

# O papel da educação nas prisões: uma revisão da literatura focada nos valores e práticas educacionais<sup>1</sup>

*Sandro Luiz GIONGO<sup>2</sup>*

*Leonardo Albuquerque HEIDEMANN<sup>3</sup>*

## Resumo

O acesso à educação é um dos direitos estabelecidos na Constituição Federal mais fundamentais para o processo de humanização da pessoa privada de liberdade. Por esse motivo, é crucial que um amplo debate a respeito do papel da educação na prisão seja fomentado, seja para auxiliar os educadores em sala de aula, seja para orientar políticas públicas que busquem de fato lidar com esse cenário. O presente artigo busca contribuir com esse esforço apresentando uma revisão da literatura a respeito do papel da educação no contexto carcerário. Identificamos, em especial, valores relacionados à escolarização, ressocialização, emancipação, redução de danos e direitos humanos, legitimados pelos diferentes autores e autoras dos artigos investigados; além de práticas pedagógicas que se inspiram nas concepções da Educação de Jovens e Adultos e da Educação Popular. A literatura revela ainda que há muito o que se explorar no tema.

**Palavras-chave:** Educação em prisões. EJA em prisões. Sistema carcerário.

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<sup>1</sup> This work stems from a master's research funded by the Coordination for the Improvement of Higher Education Personnel (CAPES).

<sup>2</sup> Master's student in the Physics Education Graduate Program at the Institute of Physics, Federal University of Rio Grande do Sul. ORCID id: 0000-0003-0803-9009  
E-mail: sandrogiongo@gmail.com.

<sup>3</sup> Adjunct Professor and permanent member of the Physics Education Graduate Program at the Institute of Physics, Federal University of Rio Grande do Sul (UFRGS). ORCID id: 0000-0001-5143-6275  
E-mail: leonardo.h@ufrgs.br.

## **The role of education in prisons: a literature review focused on educational values and practices**

*Sandro Luiz GIONGO*  
*Leonardo Albuquerque HEIDEMANN*

### **Abstract**

Access to education is one of the most fundamental rights established in the Constitution of Brasil for the process of humanization of the person deprived of liberty. For this reason, it is crucial that a broad debate about the role of education in prison be promoted, either to help educators in the classroom or to guide public policies that seek to deal with this scenario. This article seeks to contribute to this effort by presenting a literature review on the role of education in the prison context. We identified values related to schooling, resocialization, emancipation, harm reduction and human rights, legitimized by the different authors of the investigated articles; in addition to pedagogical practices that are inspired by the concepts of Adult Education and Popular Education. The literature also reveals that there is much to be explored on the subject.

**Keywords:** Education in prison. Adult Education in prison. Prison system.

## **El papel de la educación en las cárceles: una revisión de la literatura centrada en los valores y prácticas educativas**

*Sandro Luiz GIONGO*  
*Leonardo Albuquerque HEIDEMANN*

### **Resumen**

El acceso a la educación es uno de los derechos más fundamentales establecidos en la Constitución Federal de Brasil para el proceso de humanización de la persona privada de libertad. Por tal razón, es crucial construir un amplio debate acerca del papel de la educación en la cárcel, ya sea para ayudar a los educadores en las clases, o para orientar las políticas públicas que realmente almejan enfrentar este escenario. Este artículo se propone a somar-se a ese esfuerzo presentando una revisión de la literatura sobre el papel de la educación en el contexto penitenciario. Identificamos, en particular, valores relacionados con la escolarización, la resocialización, la emancipación, la reducción de daños y los derechos humanos, legitimados por los distintos autores de los artículos investigados; además de prácticas pedagógicas inspiradas en los conceptos de Educación de Jóvenes y Adultos y Educación Popular. La literatura revela igualmente que hay mucho por explorar acerca de ese tema.

**Palabras clave:** Educación em la cárcel. Educación de Jóvenes y Adultos em la cárcel. Sistema penitenciario.

## Introduction

The prison situation in Brazil is a complex problem. It is surrounded by stigmas, naive conceptions, and prejudices that create barriers between society and the prison system, preventing broad and serious debate. Currently, Brazil has nearly 680,000 incarcerated individuals for only 490,000 available spots (SISDEPEN, 2021). Although the number of prison spots in Brazil has more than doubled since 2005, the gap has grown (SISDEPEN, 2021), and the penitentiary system now functions as a repository for marginalized people (SCARFÓ; LALLI; MONTSERRAT, 2013).

Education in prisons is part of this complex reality, and its access is a right guaranteed by the Federal Constitution (BRASIL, 1988). However, we observe that only 40% of incarcerated individuals engage in any educational activities (SISDEPEN, 2021). It is crucial to fight for broad access to quality education, especially for marginalized populations like those in prison, and to advocate for the restructuring of the penal system, opposing the hegemonic logic of criminalizing poverty (WACQUANT, 1999). Equally necessary is expanding the debate on how this education should be provided and the intrinsic values it should embody.

A frequent naive expectation in society is that high-quality educational initiatives alone will solve the problems of prisons (ONOFRE, 2015). Given the peculiarities of the educational context, it is also naive to think that simply transferring educational values from outside to prison schools will yield satisfactory results for inmates (JULIÃO, 2016; ONOFRE, 2016; RODRIGUES; OLIVEIRA; QUADROS, 2019). What should the school in prisons look like then? What is its role, and how can it be structured? It is natural for educational literature to address such questions given the importance of education in prisons and the doubts surrounding it. Seeking answers to these questions, we present a literature review guided by the following general research question: How does the literature address prison education in the last decade? This general question was broken down into five specific questions: i) What are the most influential articles in the field in the last ten years? ii) Who are the most cited authors in the field during this period? iii) What are the research/action/reflection focuses of these articles? iv) What educational values are most highlighted in the analyzed articles? and v) What pedagogical practices are most prominent in the analyzed articles?

We paid particular attention to the values and pedagogical practices advocated in the articles. Drawing from the ideas of John Elliott (1991), we consider this review as a means to guide actions in prison schools. We did not intend to present a comprehensive and impartial view of publications from the last decade in this review, nor a summary of each work; rather, we aim to portray the landscape of prison education, especially in Brazil, within our perspectives and the methodological limitations

of this work.

The literature review methodology used is based on the ideas of Cooper, Hedges, and Valentine (2009), including a problem definition stage, a literature search stage, preceded by evaluation, analysis, and interpretation stages. The analysis and interpretation of the data were developed through identifying and describing categories that emerged from the thorough reading of the works. This structuring was executed for each aspect analyzed in the texts, such as the nature of the articles, educational values understood by the authors, and the educational practices advocated based on different values.

### **Article Selection Methodology**

We searched the literature for articles published between 2010 and 2019 in A1 and A2 journals, according to the Qualis classification (quadrennium 2013 – 2016) in the fields of Teaching and Education. We selected 63 journals, listed in the supplementary material, (21 with Qualis A1, 34 with Qualis A2, and 8 without classification) with significant penetration in the fields of Teaching and Education. Additionally, articles were selected through searches in the search engines of the Scielo, Eric, and Google Scholar platforms. These criteria allowed us not only to select the most relevant articles but also provided us with a reasonable number of articles to analyze.

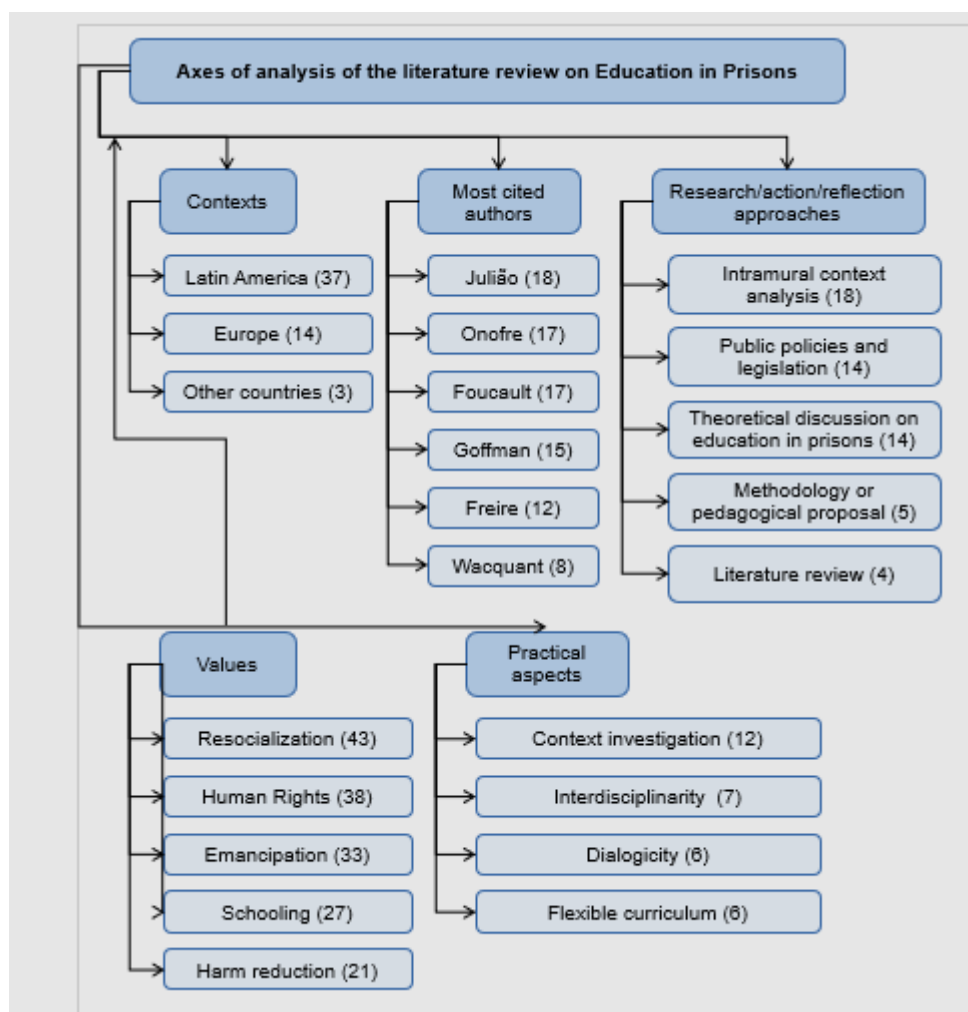
The article selection was carried out using the following terms in the search engines of the journals: "educação prisional," "EJA prisional," "educação nas prisões," "ressocialização," "prison education," "correctional education," "educación prisional," and "rehabilitación." These correspond to terms frequently used in this research area in Portuguese, English, and Spanish, although some of these keywords may not align with our educational concepts or may not be associated with the Brazilian context.

### **Results and Analysis**

The high number of selected journals is a consequence of the lack of specific studies related to prison education in the literature. Even when conducting a search with broad and generic terms, out of the 63 journals investigated, 50 did not have articles on prison education. This result leads us to consider that the study of prison education is still in its early stages or that the scientific community does not attribute the necessary importance to the topic. It is also possible that most publications in this area are found in journals with lower Qualis ratings compared to those selected for this review.

The role of education in prisons: a literature review focused on educational values and practices  
 Prison education appears to be a marginal and overlooked topic in the field, which may reflect the indifference society shows towards the prison system as a whole.

**Figure 1** summarizes the results of the review, which will be detailed in the following subsections, organized by the research questions of the review.



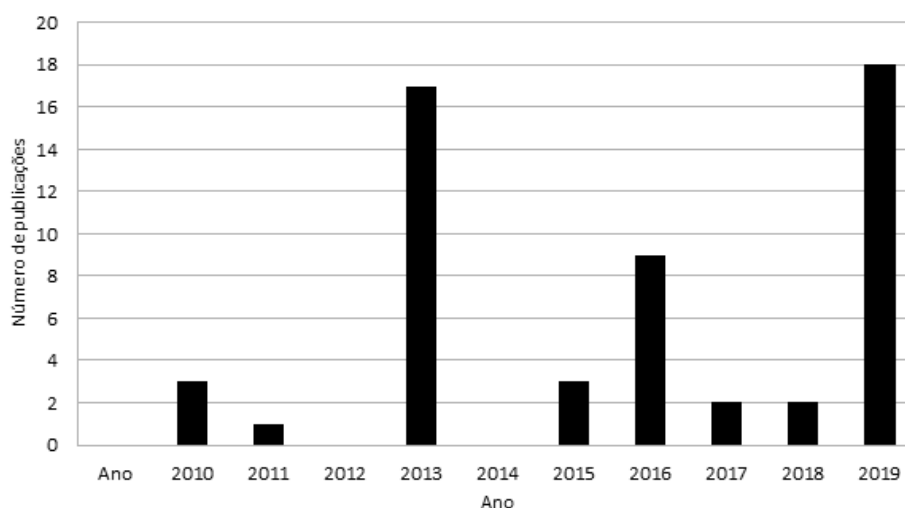
Source: Prepared by the authors

## Most Influential Articles

In the first stage, we sought to answer the first research question: Which articles have been most influential in the field over the last ten years? We identified 106 articles through searches using the keywords of the review. These articles were assessed by reading the title, abstract, and sections containing the keywords to verify and select those that: addressed prison education, both theoretically and methodologically; were published within the chosen period; and were written in Portuguese, English, or Spanish. Articles that did not meet these criteria were discarded, resulting in the selection of 20 articles published in A1 journals and 35 in A2 journals. The references for the articles in the

review corpus are provided in the supplementary material. We excluded, for example, texts that address prison education peripherally, as well as texts focusing on institutions for adolescents, given that this review is intended to transform the context of adult prison education.

**Figure 1** - Number of articles published in the area between 2010 and 2019.



Source: Prepared by the authors

**Figure 2** graphically represents the number of articles published over the years. It shows that the highest number of selected publications occurred in 2013, 2016, and 2019. It is important to note that during these years, special issues or editions dedicated to prison education were published in some of the journals investigated, which increased the number of published works.

The publications in the field of prison education over the last decade appear somewhat sparse and intermittent, given the number of journals considered. Additionally, in the years with the highest number of publications, much of the work comes from special editions focused solely on this topic. Notably, in 2019, the number of publications across different journals increased, with contributions from five different journals. This suggests a growing interest in the topic from the academic community in 2019, although no definitive conclusions can be drawn about the overall enthusiasm for the subject.

An interesting aspect of this review is the identification of two distinct contexts in which discussions frequently occur. The first is the context of prisons in Latin America, particularly in Brazil, with 37 articles. The second is the context of several developed European countries, with 14 articles analyzing experiences and characteristics of prisons in Portugal, Belgium, Norway, and Spain.

The role of education in prisons: a literature review focused on educational values and practices. Additionally, there are three isolated articles that address the prison systems in the USA, the Philippines, and Australia.

## Most Cited Authors

To address the second specific research question: “Who are the most cited authors in the field over the last ten years?” we analyzed the references from all 55 selected articles. The goal was to create an indirect indicator of the influence of various authors in the field. We performed a simple count of all first authors mentioned in the references of these articles. For instance, we counted how many times Paulo Freire's publications were cited across all texts. To refine this indicator, we counted each reference per publication. This means that if an author was cited multiple times in a single article, we counted that reference only once. Thus, the final citation count for each author reflects the number of distinct publications that cited their work. Table 1 presents the results of this count, showing authors with at least 12 citations from different publications, along with the most cited work of each author.

**Table 1** - Authors most cited by different publications

Number of Citations from Different Publications	Author	Most cited work
18	Julião, Elionaldo Fernandes	Rehabilitation Through Study and Work in the Brazilian Penitentiary System. 2009. Thesis (Doctorate in Social Sciences) – State University of Rio de Janeiro, Rio de Janeiro, 2009.
17	Onofre, Elenice Maria Cammarosano	(Org.). School Education Behind Bars. São Carlos: EDUFSCAR, 2007.
17	Foucault, Michel	Discipline and Punish: The Birth of the Prison. Rio de Janeiro: Vozes, 2009.
15	Goffman, Erving	Asylums, Prisons, and Convents. São Paulo: Perspectiva, 2010.
12	Freire, Paulo	Pedagogy of the Oppressed. Rio de Janeiro: Paz e Terra, 1968. Pedagogy of Autonomy. Rio de Janeiro: Paz e Terra, 1996.

Source: Prepared by the authors

In addition to the authors listed in Table 1, Loïc Wacquant (8 citations), Marc De Maeyer (8 citations), Francisco José Scarfó (7 citations), and Roberto da Silva (7 citations) are also frequently cited authors in the analyzed articles.

It is possible to categorize the most cited authors into three areas of focus: i) sociological perspective; ii) education specifically in prisons; and iii) education without context specification.



In category i), the following authors stand out: Michel Foucault, Erving Goffman, Loïc Wacquant, Borja Caffarena Mapelli, and Alessandro Baratta. The most cited author, Foucault (1977), provides historical conceptions of prisons and analyzes their role in society through shifts in punitive paradigms. Goffman (1974), the second most cited author, introduces two widely used concepts in the literature: the total institution and stigma. He argues that prisons are closed institutions responsible for all processes affecting incarcerated bodies, thus being considered total institutions. He also reflects on the stigma faced by the incarcerated population. Wacquant (1999) advances the debate on incarceration by analyzing its consequences, particularly for vulnerable populations, concluding that neoliberal logic leads to the criminalization of poverty and the punishment of Black and poor populations. Mapelli (1998) comes from the Spanish context and offers legal reflections on the principles and purposes of punishment. Baratta (2002) presents critical criminology concepts, which investigate the processes of criminalization as consequences of the unequal structures of society from a materialist perspective.

All these authors provide theoretical frameworks about prisons in our society. Although they have different ideas, they are not necessarily contradictory and can offer complementary conceptual tools that allow a description of the prison reality, its role in society, and its contradictions.

In category ii), the notable authors include Elionaldo Fernandes Julião, Elenice Maria Cammarosano Onofre, Marc De Maeyer, Francisco José Scarfó, Roberto da Silva, Vicente Javier Garrido Genovés, Timothy Denis Ireland, Fernando Gil Cantero, and Hugo Rangel. Elionaldo Fernandes Julião has the highest number of citations in publications in this field. The author has dozens of publications since 2001 in the area of Sociology and Education with a focus on policies of deprivation and restriction of freedom, continuing to publish to this day. Elenice Maria Cammarosano Onofre also has a high number of citations and has been publishing in the area since 2009, with work focused on education, specifically Adult Education in situations of deprivation of freedom. Both authors have articles included in this review and are thus considered highly relevant in the field of prison education in the selected journals.

Other authors also have significant relevance in the field, with many continuing to publish today. The distinction between different contexts, Europe and Latin America, is evident in this category, as authors like Vicente Javier Garrido Genovés, Fernando Gil Cantero, and Hugo Rangel are cited mainly in European publications, while Elionaldo Fernandes Julião, Elenice Maria Cammarosano Onofre, Roberto da Silva, and Timothy Denis Ireland are cited only in Brazilian publications. This suggests a possible emergence of different paradigms presented and defined by two

The role of education in prisons: a literature review focused on educational values and practices groups of authors. However, foreign authors Marc De Maeyer and Francisco José Scarfó have citations in both contexts, likely due to their works being published or translated in Brazilian journals, facilitating the dissemination of their ideas in Brazil.

In category iii), focusing specifically on educational theories, only Paulo Freire is featured. His work is mainly cited in Brazilian publications but is also referenced in some Spanish articles (BARES, 2013; GARCÍA; CARRIÓN; GONZÁLES, 2013; SOLBES; MERINO; COTS, 2013). This suggests that Freire's theoretical framework is highly relevant for the prison context, which is marked by oppression and human rights violations. It also indicates the author's significant relevance and broad impact, with ideas that remain very current.

## **Research/Action/Reflection Approaches**

In this section, we address question iii: What are the research/action/reflection approaches of the articles? The elements predominantly used for categorizing the articles were the identification of objectives, methodologies, and the questions the analyzed article aimed to answer. Thus, even if an article presents theoretical discussions or a literature review, as secondary investigations, it was incorporated into only one main category, the one most evident in our interpretation. We established five categories of approaches for the articles: i) Inmate Context Analysis; ii) Public Policies and Legislation; iii) Theoretical Discussion on Prison Education; iv) Literature Review; and v) Pedagogical Methodology or Proposal. Details about the articles classified in each category can be found in Table 2 of the supplementary material or in Giongo's (2021) dissertation.

The first category, Inmate Context Analysis, includes 18 articles and focuses primarily on investigating internal issues within penitentiaries. Articles were considered if they discussed the culture of individuals within the prisons; reported experiences or work done by educators or learners; analyzed the different worldviews of people in this context; and characterized the various profiles, aspects, and relationships of the involved subjects. This was the category with the most articles included and the most diversity, with the analysis of pedagogical experiences from the educators' perspective being the most covered topic, with six investigations (CARVALHO, 2016; LAFFIN; NAKAYAMA, 2013; BARCELOS; DUQUE, 2019; OLIVEIRA, 2019; DUARTE; PEREIRA, 2018, 2019). Notably, five articles in this category analyze European prison contexts. It is interesting to note some differences that set these publications apart from those related to the Latin American context. In two of them, experiences and views of students and professors of higher education offered in penitentiaries are analyzed, identifying, for instance, that there are no technological resources in prison to access virtual study platforms and that teachers need to adjust their methodologies to

facilitate teaching (GOMES, 2013; CANO, 2013). Meanwhile, national publications report issues such as poor infrastructure, violence, high student turnover, highly heterogeneous profiles, lack of correctional officers for security, lack of pedagogical resources, and lack of infrastructure in the penitentiary for offering Basic Education (e.g., VIEIRA, 2013; IRELAND; LUCENA, 2013; LAFFIN & NAKAYAMA, 2013).

The category Public Policies and Legislation is covered mainly in 14 articles, which address external issues to the prison context or, when dealing with internal issues, focus primarily on analyzing the implementation of a public policy. These articles analyze various legislations related to imprisonment and the education offered in prisons, as well as the effectiveness or relevance of implemented educational programs. Some publications (e.g., ANDRIOLA, 2013; PENNA; CARVALHO; NOVAES, 2016) could be interpreted as experience reports, but we understand that those in this category present reports with the intention of evaluating an educational program or legislation. This category also shows great diversity, as it examines programs and legislations from different countries, but the most recurring topic was the investigation of ensuring education in correctional centers as a fundamental public policy (e.g., SCARFÓ; LALLI; MONTSERRAT, 2013; RANGEL, 2013; ONOFRE; JULIÃO, 2013; RANGEL, 2019). It is interesting to note that this topic is particularly addressed in 2013, indicating that the literature at that time, when studies on prison education were still establishing themselves, was especially focused on legitimizing the importance of education as a fundamental right, mobilizing efforts to defend access to a right already guaranteed by the 1988 Constitution (BRAZIL, 1988). Although this paradigm is now established in academia, efforts to argue for the defense of this right are still present in more recent publications.

The third category, Theoretical Discussion on Prison Education, groups 14 articles that provide conceptual reflections with various implications for prison education. The most discussed topic was the analysis of the role of education in these contexts (MAEYER, 2013; ONOFRE, 2015; JULIÃO, 2016; GÓMEZ; PERNAS, 2013; BARES, 2013; MOLEDO; MONTOLÍO; ROBLES, 2013; SARAIVA; LOPES, 2011; RODRIGUES; OLIVEIRA; DE QUADROS, 2019; CUNHA, 2010). In this regard, some authors attribute, to some extent, a resocializing character to education (CUNHA, 2010; CANTERO, 2013; MOLEDO; MONTOLÍO; ROBLES, 2013). Still, all acknowledge the limitations of poor-quality education in a repressive and dehumanizing environment. In this sense, education could be an important resocializing agent but must be accompanied by the guarantee of other basic rights. Despite many alignments, there are different paradigms between articles produced in Europe and Latin America. In Europe, articles (e.g., BARES, 2013; CANTERO, 2013; GÓMEZ;

The role of education in prisons: a literature review focused on educational values and practices (PERNAS, 2013) frequently cite authors from that context, presenting particular conceptions regarding the role of education in prison. There is little or no dialogue with the authors cited by Latin American articles. A deeper discussion of this difference in paradigms is conducted in this review.

The Literature Review category encompasses four articles focusing on analyzing works related to prison education (RODRIGUES; QUADROS; OLIVEIRA, 2019; LIMA; GOMES; SANTIAGO, 2019; BONATTO; BRANDALISE, 2019; SOLBES; MERINO; COTS, 2013). These investigations have specific research cuts or questions, such as analyzing works related to vocational education or prisons in only one state, which justifies the intention of this review to present an overview and comprehensive view of the area.

The fifth and final category, Pedagogical Methodology or Proposal, groups five publications that aim to analyze or propose a specific pedagogical activity. Notably, the analysis of the implementation of an e-learning proposal (MONTEIRO; LEITE; BARROS, 2018; MONTEIRO; MOREIRA; LEITE, 2016) stands out, where students participated in distance education using technological resources within the penal institutions. These studies were conducted in Portugal, highlighting a gap between the European and Latin American prison contexts. This also justifies the adoption of different frameworks and paradigms by the academic and professional communities involved.

## **Educational Values**

This section provides an overview of the educational values explored in the selected articles and seeks to answer the question: What educational values stand out in the analyzed articles? The criterion used for identifying and categorizing each value was based on Elliott's (1991) definition, which conceives a value as an intrinsic quality guiding a specific practice. Additionally, a method that helped us identify an intrinsic pedagogical value in the texts was the attempt to answer the question "Why educate?" and, more specifically, "Why educate in prisons?" This led to the establishment of five categories: Schooling, encompassing 27 articles; Resocialization, with 43 articles; Emancipation, with 33 articles; Harm Reduction, with 21 articles; and Human Rights, with 38 articles. Details about the articles classified in each category can be found in Table 3 of the supplementary material or in Giongo's dissertation (2021).

It is important to note that publications can express multiple conceptions, and therefore, could fit into more than one category, as these categories are not necessarily mutually exclusive. Disagreement would only arise if a given value were considered unique and sufficient. Furthermore,

if a value does not appear explicitly in a publication, it does not mean that the author does not legitimize it or consider it less important.

In reading the works in their entirety, values were identified based on our interpretation. Consequently, some conceptions might have been expressed with intentions not perceived in our reading. Additionally, merely mentioning a concept related to a specific category was not considered sufficient for its classification; the importance and context in which the author mentions such concepts were analyzed. For example, the phrase “emancipation through vocational education” is, in our view, more associated with preparatory education from a resocialization perspective rather than the concept of emancipation. Thus, we did not consider this expression as a manifestation of an emancipatory value, even if it might indeed reflect the author's view. Vague or empty phrases, such as “human development,” which do not convey a well-defined idea, were also not considered.

It would be a mistake to assume that all categories are entirely mutually exclusive. For instance, aspects of schooling certainly enable or facilitate the emancipation of incarcerated individuals. However, we find the choice of categories pertinent because they represent a grouping of values somewhat distinct from each other but with a certain coherence within each value group. Below is a summary of each category representing the most prevalent values in the publications.

### ***Schooling***

In this category, the most prevalent values are associated with formal education, and the development of knowledge, skills, and competencies. They align, to some extent, with traditional education and regard schooling as an end in itself. However, this does not necessarily imply an endorsement of an instrumentalist view of education. The most frequently mentioned values associated with this category are knowledge, competence, and utility.

We identified the schooling category explicitly in only 27 publications, making it the second least utilized. This observation indicates that the literature shows less interest in these values compared to what is typically found among the students in this context, as noted in the literature (SANTOS, 2007; LEROUX; MARTINEZ, 2015; CANO, 2013; MAEYER, 2013; MONTEIRO; MOREIRA; LEITE, 2016). We can summarize this category with the following answer to the question “Why educate in prisons?”: to build knowledge, skills, and competencies that students will use throughout their lives. The following quote generally represents this category: “We support the idea that education in the prison context, beyond being a fundamental right, can serve as a means to bridge the gaps in learning and skills for adults...” (MONTEIRO; LEITE; BARROS, 2018, p. 131).

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In this sense, this conception appears to be focused on the development of knowledge, which students are expected to use to reach their potential. Furthermore, it seems not to consider the context of imprisonment as a determining or relevant factor in its foundation, as this factor is not usually present in the discourse. We illustrate this with the following excerpt:

These projects can highlight the importance of reading to enhance knowledge, to perform this activity with greater skill and ease, and to incorporate reading into daily life according to one's interests and needs, such as: reading to obtain information, to seek instructions, to exercise creativity and imagination, and to stay informed about discussions on topics of interest (GODINHO; JULIÃO, 2019, p. 84).

This passage, which does not represent the article's overall view, seeks to highlight some positive impacts of reading by evoking values aligned with this category. In this case, we can see a greater emphasis on the utilities that education can bring to the student's life.

The idea of building knowledge as a foundation for individual development seems to be a widely accepted principle in common sense. There is also a discourse of resocialization that, according to students, seems to emerge as a defense mechanism used to prevent any authority figure (such as a prison officer or teacher) from imposing sanctions on their situation of serving a sentence (SANTOS, 2007; ONOFRE, 2016). Their presence in school, and even the determination of good behavior, are issues that can always be contested.

Some authors draw attention to the risk of viewing education solely as a content-based project. Julião presents this argument in the following excerpt:

School, whether for children, young people, or adults, including in environments of deprivation of liberty, should be conceived as a space for encounter and socialization with the free world, where knowledge is only one of the elements in its formation. We need to break away from the traditional and reductionist conception of school, whose central goal is the acquisition of pragmatic and often decontextualized content from the environment in which we live, especially the modern world (JULIÃO, 2016, p. 38).

In this sense, we recognize that values related to schooling are important, but they should not be the only ones. Otherwise, the educator's role would be doomed to a perpetual and automatic repetition of their lessons. Values must align with a political-pedagogical proposal suitable for this context and provide relevant training for students that is not devoid of meaning.

### *Ressocialization*

Along with human rights, this is the most frequently referenced category in the literature and encompasses a wide range of terms and ideas. Indeed, resocialization and human rights are categories that are often deeply connected to contemporary paradigms of penal execution, as reflected in legislations around the world (CANO, 2013). In this more modern conception, imprisonment, beyond its role of punishment, aims fundamentally at resocialization, functioning as an institution with the capacity to transform individuals in a way that is beneficial to society (FOUCAULT, 1977). In Brazil, this paradigm is reflected in various forms within legislation. For example, the Penal Execution Law explicitly includes social integration as an objective to be achieved (BRASIL, 1984).

Indeed, there are different conceptions that resemble resocialization or utilize similar theoretical foundations. Some articles refer to social reintegration, while others mention mere insertion, suggesting that those serving sentences were never truly integrated into society prior to their imprisonment. Vieira highlights that the low educational level of the incarcerated population underscores the fact that they were not truly integrated into society:

Given a preliminary understanding of prison education and the educational profile of inmates, it is necessary to reconsider replacing the term "reintegration," as evidenced in official documents regarding the role of prisons, with "insertion." (VIEIRA, 2013, p. 95).

Other analogous terms used include rehabilitation, socialization, and penal treatment. While these may not represent the exact same concepts, they can be classified under a view that envisions the possibility of incarcerated individuals returning to society free from criminality and without predispositions toward delinquency. This perspective often involves attributing full responsibility for change to the individuals themselves (RODRIGUES; OLIVEIRA; QUADROS, 2019). Many authors do not precisely define these terms, presenting the ideal of rehabilitation as an inherent ideology in prison education discourse. However, not specifying the appropriate educational model for this conception leaves room for the naive justification of using any proposal. Can a traditional banking model of education facilitate the rehabilitative transformation of incarcerated individuals?

We did not focus on providing a formal definition and specific classification for each particular term used in the texts. Instead, we paid attention to the values advocated by these different expressions, according to the criteria we used for classifying the works in this category. Among the values presented, we highlight the following: **work**, which suggests vocational education or job market orientation (e.g., CUNHA, 2010; ANDRIOLA, 2013; JULIÃO, 2010); **transformation**, with

The role of education in prisons: a literature review focused on educational values and practices ideals related to preparing individuals for social integration or seeking behavioral change (e.g., MOLEDO; MONTOLÍO; ROBLES, 2013; GÓMEZ; PERNAS, 2013; IRELAND; LUCENA, 2016); **identity**, which aligns with the idea of transformation, aiming to build a different or non-criminal identity (e.g., VIEIRA, 2013; CANTERO, 2013); **hope**, meaning that individuals should work towards reconstructing a new life plan and new social inclusion perspectives (e.g., ONOFRE; JULIÃO, 2013; SCARFÓ; LALLI; MONTSERRAT, 2013); **citizenship**, which seeks to raise awareness of the rights and duties of the incarcerated subject, i.e., understanding and compliance with the law (e.g., SILVA; MOREIRA; OLIVEIRA, 2016; LAFFIN; NAKAYAMA, 2013); **integration**, both social and familial, emphasizing the subject's sense of belonging to a new reality and culture, different from that associated with criminality (e.g., SOUZA; NONATO; BICALHO, 2017; BARCELOS; DUQUE, 2019); and **security**, manifested by the perspective of reducing recidivism (e.g., JULIÃO, 2010; JULIÃO, 2010; GOMES, 2013; MOLEDO; MONTOLÍO; ROBLES, 2013; BROSENS; CROUX; DONDER, 2019).

Considering the contradiction between prison and school, as prisons are inherently anti-educational (MAEYER, 2013), we might question: how can a school, with only a few hours of classes per day, compete, under precarious conditions, against 24 hours of incarceration environment, prison culture, strict rules, violence, and oppression? Additionally, is it possible to promote social mobility through cognitive transformation of someone with poor education who will be stigmatized for the rest of their life (CUNHA, 2010)? For these reasons, also recognized by the authors, we cannot fall into the naive discourse of attributing a salvational character to education in this environment, as if it could become the sole tool capable of promoting resocialization.

Some authors argue that penal treatment, when accompanied by educational programs, reduces recidivism and helps resocialize imprisoned individuals (RANGEL, 2013; GOMES, 2013; GARCÍA; CARRIÓN; GONZÁLES, 2013). Despite the strong appeal this discourse may have, we cannot take it for granted, as students entering educational programs in prison are often selected based on specific criteria, such as good behavior, being a first-time offender, showing interest, among others. This may indicate that students in these programs are naturally more likely to distance themselves from criminality. Nevertheless, it would be a grave mistake to assume that education does not play an important role in the process and should be deemed dispensable. On the contrary, it is crucial to recognize that only an educational process can promote true transformation, and if this does not happen, it is because there is some deficiency to be addressed.

Finally, we can answer the question "why educate in prisons?" from this perspective as follows: because education can provide some of the necessary conditions for an incarcerated individual to



reintegrate into society after serving their sentence. These values make us reflect on whether, within the Brazilian prison context, we can view resocialization as a concrete goal. Given the current conditions of the prisons, this horizon seems more distant compared to the other conceptions presented here.

### ***Emancipation***

In this category, the conceptions of popular education predominate. It is associated with a transformation of the human condition beyond cognitive factors and shares values strongly aligned with Freirean views on education, which this work also adopts. Rodrigues, Oliveira, and Quadros offer reflections on the role of education in prisons from this perspective: “[...] the function of education refers to the humanization of care, in a process that should be emancipatory and transformative for overcoming the conditions before, during, and after the sentence” (RODRIGUES; OLIVEIRA; QUADROS, 2019, p. 74).

In this sense, there is a clear association in the discourse between this type of education and the prison context. Given its essence of humanizing marginalized and oppressed individuals, this approach is relevant in such environments. However, it is important to emphasize that a process of humanization is not merely about recognizing learners as subjects of rights, but also as subjects of action, historical, and social protagonists.

Freedom should also be considered an intrinsic value of emancipatory education, as it stems from the development of autonomy, that is, the liberation from the constraints that produce dependency. Obviously, this pedagogy does not seek the literal immediate liberation of all incarcerated individuals. The intention is for subjects, through a specific pedagogy, critical reflection, and dialogue, to learn to read their own reality and, by understanding it, envision new horizons, possibilities, and paths to follow.

Unlike the resocialization conception, emancipatory education places the centrality of its actions, its praxis, on the subjects themselves, rather than on establishing or maintaining a social order. The same authors provide a counterpoint to the idea of resocialization by addressing emancipatory education:

It is necessary for the school to create a sense of estrangement, raise the political consciousness of the incarcerated individual, and promote reflection on the impositions of hegemonic control; it is essential to break away from the resocialization logic, as this would also challenge the logic of capital present in education (RODRIGUES; OLIVEIRA; QUADROS, 2019b, p. 75).

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The encouragement of reflection can have two distinct directions in the analyzed texts. Those aligned with the ideals of resocialization may suggest that the incarcerated individual should reflect on their actions and intentions with the goal of achieving a moral grounding that leads them to abandon criminal behavior. On the other hand, works aligned with the emancipatory conception of education advocate for a critical reflection on one's reality, local community, and society as a whole. In this process, the individual can establish the epistemological conditions that will enable them to act on their reality. In summary, while resocialization seeks to transform the individual and their cognitive and material conditions to adapt to society, emancipatory education envisions that the individual seeks not only their own transformation but also the transformation of their reality.

A potential answer that this category might provide to the question "Why educate in prisons?" could be: to achieve social justice through the emancipation of oppressed individuals. It is evident that this stance does not necessarily need to be directed solely at the prison environment, as the pursuit of social justice is relevant in all contexts. The specificities that this category presents, particularly for the prison environment, can be realized through pedagogical practice and methodologies.

It is interesting to note that some of these values were also identified in international publications outside of Latin America (e.g., GÓMEZ; PERNAS, 2013; SOLBES; MERINO; COTS, 2013; MONTEIRO; MOREIRA; LEITE, 2016; BEDRIÑANA, 2013; GARCÍA; CARRIÓN; GONZÁLES, 2013). In a publication by Bares from Spain, the author highlights that:

Those involved in insertion projects must be capable of facing the challenge of embracing the transformation project and, consequently, adopting the perspective of empowerment as discussed by Paulo Freire. This means going beyond the model of overcoming deficiencies and recognizing that social reality does not change if we do not all change (BARES, 2013, p. 87, our translation).

Given that we find few articles outside Latin America with such perspectives, we believe that this alignment does not constitute a well-established paradigm in this field in those countries. The main reason may be due to the different prison conditions to which individuals are subjected. In a developed country, with milder inequalities and more humane conditions in prisons, the advocacy for emancipatory education seems to have less relevance.

### *Damage Reduction*

This category is the one most connected with the prison context, but it received the least amount of mentions. Its main focus is to provide inmates with better immediate conditions that allow them to endure the adversities of their incarcerated situation. It primarily stems from the perspective that

prison negates any educational or resocialization efforts that the incarcerated person might aspire to. Ireland and Lucena express this in the following excerpt:

We start from the assumption that prison institutions, although characterized by processes of domination and subjugation of the individuals within them, have a dynamic in which it is necessary to develop new survival strategies, new social interactions, and consequently, the acquisition of new and different learnings (IRELAND; LUCENA, 2013, p. 63).

In a way, the values advocated in this category oppose those related to resocialization. If prison does not provide the minimum conditions to favor a resocialization process, or worse, if it presents itself as an anti-educational space, with a culture primarily aimed at the adaptation of the individual to the prison environment, education alone does not have the potential to counteract these circumstances. In this conception, values such as empathy, human dignity, physical and mental health, safety, and even affection should prevail. Affectivity and care are values that can naturally emerge from the teaching profession. An educator practices their profession not only because they believe in the power of education and to survive but also, and importantly, out of love for the world and humanity (FREIRE, 1977). This is no different in the prison context. The educator is also a human being and, therefore, is susceptible to feelings of empathy towards those they are concerned with providing support for educational transformation. This feeling can inevitably lead to practices grounded in affection, care, and concern for the individual's well-being. Onofre and Julião highlight this fact in the following excerpt:

What we have observed in this reality is that teachers who choose to start or continue their careers in prison settings, although they may feel unprepared, exhibit a condition that is universal to all who engage in pedagogical tasks: sensitivity to social problems that promote mechanisms of social exclusion [...], guiding their pedagogical practice by the establishment of dialogue and the construction of close relationships in the sense of welcoming (ONOFRE; JULIÃO, 2013, p. 65).

It is important to emphasize that these practices do not occur because educators support incarcerated individuals regardless of their actions or because they believe in some injustice in their imprisonment. They occur because they are inherent to pedagogical practice and are legitimized within a harm reduction perspective, as a response to antieducational conditions.

Effectively, an education is suggested not only within prisons but also for the prison context, or better yet, for individuals deprived of their liberty. The articles aligned with this category present

The role of education in prisons: a literature review focused on educational values and practices several pedagogical specifics for this school context, such as: learning for harmonious coexistence within the prison (REESE, 2019; LIMA; GOMES; SANTIAGO, 2019; IRELAND; LUCENA, 2013); education focused on disease prevention (especially those that tend to spread in this environment) (SILVA; MOREIRA; OLIVEIRA, 2016; MAEYER, 2013; RANGEL, 2013; BEDRIÑANA, 2013); legal knowledge for understanding rights and bureaucratic procedures for obtaining rights or "benefits" (SILVA; MOREIRA; OLIVEIRA, 2016; LIMA; GOMES; SANTIAGO, 2019; RANGEL, 2013; GÓMEZ; PERNAS, 2013; SCARFÓ; LALLI; MONTSERRAT, 2013); and even the use of the school as a space for "forgetting" the prison (CANO, 2013). Some of these elements can become important tools for surviving imprisonment, but in our view, and according to the authors, they cannot be seen as isolated practices, as an education solely focused on harm reduction is an education for conformity and alienation. Additionally, it is important to note that some of these practices aim to address a gap left by the state's negligence in ensuring basic rights for individuals deprived of their liberty.

In summary, this category could answer the question "Why educate in prisons?" as follows: education can provide tools that allow individuals to create conditions for more effective resistance against the physical, mental, and structural damage generated by incarceration.

### *Human Rights*

This category stands out due to its significant prevalence in the discussions evoked by publications in the field. Access to education for individuals deprived of liberty is often questioned by various political groups. The appeal for the fulfillment of fundamental human rights and respect for their values ends up being one of the tools in the struggle to ensure access to education. Onofre and Julião highlight that:

...what is proposed is to view education in prison from the perspective of human rights, as it constitutes a value in itself, a set of tools and capabilities that expand the possibilities for implementing projects that contribute to the social, cultural, and economic inclusion of incarcerated individuals (ONOFRE; JULIÃO, 2013, p. 52).

The publications analyzed from this perspective may evoke the following values: humanity, dignity, justice, freedom, and rights. Some of these values could be interpreted as belonging to other categories. However, the interpretation and classification of the excerpts in this group are justified because they are evoked within a rights-guarantee paradigm.

The values associated with this category stem from a broader philosophical debate related to justice and ethics. This debate is also relevant in the prison context, particularly due to the constant

reports of human rights violations. Indeed, education constitutes a fundamental human right and should be guaranteed to all individuals (BRASIL, 1988). However, it is well known that access to education is profoundly limited within Brazilian penitentiaries. With insufficient spaces available in prisons and a lack of correctional officers to meet security demands, the Brazilian prison system lacks the resources to guarantee education for everyone in need, and we do not foresee a change in this situation anytime soon.

Cantero (2013) analyzes a proposal entirely based on human rights values, Tony Ward's Good Lives Model. According to the author, human rights can provide the ethical and theoretical foundations that enable the “rehabilitation” of incarcerated individuals. According to the author:

The argument is that these rights can help us recognize the more human needs of inmates and, therefore, facilitate the pursuit of suitable lifestyles, values associated with change, and more respectful and humane environments for prisoners (CANTERO, 2013, p. 52, our translation).

In this case, the values seem to blend slightly with those associated with social reintegration. However, the prevailing idea is that, in the prison environment, the promotion of human rights is an urgent issue to be advocated by everyone. Maeyer justifies this perception in the following excerpt:

The right is not granted out of compassion, but because it is a right. It requires no explanation. It is because we have decided to live in society, recognizing the same rights for everyone, that this moral demand becomes a social and legal demand (MAEYER, 2013, p. 48).

Finally, returning to the question “Why educate in prisons?”, these values, in isolation, could provide the following answer: because individuals in custody are human beings, and education is a fundamental human right.

## **Educational Practices**

In this section, we aim to address the last specific question: v) What are the pedagogical practices highlighted in the analyzed articles? Table 2 in the supplementary material shows that there are only five articles focusing on analyzing a pedagogical proposal. It is noteworthy that these represent only 9% of all selected articles, with three involving the context of penitentiaries in Portugal and Spain. Additionally, there are only three concrete teaching proposals: film screenings, e-learning, and reading circles, reflection, and debate on literature. It is evident that there is no exclusive

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methodological proposal for prisons, which reinforces the idea that education in this context should not provide an experience aligned with the prison itself, but rather, despite it.

In addition to articles focused on this topic, we also explored pedagogical proposals discussed in the rest of the reviewed articles. Although this is not the main focus of these works, we found elements that allowed us to reflect more deeply on possible practices that could be implemented. Key aspects advocated for prison education include: dialogicity; investigation of the context; interdisciplinarity; curriculum flexibility; and damage reduction practices. It is clear that what is advocated here are not specific teaching methodologies but propositions that lead educators to consider their specific application. Below, we present an analysis of each of the proposed practices.

Leroux and Martinez (2015) analyze experiences with a film club in the prison environment. The proposal is based on the idea that cinema can serve as a space distinct from that context, offering, beyond using film merely as a source of critical discussions, different perspectives on this universe. The authors present an activity concept where the aim is not just to construct specific knowledge but “to seek a more aesthetic, disinterested, uncertain, and self-forming experience” (LEROUX; MARTINEZ, 2015, p. 278). We understand that this practice may, to some extent, align with a damage reduction perspective, as according to them, these activities constituted a break in the sensitive school-prison scheme. The “forgetting” of the oppressive environment can be a way to make the sentence less destructive.

E-learning is a proposal analyzed in two articles (MONTEIRO; MOREIRA; LEITE, 2016; MONTEIRO; LEITE; BARROS, 2018) and also mentioned by Gomes (2013). This proposal enables distance learning and focuses on digital inclusion as part of the education. It relies on the use of digital platforms such as Moodle, ILIAS, and Virtual Campus. Among the advantages of this practice, Monteiro, Moreira, and Leite highlight “the possibility of developing digital skills, networking, and increased self-esteem” (2016, p. 87). Indeed, this proposal seems inconceivable in most Brazilian penitentiaries, as they lack sufficient space for people, let alone computer labs or computers.

Another pedagogical proposal emerging from the articles is the literary tertulia, which consists of group reading, reflection, and debate on literary works. García, Carrión, and Gonzáles present some of the results achieved with this practice with the following excerpt:

The results report the positive cognitive and social consequences of the tertúlia, fundamentally in three dimensions: transformation of the sociocultural context within the penitentiary, transformation of the social and familial relationships of the inmates, and the humanizing and meaning-creating dimension (GARCÍA; CARRIÓN; GONZÁLES, 2013, p. 143, our translation).

The practice of literary tertulias is primarily an activity outside of formal education. For this reason, Godinho and Julião caution that such activities might become compensatory spaces due to the lack of schools in Brazilian prisons, despite their benefits to participants (GODINHO; JULIÃO, 2019). Indeed, it is easier to maintain such informal educational spaces in these contexts than to establish a formal school. In Brazil, the practice of reading in prisons allows inmates to reduce their sentences, which has led to its expansion in penitentiaries. According to Joint Ordinance No. 276 of June 20, 2012, from the National Justice Council, for each complete literary work read, an inmate's sentence is reduced by 4 days (BRASIL, 2012). Godinho and Julião argue that these spaces could serve as a "consolation prize, a palliative to the absence of schools in federal prison facilities, which constitutes a violation of the right to education" (GODINHO; JULIÃO, 2019, p. 84).

We also found some general practices recommended in the selected articles. One of these is dialogicity, which is based on the principles of Youth and Adult Education (EJA) and Popular Education (EP). This practice does not have a single, defined methodology but is grounded in the use of dialogue as a constitutive tool in the epistemological process of individuals (LAFFIN; NAKAYAMA, 2013; ONOFRE, 2015, 2016; ONOFRE; JULIÃO, 2013; VIEIRA, 2013; SOLBES; MERINO; COTS, 2013). It aligns with the values of emancipatory education by placing the learner at the center of the educational process, not only as a passive subject but as an active creator of knowledge in collaboration with the group involved.

Although dialogicity is a practice without specific context requirements, Onofre argues for its implementation in prison schools, stating:

Recognizing that in prison spaces it is essential to listen to people who are silenced by the norms of the penitentiary system, opening spaces for life narratives gives them the opportunity to understand themselves in the past-present in which they are mired, to reclaim citizenship and dignity. They cease to be just a number (checked based on the crime committed or their registration number) and take ownership of their voice, their story, gaining protagonism – they cease to be anonymous (ONOFRE, 2016, p. 250).

Solbes, Merino, and Cots (2013) also advocate for the importance of establishing an educational relationship of support with individuals in prison. Through the knowledge co-constructed in this practice, the educator can develop a work plan with content focused on the personal development of each individual in this context.

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Another practice suggested by some authors is what we call context investigation. This involves analyzing various social and individual aspects present in the lives of the learners (ANDRIOLA, 2013; ONOFRE, 2015, 2016; JULIÃO, 2016; MAEYER, 2013; CANO, 2013; SOLBES; MERINO; COTS, 2013; LAFFIN; NAKAYAMA, 2013; SCARFÓ; CUELLAR; MENDOZA, 2016; PENNA; CARVALHO; NOVAES, 2016; RODRIGUES; OLIVEIRA, 2019). This idea aligns with the concept of dialogicity, as it allows educators to gain insight into the learners' realities, both within the prison environment and their circumstances before incarceration. This approach enables educators to distance themselves from the learners' worldviews and realities, creating space for a critical and dialogic analysis. Like the other practices, there is no specific guidance for this methodology. Onofre (2015, 2016) suggests investigating thematic axes so that the group of educators can identify significant topics for the learners and develop new proposals based on them.

An emancipatory education project can use context investigation to build new transformative perspectives for life after incarceration. This approach goes beyond the concept of resocialization, aiming not just for integration or adaptation but for a critical understanding of reality with the goal of transformation (ONOFRE; JULIÃO, 2013). For this reason, we consider this methodology, alongside dialogicity, to be a feasible proposal in the prison context. However, we must also understand the limitations imposed by incarceration. Applying these practices in isolation does not produce miracles. The classroom in a prison is marked by characteristics that hinder the understanding of the group of learners as a community, such as: heterogeneity of backgrounds and cultures, high student turnover, imposed norms, and restrictions on freedoms (LAFFIN; NAKAYAMA, 2013). These aspects introduce methodological specificities that require significant reflection from educators.

Another proposal found in the articles is interdisciplinarity, which involves the collaborative work of different areas of knowledge to achieve common objectives (JULIÃO, 2016; JULIÃO, 2010; ONOFRE; JULIÃO, 2013; ONOFRE, 2015, 2016; BONATTO; BRANDALISE, 2019; LAFFIN; NAKAYAMA, 2013). It is an important pedagogical tool because, in addition to promoting the integration of knowledge, it allows for ongoing dialogue and reflection by educators about their practices. This organization can also foster a positive attitude among learners, as integrated practices can convey a sense of dedication from the educators, overcoming the notion of "every man for himself."

The specific characteristics of the educational context in prison compel professionals to adopt curricular flexibility (ONOFRE, 2015). It is a mistake to apply a traditional regular school curriculum in an environment with constant student turnover and diverse profiles and expect significant transformation in the life of the incarcerated individual (PASSOS; MILLER, 2015; CARVALHO,



2016; JULIÃO, 2016; ONOFRE, 2016; SCARFÓ; LALLI; MONTSERRAT, 2013). Flexibility in the curriculum aligns with the three previously described methodologies: dialogicity, context investigation, and interdisciplinarity. Indeed, constant interaction and reflection with the learners in a dialogic and investigative process will guide which knowledge should be mobilized, driven by epistemological curiosity. Additionally, in an interdisciplinary approach, educators must be open to addressing topics beyond their usual curriculum.

A flexible curriculum primarily allows for the development of significant knowledge by the learners (ONOFRE; JULIÃO, 2013; ONOFRE, 2015, 2016; ANDRIOLA, 2013; LIMA; GOMES; SANTIAGO, 2019; SOLBES; MERINO; COTS, 2013). This knowledge can even assist in reducing the damage caused by incarceration.

## **Final considerations**

Although still scarce and seeking greater visibility in academic circles, literature on prison education in recent years has focused on various theoretical issues, but primarily on advocating education as a fundamental human right, regardless of its role within the prison system.

The most evident idea in the selected works is that schools and prisons present contradictory principles in this environment, even though the former is subordinate to the latter. The role of the prison is, in practice, to punish, and education ends up intervening against this anti-educational logic in whatever way it can with the limited resources available.

The values legitimized by the literature are diverse. Some seek to avoid associating education with the carceral environment, in an attempt to prevent stigmatizing the imprisoned individual. The values aligned with this understanding are related to schooling and emancipation. Still, it must be recognized that no conception can completely detach itself from its context of application. Methodologies following these values will inevitably be adapted to a prison classroom.

Other values are strongly connected to the prison context, such as those associated with resocialization, harm reduction, and human rights. Some of these values may intersect, while others might blur depending on the definitions used. For example, some authors might argue that an emancipatory process of education could promote the resocialization of the individual. Therefore, we might propose using a hierarchy of values, which would be mobilized and determine the order of importance of the action proposals by educators.

However, the pedagogical practices recognized in the texts are scarce and general. There are almost no analyses of specific methodologies or detailed experiences employed by educators in

The role of education in prisons: a literature review focused on educational values and practices prisons. Some practices are depicted in prisons from other countries with very different conditions, which can create a gap between the educator's practices in prison and the theory produced in academia. An educator looking to consult school practices in prisons might end up frustrated and have to reflect on their practice independently.

One aspect that drew our attention was the differences between productions from Latin America and Europe. In European prisons, issues related to school organization, methodologies using technology, higher education, and barriers to access to education by incarcerated individuals are discussed. There are no discussions about inhumane conditions in prisons, overcrowding, and lack of resources or state support for education. We believe this is one reason why literature in Brazil has not advanced or diversified much in recent years. It is difficult to achieve progress when fundamental rights are still being fought for and extreme realities in Brazilian prisons persist.

Throughout the reading, we identified various challenges faced by society in dealing with the prison system. Broad public policies for access to education are needed, along with a national penitentiary treatment plan, and greater interaction between society and prisons. We cannot abandon this system and expect no harmful consequences for society, not to mention the humanitarian crisis. This interaction should happen through various means. Universities, for example, can provide support in knowledge production across different fields, guide public policies, and promote innovative practical applications in the educational sphere.

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 Topics.

Estrato A2 do Qualis (quadriênio 2013 – 2016) das áreas de Ensino e/ou Educação: Ensaio: Pesquisa em Educação em Ciências; Investigações em Ensino de Ciências; Revista Electrónica de Enseñanza de las Ciencias; Revista Brasileira de Estudos Pedagógicos; Revista Brasileira de Pesquisa em Educação em Ciências; Revista Electrónica de Investigación en Educación en Ciencias; British Educational Research Journal; Cadernos de Pesquisa; Cambridge Journal of Education; Ciência e Cultura; Civitas – Revista de Ciências Sociais; Cultural Studies of Science Education; Educação e Cultura Contemporânea; Estudios Sociológicos; International Journal of Action Research; International Journal of Educational Development; International Review of Education; International Studies in Sociology of Education; Journal of Educational, Cultural and Psychological Studies; Latin American Perspectives; Práxis Educativa; Psicologia & Sociedade; Revista Brasileira de Estudos Pedagógicos; Revista de Educación; Revista de Estudios Sociales; Revista Diálogo Educacional; Revista Electrónica de Investigación Educativa; Revista Ibero-americana de Estudos em Educação; Tempo Social; Trans/Form/Ação; Transinformação; EccoS – Revista Científica; Currículo sem Fronteiras; e Imagens da Educação.

Sem classificação do Qualis (quadriênio 2013 – 2016): Journal of Computer Assisted Learning; Educational Technology Research and Development; International Journal of Science and Mathematics Education; Creativity Research Journal; Journal of STEM Education; Journal of College Science Teaching; Contemporary Issues in Technology and Teacher Education; e Revista Mexicana de Física.

## Artigos selecionados

**Quadro 1** – Lista dos artigos selecionados.

Qualis	Revista	Artigos selecionados
A1	Educação & Realidade	Andriola, 2013; Laffin & Nakayama, 2013; Maeyer, 2013; Onofre & Julião, 2013; Rangel, 2013; Scarfó et al., 2013; Vieira, 2013; Ireland & Lucena, 2016; Souza et al., 2017; Monteiro et al., 2018
A1	Cadernos CEDES	Cunha, 2010; Onofre, 2015; Carvalho, 2016; Ireland & Lucena, 2016; Julião, 2016; Onofre, 2016; Penna et al., 2016; Scarfó et al., 2016; Silva et al., 2016
A1	Revista Brasileira de Educação	Julião (2010)

A2	Imagens da Educação	Barcelos & Duque, 2019; Bonatto & Brandalise, 2019; Costa & Figueiredo, 2019; Godinho & Julião, 2019; Maia & Faceira, 2019; Rodrigues, 2019; Rodrigues et al., 2019b
A2	Revista de Educación	Brito et al., 2010; Bares, 2013; Bedriñana, 2013; Cano, 2013; Cantero, 2013; García et al., 2013; Gomes, 2013; Gómez & Pernas, 2013; Moledo et al., 2013; Solbes et al., 2013
A2	International Review of Education	Giles et al., 2016; Brosens et al., 2019; Lopez, 2019; Manger et al., 2019; Reese, 2019; Rangel, 2019
A2	Cadernos de Pesquisa	Duarte & Pereira, 2018
A2	Revista Educação e Cultura Contemporânea	Leroux & Martinez, 2015; Passos & Miller, 2015; Duarte & Pereira, 2019
A2	Práxis Educativa	Lima et al., 2019; Rodrigues et al., 2019a
A2	Revista Diálogo Educacional	Monteiro et al., 2016
A2	EccoS – Revista Científica	Oliveira, 2019; Rodrigues & Oliveira, 2019; Silva et al., 2019
A2	Currículo sem Fronteiras	Saraiva & Lopes, 2011
A2	Revista Ibero-Americana de Estudos em Educação	Silva & Eiterer, 2017

Source: Prepared by the authors

## Classificação dos artigos em função do enfoque

**Quadro 2 – Classificação da natureza dos artigos.**

Categoria	Quantidade	Artigos
Análise de contexto intramuros	18	Bedriñana, 2013; Cano, 2013; Gomes, 2013; Ireland & Lucena, 2013; Laffin & Nakayama, 2013; Vieira, 2013; Carvalho, 2016; Ireland & Lucena, 2016; Silva & Eiterer, 2017; Souza et al., 2017; Duarte & Pereira, 2018; Barcelos & Duque, 2019; Brosens et al., 2019; Duarte & Pereira, 2019; Maia & Faceira, 2019; Manger et al., 2019; Rodrigues, 2019; Oliveira, 2019
Políticas públicas e legislação	14	Scarfó et al., 2013; Rangel, 2013; Passos & Miller, 2015; Julião, 2010; Brito et al., 2010; Andriola, 2013; Penna et al., 2016; Rodrigues & Oliveira, 2019; Costa & Figueiredo, 2019; Lopez, 2019; Onofre & Julião, 2013; Rangel, 2019; Reese, 2019; Giles et al., 2016
Discussão teórica sobre educação em prisões	14	Maeyer, 2013; Onofre, 2015; Julião, 2016; Gómez & Pernas, 2013; Bares, 2013; Moledo et al., 2013; Saraiva & Lopes, 2011; Rodrigues et al., 2019b; Cunha, 2010; Onofre, 2016; Scarfó et al., 2016; Cantero, 2013; Silva et al., 2016; Silva et al., 2019

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Revisão de literatura	4	Solbes et al., 2013; Rodrigues et al., 2019a; Lima et al., 2019; Bonatto & Brandalise, 2019
Metodologia ou proposta pedagógica	5	García et al., 2013; Gomes, 2013; Monteiro et al., 2018; Monteiro et al., 2016; Leroux & Martinez, 2015

Source: Prepared by the authors

## Classificação dos artigos em função dos valores educacionais preconizados em prisões

**Quadro 3** – Classificação dos artigos nas categorias que representam diferentes valores.

Categoria	Quantidade	Artigos
Escolarização	27	Monteiro et al., 2018; Silva et al., 2016; Ireland & Lucena, 2016; Julião, 2016; Souza et al., 2017; Julião, 2010; Ireland & Lucena, 2013; Cunha, 2010; Gomes, 2013; Cantero, 2013; Moledo et al., 2013; Brosens et al., 2019; Godinho & Julião, 2019; Lima et al., 2019; Monteiro et al., 2016; Oliveira, 2019; Rodrigues, 2019; Saraiva & Lopes, 2011; Silva & Eiterer, 2017; Silva et al., 2019; Reese, 2019; Giles et al., 2016; Costa & Figueiredo, 2019; Bedriñana, 2013; García et al., 2013; Passos & Miller, 2015; Brito et al., 2010
Ressocialização	43	Andriola, 2013; Carvalho, 2016; Cunha, 2010; Ireland & Lucena, 2016; Ireland & Lucena, 2013; Julião, 2016; Julião, 2010; Laffin & Nakayama, 2013; Monteiro et al., 2018; Onofre & Julião, 2013; Onofre, 2016; Vieira, 2013; Scarfó et al., 2013; Silva et al., 2016; Souza et al., 2017; Gomes, 2013; Cano, 2013; Cantero, 2013; Gómez & Pernas, 2013; Barcelos & Duque, 2019; Bares, 2013; Brosens et al., 2019; Moledo et al., 2013; Costa & Figueiredo, 2019; Duarte & Pereira, 2019; Lima et al., 2019; Maia & Faceira, 2019; Monteiro et al., 2016; Oliveira, 2019; Rodrigues et al., 2019a; Rodrigues & Oliveira, 2019; Rodrigues et al., 2019b; Saraiva & Lopes, 2011; Silva & Eiterer, 2017; Rangel, 2019; Giles et al., 2016; Lopez, 2019; Reese, 2019; Manger et al., 2019; Passos & Miller, 2015; García et al., 2013; Bedriñana, 2013; Brito et al., 2010
Emancipação	33	Vieira, 2013; Onofre & Julião, 2013; Maeyer, 2013; Carvalho, 2016; Andriola, 2013; Onofre, 2016; Rangel, 2013; Ireland & Lucena, 2016; Ireland & Lucena, 2013; Onofre, 2015; Penna et al., 2016; Julião, 2010; Laffin & Nakayama, 2013; Barcelos & Duque, 2019; Bares, 2013; Gómez & Pernas, 2013; Duarte & Pereira, 2018; Duarte & Pereira, 2019; Solbes et al., 2013; Maia & Faceira, 2019; Monteiro et al., 2016; Lima et al., 2019; Oliveira, 2019; Rodrigues, 2019; Rodrigues et al., 2019a; Rodrigues & Oliveira, 2019; Rodrigues et al., 2019b; Saraiva & Lopes, 2011; Silva et al., 2019; Rangel, 2019; Bedriñana, 2013; García et al., 2013; Passos & Miller, 2015
Redução de danos	21	Carvalho, 2016; Onofre & Julião, 2013; Vieira, 2013; Ireland & Lucena, 2013; Rangel, 2013; Scarfó et al., 2013; Laffin & Nakayama, 2013; Cano, 2013; Gómez & Pernas, 2013; Lima et al., 2019; Brosens et al., 2019; Silva et al., 2016; Rodrigues, 2019; Rodrigues et al., 2019a; Solbes et al., 2013; Rangel, 2019; Rodrigues & Oliveira, 2019; Reese, 2019; Leroux & Martinez, 2015; García et al., 2013; Bedriñana, 2013

Direitos humanos	38	Andriola, 2013; Cunha, 2010; Ireland & Lucena, 2016; Ireland & Lucena, 2013; Julião, 2016; Julião, 2010; Laffin & Nakayama, 2013; Maeyer, 2013; Onofre & Julião, 2013; Onofre, 2016; Onofre, 2015; Rangel, 2013; Scarfó et al., 2013; Scarfó et al., 2016; Silva et al., 2016; Souza et al., 2017; Barcelos & Duque, 2019; Bonatto & Brandalise, 2019; Brosens et al., 2019; Costa & Figueiredo, 2019; Cantero, 2013; Brito et al., 2010; Gomes, 2013; Gómez & Pernas, 2013; Duarte & Pereira, 2019; Godinho & Julião, 2019; Lima et al., 2019; Lopez, 2019; Maia & Faceira, 2019; Monteiro et al. et al., 2016; Oliveira, 2019; Rodrigues et al., 2019a; Rodrigues & Oliveira, 2019; Rodrigues et al., 2019b; Saraiva & Lopes, 2011; Rangel, 2019; Manger et al., 2019; Passos & Miller, 2015
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Source: Prepared by the authors

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Recebido em: 24/08/2022  
Aprovado em: 07/11/2022