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BROWN BAG SEMINAR

EDUPRISON

RESULTS OF AN ONGOING ANALYSIS COMPARING INTERNATIONAL BEST PRACTICES

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**PROJECT BACKGROUND
PRISONS IN BRAZIL**

INTRODUCTION

Brazil represents a country emblematic for the failure of reintegration and education policy in prison.

Not surprisingly, the lack of legitimacy of authority in prison environments has allowed organised groups to compete for recognition of their authority within the environment of mass incarceration, based on accusations of non-compliance with laws on the part of the public administration.

This has resulted in the establishment, preservation, and consolidation of different criminal groups such as *Comando Vermelho* and *Primeiro Comando da Capital* in this country (Adorno & Salla, 2007; Biondi, 2010; Caldeira, 2003; Coelho, 2005; Dias, 2013, 2019; Dias & Salla, 2019; Manso & Dias, 2018; Michel Misse, 2011; Paixão, 1987)

INTRODUCTION

Power struggle between diverse criminal organisations and the state is one of the determining factors of the high rate of homicidal violence in Brazil (Fórum Brasileiro de Segurança Pública (FBSP), 2018)

INTRODUCTION

The threat is even more substantial when we consider that the imprisoned population has increased exponentially, and São Paulo is one of the capitals of this growth.

- Since the 1990s, the prison population has increased by 707% in 2016, when the prison population in the country was 726,712 incarcerated people, representing the third-largest prison population in the world, after the United States and China (Departamento Penitenciário Nacional (DEPEN), 2017).

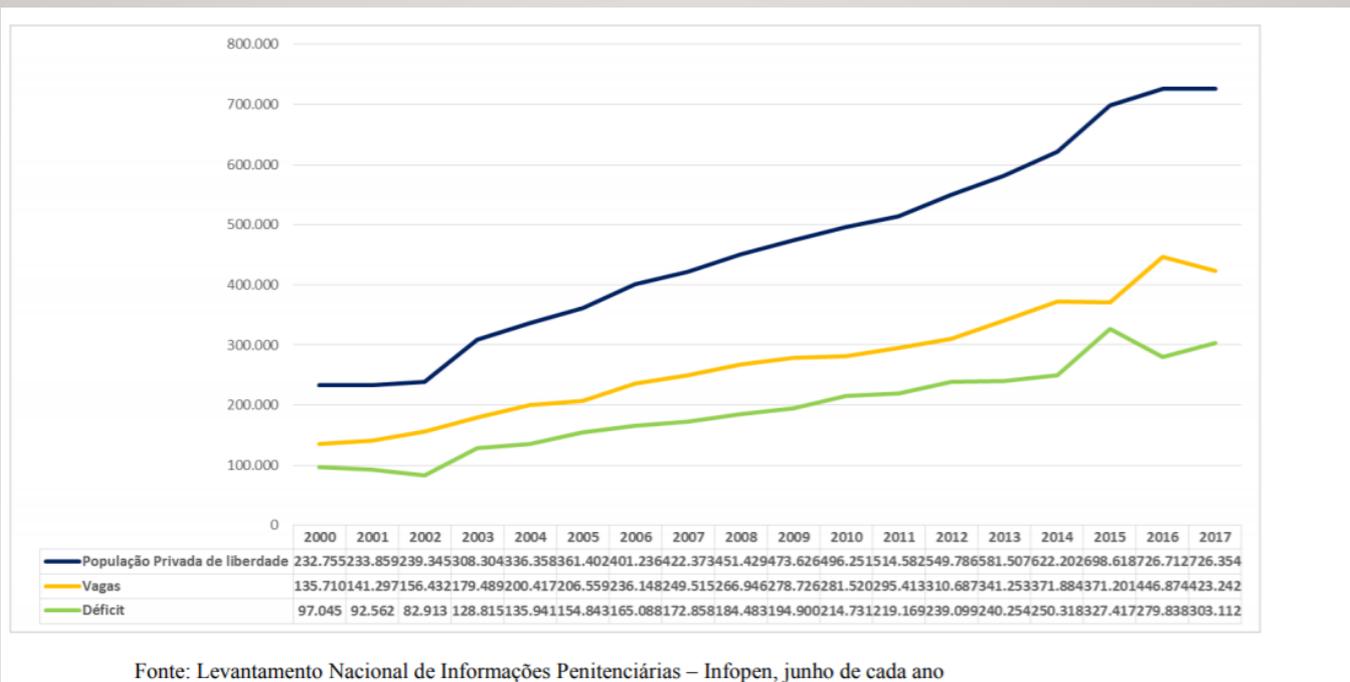
In 2016, there was a lack of vacancies for 358,663 prisoners.

INTRODUCTION

The prison population, similarly to victims of homicide, is primarily composed of young people of African descent.

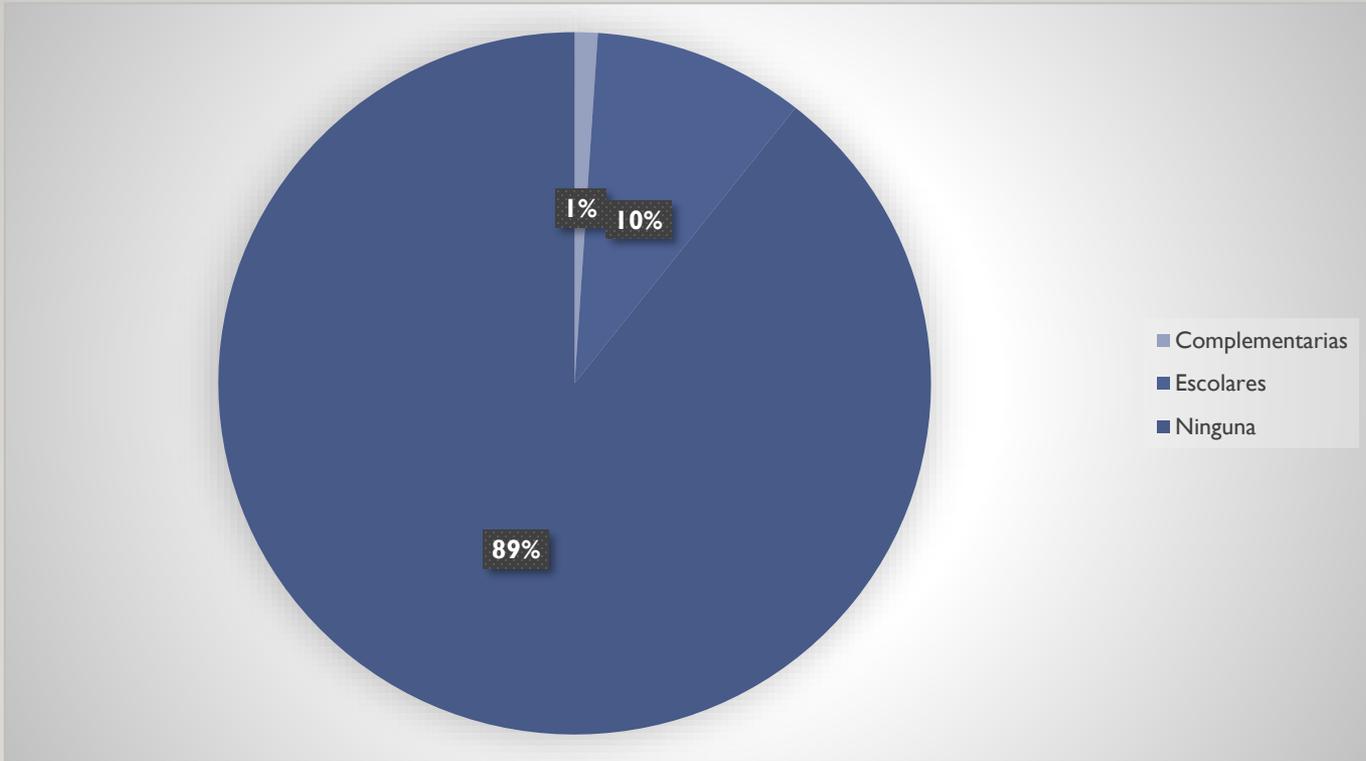
The majority of people in prison have a low level of education

- 6% are illiterate; 56% have not completed primary education, and just over 9% have completed secondary education (Departamento Penitenciário Nacional (DEPEN), 2017).

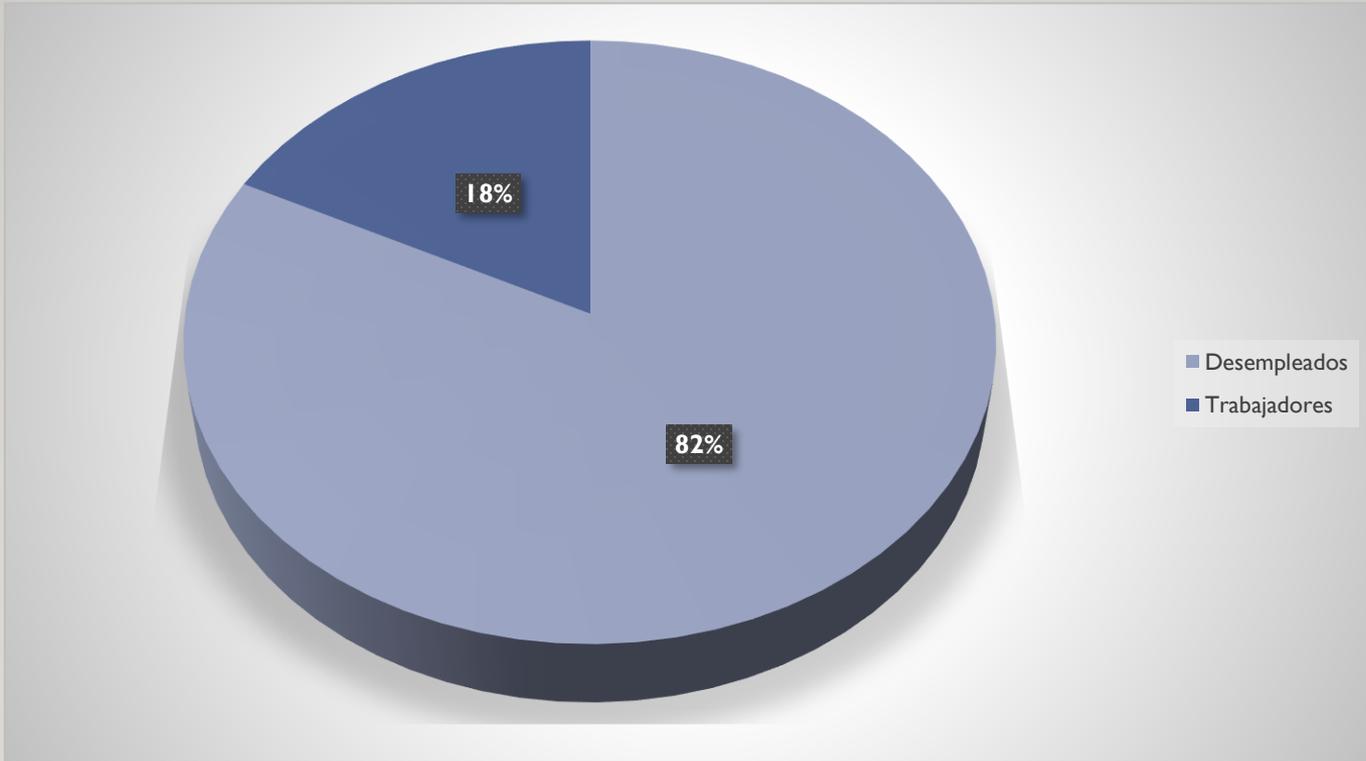


OVERCROWDING





EDUCATIONAL ACTIVITIES



WORK





Fonte: Levantamento Nacional de Informações Penitenciárias - Infopen, Junho/2017

PROFESSIONALIZATION



WHAT IS TO BE DONE?

PERSONAL
ACADEMIC
BACKGROUND

Interdisciplinary

- - **Philosophy & psychology**
- - **Educational interventions** in situations of social exclusion
- - PhD in **education (with sociological supervisor)**
- - **Postdoc in Criminology and Sociology of Prison**

Intersectoral

- **Direct educational work** (refugees, homeless, prisoners, etc.)
- **Activism** (Amnesty International, etc.)

PROJECT BACKGROUND

Incarceration of excluded persons

- **Punishing the Poor** (Wacquant, 1999)
- **Mass Incarceration** (USA, Brazil, etc)

Failure of the inclusive, reintegrative and educational role of prison

- Goffman - **Total institutions** (1961)
- Zimbardo - **Stanford Prison Experiment** (1973)
- **Foucault** - Discipline and Punish (1975)
- **Bureaucratic marketing** (Wacquant, Garland)

PROJECT BACKGROUND

Education & Criminology

- Critical conceptualization of reintegration (**Baratta, 1990**);
- Southern Criminology & “Punta de Rieles” best prison in Uruguay (Máximo Sozzo, Avila)

Education and prison

- Phenomenological pedagogy in prison in Italy (Bertolini)
- Fanny **Salane (Paris X)**
- Elionaldo Fernandes **Julião (UFF - Rio de Janeiro)**
 - Pedagogy of the oppressed (**Freire, 1970**)
- Applied pedagogy - Associations for the Protection and Assistance of Convicted Persons (APAC) (Grossi)



**ASSOCIATIONS FOR THE PROTECTION
AND ASSISTANCE OF CONVICTED
PERSONS (APAC)**



APAC
São João del Rei

**ASSOCIATIONS FOR THE PROTECTION
AND ASSISTANCE OF CONVICTED
PERSONS (APAC)**

IS ANOTHER EDUCATION POSSIBLE IN PRISONS?

- **Lower recidivism**

- 15% vs. 70% (National Council of the Prosecutor's Office, 2016)

- **Reduced cost**

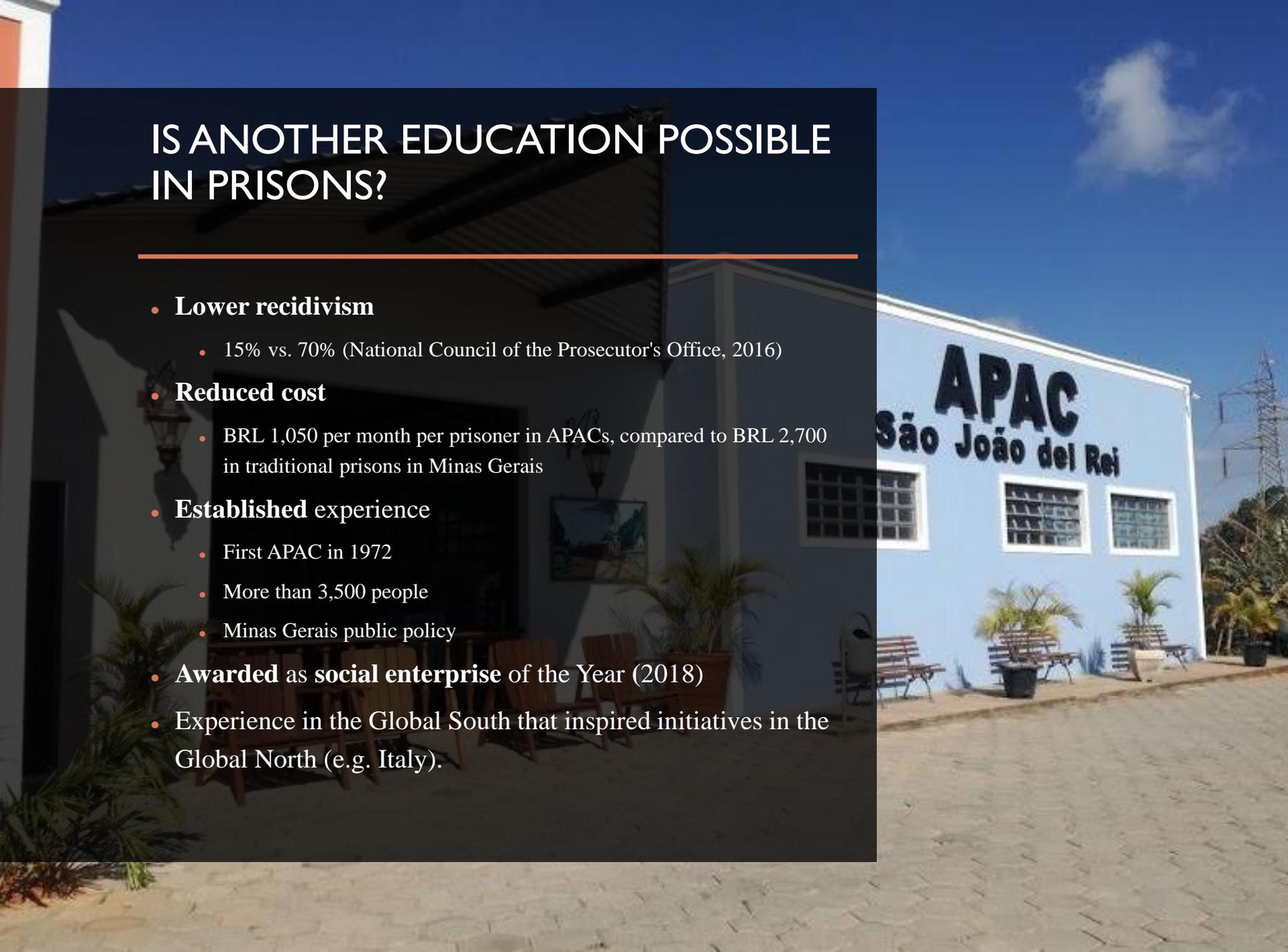
- BRL 1,050 per month per prisoner in APACs, compared to BRL 2,700 in traditional prisons in Minas Gerais

- **Established experience**

- First APAC in 1972
- More than 3,500 people
- Minas Gerais public policy

- **Awarded as social enterprise of the Year (2018)**

- Experience in the Global South that inspired initiatives in the Global North (e.g. Italy).



APAC
São João del Rei



INTERNAL AREAS



INTERNAL AREAS



INTERNAL AREAS



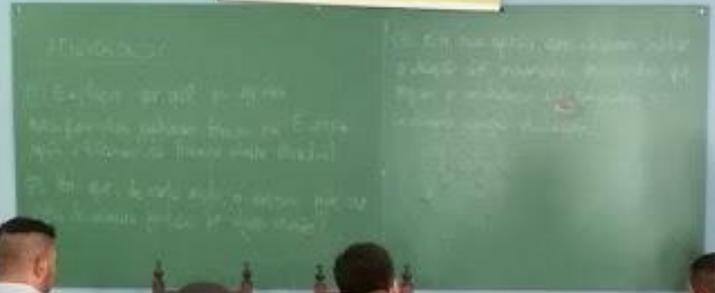
INTERNAL AREAS

O DECÁLOGO DA APAC

A APAC propõe:

1. O AMOR COMO CAMINHO
2. O DIÁLOGO COMO ENTENDIMENTO
3. A DISCIPLINA COMO AMOR
4. O TRABALHO COMO ESSENCIAL
5. FRATERNIDADE COMO OBJETIVO COMO META
6. RESPONSABILIDADE PARA O SOBEREIGNATO
7. HABILIDADE COMO PROFIÊNCIA PARA VENCER
8. O CONHECIMENTO PARA ILUSTRAR A RAZÃO
9. A ORGANIZAÇÃO ORGANIZADA COMO SUPORTE
10. O SUCESSO COMO FONTE DE TUDO

"AS COISAS SÓ TEM SIGNIFICADO QUANDO NÓS AS CONHECEMOS"



EDUCATION

“Não se devia ensinar o conteúdo dos livros,
mas antes o amor à leitura.”



EDUCATION

ca dos
az com
sinto
Rm5.1



EDUCATION



EDUCATION



EDUCATION



EDUCATION



EDUCATION

2 - Recuperando ajudando recuperando



- Sentimiento de ayuda mutua;
- Valores a ser despertados;
- La raíz del bien e del mal está en el corazón;
- Vivir en comunidad;
- Acabar con la violencia;
- Sustituir la policía;
- Trabajar en la limpieza, puertas, cocina, farmacia, secretaria y etc.



EDUCATION



WORK



WORK



WORK



WORK



WORK



WORK



WORK



WORK



WORK



WORK



SECURITY

MÉTODO A.P.A.C.



Education vs “oppressive security”

- Paradigm shift from 'security of punishment' to 'security of reintegration and education'.
 - Formal and non-formal education available to everyone
 - Forty inmates out of two hundred were studying at the university.
- Education for all - “no one is irrecoverable”
 - Presence of people with over 30-year sentences and who have disciplinary problems in regular prison.
- Professional education:
 - Differentiated work activities
 - Presence of objects that are potential weapons.

Pedagogy of presence

- Informal education and empowerment of convicted persons
 - Reducing the rigid division between security officers and prisoners.
 - Absence of internal and external armed prison guards.
 - Co-management with inmates, social educators and former prisoners.
 - Prisoner-only cell and regime meetings.
 - Activities the whole day (Andrade, 2015; Coutinho, 2009).
 - Centrality of trustworthy relationships. Maximum two hundred people.
 - Distinguished acculturation of the "code of honour" of the prisons (Muhle, 2013; V. N. E. Oliveira, 2013);
 - People who have committed rape and paedophilia.
- Education of society
 - Geographical centrality of units in the city.
 - Visits of schools, judges, politicians, technicians, and citizens.
 - Testimony in society (A. C. G. da Costa, 2001).

Possible effects?

- Different prisoners believe in the possibility of society reintegration (Carvalho, 2016).
- APAC can be an opportunity for socially excluded people (Muhle, 2013; V. N. E. Oliveira, 2013; Grossi, 2018).
- Reduction of stigma (Coutinho, 2009; Muhle, 2013; Grossi, 2018).
- Lower recidivism (Coutinho, 2009; Muhle, 2013;)
 - Selectivity problem (Nogueira, 2015; Pasti, 2016; Resende, 2013).
 - Structural difficulties in measuring educational success with recidivism rates (Julião, E. F., 2009).
 - Need for more in-depth and detailed studies.

Prison similarity

- Characteristics of total institutions: submission of subjects to internal rules, schedules, and routines through continuous surveillance (A. Silva, 2014; Vargas, 2011).
- Production of “docile bodies”, useful for work and not politically dangerous (Andrade, 2015)
 - Brazilian penal system and “hidden” capital punishment (E.g., L. P. Dal Santo, 2020).
 - Existence of professors and staff with a critical view and former political prisoners (Grossi, 2018).
- Stigma is still present in some APACs (Massola, 2005).
- Problems in the access to the labour market (Coutinho, 2009; Grossi, 2018).

Problems identified

- Dependence on the existence of the prison system (Massola, 2005).
 - Characteristics of all alternatives?
 - Cases of people in APAC who are treated as police officers (Grossi, 2020).
- Life change is considered from a strongly individual perspective (Carvalho, 2016; Coutinho, 2009; Massola, 2005; Pasti, 2016; Tomé, 2011).
 - Educational projects with families, staff, volunteers and both educational and juridical institutions (Grossi, 2020).
- "Spirituality" as a requirement for access (Nogueira, 2015; Pasti, 2016; Resende, 2013; Massola 2001).
 - Presence of people of Afro-related religions and attempts toward inter-religious dialogue (Grossi, 2020).
 - There are employees and unit directors non-Christians (Grossi, 2018).
 - Intimate visits for LGBT in the units (Grossi, 2018).
- Low cost because the work of prisoners is underpaid or unpaid.

IS ANOTHER EDUCATION POSSIBLE IN PRISONS?



Community
education



Informal
education



Pedagogy of
presence



Limitations of
the model



Studies of other
models required

APAC
São João del Rei

PROJECT OBJECTIVES

Analyse reintegration and education experiences defined as best practices in different countries

- **RO1:** Analyse the discourses with which the experiences present themselves.
- **RO2:** Analyse the practical implementation.
- **RO3:** Compare the experiences with their limitations, differences, and similarities.
- **RO3.1)** Contribute to efforts for knowledge transfer from the Global South and Global North.

PROJECT METHODOLOGY

Document analysis

Short ethnography

- Participant observation
- No recordings during the first period
- Open and semi-structured interviews – prisoners and officials

Ethical questions

- Anonymized recordings and request for consent
- Particular attention to confidentiality

Generalisability

- The results are not generalizable but can offer inspiration for improvement and implementation of other educational and reintegrative projects.



ARGENTINA UNIVERSITY OF BUENOS AIRES IN PRISON

- The University of Buenos Aires began building its programmes in prison in 1985.
- Experiences, institutional projects, programmes and theoretical and methodological reflections were constituted in the historically established link with participation in social movements and resistance since the middle of the last century (Delfino et al., 2007; Trincherro and Petz, 2013).

ARGENTINA UNIVERSIDADE DE BUENOS AIRES NA PRISÃO

- The space provided by the university allows people suffering the violence of imprisonment and cases of torture to be heard directly (Parchuc, 2015).
- The university opens alternative spaces to the correctional logic proposing different forms of appropriation and use of culture (Parchuc, 2015).



The image is a collage of three photographs. The left side shows a library or study area with bookshelves and a person in a red shirt standing behind a counter. The right side shows a group of people, some wearing masks, gathered around a large banner that reads 'EN DEVOTO EL SILENCIO NO ES MI IDIOMA'. The top right corner shows a clear sky with several birds in flight.

ARGENTINA UNIVERSIDADE DE BUENOS AIRES NA PRISÃO

- The pavilions administered by the university are spaces where civil society organisations, institutions and volunteers meet.
- Through newspapers, prisoners take back the right to speak that has been denied to them outside; they organise themselves, within the unit, with other units and against the dominant discourse outside; and they resist and struggle against the mainstream discourses in society.

The image is a collage of three photographs. The left side shows a library or study area with bookshelves and a person in a red shirt standing behind a counter. The right side shows a protest with people holding a banner that reads 'SIN DEVOTO EL SILENCIO NO ES MI IDIOMA'. The top right shows a building with several birds flying in the sky.

ARGENTINA UNIVERSIDADE DE BUENOS AIRES NA PRISÃO

- The university acts as a resonance body for the problems encountered within the penal system (Parchuc, 2015).
- It allows people to report the precarious conditions of the penal system and propose reforms and adjustments (Parchuc, 2015).

The image is a collage of three photographs. The left side shows a library with bookshelves and a person in a red shirt standing behind a counter. The right side shows a group of people at a protest holding a banner. The bottom center shows a person in a dark setting, possibly a prison cell.

ARGENTINA UNIVERSIDADE DE BUENOS AIRES NA PRISÃO

- New forms of subjectivity are established (incarcerated person as university student)
- It enables the construction of collective discourses to counter isolation, in a space where group activities are regarded with suspicion or as a direct danger.

EN DEVOTO
EL SILENCIO
NO ES MI
IDIOMA

ARGENTINA UNIVERSIDADE DE BUENOS AIRES NA PRISÃO

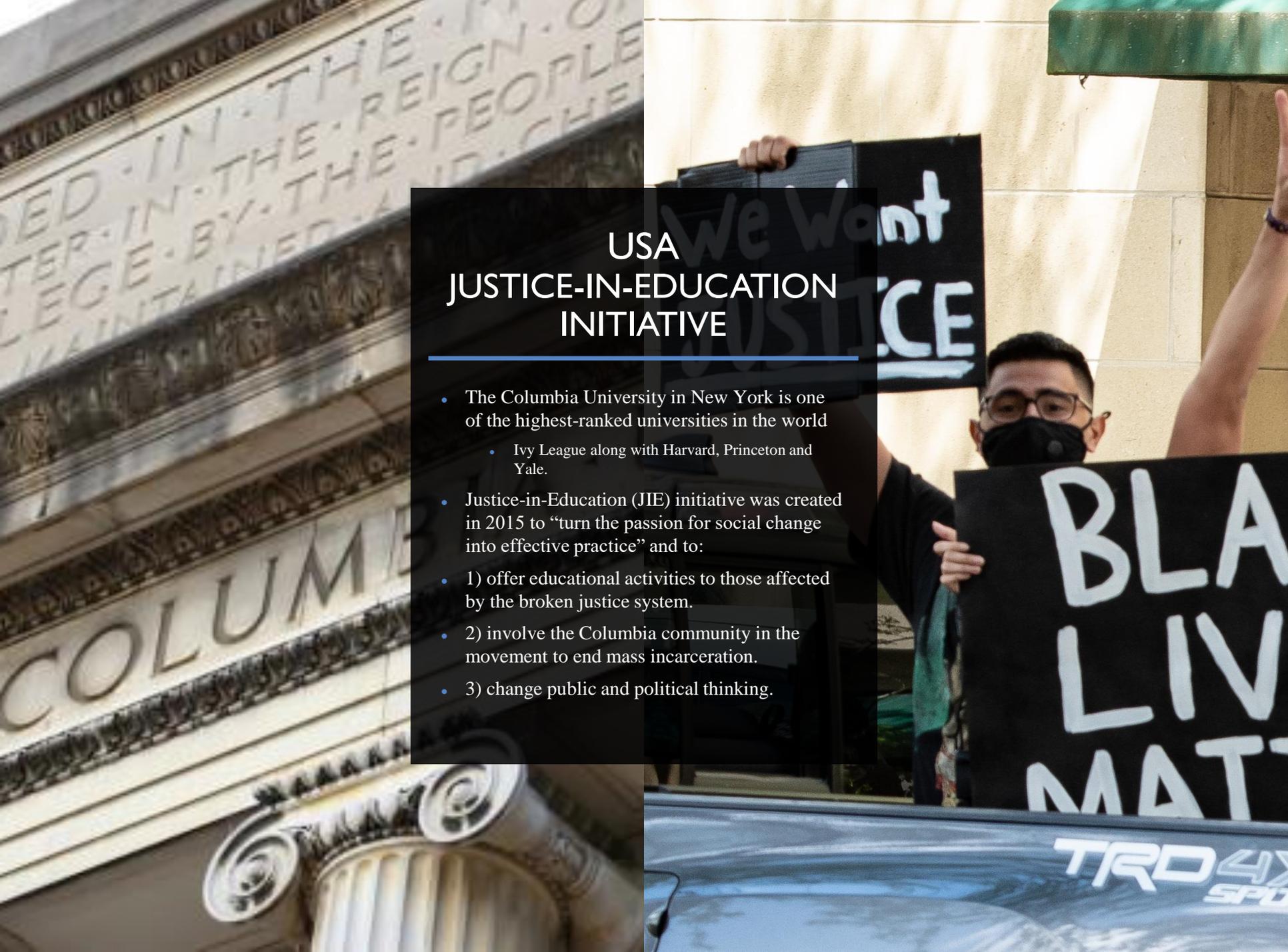
- The prison where the UBA operates is increasingly becoming a field of dispute where opposing logics, such as education and security, the discourse on rights and the discourse on punishment, come into conflict.
- The university gains space, but is aware that any space gained can be quickly lost





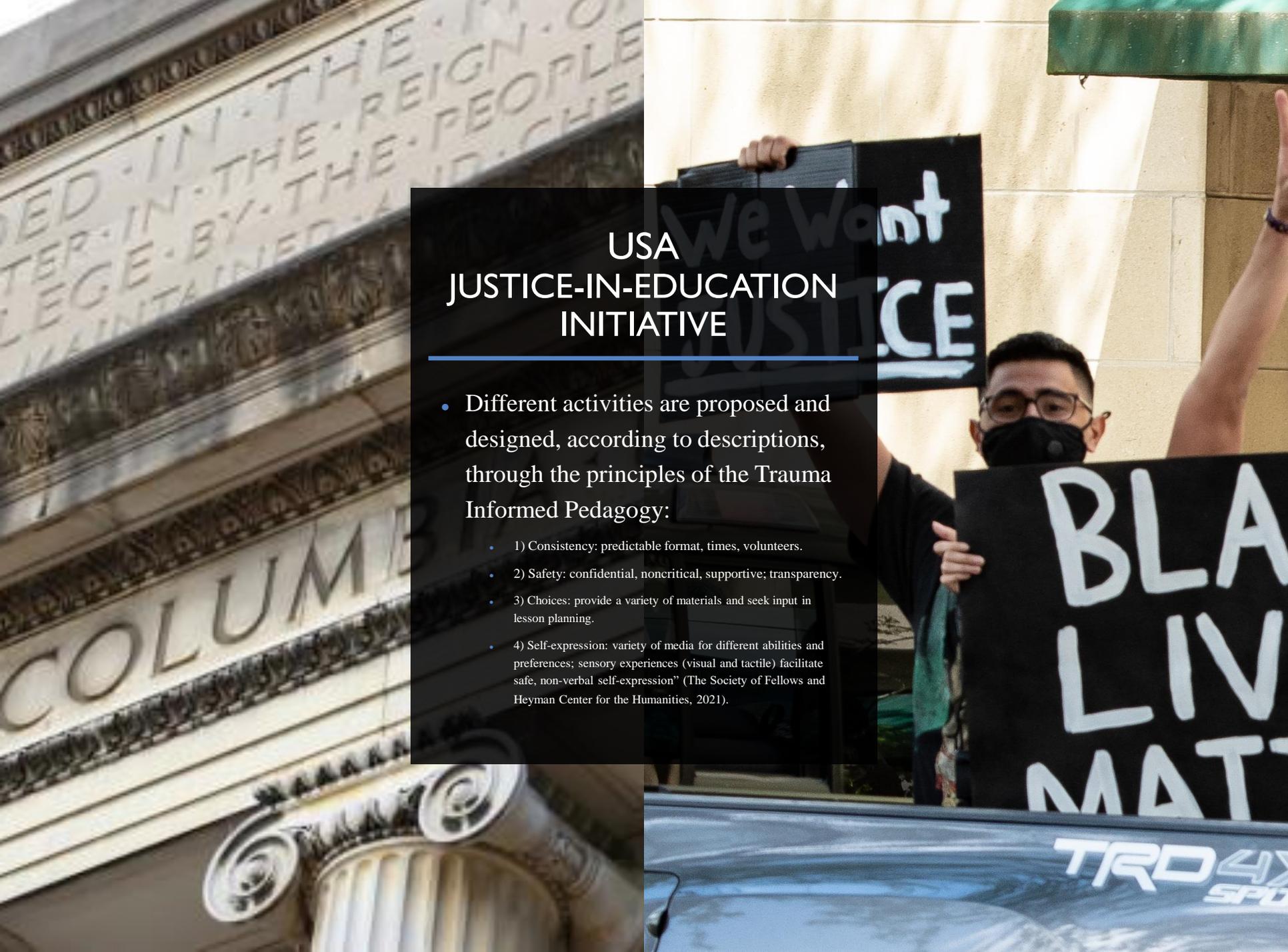
ARGENTINA UNIVERSIDADE DE BUENOS AIRES NA PRISÃO

- It allows direct experience of the bodies and stories of people who have suffered years of absence, negligence and mistreatment (Parchuc, 2015).
- The university represents an attempt to build knowledge that comes from inside of prisons, which can give voice and discourse to its protagonists (Parchuc, 2015).



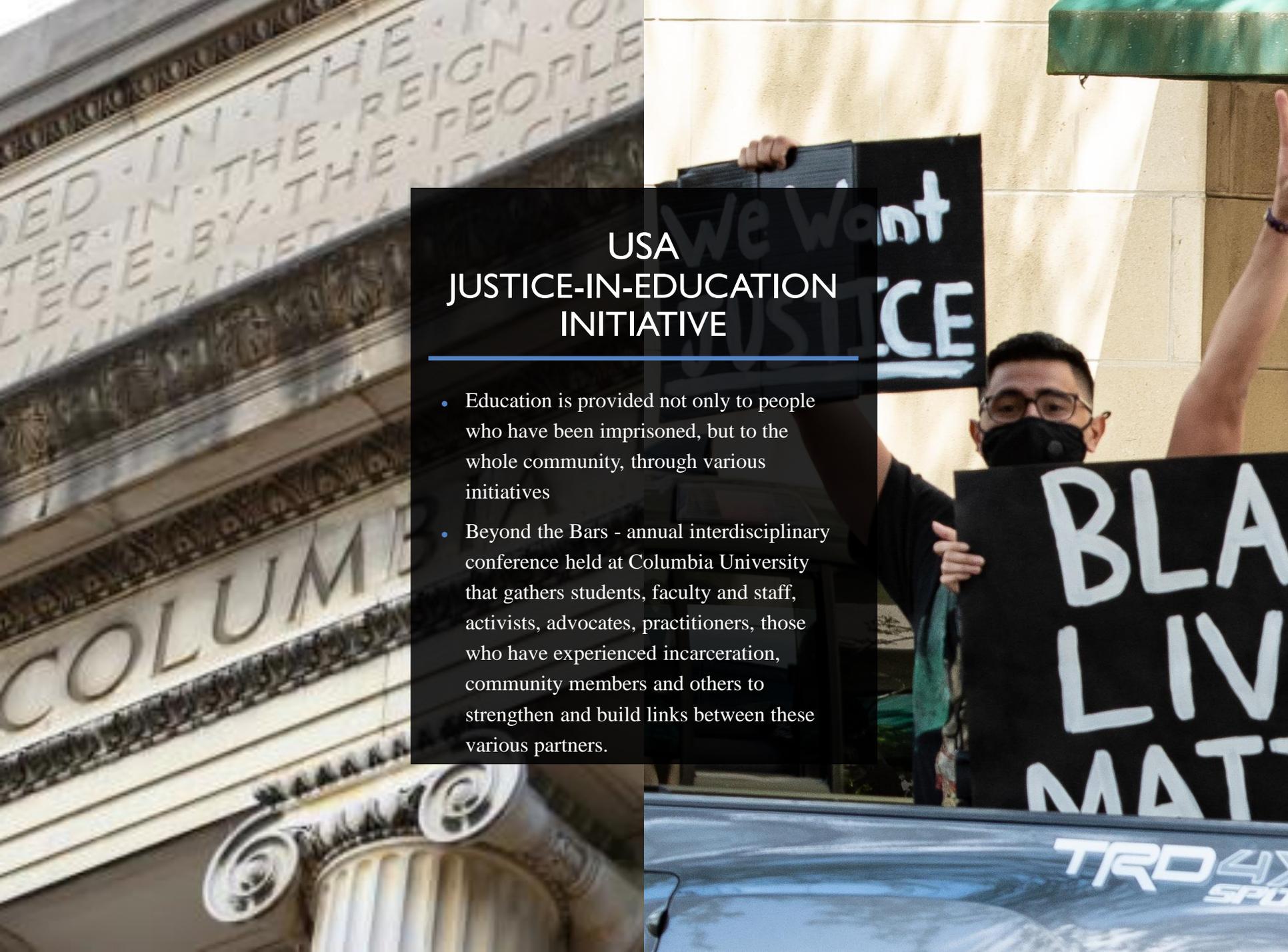
USA JUSTICE-IN-EDUCATION INITIATIVE

- The Columbia University in New York is one of the highest-ranked universities in the world
 - Ivy League along with Harvard, Princeton and Yale.
- Justice-in-Education (JIE) initiative was created in 2015 to “turn the passion for social change into effective practice” and to:
 - 1) offer educational activities to those affected by the broken justice system.
 - 2) involve the Columbia community in the movement to end mass incarceration.
 - 3) change public and political thinking.



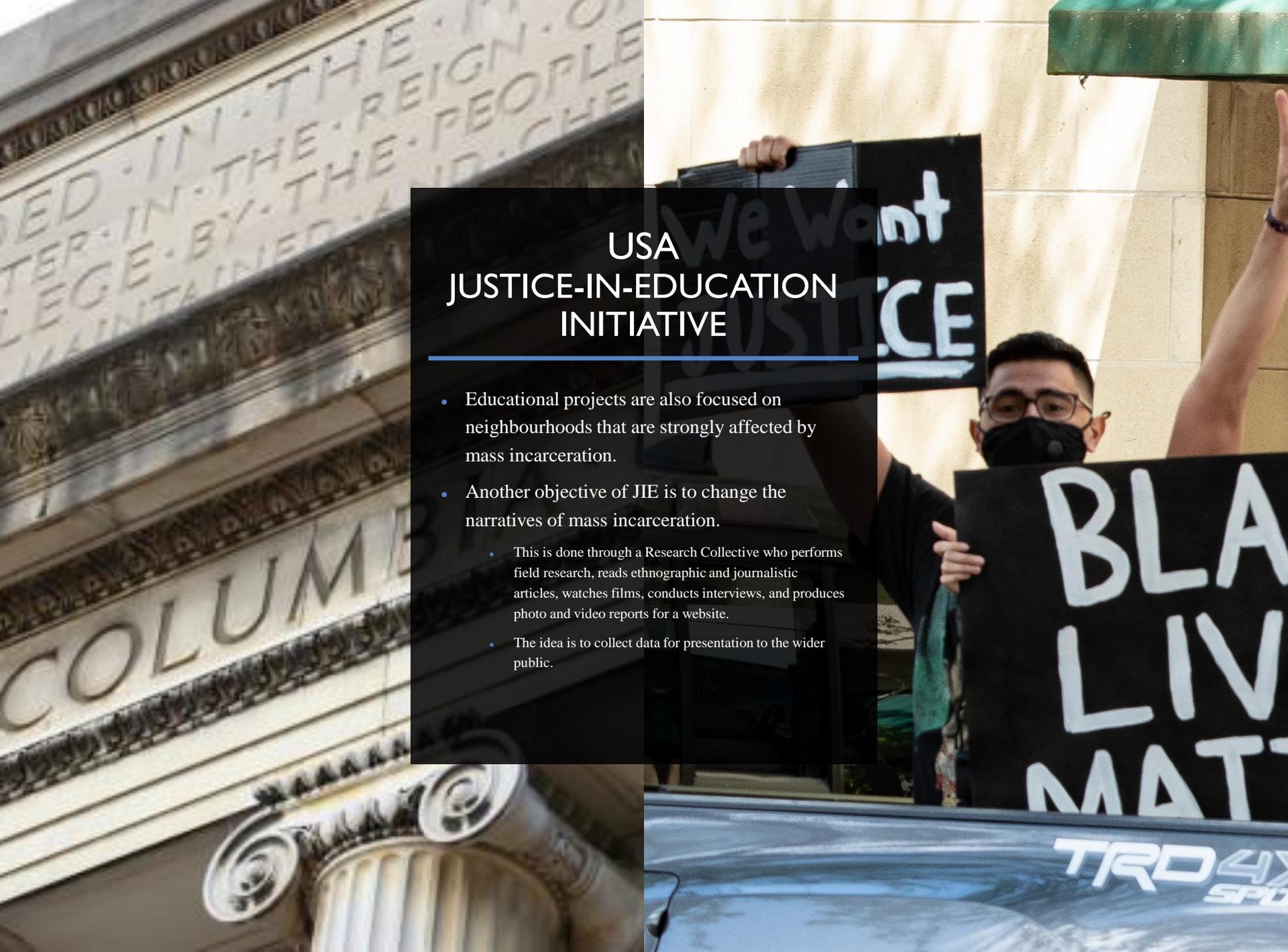
USA JUSTICE-IN-EDUCATION INITIATIVE

- Different activities are proposed and designed, according to descriptions, through the principles of the Trauma Informed Pedagogy:
 - 1) Consistency: predictable format, times, volunteers.
 - 2) Safety: confidential, noncritical, supportive; transparency.
 - 3) Choices: provide a variety of materials and seek input in lesson planning.
 - 4) Self-expression: variety of media for different abilities and preferences; sensory experiences (visual and tactile) facilitate safe, non-verbal self-expression” (The Society of Fellows and Heyman Center for the Humanities, 2021).



USA JUSTICE-IN-EDUCATION INITIATIVE

- Education is provided not only to people who have been imprisoned, but to the whole community, through various initiatives
- Beyond the Bars - annual interdisciplinary conference held at Columbia University that gathers students, faculty and staff, activists, advocates, practitioners, those who have experienced incarceration, community members and others to strengthen and build links between these various partners.



USA JUSTICE-IN-EDUCATION INITIATIVE

- Educational projects are also focused on neighbourhoods that are strongly affected by mass incarceration.
- Another objective of JIE is to change the narratives of mass incarceration.
 - This is done through a Research Collective who performs field research, reads ethnographic and journalistic articles, watches films, conducts interviews, and produces photo and video reports for a website.
 - The idea is to collect data for presentation to the wider public.



SPAIN MODULES OF RESPECT

- It better fulfils the educational, therapeutic, formative and coexistence objectives assigned to the prison institution (Casado & Cantero (2018)).
- It promotes programmes that favour the acquisition of positive habits, values and attitudes.
- In these modules, dialogue and respect are intended to be the "regulating axis of prison life" (Monteserín, E. & Galán Casado, 2013, p. 93).

SPAIN

MODULES OF RESPECT

- Four principles underlie the establishment and functioning of MRs (Belinchón, E. y García Casado, 2014).
- The first principle aims to improve the social atmosphere, considering the influence of reintegration that the prison's physical (spatial) and social environment can have on prisoner behaviour.
- The second principle seeks to establish a space that allows a sense of autonomy and responsibility among the inmates of the MR, based on mutual trust between staff and inmates, giving inmates the responsibility for the organisational functioning of the module.



SPAIN MODULES OF RESPECT

- The third principle aims to re-evaluate the idea of a group with common and shared interests and responsibilities. Everyone needs each other for this space to function, and each inmate can openly express his or her opinion in order to make proposals and demand responsibility.
- The last principle seeks to promote programmes that favour the acquisition of positive habits, values and attitudes.



ENGLAND GRENDON PRISON

- Reduces recidivism (Taylor, 2000).
- More humane and less harmful institution (Bennett & Shaker, 2017).
- Trust and empowerment-based approach, providing a space where people can develop and evolve, seeking to engage some of the most difficult and high risk prisoners who are willing to adhere to their democratic model.



ENGLAND GRENDON PRISON

- Several small therapeutic groups are created, based on clinical principles and identification of risk factors. The groups are led by a facilitator. Each staff member is involved in the therapeutic groups and receives training, supervision, and external support and counselling services.
- In this space, collective decisions are also managed through voting, including the removal of residents and the imposition of sanctions. A prisoner is elected to lead these meetings.



ITALY PRISON OF BOLLATE

- The Bollate prison model has been characterised as the best rehabilitation institute in Italy in terms of reducing criminal recidivism (Mastrobuoni et al., 2014).
- It is described as being based on andragogical theories of adult learning (Carcere di Bollate, 2021), focusing on the empowerment of inmates
- Safety is based on dynamic and integrated supervision between operators
- Strong integration with the community, where the life of those inside should resemble that of the outside world.

A person is driving a blue horse-drawn cart on a sandy beach. The cart is pulled by a brown horse. The background shows a blue sky with white clouds and a body of water.

NORWAY BASTØY PRISON

- Reporting a reduction in recidivism
- According to Bastøy prison's self-description (2021), educational planning aimed at social reintegration, follows humanistic and ecological principles by building a small community with 80 buildings that seeks to self-produce and reduce carbon dioxide emissions.
- Trusting human relationships are central, as are relationships with the natural environment. There are three golden rules in Bastøy: no violence, no alcohol and no drugs.



ONGOING CONSIDERATIONS

Governance studies emphasise a shift between state and individual responsibility in prisoner reintegration programmes into society (O'Malley, 1992, 1994, 1996)

We can observe differences in experiences from the Global South (Avila and Sozzo, 2020) that seem to agree with a form of empowerment with elements of collectivism associated with broad cultural and political development strategies in the national context.

ONGOING CONSIDERATIONS

Examples are:

- the APACs - "prisons without armed police" - in Brazil (Grossi, 2021b)
- University of Buenos Aires in prisons, in Argentina (Parchuc, 2015)
- Punta de Rieles (Avila and Sozzo, 2020)

- Note: The case of Columbia University in the Global North seems to align with these experiences.

It is important to analyse the educational potential and limitations of model experiences from the Global North (Shammas, 2014) and the understudied experiences of Global South, in order to build a dialogue between reintegrative and educational theories and practices in different contexts that may allow mutual influence.

ONGOING CONSIDERATIONS

These various experiences arising in different contexts can be a source of inspiration for possible reforms.

There are indications that, despite the historical problems with the educational and reintegration objectives of prisons, it is possible to build spaces that can function differently and reduce recidivism.

ONGOING CONSIDERATIONS

This seems to be done by multiplying democratic spaces, improving the physical and relational environment, building small communities, caring for the training and selection of the staff working in the facilities, integrating with the territory and actively involving experts from the educational sciences and universities. Informal educational dynamics and the education of society should be considered.

Fieldwork periods will be necessary to allow a deeper description and analysis of explicit discourses and practices.



"THE QUESTION OF DETENTION AND SOCIAL REINTEGRATION CANNOT SIMPLY BE 'DELEGATED' OR 'RESERVED' TO TECHNICIANS."
(BARATTA, 1990, P. 9)

**"HOPE IS AN ONTOLOGICAL NECESSITY."
(PEDAGOGY OF HOPE: REVIVALIST PEDAGOGY OF THE OPPRESSED, P. FREIRE)**

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