

Peace Education as a Need for Inmates Rehabilitation and Integration. Children at Munzenze Prison, the Democratic Republic of Congo

Alexandre MWANA-NTEBA MUKENDI,
Durban University of Technology

Abstract:- Basically, detained children, like any other children, have the right to education. Unfortunately in most of prisons worldwide, education programs seem not to meet the general requirements or are simply forgotten. In some cases, these programs are not available when on the other side, they are unable to respond to their major goal of preparing children inmates for rehabilitation and reintegration into their community. That is the case at Munzenze prison in the Democratic Republic of Congo where evidence shows that there is no education program for children inmates. This paper tries to identify the gaps while establishing the urgency for correctional education especially the need for peace education. This could be a good way to help the children to return to their society. Data were collected through interviews using a question guide.

Keywords:- Peace Education, Rehabilitation, Reintegration, Children Inmates, Prison.

I. INTRODUCTION

A study by the World Bank gives an understanding of “Peace education”. This is understood as “a range of formal and informal education activities undertaken to promote peace in schools and communities through the inculcation of skills, attitudes and values that promote nonviolent approaches to managing conflict and promoting tolerance and respect for diversity” (2005: 60). This study gives “some lessons” from investigations conducted in different places or sectors. Some of these lessons indicate that:

“peace education initiatives and attempts at forced school integration of alienated communities have limited chances of success. Peace education in schools that is linked to wider peacebuilding in the community is more likely to make an impact on student behavior. Programs should focus on a wider range of issues than “peace”— such as life-skills, citizenship, human rights, and health-promotion/HIV/AIDS prevention” (World Bank, 2005: 60).

From the common understanding, a carceral structure plays a major role of hosting people who commit offences in order to transform them in good citizens. This transformation is achieved through punishment during the time these people are incarcerated sometimes with no opportunity to receive any kind of care. They are excluded from the society because of the crimes they have committed. In this way, their rights seem to be limited, especially the right to education (Milliana and al.2020: 1). This limitation is related to the fact that those who are supposed to improve inmates’ conditions find that convicted people in general do not deserve this kind of rights. In addition, it is claimed that the implementation of education activities in prison can compromise the security therein (Torrijo and al., 2019: 671). In fact, in several carceral house, education aspects are denied or ignored as the rights yet these could be a tool that can contribute to transform inmates and that is an unavoidable condition to their rehabilitation and reintegration into the community (Behan 2014: 21). In the same line, prison education has been said to have a big potential to prepare inmates to rejoin the society by opening access to job opportunities or markets, it really facilitates social reintegration after prison life (Torrijo and al., 2019: 671). From this background, I would like to understand what exactly peace education and/or prison education are. My aim is to establish the role that education can play and the changes it can bring to inmates from the case of Munzenze Prison in Goma, North Kivu Province. My assumptions are that first of all, home or the society is the first step of education. Second, the fourth sustainable development goal which is “to ensure inclusive and quality education for all and promote lifelong learning” is important in this study in the way that education aims at empowering people, here the young inmates, and introduces them to the world of work in order to be self-reliant. Finally, following this goal, there are opportunities for learning in every sector of life, the prison included.

Incarceration of children who are under 18 without any initiative to correct them in prison constitutes a big failure of many countries and prisons in their obligation to provide education to inmates in general and to children in particular even though there is a high raise of delinquency among children in this age group (Idowu and al., 2019: 18). On the other side, the implementation of an education system or activity in prison has a particular impact on inmates' capacity to recidivate and to fall in crime again (Sullivan 2018: 76). The truth is that detentions centers were created in order to prepare inmates for "(re)socialization" (Valmorbida and al. 2016: 1698), rehabilitation and reintegration into their communities (Sullivan 2018: 71) as well as for job opportunities. Evidence showed that prison education is vital because not only it helps the inmates to avoid criminal attitude but also it is a tool that open their minds to future plans and to an efficient return into the community (Sullivan 2018: 71). Regrettably, the preoccupation of "justice thinkers" is only to build detention infrastructures in order to deal with young people who commit crime and break the law (Idowu and al., 2019: 18), whereas carceral houses were created in order to prepare children or any other incarcerated people to correction, good life and to regain their place in the community (Sullivan 2018: 71). Moreover, a place for correctional education is very noticeable because according to researchers and as evidence showed, it bears more positive outcomes for both the inmates and their communities. Nevertheless, the stay into prison is for inmates like an exclusion from other people. That is why their life after prison requires a follow up in order to reduce the possibility to reoffend after being released (Millana and al 2020: 1). Education is actually a way of preventing people to nurture criminal ideas. It improves the sense of humanness in the mind of inmates by enabling them to develop the human culture for themselves and for people around them. In this context, carceral education has also to prepare inmates for economics activities (Quan-Baffour and al., 2012: 74). In this way, it offers advantages to both the inmates and their communities in the way that the community will be spared from atrocities, people will do their businesses without fear while the children inmates will find jobs or be useful once back in the community (Sullivan 2018: 71).

In this paper, the following concepts "prison education, inmate education and correctional education" will be used interchangeably besides the concept of "peace education". This is because I assume their outcome to be the same especially to change a person into a better citizen, to correct him and bring about a positive change in his or her life and to prepare him or her for "the labor market" (Valmorbida and al., 2016: 1698)

II. UNDERSTANDING PRISON EDUCATION

According to legal international instruments, prison education is a right recognized to all prisoners while in incarceration (Millana 2020: 8). However, this seems to be a challenge to give a common understanding. The major reason is that the understanding varies from country to country. On one side, prison education includes professional activities, on the other side it includes activities that aim at correcting

inmates attitudes while some other carceral institutions are providing education program that is not responding to social needs or general needs of the beneficiaries (Costelloe 2014: 2). It is crucial to provide a clear definition of "prison education" because sometimes it leads to confusion when it comes to talk about training in prison and education as it is known in schools when both do not have the same goals towards the prisoners' attitude (Costelloe 2014: 2). That is why in this paper, it is important to present the type of outcome that is needed most in order to respond to the need of reformation of inmates and relate it to the education type relevant to children in Munzenze prison.

Centers and prison for children have been created for their reformation and education is needed while they are in confinement. Basically, these structures equip the hosts with skills and capacity to think of their past, their present behind bars and their future out of "confinement" and not to fall in crime again (Sullivan 2018: 71). It is true that the time they spend in prison is an opportunity for them to avoid criminal attitude while the time can prepare them to continue with formal education program after their life behind bars and to serve the society (Leone and al. 2015: 598). So, researchers found in prison education or in peace education in prison the potential to reduce the possibility to re-offending (Leone and al., 2015: 598). That is why international legal instruments provided that prisoners' education should be compulsory. The same instruments provide that this education must have the goals of developing the human personality (Costelloe 2014: 3) and allow the inmates to think about their "life projects". In fact, it is revealed that most of offences are done due to lack of education skills, lack of job opportunity and loss of hope (Jain and al., 2018: 41). Additionally, a study conducted in 2013 by RAND Corporation shows that participation in prison education and in vocational programs had an impact in preventing recidivism as it decreases the financial spending on incarceration (Sullivan 2018: 76). Unfortunately, the potential of the prison education is under criticism because people found in it a way to encourage criminals who are supposed to be punished while in prison. So, the allocation of money for their education is seen as a waste according to observers. This financial spending should be allocated to help the victims of criminal acts or their relatives, instead (Quan-Baffour and al. 2012: 74). The majority of community members found that prisoners are supposed to be seriously punished because of their crimes and because that is what they deserve instead of giving them a reward in terms of opportunities to study (Quan-Baffour and Zawada 2012: 74). The general view is that to provide education to inmates is an advantage which is unconceivable and, according to prison wardens, it is true that an education program for inmates can make them arrogant (Torrijo and al., 2019: 671). This has been opposed by other thinkers who found that prison education has a couple of advantages in many ways especially for children. It prepares them for a positive future as these children are still needed and awaited in their community. That is why education is an unavoidable way. In fact, Sullivan asserted that (2018: 77):

If society wants to reform juvenile offenders, education is the solution. If society wants to awaken juvenile offenders to cultural values, education is the solution. If society wants to prepare juvenile offenders for professional training and adjusting to life outside of detention centers, education is the solution. It is in the interest of society to stop the cycle of recidivism, and education within juvenile detention centers provides a solution. Not only it is the solution for success after release from detention centers, but also key improving conditions within detention centers.

Correctional education is seen as the ultimate chance for inmates because once outside detention, most of them may not have the possibility to further their studies when they are too old for it or when no one cares for it. That is why it is emphasized that prison education is important. To achieve its purposes, this education has to be based on basic knowledge of moral philosophy and ethics in order to help inmates to struggle with personal ethical dilemmas that lead them where they are (Quan-Baffour and al., 2012: 75). A good example is found in Indian prisons where the government encourages and promotes such kind of education. The positive outcome of this system is that when inmates attend successfully trainings, it improves their behaviors, their sentence is reduced and they leave prison before the accomplishment of their condemnation (Jain and al. 2018: 41). On his side, Lahm adds his view that investing money in prison education produces positive results than focusing on building prisons, because this education has an impact on reduction of recidivism cases (Jain and al. 2018: 42).

III. THEORETICAL FRAMEWORK

In prison settings, it is always essential to look at those theories which will push inmates to deeply reflect on their acts and have a large view of their behaviors by evaluating and criticizing their own attitudes through introspection (Quan-Baffour and al., 2012: 75). In this paper, I borrowed ideas from transformative education theory, and from this theory It appears that the education process could be a good way for the children inmates to achieve the needed change. And this kind of education is a not formal education as it is done in the context school, in which the program is shaped, planned and implemented through the national curricula or implemented through the educational system as it is normally known as “formal education” (UNESCO, 2018: 5). This is neither a process by which skills and knowledge are transferred to students taking into account the lessons from a study program and curricula shaped by any given educational system (Naziev, 2017: 1). In my study, education refers to transformative education of child inmates during their incarceration until they are released and taken back to their communities.

As for the “concept of transformative education”, it has been used by several researchers and scholars; on a particular note, this concept was mainly developed by Mezirow (2002: 10-11). According to this latter, “learning becomes transformative when the learner acquires a skill or knowledge, but also experiences a profound effect on his/her notion of self and relationship with society.” For Mezirow,

transformative learning is a process that “transforms problematic frames of reference – sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) – to make them more inclusive, discriminating, open, reflective, and emotionally able to change”.

Transformative education is based on the principle that personal experience is an important part of the learning process. It suggests that a learner's interpretation of the experience creates meaning, which leads to a change in the behaviour, mindset, and beliefs. The expected outcome should be children who think differently about themselves and about others and who are committed to the work of reintegration (Seigafo, 2017: 186).

The above views are in line of other researchers who worked on the rehabilitation program when they look at some important steps in this process (Gideon & Sung, 2011). When the process is well conducted, it will help to achieve a successful reintegration of former inmates in their society.

In fact, these views are in light with my study from the standing point of increasing the effectiveness of the rehabilitation and reintegration processes by implementing an educational program that will help the child inmates to change their former behaviour, lead them to understand the causes of their incarceration and teach them new skills and a new way of life.

For Pickett (2016: 198) “Transformative education has been described as a dialogical enterprise that is dedicated to substantive change in individual lives and the life of the entire society. Jack Mezirow (in Pickett, 2000: 198) describes transformative education as “learning that helps us to change our knowledge constructs, and deepen our understanding of others.” For Pickett as well as Mezirow, this process involves not only the exchange of knowledge but also the objective evaluation of arguments.

Further to this better is to notice that, according to Mazirow ideas, the transformative education contribute to the change more needed when this process of change combine the instrumental and communicative learning. So by instrumental learning, people develop the skills that help them to understand the environment in which they are living characterise which gather many factors like the agriculture, plumbing, astronomy and many others which has a link with this kind of learning and in addition, this kind of education focus the preoccupation of how but not why things are happening like this or like that (Fleming 2018: 124).

In contrast, the communicative learning, is saying to be this kind of communication that help people to have a deep idea about what is going on in their own environment and the environment of others not only but also this help the listeners to discover the pertinence behind the communication, further to this, it is saying that this kind of communication develop the sense of criticism in people about the contain of communication and also truthiness, the qualification and authority of the speaker (Fleming 2018: 125).

IV. RESEARCH METHODS

This research study is based on a qualitative approach. Data were collected through in-depth interviews session with judicial officers, educational officers, the Prison Director, the wardens and the children inmates in Munzenze. I used an observational technics that gave me an opportunity to understand the prison settings, the place where children are hosted and to see whether the environment was conducive to any given education activity.

Basically, when conducting research qualitatively, we don't found anywhere a given rule which focuses what could be a number of those who are supposed to participate in the research process and have to be conducting a small size of participants in order to render more understandable the phenomenon under study (Vasileiou and al. 2018: 2) that is why, researchers and scholars argued that in the qualitative research perspective and especially Robert (2000) as cited in (Sarfo 2021 and al.: 61) suggest that in order understand deeply the phenomenon under study the researcher need between from 10 to 20 participants in the study that we are conducting. In addition, other scholars think that this sample,

in order to give good results to the study conducting have to gather between 20 and 30 people implicated in the research process and sometimes can be estimated lower than 20 (Van Rijnsoever 2017: 2) additionally, publications from USA, Europe and Asia tells us that both of them use the sample of almost 30 people in order to get suitable information after conducting research and the (Rusu 2020: 184), in addition as usual, it has been reported that, for this category of study, the number of participant is going from 3 to 50 and this depend on the nature of the study that we want to conduct and the results expected to have from respondents and participants (Lopez and White head 2013: 127).

That is why, connecting to the above ideas from different scholars and researchers, a total of 28 people estimated to be key informants were associated in this research supposed to be able to provide to me relevant information that helped me to understand what is really needed in the context of Munzenze prison as a good way of preparing children inmates for their return into their own community and the table below gives us an idea about this category of people for interviews.

Table 1 Category of People for Interviews

Interviews	1 Prison Director	1 Prison Secretary	6 Judiciary Officers	6 Educational Officers	10 Children inmates
------------	-------------------	--------------------	----------------------	------------------------	---------------------

Given the fact a prison, in particular Munzenze, is a very delicate place, ethical observation plays a great deal in data collection in such a place. That is why I had to comply with all the research requirements, first to submit a letter of information and a gatekeeper's letter to get access to the prison infrastructure. Informants were also free to give their point of view what should be the best way to prepare children and, to some extent, their families to an easy return into the community. Children agreed to collaborate with me through facilitation by the prison secretary. Other tools I used in data collection were a question guide and an observation grid.

In order to conduct a better research interviews, I used an interview guide that helped me to focus on key informants discourse which was appropriate to their context before conduct research and which concern their domain. The informants were free to give their point of view and to react without any pressure under the control of the researcher. This exercise compelled me to shape four interview guides and sessions according to the informants' categories: for the prison director, for the educational officers and for judiciary officers. The following section will shed more light in terms of the answers they gave.

V. REHABILITATION AND PRISON EDUCATION

The easy return of inmates or prisoners into the community after prison life should be followed by a moment of training that is for them to gain skills that will help them to be transformed and learn to not commit offences again or any more (Pathick and al., 2019: 23). Because of their did, inmates or prisoners are supposed to stay for a moment short or long in prison, they need a moment for meditation and the recognition of their misconducts in order to express remorse and to beg pardon to those they offended (Pathick and Tracy 2019: 23). It is undebatable that the role of prison is to restore inmates and treat them without hurting them, without causing them any kind of suffering; imprisonment should be a given time to reflect on one's projects in coming days. That is why any rehabilitation exercise that ignores the social cultural context is supposed to cause more harm than to restore and re-humanize inmates (Higgins, 2021: 146). Definitely, prison task is to transform and rehabilitate inmates through well elaborated programs like recreational activities, prison education programs and skills acquisition programs that enable inmates to cope with life after imprisonment (Patrick and al., 2019: 24). Rehabilitation has been understood as a process that helps inmates to be linked to community like before (Higgins, 2021: 145).

In Nigeria, the prisons tasks do focus on the preparation of inmates by implementing a couple of activities enabling prisoners an easy returning into the normal world after they acquire some skills (Patrick and al., 2019: 24). Furthermore, Sutton (in Patrick and al., 2019: 24) looked also at prison education and showed its pertinence in maintaining inmates in profitable activities, contributing to behaviors transformation and in opening job opportunities after prison through other vocational trainings. This shows that there is a link between rehabilitation and education. Education in prison has to be an enterprise that has to be pertinent even inside and outside prison context (Higgins, 2021: 151).

Experts from the Council of Europe found that such kind of education should have a link with the situation of each inmate in terms of their knowledge, skills and life experiences as well as the cultural context. In addition, this should go over traditional education which focuses more on teaching and learning without taking into consideration the thinking dimension on their environment (Higgins, 2021: 151).

That is why if education and rehabilitation aim at working on criminal attitude and fighting against reoffending, most important thing in this way should be to help inmates to develop the critical attitude towards their living environment, to develop their potential and to experience true freedom (Higgins, 2021: 154). It has been demonstrated that inmates who received education while in prison run the chance to access the job market and avoid recidivism (Crabble 2016: 4).

VI. IS PRISON EDUCATION REALLY AN ANSWER TO TRANSFORM INMATES?

Children deserve to be protected and see their rights protected, especially the rights to education. This does not mean that being detained is enough a reason for denying them such kind of right (Rosmilawati and al., 2023: 593). In this same way, education for children inmates is beneficial as it helps to transform them positively in their behaviors and attitudes. Prison education is based on nurturing rather than providing instructive operation. Among the advantages this education can provide, children in prison will be able to well communicate than before, to develop team work capacities and get skills that will help them once out of prison to be connect with society they offended (Rosmilawati and ali 2023: 593). It has been said that, prison education constitutes the good way of keeping inmates in activities that will keep them busy by doing something important and help them to change (Igbinovia and al., 2019: 24).

In the same line, researches done in the context of African countries concluded that, the majority of inmates who benefited from education programs were in the safe side preventing them from falling in crime again after their release (Kajawo, 2019: 204) and the particular context of Benin city prison, results show that education in prison gave good results and this contributed to the transformation of inmates and mostly their social well-being; the results come from many programs and it is not restricted to only education program (Igbinovia and al. 2019: 29-30).

In this same prison, inmates confirmed that multiple programs provided to them in the context of prison impacted positively in their lives. That is why it has been concluded that in the context of Benin City prison, inmates insisted in claiming and keeping such kind of programs in their prison. They confirmed that it had a particular importance since most of those who participated in the programs improved life towards the community (Igbinovia and al. 2019: 30).

Connecting to this, inmates or correctional education is said to be a good and the best tool for enabling inmates to contribute positively to the community life; prison education is said to be more important because it contributed to their reformation by transforming them to good people because the fact for them to not have any education program in prison compromises their chance to access a better life after their release (Jain and al., 2018: 45).

This is more needed in Munzenze prison because children who are inside will not dwell there for their entire life but they will come out and return to their own community. Their release has to be followed by a given education program for them, at least in kind of monitoring their doings.

However, the task is to know which kind of prison education system is suitable for them? Most of those dwelling in prisons face more challenges that compromise the implementation of such kind of programs and it is important to notice that there is a big gap between education provided to children in the context of the prison and education that children receive in the normal life. This is the case of Munzenze prison where education for children in detention is lacking but needed because they deserve also this right. The following point highlights the problems faced in most prisons, Munzenze included, and which compromise the implementation or the availability of prison education activities for children inmates in particular.

VII. CHALLENGES WITH THE IMPLIMENTATION OF CHILDREN INMATES EDUCATION IN PRISONS: A LOOK AT MUNZENZE PRISON

Education is said to be a good way in decreasing cases of recidivism. Hence, prisons have to provide education program for the people they host. In addition, education contributes to attitudinal transformation, from negative to positive attitude. This fact has been confirmed by a study conducted by scholars who concluded that children with a commendable educational capacity and skills run little chance to be incarcerated (Kazi and al., 2022: 8633). Education is a tool that can reduce the chance of being held in prison. It has been proved that if we want to change children behavior and to prevent them to be sources of disturbance within their communities, we should borrow techniques to education (Kazi and al.2022: 8633 - 8634). Unfortunately, this is not always true because there are numerous situations that compromise the implementation of education in prison. For the case of Munzenze prison, it is difficult to find a conducive environment that facilitates a good educational activity. There are a couple of factors that explain this situation. First, the

lack of trained personnel is that challenge that does not allow offering any educational program or permanent services. Second, the space is not well designed to accommodate a class or classes from where to teach. Third, there is lack of teaching and learning materials (Sullivan 2018: 90). To these factors, one should add the country leadership whereby teachers in formal education always complain for their unpaid salaries. This implies the fact that in prison the situation could follow the same trend like in formal education with unpaid personnel. So, the issue of leadership and management cannot be left outside as it is clear that it can hold back the teaching and learning behind bars. Finally, the major issue is lack of an elaborated syllabus or program to be offered. This aspect is related to lack of funds to mobilize a team of experts who could work on a given syllabus for inmate education. Here lies a tough task because all the children in prison are not at the same level. Some of them are drop out whereas others were just street kids who had never been to school. For this second category, school business does not mean anything.

Results from various studies also revealed a kind of negligence or carelessness on the side of both the community and the leadership towards education of incarcerated people. An example of South African carceral sector revealed that the total number of teachers and the number of correctional officers are disproportional and this shows exactly how the prison sector in Africa does not really care about inmate education (Kajawo 2019: 204). Munzenze prison is not spared by this situation. When children are given the opportunity to “learn” something, they mingle in a tiny room where they follow the same program without any categorization according to their level and background (Morris, 2015: 161). One noticeable thing is that in this prison, children live in their own side far from adult inmates as recommended by the law even though in the same compound.

A good experience to emulate, however, is from Uganda, especially from Luzira prison where challenges related to prison education were identified. Among these, there is lack of infrastructures and the absence of well shaped programs and materials needed for a good implementation of the education program (Aheisibwe and al., 2017: 52). There is also the Nigerian example where challenges like lack of care services, the inhumane treatment of inmates by prison managers can have negative impact to the behavior and can expose children to the recidivism after they are released (Idowu and al., 2019: 30).

There are other challenges a part from those in Ugandan and Nigerian prisons. These are like insufficient budget allocated to this issue. That limits the implementation of a fruitful program in prison (Leone 2015: 591). Of course, prison education cannot aspire to provide the same performance and skills like in public and formal schools.

VIII. WHY IS PEACE EDUCATION RELEVANT TO MUNZENZE PRISON AND WHAT COULD BE THE CHALLENGES THEREIN?

While conducting research in Munzenze prison, the first information I came across from the prison Director was that there is no policy at national level that focuses on education behind bars, no program available to help inmates while in detention. There are only programs run by NGOs. These are short term programs that do not award any certificate at the end of a given training or to inmates who participate in the program. Education has a role to shape one's identity and to contribute to building a space where people will develop themselves (Becker-Pestka, 2017: 130). The prison Director argued that most of children participate in vocational trainings that could prepare them for job opportunities.

About the life after prison, it is important to underline that inmates have the rights to education in the line of equal chance and the fourth development goal. In addition, this education should be related to the need and the wish of inmates because when they come to prison, they have various and different needs and background; so, the big task is to adapt education system or program to everyone's situation (Becker-Pestka 2017: 124). Unfortunately, this is not the case for Munzenze prison, because, according to the Prison Director, there has never been such categorization. The vocational training available in this carceral infrastructure is based on activities like Mechanics, Haircut and Electricity¹.

IX. PRISON EDUCATION ACCORDING TO LOCAL STAKEHOLDERS

The triggered question was to know the kind of education program, if available, that is given to children inmates in Munzenze prison. Initially, as reported by the prison director, NGOs used to organize educational programs for children in detention. These programs were just some sessions in kind of training. It was however noticed that the programs did not contribute any change on the beneficiaries' side. According to this informant, these trainings were shaped following the NGOs programs and that was the negative aspect of their activities. If their initial plan was for five or ten months, that means that the prison training would also last that same amount of time. Another gap to this system is that these programs do not follow the Congolese education system and lack a follow up strategy.² At the end of the training, children inmates do not get any certificate or any proof of the exercise they underwent. So, there is no evaluation, whatsoever, of what has been achieved by both the trainers and the trainees.

The education officers had the same views like the Director of Munzenze prison on lack of an education program offered to inmates. They also confirmed that nobody has thought of such programs. According to them, once a child is incarcerated, no one bothers to know whether he or she gets

¹ Interview with children inmates, 23th September 2022

² Interview with the Director of Munzenze Prison, 19th July, 2022

education while behind the prison walls. The Coordinator of Catholic Schools within the Diocese argued that Education ministry has never thought of an education system for inmates.

For this the, Catholic bishop of Goma Diocese tries to talk about integrative education and to implement it, but he did not specify if it must take into consideration even those who are in prison. According to him, in order to help those children, an informal and accelerate program should be shaped and in this way, peace education could be the better option.³ Another education officer confirmed that lack of an education program is a fact. For him, for the transformation of children inmates' behaviors, moral and citizenship education is important in order to make inmates good citizens who will respect human rights and law as established by the state and to make them understand that if they are behind bars it is because they offended someone in the community. So, they have to be reconciled with the community that they offended. Besides, before living prison, they should be able to consider the difference between bad and good actions through civic education that will make them person who respect law and who fear to harm other community members⁴.

Another education officer argued that peace education is important. Nevertheless, before it is implemented, it is important to establish offence they committed as this will help to evaluate the program. From the views of different education officers, it appeared that peace education is the appropriate program that is needed in Munzenze prison for children inmates. In this context, education helps inmates, especially children, to develop the sense of human respect and to express how they feel sorry for the wrong they did. This education should not only focus on job opportunity after prison life but also it should develop in the beneficiaries the sense of Ubuntu as a very crucial African value of humanness (Quan-Baffour and al. 2012: 74).

According to educational officers, and I agree with them, only peace education can help to achieve these purposes. As it has been reported by Kajawo (2021: 208), there is an urgent need to elaborate an appropriate instrument for a smooth running of the prison education as it has been witnessed in Malawi. In fact, observers confirmed that lack of an adequate and a well defined education program in prisons can compromise the inmates' preparation and their future life after prison. In addition, the challenge to most of programs in prisons is that they do not take into consideration the children background before imprisonment; their age differences (Hutwagner 2021:112) and even the situation prevailing within their communities.

A judicial officer argued that apart from NGOs working in Goma town where Munzenze Prison is located, there is no other intervention in education sector for inmates. The

informant added that this kind of exercise focused on children rehabilitation and socialization whereas it should not forget other important aspects given that children in prison come from various background, some of them have been street children with no education background at all; others came from broken families or are school drop out. That is why the education project is welcome⁵. His counterpart confirmed that when criminals are sent into prison, nothing else is done for them. Another important thing, according to him, is that the inmates' reintegration into the community should be followed by a particular follow up program which focuses on making them more responsible and humanize them instead of trusting the punishment side alone. In Munzenze Prison, a suggested program to implement should help the children to develop a sense of self respect and respect for others (Quan-Baffour and al., 2012: 74).

The program should be based on impacting moral values and have as components the respect of life, non-violence, social issues, HIV/AIDS, entrepreneurship among others. Furthermore, another lawyer reported that, the kind of education to provide to children in carceral structures has to be informal and mainly based on the transformation of minds. The program should emphasize on moral lesson in order to change inmates' behavior and their way of living and thinking according to law and human rights. It has to teach them how to accept punishment following the offence they have committed, to learn how to apologize and ask for forgiveness before one reintegrates the community⁶.

This idea is related to what has been developed by Johnson and Quan-Baffour (2016: 1) and linked to the "*Ubuntu Philosophy*" of living in harmony with oneself and with others, which calls for empathy and forgiveness. Expanding to what other informants have stated, another lawyer pointed an accusing finger to the judiciary system. For him, the system focuses on the punishment as the only way of giving a response to the bad behavior. For him, that way of doing cannot be a good way of preparing to rehabilitation and reintegration of inmates into the community. According to him, this way of doing is wrong or weak. A better program should be the one that helps children to regain their humanity, to be more human and respectful of rules and laws. Such program should imply vocational programs that help children to acquire skills in various areas⁷. Behind these ideas and talking about skills, we found a good way according to the lawyer about the education that could help children to be more human and good citizen is peace education. In fact there is a relationship with what Ojiha's views (2018: 376) that peace education is a kind of program that help children to be connected to others, to respect other human beings and to develop the sense and the culture of non-violence. That is what is needed in Munzenze prison where children inmates have no opportunity to study.

³ Interview with the Coordinator of Catholic schools, 13th October 2022

⁴ Interview with the Education officer, North Kivu Province, 13th October 2022

⁵ Interview with a lawyer, on 9th September 2022

⁶ Interview with a lawyer, on 13th September 2022

⁷ Interview with a lawyer, on 20th November 2022

Further to this, another lawyer reported that, even if rules and international recommendations protecting children rights say that this category of people has rights to education, it is unfortunate that this is not the case in Munzenze where the conditions of incarceration do not follow the rules and regulations in providing education. These ideas are in line with the ideas of several analysts and experts in prison education (Igbinovia and al., 2019: 23 - 24). When rehabilitation programs are available and effective, they can positively impact on the transformation of inmates by providing them the capacities and needed skills to contribute to their own behavioral change. Such programs contribute to prepare inmates to be self reliant, to earn their living after prison, to be good citizens accepted by their communities.

And in addition, the education organized in prisons is a way of keeping prisoners seriously busy while giving them the opportunity to reflect on their behavior and to fight for their transformation (Igbinovia and al., 2019: 24). Transformation through education will decrease the chance of recidivism in one side and in the other side, it will keep the children away from the risk of stigmatization once the community becomes aware that they have been prepared to cope with the life out of prison (Becker-Pestka, 2017: 126). Peace education is an essential tool for transformation, rehabilitation and reintegration.

X. CONCLUSION

Further to findings from education stakeholders and prison director, prison education in the Munzenze Prison is far to be conceive. This has been reported by all the informants from different sectors. According to them, it is still a challenge to shape an education program for children in detention when even at national level there is nothing that has been shaped for inmates and especially for children; yet legal instruments advocate for education for all. NGOs played a vital role in implemented training activities for children inmates. Unfortunately these were conducted for a short time and did not achieve much; they did not follow the official school calendar or any syllabus as prescribed by the National Education Department. The Prison Director emphasised the challenges in terms of resources and trained staff well prepared for the task. In addition to this, the challenge of food supply was underlined as another tough question as it has a close relationship with children's performance. The informants mentioned also the issue of facilities which are not conducive with the implementation of an educational activity.

From what different stakeholders said, apart from the vocational training that is implemented for children inmates, there is no other activity in terms of education program. Different stakeholders agreed that peace education remains a vital way of rehabilitating and preparing children inmates to reintegrate their community. This research highlighted the fact that educational program offered by NGOs failed to achieve much in order to prepare adequately children.

Finally, in this sector, there is a deep gap despite what legal instruments and law in DRC, especially the Constitution Act of 2006 and the Children Protection Act of 2009 which provide that access to the education is a recognized right to all, especially to children, boys and girls. So, this right must be provided to all without discrimination. But the case of Munzenze prison is far to match the legal requirements.

RECOMMENDATIONS

Thus, based on results from interviews with different stakeholders we found that due the multiple challenges in the context of Munzenze prison for the implementation of prison education as a rehabilitative program which is the good way of preparing children inmates for their reintegration into the community. And among those challenges we cite firstly the absence of any formal educational program for children in the context of prison and especially Munzenze this is followed by the absence of qualified human resources and the quality of infrastructure proper to receive or to organize couple of activities and also lack of materials and tools that can assist children inmates to learn and to study. That is why, the majority of respondents to this research highlighted the lack of any education program in Munzenze.

From the background as presented above, we recommended that:

- Education as a right recognized to all children should be extended to all children and extended to those in Munzenze prison. The government should provide the means and ways to the correctional system through the Ministry of education. The priority should be an education program well designed and taking into consideration the need and background of the beneficiaries including civ education, vocational skills, and non-violent communication among others.
- There is need to train teachers or trainers who will work in correctional infrastructures aiming at the children's rehabilitation.
- Like for most of prisons in Africa, Munzenze is also facing the financial challenges in its tasks to respond to the needs of children in detention as food, shelter. There are also other basic needs to look at when children are released. In this case, it will be better to evaluate the impact of education they receive while in prison; the way it impacts on behavioral change and the reintegration processes and the life beyond the prison setting.

Finally, the context and the content of the program highlighted by this study should be specifically oriented to children or youth in prison. The objectives of knowing whether prison education contributed to the transformation of those children in the perspective of their rehabilitation and also to know about what kind of education is to be promoted.

REFERENCES

- [1]. Bandura, A., 1977. Social Learning Theory. New Jersey: Prentice Hall
- [2]. Becker-Pestka, D. 2017. Prison education in Poland: Specifics and challenges. Available at https://www.researchgate.net/publication/318507864_Prison_education_in_Poland_Specifics_and_challenges (Accessed on 30 March 2023)
- [3]. Behan, C. 2014. Learning to Escape: Prison Education, Rehabilitation and the Potential for Transformation. Available at https://www.researchgate.net/publication/284466922_Learning_to_Escape_Prison_Education_Rehabilitation_and_the_Potential_for_Transformation (Accessed on 20 December 2022)
- [4]. Bruyns, J. and Nieuwenhuizen, C. 2004. The role of education in the rehabilitation of offenders (PDF) **The role of education in the rehabilitation of offenders (researchgate.net)** (Accessed on 20 January 2023).
- [5]. Gonsalves, P. 2018. We Choose Peace! A Workbook for Young Peace-Builders to accompany the Teachers' Resource Manual. Second Edition. Matunga: Don Bosco Communications
- [6]. Kester, K., 2012. Peace Education Primer. Available at https://www.researchgate.net/publication/269517878_Peace_Education_Primer (Accessed on 20 December 2022).
- [7]. Millana, L. and al. 2020. Conflict Resolution in Prisons. Education, Restorative Justice and Prisoner Facilitated Mediation. Available at https://www.researchgate.net/publication/340927225_Conflict_Resolution_in_Prisons_Education_Restorative_Justice_and_Prisoner_Facilitated_Mediation (Accessed on 20 December 2022).
- [8]. Ojiha, E. 2018. The Necessities of Peace Education in the Era of 21st Century A Descriptive Study. Available at <https://ijisrt.com/wp-content/uploads/2018/09/The-Necessities-of-Peace-Education-in-the-Era-of-21st-Century-A-Descriptive-Study.pdf> (Accessed on 20 December 2022).
- [9]. ICGLR, 2021. Peace Education for Great Lakes Region. Higgin, S. and Noveli, M. 2020. Rethinking Peace Education: A Cultural Political Economy Approach. https://www.researchgate.net/publication/338729173_Rethinking_Peace_Education_A_Cultural_Political_Economy_Approach (Accessed on 20 December 2022).
- [10]. Hawley, J. and al. 2013. Prison Education and Training in Europe: Current State-of-play and Challenges. http://www.antoniocasella.eu/nume/hawley_ue_education_may13.pdf (Accessed on 20 December 2022).
- [11]. Matin, T. and Jefferson, A. 2016. Prison in Africa. https://www.researchgate.net/publication/323906880_Prison_in_Africa (Accessed on 20 December 2022).
- [12]. UNODC. 2011. Prison Reform and Alternatives to Imprisonment. Available at https://www.unodc.org/documents/justice-and-prison-reform/UNODC_Prison_reform_concept_note.pdf (Accessed on 20 December 2022).
- [13]. Sarkin, J. Prisons in Africa: an evaluation from a human rights perspective. Available at <https://www.scielo.br/j/sur/a/KTxngMDH4TcgxWLDyXD7T5t/?lang=en> (Accessed on 20 December 2022).
- [14]. Torrijo, R. And Maeyer, M. 2019. Education in prison: A basic right and an essential tool. Available at <https://link.springer.com/article/10.1007/s11159-019-09809-x> (Accessed on 20 December 2022).
- [15]. Behan, C. 2014. Learning to Escape: Prison Education, Rehabilitation and the Potential for Transformation. Available at <https://files.eric.ed.gov/fulltext/EJ1148803.pdf> (Accessed on 20 December 2022).
- [16]. Bashir, S. and Akbar, A. 2021. Determining the Effect of Peace Education on Knowledge and Attitude of Prospective Teachers: An Experimental Study. Available at <https://files.eric.ed.gov/fulltext/EJ1340715.pdf> (Accessed on 20 December 2022).
- [17]. John, M. 2018. Peace Education in Post-Apartheid South Africa: Needs, Responses and Constraints. Available at http://ipus.snu.ac.kr/eng/wp-content/uploads/sites/2/2020/07/AJP-6-1_04_Vaughn-M.-John_final.pdf (Accessed on 16 January 2023)
- [18]. Unicef. 2011. The Role of Education in Peace building literature Review. Available at https://educationanddevelopment.files.wordpress.com/2016/06/1-unicef_peacebuilding_literaturereview.pdf (Accessed on 16 January 2023)
- [19]. Leone, P. and Wruble, P. 2015. Education Services in Juvenile Corrections: 40 Years of Litigation and Reform. Available at https://www.researchgate.net/publication/283902348_Education_Services_in_Juvenile_Corrections_40_Years_of_Litigation_and_Reform (Accessed on 20 January 2023)
- [20]. Sullivan, K. 2018. Education Systems in Juvenile Detention Centers. Available at <https://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1410&context=elj> (Accessed on 20 January 2023)
- [21]. The Council of State Governments Justice Center. 2015. LOCKED OUT: Improving Educational and Vocational Outcomes for Incarcerated Youth. https://csgjusticecenter.org/wp-content/uploads/2020/01/LOCKED_OUT_Improving_Educational_and_Vocational_Outcomes_for_Incarcerated_Youth.pdf (Accessed on 20 January 2023).
- [22]. Pathick, I. and Tracy, O. 2019. The prison rehabilitation programs and their effects on inmates in Benin city prisons, Nigeria. Available at [The-Prison-Rehabilitation-Programmes-and-Their-Effects-on-Inmates-in-Benin-City-Prisons-Nigeria.pdf](https://ejournals.org) (ejournals.org) (Accessed on 20 January 2023).
- [23]. Higgins, L. 2021. Exploring the Relationship between Education and Rehabilitation in the Prison Context. Available at [Exploring the Relationship Between Education and Rehabilitation in the Prison Context](https://www.researchgate.net/publication/3581241363) (Accessed on 19 February 2023).

- [24]. Kajawo, S. 2019. Examining the Effectiveness of the Management of Education Program in Malawi Prisons. Available at (1) Examining the Effectiveness of the Management of Education Programme in Malawi Prisons | Samson C . R . Kajawo - Academia.edu (Accessed on 21 February 2023).
- [25]. Nagamuthu, V. and al. Juvenile Delinquents' Learning Experiences in School within Prison: Narratives from the Malaysian Context. Available at https://www.researchgate.net/publication/338392675_Juvenile_Delinquents'_Learning_Experiences_in_School_within_Prison_Narratives_from_the_Malaysian_Context (Accessed on 21 February 2023).
- [26]. STERN, K. 2014. Prison education and our will to punish. Available at <http://pepre.ie/home/wp-content/uploads/2017/08/Kaia-Stern-Prison-Education.pdf> (Accessed on 03 March 2023).
- [27]. Galeshi, R. and Bolin, R. 2019. The Influence of Correctional Education, Skills, and Lifelong Learning on Social Outcomes. Available at https://static1.squarespace.com/static/51bb74b8e4b0139570dddf020/t/5d28e9153ad7c500010978a5/1562962197460/2019_Galeshi_Bolin_CorrectionalEducation_Skills_LifelongLearning_SocialOutcomes.pdf (Accessed on 03 March 2023).
- [28]. Alduais, A. and al. 2021. Correctional education system in China: Is it practical? Insights from a systematic review and the practical theory. Available at <https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1002/rev.3.3300> (Accessed on 03 March 2023).
- [29]. A Review of the Literature on Higher Education and Contemplative Interventions in Prisons. 2016. The Chillon Project The Center for Compassion, Integrity and Secular Ethics at Life University. Available at <http://www.compassion.life.edu/wp-content/uploads/Writeup-LitReview-11032016.pdf> (Accessed on 03 March 2023).
- [30]. Raghavan, V. and al., December 2018. Dialogues in Criminal Justice and Rehabilitation. No 9. Special Issue, Civil Society interventions in Prisons. Mumbai: Prays Youth Development Centre
- [31]. Rosmilawati, I. 2019. The Benefit of Prison Education: Inmate Students' Self Reflection Available at <https://www.atlantis-press.com/proceedings/iset-19/125941428> (Accessed on 25 March 2023)
- [32]. Peace Education – A Brief Overview. 2018. Available at https://www.researchgate.net/publication/342277017_Peace_Education_-_A_Brief_Overview (Accessed on 25 March 2023)
- [33]. Africa peace and conflict journal. 2009. Available at http://www.apcj.upeace.org/issues/APCJ_Dec2009_Vo12_Num2.pdf (Accessed on 25 March 2023).
- [34]. Kazi, S. and al. 2022. Education Behind Bars: Investigating the Experience of Juveniles in Camp Jail, Lahore. Available at https://www.researchgate.net/publication/359337565_Education_Behind_Bars_Investigating_the_Experience_of_Juveniles_in_Camp_Jail_Lahore (Accessed on 25 March 2023)
- [35]. Hutwagner, C. 2019. Reevaluating incarcerated juvenile education in the wake of COVID-19: Why the juvenile system should take advantage of the online learning wave. Available at https://www.google.com/search?q=Catherine+Hutwagner%2Cpdf&rlz=1C1CHBF_enCD1046CD1046&oq=Catherine+Hutwagner%2Cpdf&aqs=chrome..69i57j33i10i160.4177j0j15&sourceid=chrome&ie=UTF-8 (Accessed on 29 March 2023)
- [36]. UNODC. 2015. The United Nations Standard Minimum Rules for the Treatment of Prisoners. Available at https://www.unodc.org/documents/justice-and-prison-reform/Nelson_Mandela_Rules-E-book.pdf (Accessed on 30 March 2023)
- [37]. Aheisibwe, I. and al. 2017. A Survey of Correctional Education in Luzira Prison Uganda: Challenges and Opportunities. Available at <http://ir.must.ac.ug/bitstream/handle/123456789/2497/A%20Survey%20of%20Correctional%20Education%20in%20Luzira%20Prison%20Uganda-challenges%20and%20Opportunities.pdf?sequence=1&isAllowed=y> (Accessed on 30 March 2023)
- [38]. Navarro-Castro, L. and Nario-Galace, J. 2010. Peace education: a pathway to culture of peace. Available at https://www.mc.edu.ph/Portals/8/Resources/Peace_Education_ebook_2010.pdf (Accessed on 31 March 2023).
- [39]. Davis, L. and al. 2014. How effective is correctional Education, and where do we go from here? The results of a comprehensive Evaluation. Available at https://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR564/RAND_RR564.sum.pdf (Accessed on 06 April 2023).
- [40]. Johnson, L. and Quan-Baffour, K. 2021. The African Philosophy of "Ubuntu" and Correctional Education in South Africa: A case study. <https://afsaap.org.au/assets/johnson-and-quan-baffour.pdf> (Accessed on 16 May 2023)
- [41]. Valmorbida, N.-M. and al. 2016. Narratives of Prison Education Students about Their Life Projects. In Creative Education. Issue No 7, pp. 1697 – 1706. Available at <http://dx.doi.org/10.4236/ce.2016.712172> (accessed on 16th May 2023)
- [42]. Abrejo, B. and al. 2019. English Language Teaching through Communicative Approach: A Qualitative Study of Public Sector Colleges of Hyderabad, Sindh. Available at <https://files.eric.ed.gov/fulltext/EJ1248999.pdf> (accessed on 26th June 2023)
- [43]. Fleming, T. 2018. Mezirow and the Theory of Transformative Learning. https://www.researchgate.net/publication/325117850_Mezirow_and_the_Theory_of_Transformative_Learning (accessed on 26th June 2023)

- [44]. Lin, Y. 2020. Analysis of the Teaching Methods between Communicative Approach and Task-based Approach. Available at <https://francispress.com/uploads/papers/Qe3W1jO23uYZyhaTzuUgnh4A1BUcnOLSKZ4lWnKH.pdf> . (accessed on 26th June 2023).
- [45]. Mezirow, J. 1997. Transformative Learning: Theory to Practice. <https://www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf> (accessed on 26th June 2023).
- [46]. Lei, C. 2011. A Review on Innovative Method of Communicative Language Teaching. https://www.pucsp.br/icom/ingles/downloads/papers_2011/part_7/part_7_proc_16.pdf (accessed on 26th June 2023).
- [47]. Daniela, M. 2020. Determining the sample size in Qualitative Research. Available at https://www.researchgate.net/publication/349872963_DETERMINING_THE_SAMPLE_SIZE_IN_QUALITATIVE_RESEARCH. (accessed on 26th June 2023).
- [48]. Sarfo, W. and al. 2021. Qualitative Research Designs, Sample Size and Saturation: Is Enough Always Enough? Available at https://www.researchgate.net/publication/359046583_Qualitative_Research_Designs_Sample_Size_and_Saturation_Is_Enough_Always_Enough. (accessed on 26th June 2023).
- [49]. Vasileiou, K. and al. 2018. Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. Available at <https://bmcmmedresmethodol.biomedcentral.com/articles/10.1186/s12874-018-0594-7> (accessed on 26th June 2023).
- [50]. Lopez, V. and Whitehead, D. 2013. Sampling data and data collection in qualitative research. Available at https://www.researchgate.net/publication/255950308_Sampling_data_and_data_collection_in_qualitative_research . (Accessed on 26th June 2023)