel.

Announcement and referral of state/territory/jurisdictional finalists to Selection Panels (via the Secretary) early 2023.

Each state/territory/jurisdictional representative and the youth justice representative will forward relevant information and documents to the Secretary.

The Secretary will provide lists of finalists and relevant documentation to the chair of each selection panel and inform each state/territory/jurisdictional finalist in each award category of their progression to the next stage.

The Information and Communication Officer will report the names of each state/territory/jurisdictional finalist in each award category on the ACEA website and ensure reporting in the next scheduled Learning Chronicle and Youth Bulletin.

Selection panels formed and convened

The ACEA Training and Education Champion of the Year selection panel will:

Be convened and chaired by the President.

Consist of the Executive Committee members and two Advisory Council members, nominated and invited to participate by the President.

The ACEA Youth Justice Training and Education Champion of the Year Selection Panel will:

- Be convened and chaired by the Vice-President.
- Consist of the ACEA Executive Committee.
- Review of nominees and selection of award winners.

Each selection panel will hold an initial meeting to discuss and clarify relevant selection criteria and decision processes (such as criteria weighting; decision making consensus or majority voting).

Members of each selection panel will have an opportunity to individually review and consider each nomination and organize finalists in their preference order based on relevant selection criteria and decision processes.

Each selection panel will hold a final meeting to discuss individual preferences and come to an agreement regarding the recipient for the relevant category.

Each selection panel chair will notify the Secretary of the panel decision and forward relevant documentation.

Announcement of award recipients.

The Secretary will notify all finalists of the decisions of the selection panel for each award category and commence planning for award presentation with each category winner.

Presentation of awards - Mmarch 2023

Awards for each category will be presented:

During the ACEA Biennial conference; or

During an official ACEA forum/event, on off conference years.

The Information and Communication Officer will report the names of each award recipient in each category on the ACEA website and ensure reporting in the next scheduled Learning Chronicle and Youth Bulletin.

Award

The award recipient in each category will receive:

- A trophy.
- A certificate and formal record of their exceptional professional knowledge, skills and practice in providing learning opportunities to individuals detained within secure adult or youth justice settings.
- A commemorative gift produced by students of a corrections education or youth justice education program.
- Free registration for the next ACEA Biennial Conference.
- Verbal recognition during the award presentation ceremony.
- Written recognition on the ACEA website and through the Learning Chronicles or Youth Bulletin.
- Finalists in each category of award will receive:
 - A framed certificate.
 - Verbal recognition during the award presentation ceremony.
 - Written recognition on the ACEA website and through the Learning Chronicles or Youth Bulletin.



ACEA Prison Library Seminar

By Helen Farley

Our prison librarians do a great job working with people in our prisons to encourage reading, support education and to help people explore their interests and hobbies. Unfortunately, opportunities for professional development are rare! To help alleviate this dearth, ACEA will be hosting a Prison Library Seminar on Thursday 24 November from 10am AEST. To find the time in your time zone, look here.

This event will allow prison librarians from across Australasia and the world to come together to share practice and explore opportunities. There will be ample time for guided discussion. There will also be three special guests!

Jane Garner: Exploring prisoner information need: Opportunities for prison libraries

Dr Jane Garner is a Lecturer in the School of Information & Communication Studies, Charles Sturt University, Australia. She completed her PhD in 2017 with her thesis: Experiencing Australian prison libraries: a phenomenological study. Her current research interests relate to the role of libraries and librarians in meeting the needs of under-served communities such as incarcerated adults and young people, migrant communities, and people experiencing homelessness or precarious housing.

In 2022, she commenced an ARC DECRA Fellowship studying the role of public libraries in the lives of people experiencing homelessness including youth, adults and people returning to the community from prison.

Damien Linnane: Escaping into the Prison Library: How I survived incarceration and then became editor of a prison magazine

Damien Linnane is a librarian (MIS: Charles Sturt University) and former prisoner. He is currently a PhD candidate at the Newcastle Law School, and also works as the editor of [Paper Chained](#), a prison magazine approved by Corrective Services NSW and sent to incarcerated people worldwide.

Belinda Lawson: The working life of a prison librarian

Belinda runs the library at the Alexander Maconochie Centre in the ACT, Australia.

There will be ample opportunity for networking and discussion. To register for the event, go to [Eventbrite](#). The seminar will be delivered via Teams.



Prisoners raise money for Ukraine

Reproduced from [Inside Time](#)

Photo from [SPACE ART Scotland](#)

Prisoners are raising money for war-torn Ukraine by making sunflowers out of folded paper in their cells.

The origami decorations are being given out to the public via trays in shops, with the slogan 'Prison Art for Peace.' Each one carries a QR code which can be scanned, using a mobile phone, to donate money to the Disasters Emergency Committee Ukraine Humanitarian Appeal.

The fundraising effort – which began this month at HMP Glenochil – is a joint initiative by the Scottish Prison Service (SPS) and SPACE ART Scotland, a new charity which aims to promote art and culture in Scottish prisons. The charity has been co-founded by Jim King, the former head of learning and skills at SPS, and Mary-Ann Orr, an artist who previously taught at Glenochil.



King said the idea came about after prisoners asked how they could help the Ukraine appeal. Orr – inspired by the Japanese legend that anyone who folds 1,000 paper cranes will be granted a wish by the gods – designed the sunflower, which can be folded from a single A4 sheet of paper. The sunflower is the national flower of Ukraine, and those being made by the prisoners are in yellow and blue, the colours of the country's flag.

So far, dozens of prisoners have received starter packs, each containing materials to make 30 sunflowers. The organisers have set an initial target to make thousands of sunflowers, which they

hope will raise tens of thousands of pounds for the appeal. They are seeking to extend production to other prisons.

Orr said: 'Prisoners desperately wanted to do something to help raise funds for the refugees, but felt their hands were tied. As an art tutor I have always been acutely aware of how important it is for my students in prison to be able to 'give'. Giving is a basic human instinct, it inspires giving and it nurtures a sense of responsibility.'

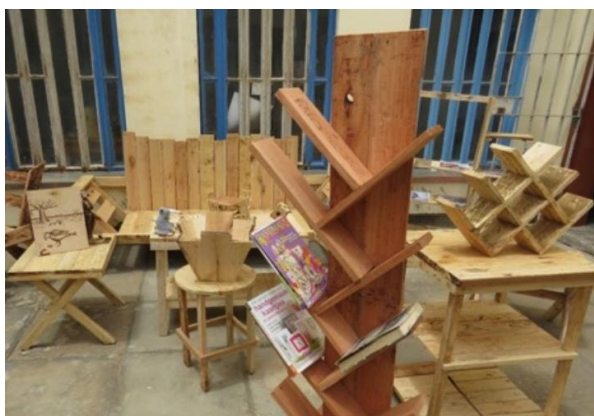
SPACE ART Scotland staged a public launch event in May with an exhibition of prisoners' art at the Scottish Parliament, Holyrood. The charity plans to organise an annual art competition for prisoners across Scotland.

Walvis Bay Correctional Facility's art and craft project: A beacon of hope for inmates

By COI JN Haufiku

This article originally appeared in Corrections Focus: The Official Newsletter of the [Namibian Correctional Service](#)

The Walvis Bay Correctional Facility in Namibia has found success in training inmates on how to make greeting and invitation cards, needlework and arts and crafts.



These projects are not only teaching inmates valuable skills that they can use after being released, but also serve as important steps towards inmates' rehabilitation process. Keeping busy also helps avert boredom and thus keep inmates out of troublesome behaviour.

The facility also offers woodwork and carpentry services to the public. Products such as chairs, coffee tables, benches, wine racks, and book shelves are selling like hot cakes. These were the words of Senior Correctional Officer (SCO) Diana

Oliveira, in charge of the Recreation Arts & Crafts at the Walvis Bay Correctional Facility.

According to her, the woodwork and carpentry as well as the card making and the needlework projects are a 'form of therapy, these projects help inmates cope with the situation they are in, but most importantly, teaches them useful skills that will enable them to earn an income upon their release' said SCO Oliveira.

Boredom isn't too much of an issue for inmates Ricardo Gurirab, Frans Nandago and Alex Bantham, because they have turned to art by keeping themselves busy with claw hammers and nails making unique products made from second hand wood and pellets during their leisure time. 'Some of the items are absolutely beautiful, one will not believe that they were made by inmates who work with limited manufacturing tools,' said SCO Diana Oliveira.

In October, 2014, a variety of greeting cards and wood items were sold to retail outlets across the country, whilst some items were sold at the International Corrections & Prisons Association (ICPA) conference which was held in Windhoek.



The items manufactured by inmates are available for sale to the public at reasonable prices. All revenue from these projects is either paid to the inmate's account for toiletries or he/she can decide to save the money for when he/she is freed.

Insights into reintegration and recidivism

By Chris Ulutupu, Arts in Corrections Advisor

This article originally appeared in the [Arts in Corrections newsletter](#) of Arts Access Aotearoa

Lights up! A musician is playing a guitar. A table centre-stage has a paper sign on top of it reading 'Probation Officer.' Pamphlets promoting different social services are scattered on the table where two men are sitting.

One of the men is holding a clipboard and asks, 'How have you been going? You've been doing really well with your rehab programme.' The other man (the main character) nods, not sure whether to tell him how he really feels.

The play moves into a series of scenes where the main character interacts with other characters (e.g. mother, girlfriend, boss) to reveal his journey into prison. Then on release, how he overcomes obstacles and tries his best but ends up back in prison.

I'm watching a play called *Been Through Enough*, performed by the Happy You...!! theatre company in Dunedin. This company is made up of people who have been involved in the justice system, including former prisoners who took part in the Forum Theatre programme at Otago Corrections Facility and are now in the community.

A platform for people in the justice system

The actors devised and rehearsed this play, which speaks to issues around rehabilitation, reintegration and recidivism. It's a great example of how the arts (e.g. theatre, music, exhibitions) provide a platform for people in the justice system to voice their concerns and fears. We need to listen to them!

Director Ruth Carraway and producer Kim Schiller worked with the actors to develop the play further, initially created for the Dunedin Fringe Festival in March this year but postponed till September because of COVID-19.

Forum Theatre was developed in Brazil by Augusto Boal in the 1970s to highlight social issues among communities. It has other names: 'Theatre of the Oppressed' and 'Theatre for Development.'



This type of theatre aims to help audiences understand the characters' issues and oppressions, which are usually centred around a contemporary issue: in the case of *Been Through Enough*, the focus is on re-offending.

This theatre technique is a highly appropriate acting method for the company. A scenario is presented, following the main character's story. Then the scenario is repeated but audience members are allowed to call 'Freeze' at any moment.

Making a case to change direction

They then swap with the main character (the one person who wants to try and change the series of events), and try to change the direction of the story by offering new actions or dialogue. The other actors resist the offers, using improvisation techniques to try and stick to the script. But if the audience member makes a good case, they change the narrative accordingly – and the direction of their journey.

As an audience member, I really enjoyed watching these issues play out in this format. There was a certain distance between the characters and audience members that meant ‘change’ was done safely in the space.

I was also aware of the multiple layers at play, including the fact that some of the actors are former prisoners, who draw on their experiences and present them as a representation rather than personal stories. For me, this provided a distance where I could view the story objectively. Rather than watching it as personal trauma, it became a play about societal issues.

It reminded me of the play-within-a-play technique that existed in Elizabethan times, made famous in Hamlet’s famous scene of the play *The Murder of Gonzago*, where actors do a rendition of the Old King’s death (i.e. Hamlet’s father). Like Hamlet, this play makes us question what we could do to change the narrative.

Courage and openness of the actors

At the end of the play, audience members were invited to give feedback. It was a really positive and insightful discussion, and I admired the courage and openness of the actors.



Some in the audience said that prisoners and Corrections staff should see this play. I also believe many other people would benefit from seeing it because it provides honest and real insights into why people end up in prison and then re-offend when they're released into the community.

The actors played to a sell-out season. Congratulations to all the members of Happy You...!! theatre company, Ruth Carraway, Kim Schiller, the acting troupe and musician Annah Mac, who stepped in at

the last minute to provide the beautiful, thought-provoking music.

I am really looking forward to their next production and urge them to think about touring the show nationally. Surely there must be some funding source for this important theatre!

P.S. The play will also be happening at the Ngaio Marsh Theatre at the University of Canterbury on December 2. Email me if you'd like more information! Helen

An educator's guide to the American prison

By Nick Hacheney and Tomas Keen

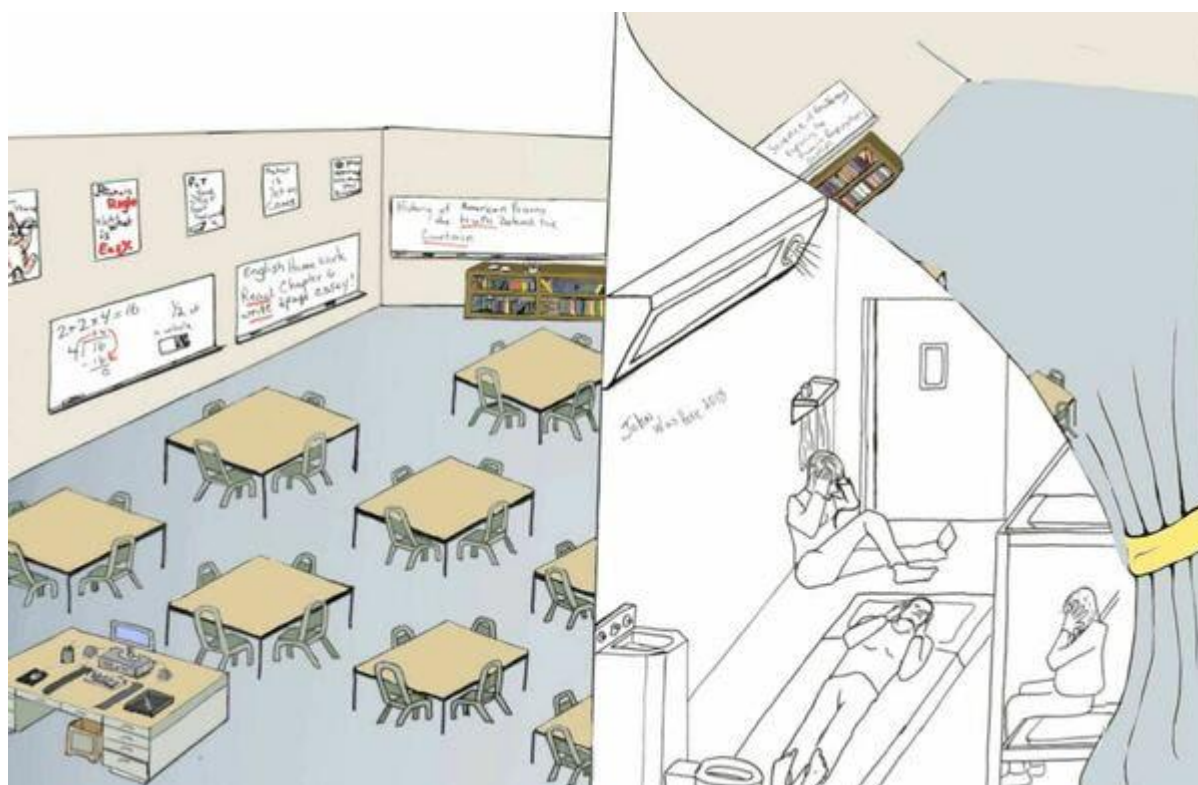
This article originally appeared in College Inside

What should educators know before walking into a prison? The landscape may look vaguely familiar, Nick Hacheney and Tomas Keen write, but don't be fooled. There's a lot outsiders can't see, and need to understand.

As prison education programs are poised to expand, the two incarcerated writers offer a guide for working with students like them in this strange land. (Also a shout out to incarcerated artist [Daniel Longan](#) for the illustrations!)

If given the opportunity to teach abroad, say in Papua New Guinea or France, you'd likely head to a bookstore and purchase a guide on the region's culture. You'd study the history of the place and how significant events shaped the things you were about to see.

But nobody buys a guide before entering a prison.



As prison-based education programs slowly return, many newly inspired educators are unknowingly about to walk into a foreign land. Few will get a guide on what being in prison is really like. And even if they do take the time to scour the growing tome of prison-centered writing, they'll find little has been said about the ways in which outsiders should approach this place.

This guide aims to fix that.

Arriving at the prison gates, you'll find what you first expected: high walls, glistening razor wire, imposing towers with armed guards. Stepping inside you'll see polished 'Programming Center' signs adorning buildings with neatly configured tables and chairs, inspirational quotes, and hastily-scrawled-upon white boards. It may seem for a moment very reminiscent of any other site of academia.

Because the setting is what you expected, the people look familiar, and the language is one you can understand, you might assume you know this culture. You couldn't be more wrong.

Like all tourist traps, you're experiencing what prison administrators want you to. You're not seeing the cramped and dirty living units, you're not hearing the nonstop shrieking of amplified loudspeakers, you're not feeling the soul-twisting desperation to be somewhere, anywhere, other than this place. Despite a keen eye and keyed up senses, you're not experiencing what this place really is.

You've undoubtedly come intending to do some good. Yet that requires understanding something of the place you are in and the people you are with. Here are five cultural foundations that you should know about:

The population

Almost all prisoners have experienced trauma – there are disproportionate numbers of people of color who have been subjected to racist systems, victims of violence, graduates of the foster-care system, people suffering from mental illness, and people who turned to substances to suppress pain. In no other place will you find these specific demographics in these sizable concentrations.

Power

Prisons create a culture that responds to power as a reflex, like a flinch. Prisoners understand that anyone who has power over them has the ability to hurt them – enemy and friend alike. The natural reaction is to distance yourself as far as possible: what you don't have cannot be taken from you, what you don't love cannot break your heart.

Trust

Prisoners have trust issues. We have experienced extreme oppression from our custodians, been betrayed by our fellow captives, and been abandoned by some of our advocates. This leads to a truncated ability to give and receive trust, making it a measured commodity offered and taken only in the quantity we can afford.

Agency

The prison environment is one shockingly scarce in choices. We don't choose where we live or who we live with, what time we will wake up, eat our meals, or even use the toilet. The choices that are left to us are guarded fiercely.

Animosity

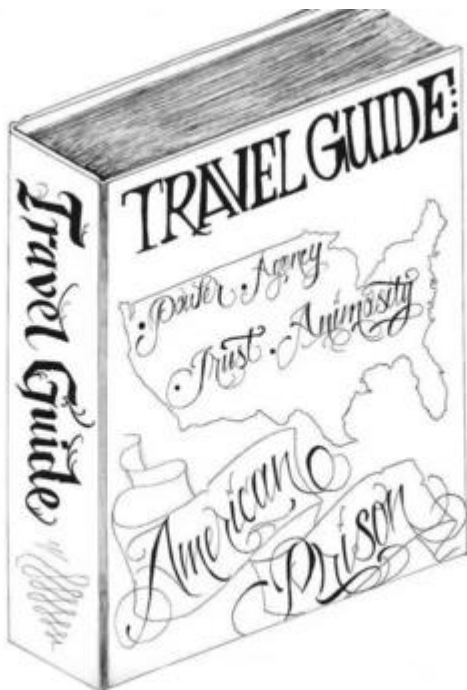
Education programs become baby carrots that barely grow in the shadow of monstrous sticks. An ever-present threat of having valuable things taken away spawns toxic selfishness and narcissism. In short, prisons are mean spaces with inadequate resources and a culture of survival.

It's wrong to walk into prison and think that terms like equity, fairness, and anti-discrimination are going to mean the same thing here that they do outside. Prison educators need to identify more closely with Harriet Tubman than John Harvard. You need to read the words of Michelle Alexander and look for modern day underground railroads.

Here are 12 tips to help you navigate this new land:

Travel tips

1. Leave your culture and assumptions at the door.
2. Take the time to learn this culture. Sit with prisoners who live here and are doing the work day in and day out.
3. Understand that when you come to a visiting room or a prison classroom you are in a tourist trap. **You will hear stories and have a better idea than most, but you will not see us in our cages or experience the violence and madness that are part of our daily lives.**



4. Give up on the idea that your set of values will fix this place.
5. Become an agent of empowerment.
6. Don't spread yourself so thin that you end up helping no one by trying to help everyone.
7. Say no to the temptation to take risks that will endanger the whole community and deprive them of resources. Something that feels as innocent as bringing in a magazine or pictures of your vacation can get a program shut down.
8. An educator should never become a prison guard. A student comes into class frazzled and aggressive. But what you might not know is that he was stopped on the way to class and harassed by an officer for not having his shirt tucked in. Give your students the benefit of the doubt.
9. Don't get sidetracked by the loudest or most disenfranchised or most manipulative.
10. Take a marathoner's approach. Commit to long-term solutions that are sustainable instead of short-term fixes that make you feel good.
11. Understand that if you do not take care of yourself, you will become another advocate who did their prison tour and left.

12. Accept the fact that prison has a pretty messed up culture filled with broken people.

Prison education is hard work. But it matters in ways that few other things can compare. It empowers transformation, prevents future victimization, and breaks cycles of incarceration, poverty, abuse, and disenfranchisement. It's rarely fun and only sometimes rewarding – but it's absolutely vital.

Don't forget to send us a postcard!

Nick Hacheney is incarcerated at the Washington Corrections Center and is a longtime advocate for environmental and educational programs in prison. He has been previously published in The Economist's 1843 Magazine, BioCyle, and Filter and presented a [TedX talk](#) on the environmental program he started in prison.

Tomas Keen is a writer from Washington State, where he's been incarcerated since 2010. His work prioritizes issues of social justice and legal reform and has been published in The Crime Report, The Appeal, Inquest, and The Economist's 1843 Magazine. Read his first essay for Open Campus [here](#).

Daniel Longan is serving a 40-year sentence in Washington State. His art has been featured in the [LeMay Car Museum](#) in Tacoma and [in a video](#) for JSTOR Access in Prison. You can follow him on Twitter at [@DanLonganArt](#).

Notes from a meeting with Minister for Skills and Training, Brendan O'Connor

By Immediate Past President, Ron Wilson

In my role as treasurer of Adult Learning Australia (ALA), and along with the president, vice president and CEO of ALA, I met with Minister O'Connor to reiterate the value of adult community education to advance the relevant outcomes of the national Jobs and Skills summit.

This meeting also reaffirmed the presentations and representations to the Parliamentary Inquiry into Adult literacy and alerted to meetings made at roundtables supporting the summit (particularly the recent roundtable with Minister for Charities, Andrew Leigh).

Within these discussions, as immediate past president of ACEA, consideration of the value of education and training to adult and youth in custodial environments across Australia was raised.



Corrections education matters raised included the following:

The importance of building and evidence base on the effectiveness of education provision to those in custody through the planning and implementation of longitudinal (long term tracking) studies

Ensuring recognition for specific cohorts in the summit outcomes, particularly incarcerated populations, specifically indigenous people in custody and women in custody)

Recognising the difficulty for those in custody to attain work in a lean employment market

The importance of transition support for those exiting custody into further studies or employment (along with other transition challenges)

Recognising the value of preparing employment in social enterprise initiatives and training for building social enterprise initiatives.

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:

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.

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?

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.

Selected research articles

Compiled by Stephen Seymour and Helen Farley

Establishing Effective Postsecondary Education Programs for Incarcerated Adults

PhD Thesis 2022

Kelly Sullenberger



One form of rehabilitation is education. Although 40% of inmates said they would enroll in a postsecondary degree program if given an opportunity, but only 27% of state prisons even offer college-level courses (McCoy & Burlingame, 2019; Rampey et al., 2016). Research has shown that completing a college-level degree while incarcerated can significantly reduce recidivism rates (Davis et al., 2013; Harding et al., 2014; Hui Kim & Clark, 2013; Larson, 2015; Sokoloff & Schenck-Fontaine, 2017). In addition to recidivism, college participation has demonstrated an improvement in overall behavior, financial opportunities, and a positive influence on the general community both inside the correctional facility and outside (Cal State LA Community Impact Media, 2018; Harding et al., 2014). There is a clear need for this form of rehabilitation, but much of the existing literature focuses on the benefits of these educational opportunities, rather than understanding the program development piece to allow for more correctional facilities to establish postsecondary degree programs for their inmates. The purpose of this study is to examine the characteristics that ensure an effective postsecondary program within a facility of incarceration. To examine critical items, a Delphi methodology analysis was utilized. A total of 40 critical items were discovered through the review of the literature and placed into a survey. A panel of experts was asked to use a Likert-scale and rank the level of importance of each item's contribution to an effective postsecondary education program for incarcerated adults. After a total of three rounds, the panel of experts came to a consensus on 82.5% of the items (33 of 40). Intercoder reliability was utilized to identify themes and notable factors to develop Sullenberger's C.A.M.P.S. model for Correctional Higher Education.

VR in the Prison System: Ethical and Legal Concerns

AJOB neuroscience, 2022

D. Greenbaum

Lighthart et al. (2022) assess the use of extended reality technologies (XR) such as virtual reality (VR) tools within forensic psychiatry. Emerging human rights issues such as the right to mental integrity are among the many concerns that their paper examines. Beyond the therapeutic VR interventions described therein, there is an increasing number of other proposed implementations of VR in prisons.

Consider a recent US patent assigned to Securus Technologies, a communications company servicing correctional facilities in the United States. The disclosed invention describes a system of "virtual

reality services within [a] controlled-environment facility” (Alice 2020). Specifically, the patent illustrates a device that includes, among other potentially problematic privacy issues, embedded sensors to collect information, including biometric data, from prisoners when operating the VR device.

Another VR system is described in another recent patent assigned to Global Tel-Link, a correctional technology company. This patent discloses a VR tool intended to replace in-person visits (Hodge 2021). Prisoner visitation is often non-trivial. Prisoners may be incarcerated in facilities that are distant from their families and not easily accessible, especially by public transportation. However, increased visitation has been shown to be correlated with reduced recidivism. Research has even shown that those visits need not be in person; video visitation can also reduce recidivism (Duwe and McNeeley 2021). Virtual reality would seem to be an even more potent tool than simple video to achieve these goals.

Although Securus’ and Global Tel-Link’s technologies have not yet been implemented, prisons have already begun to investigate the use of VR technology as a tool to facilitate inmate reentry into society by creating virtual representations of modern amenities, such as self-checkout aisles at the supermarket, that might be unfamiliar to inmates who have been incarcerated for decades (Clarke 2019). Here inmates can practice life skills virtually before their actual release into society.

[The effects of technology on incarcerated student motivation and engagement in classroom-based learning](#)

Human-Intelligent Systems Integration, 2022

Johannes Adedokun Badejo & Joyram Chakraborty

This article the influence of technology on incarcerated students’ motivation and engagement in classroom-based learning. The juvenile jails and prisons confine many students who depend on education for future prosperity. In the twenty-first century, technology has dominated the education sector, and has been improving education delivery both to the incarcerated students and released students. Concerning the Covid-19 pandemic that resulted in the closure of learning setups, this work explicitly considers the jails and prisons contexts. The goal is to determine the effects of technology, after which the technical field can work towards improving the experience of the incarcerated students in the classrooms. Incarcerated students need modern skills that would enable them to survive in the technology-demanding society. This paper gives a brief review of previous research work, and my present work to determine the direction of classroom-based learning for incarcerated students.

[Brain injury and prison: over-representation, prevention and reform](#)

Australian Journal of Human Rights, 2022

Molly Townes O’Brien

People who have suffered a brain injury are significantly over-represented in prisons around the world. Compared to the general population, people in prison are more than five times as likely to have had a brain injury. Brain injuries may have multiple ongoing symptoms which lead to the commission of criminal offences and to inadequate presentation of defences. Police, lawyers, judges and prison staff are largely unaware of an inmate’s brain injury status. The silence of this unrecognised epidemic frequently leads to insufficient treatment and unnecessary and inappropriate disciplinary action. From the perspective of having had a severe traumatic brain injury, I recommend more systematic inmate screening and revision of the training given to police, lawyers, judges and prison staff. People who deal with prisoners should be trained in how to identify and

manage the deficits caused by brain injury. Human rights litigation may also be a tool to meet the needs of brain injured inmates. People with brain injuries should not be punished and forgotten.

[The positive impact of online learning in prison education programs](#)

Thesis, 2022

JS Elias

The global pandemic of COVID-19 caused quarantines to take place around the globe to mitigate virus transmission thus causing educational institutions to either halt their programs or transfer to a virtual format. In the case of correctional facilities, they discontinued visitations and suspended in-person education courses. Educational Prison programs such as the Prison Education Project in California transitioned to virtual courses in 2020 to continue their educational courses. Being a former prison education program professor, the effect of the transition to virtual learning became an important subject to better understand. Thus, the purpose of this research is to examine how the prison populations who participate in educational programs were affected by the transition to virtual learning. This is explored through the analysis of secondary data on surveys which assess the in-custody population's views and experience after participating in a virtual education course. Courses taught by the Prison Education Project in the facilities of Prototypes Women's Center in Pomona, CA; Halawa Correctional Facility in Oahu, Hawaii; and the Kulani Correctional Facility in Hilo, Hawaii are used as case studies for this purpose. The research found that the in-custody populations who participated in online learning classes had a positive experience. Virtual learning greatly enhances the different subject matters that in-custody populations can learn, allows them to gain greater skills to become gainfully employed, and overall a more positive experience in which they can interact and learn from others across the world. The research demonstrates the positive impact and perception that it can have on the prison population within educational programs.

[The Relationship between Attention Deficit Hyperactivity Disorder \(ADHD\), Level of Education and Delinquency: a Study of the Norwegian Prison population](#)

Thesis, 2022

M. Benoni

In recent years, several studies have focused on the analysis of prisoners and their characteristics. For instance, it is possible to find studies on education in prison, mental health in prison, or different programs for reintegration into society. In this study, with the help of the measurement method WURS-25 (one of the shorter versions of WURS), the Norwegian prison population is examined. The aim was to find out if there was an early development of ADHD. A questionnaire was also administered asking if they had experienced any contact with social services and questions regarding educational attainment (e.g., had they dropped out of school, why or did they have difficulties in school and if so, what etc.). The final purpose of the study was to, after obtaining the data from the previous points, verify a possible relationship between them.

[Assessing the Institutional Barriers and Individual Motivational Factors to Participation in Prison-Based Programs](#)

Crime & Delinquency, 2022

K.A. Kaiser, A. Piquero, L. Keena & C. Howley

Prison-based programs have been shown to reduce recidivism and aid successful reentry. Participation in prison programs has also been linked to reduced misconduct within prisons. And yet, programs are not always readily available and, even when they are available, some inmates may not be motivated or interested in participating in them. Using data collected from a private Southern

prison, this study examined barriers and motivational factors related to participation in prison programming among a sample of 212 male inmates. Our results indicate that two of the barriers assessed, lack of space in the programs and programs not offered often enough, limited participation. Higher perceptions of prison legitimacy, interest in programs, and higher self-esteem were associated with higher levels of participation.

'A Prison Is a Prison': Perspectives From Incarcerated Men on the Therapeutic and Punitive Aspects of Halden Prison in Norway

The British Journal of Criminology, 2022

S. Abdel-Salam & A. Kilmer

Halden prison in Norway was architecturally designed to create a humane space conducive to mental wellbeing and motivation for personal growth. However, little is known about how those imprisoned perceive these design choices and its impact on their daily lived experience. The current study uses data from surveys and semi-structured interviews to examine the perceptions of incarcerated men at Halden regarding the prison's design and its effect on overall impressions of the prison, therapeutic benefits and experiences of punishment. Findings indicate that although incarcerated individuals acknowledge the positive design elements of the prison, they do not perceive a therapeutic or motivational benefit. Furthermore, certain 'pains' of imprisonment persist within this environment, and the juxtaposition of therapeutic design elements and security practices may have unintended punitive effects. Results from this study serve as an important counterbalance to overwhelmingly favorable impressions of Halden's design as mitigating the pains of imprisonment while promoting rehabilitation.

'I want to do more than sit in that cell and wait to die': the modernized pains of tablets in prison

Thesis, 2022

H. G. Cortina

Prisons have historically enforced a digital divide that causes incarcerated persons to suffer socio-cultural limitations in the age of technology (Arguelles & OrtizLuis, 2021; Jewkes & Johnston, 2009; Jewkes & Reisdorf, 2016). This study explores how technological advancements in the form of computerized tablets are changing incarceration for those in Delaware prisons. Despite their largescale implementation across US prisons, tablets have been studied under limited capacities which mainly focus on the service contracts (Bertram & Wagner, 2018) and lack of legislative restriction (Raheer, 2020). The current study uses two methods of data collection to address this gap in the literature: quantitative surveys and qualitative written responses. Individual-level surveys (N = 479) were collected assessing the perception of the tablet program and its effect on video visitation. Written responses (N = 336) were gathered asking to describe the tablet services in more detail. This data provides an insider point of view on how the tablets are functioning within the prison setting and how implementation of the tablet program may be promoting modernized 'pains of imprisonment' (Sykes, 1958). Findings are used to guide policy recommendations to help inform correctional departments of how increased technological communication may impact experiences of incarceration and continued family contact.

[Correctional education system in China: Is it practical? Insights from a systematic review and the practical theory](#)

Review of Education, 2021

A. Alduais, M. Deng, & S. Gökmen

The correctional education system in China is an under-researched area, and there is no evidence of a published systematic review, especially when it has been over 10 years since the enforcement of the National Plan (2010–2020). Therefore, this systematic review examines the practicality of this area and informs policymakers, practitioners, and national and international readership on its status. That said, we reviewed 28 eligible studies between 1987 and 2019, which included quantitative, qualitative, and mixed designs conducted by both insider and out-sider researchers. The systematic review was guided by PRISMA and generated insights from the practical theory. The paper concludes with a presentation of constituents of the practical theory on correctional education: conceptualisations, patterns, normative criteria, design principles and models. The extracted data resulted in various views on the correctional education system. For instance, outsider researchers focused more on human rights, enforcing political education, inflexibility and opaque environment for data accessibility and human intrusion, although a few researchers appreciated the efforts being put on correctional education system development, whether

it concerned being a social-oriented system or quantitatively reported data on correctional education development. Dissimilarly, insider researchers praised the integration of family education, political education, moral education, or integrating social work, technology, and western methods.

[E-learning in the Conditions of the Penitentiary Institutions - a Bulgarian Perspective](#)

AIP Conference Proceedings 2505

Maria Mihaylova Mihaylova & Roumiana Peytcheva-Forsyth

This paper presents some of the correctional facilities systems of education. It attempts to identify the e-learning methods which are used in prisons for various educational purposes. Specifically, this research is focused on the opportunities and the limitations which the e-learning type of education has when used in prisons. The research method is survey, conducted at two Bulgarian prisons – one for juvenile criminals and one male's prison. The paper focuses on three main aspects – 1) access to technologies; 2) digital skills and 3) attitudes towards e-learning. Findings from data analysis reveal that prisoners are willing to enhance their learning experience through the use of ICT. The technologies utilised for educational purposes in these prisons are strictly limited due to a law which prohibits the use of Internet for inmates. Conclusions impose the need for advanced training of prisoners in the field of e-learning and ICT and providing adequate educational software based on intranet.

[The Road to Justice: Incarcerated Students' View on Education Behind Bars](#)

Thesis, 2022

Price, Margaret Baker

The experience of students that are incarcerated is largely unknown. This qualitative phenomenological research study allowed four college students that are incarcerated to share their experiences. Research shows individuals who are incarcerated are less likely to reoffend this study upon release. This study will show how these individuals view their educational experience during incarceration.

Interviews were conducted with each participant and data was coded and organized into themes. By utilizing a phenomenological stance, observations were made of events that led to the placement of

participants in the prison system and how education has impacted their time spent incarcerated. Themes discovered included the importance of knowledge, personal benefits of correctional education, support on the inside, and a need for diversified programs. Findings from this study will help local colleges prepare education programs for prisons as federal financial aid becomes available to those who are incarcerated in July 2023.

Each participant shared their educational experiences, ideas of how to move the program forward, a desire to help their peers see the opportunities even if they are behind bars, and a desire to make their families proud. Along with these experiences, the participants were open about how the education program changed their day-to-day lives. Each spoke of the importance of routine and staying busy to keep a strong mind and emphasized learning a new subject or trade helped them do this.

‘The most powerful weapon one can use to change the world is education.’ – Nelson Mandela

The Penitentiary Community College of Santa Fe: A Cautionary History for Prison Higher Education ***New Mexico Historical Review, 2022***

Sally F. Benson

On 15 December 1967, Warden J. E. Baker of the Penitentiary of New Mexico and Brother Cyprian Luke, president of the College of Santa Fe (CSF), signed a contract of agreement stating that the Penitentiary of New Mexico was an affiliate branch of the college. Referred to as the ‘South Campus’ of CSF, the Penitentiary Community College of Santa Fe (PCCSF) began as a pilot program to offer credit-bearing college courses. This article explores the impact of the college program and other reforms implemented at the Penitentiary of New Mexico and the tragic consequences of their later dissolution and collapse. The Enchanted News, the news magazine published by residents of the penitentiary, announced the new program: ‘For as long as I can remember, the mildly humorous re-ordering of state pen to create Penn State has been an accepted chuckly-getter. Now, the joke is on the jesters, at least in New Mexico; for an embryonic college program has indeed emerged.’

Online Teaching and Learning in Correctional Facilities: Opportunities and Tensions ***University of South Africa***

Lineo R. Johnson

In a prison environment, inmates participating in online learning face numerous challenges. Access to education and digital materials must compete with security protocols that usually stifle innovative approaches to online learning. Education in prison environments is well-established, and studies attest to this notion. This article explores online learning in a correctional environment where inmates enrol with two distance education institutions, the Open University of the United Kingdom (OUUK) and the University of South Africa (UNISA). The study showcases the conditions, opportunities and tensions in online education in prison contexts in the nexus of providing access while ensuring security. The article further concedes that various countries are embarking on viable partnerships between correctional services, institutions of higher learning, non-governmental agencies, and other stakeholders. The two institutions, OUUK and UNISA, through well-guided Memoranda of Agreements (as argued in this article), have provided best practices and models that could be emulated to advance the agenda for the fourth industrial revolution in online learning. The qualitative documentary research that directed this article used a case study of the two open distance learning institutions, and it entailed a directed, inductive document analysis of national and institutional policies and Memoranda of Agreement (MoA). The research findings point to the continued impact of the tensions between access and security and strategies in ameliorating these

tensions. Thus, with specific practices and multiple factors in each country, conditions and opportunities for online learning exist and are utilised to the best of each country's abilities in offenders' educational pursuits.

