



CURRENT PRACTICES, CHALLENGES, AND RECOMMENDED IMPROVEMENTS TO JUVENILE



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Introduction

1 The current landscape of education during prison

Juveniles have conventional insignificant consideration in terms of the right to education, and prison education seems to be an unpopular subject as it seems infrequently in neither public discourses nor sufficiently in educational research. General, prison education appears to be a field that remains under-researched and under-theorized and it “has been astonishingly imperceptible in some European policy documentation”. In order to stress, between additional things, the universal right to education, the UN has put forward a document called “The Standard Minimum Rules for the Treatment of Prisoners” (also known as Nelson Mandela Rules) which were first available in 1955. It has served as a guide in emerging prison laws, policies and practices. It entails “universally acknowledged minimum standards for the detention of prisoners” (UN, 2015, p. 1).

While the general number of youths involved in the juvenile justice system has been declining, on any given day in 2022 there were still more than 4,276 ¹young people imprisoned or committed to juvenile justice facilities. Numerous of these adolescences have experienced abuse or neglect dangerous neighborhoods environments, marginalization, and/or involvement in the child wellbeing system. A huge percentage of committed adolescents display mental health circumstances and have, historically, failed to obtain mental health services. In addition, there are three to four times more students with disabilities who require special education and related services—such as those diagnosed with emotional disorder or explicit learning disabilities—in the adjudicated youth population than among students in community schools

Numerous studies deliver convincing evidence of the undesirable effects on youths with long-term commitments to juvenile justice facilities. For example:

- Undergoing imprisonment in youth age significantly increases the probability of recidivism.
- For adolescences with mental health conditions, the harmful effects of institutionalization and the challenges of dealing with a disorder, place them at risk of a difficult threat of suicide than other youths.
- Subsequently leaving prisons, many youths do not return to school, and of those who do, many drop out earlier finishing high school.

¹ Aebi, M. F., Cocco, E., Molnar, L. & Tiago, M. M., (2022). *SPACE I – 2021 – Council of Europe Annual Penal Statistics: Prison populations*. Strasbourg: Council of Europe, Table 7.

We cannot continue to admit the upcoming risks, deprived outcomes, and security values that too often have developed inevitable conclusions for youths committed to prisons. Consequently, juvenile justice changes focusing on diversion are expanding in many communities, guided by the principle that prison should promote rehabilitation and redirection by addressing the educational and related needs of incarcerated youths. Providing youths with appropriate educational services during imprisonment is crucial to keeping them involved in their education and focused on their future, thereby allowing them to set realistic long-term goals, counting a fruitful return to a community school or entry to a postsecondary establishment upon release

Justice-involved persons typically have lower literacy levels than the general population and are less likely to have a high school diploma or to have conventional postsecondary education. Many penitentiaries offer education plans in an effort to address these inequalities, though typically only a portion of inmates really are included in a program. Frequently accessible prison education programs contain academic training at all levels, special education courses for students with disabilities, and occupational training and life skills programs that deliver concrete skills.

Research shows that prison education can decrease recidivism and grow employment after being released from prison. Philosophy and circumstantial evidence suggest that education may also advance in-prison behavior and endorse positive re-entry outcomes outside recidivism and employment. Education endorses rehabilitation in numerous ways, through palpable benefits such as formal certifications and concrete skills, as well as imperceptible gains like better decision-making abilities and pro-social values.

There are numerous pathways by which education can advance results for persons both in prison and after release. Education expands decision-making skills and endorses pro-social thinking, thus refining in-prison behavior and easing adjustment to prison. It preserves inmate involved and energetic, evading inactivity and opportunities for misconduct. Education also grows human capital, enhancing cognitive skills. After release, these improvements can help people get and preserve employment and avoid engaging in illegal action. Education can also help shape pro-social abilities after release and become better family and community members. In addition to these positive consequences, numerous people view education as an intrinsic right, a process that is appreciated in and of itself, and a significant constituent of a full and enjoyable life.

By increasing students' aptitudes and providing precise skills, education can make it easier for returning prisoners to find stable, well-paying jobs. In addition, education has a signaling effect to employers, serving as a formal indicator of an individual's abilities and achievement. Formal educational achievement can challenge the negative signaling effect of incarceration, whereby conviction and incarceration send a negative perception about an individual's character and abilities

In all probability, education touches imprisoned students in a sum of ways, and disentangling all these pathways is stimulating. Yet seeing the mechanisms by which education may affect in-prison and re-entry consequences is valuable since it can help guide research on the efficiency of prison education. It can also impact the growth of education programs, since a program's purpose and design are likely to differ depending on the impact expected by from the program. For example, policymakers and prison administrators might emphasize their programs on providing specific vocational skills

. While appreciated, such programs might miss the benefits that liberal arts or other, more generalized curriculum could deliver in improving cognitive functioning. All these programs are multifaceted, and the fact that incarcerated students have a range of needs, implies that certain programs that might be successful for certain students may not be for others. Research on the efficiency of prison education principally emphasizes two sets of consequences:

- (1) recidivism, in terms of reoffending, rearrest, or reincarceration, and
- (2) employment-related actions such as labor market contribution and wages

A handful of mostly qualitative studies have also explored the consequence of prison education on in-prison behavior and changes. Research examining re-entry consequences outside employment and recidivism, such as pro-social attitudes, cognitive functioning, family relationships, and civic appointment, could provide a much complete picture on the influence of prison education. Regrettably, the field lacks well-designed studies that address these consequences.

Also, the evidence providing the impact of juvenile education in the community is failing to differentiate from results for prior inmates, since various assessments of these sorts of programs do not differentiate people with imprisonment histories from other members. While the field has not shaped a clear understanding of the effect of prison education on a full range of in-prison and post-release consequences, there is extensive research on the effect on recidivism and unemployment, which are frequently the consequences of greatest apprehension to policymakers, criminal justice officials, and the public. Taken together, many studies recommend that prison education can decrease recidivism and rise employment levels and salaries. These positive effects have been found for a range of types of programs, as well as vocational training and juvenile basic, secondary, and postsecondary education

The current body of research has not advanced far sufficient to identify evidence-based best practices that are explicit to education for criminal justice populations. Furthermost assessments of prison education agendas do not distribute the information on program structures—such as curricula, intensity, and staffing—that is essential to determine finest practices. However, researchers have recognized some over-all principles of actual practice in prison education :

- The most effective programs highlight individual rehabilitation through skills building, cognitive growth, and behavioural transformation. By their very nature, many prison education programs fit straight within this agenda.
- Multimodal agendas that address numerous needs are extremely effective, and they recommend that, , prison education may need to happen in tandem with substance abuse treatment, cognitive-behavioural therapy, job training, and other actions.
- Programs need to be applied with honesty, meaning the model is grounded on a strong theoretical framework, the program basics and methods are grounded in research, and programming is provided by capable, trained staff following standardized protocols.



2 Education behind the walls: Challenges and opportunities

Prisons present exclusive tasks for the delivery of educational services. Instructors are tasked with teaching juveniles with an extensive range of intellectual abilities and previous educational experiences, counting many who have constantly been ineffective in the wider public education system. Teachers must instruct these persons in the face of inadequate funding, space, and resources; disruptions to program steadiness; and institutional safety concerns that meaningfully compel programming. Feasibly the principal challenge is that prisons are, firstly and primarily, institutions of control and safety, not schoolrooms or colleges.

Despite these difficulties, education can flourish inside the prison walls with the assistance of prison administrators and the professionalism s on the part of prison educators to teach within and around the restrictions. In fact, education can contribute to the prison assignment of secure facilities and safe communities by enlightening inmate performance and indorsing success after release. The form that effective prison education programs take, differs from jurisdiction to jurisdiction in terms of construction, staffing, teaching practices, program transfer, materials and technology, and other mechanisms The prison environment presents many tasks for the delivery of educational services. The most common include the following:

- **A miscellaneous population with an extensive range of cognitive skills and prior educational experiences.**

The education stages of imprisoned people differ, ranging from total illiteracy to approximately level of high school education or even postsecondary knowledge. In addition, proper educational achievement is not constantly a consistent indicator of skills; an individual may have got or even accomplished high school yet be reading at a 6th grade level. Imprisoned students with a complete variety of official and actual skill levels can occasionally end up in the same classroom together, In addition to the variety of educational grades among inmate students, an important share includes learning disabilities, emotional or behavioral difficulties, and/or mental health topics that complicate their social and educational requirements. Inappropriately, learning incapacities and mental health issues are frequently undiagnosed, misdiagnosed, or indecorously preserved. Additional groups that present special educational needs are students with incomplete language skills

- **Incomplete funding, resources, space, and other properties.**

As with education agendas in the community, many prison education systems face serious funding and resource boundaries. Reliable, enthusiastic funding streams for prison education are often missing, as funding may come from numerous sources and may be one item amongst many in a facility's general budget. Over the previous several years, funding

for prison education commonly has not been increased proportionally with the magnitude of the incarcerated population.

Education programs are frequently the first to go during budget cuts, either since they are regarded by prison managers as nonessential or because legally obligatory services such as medical care and sanitary living conditions must be given priority. Incomplete funding limits the accessibility to classroom resources; equipment for vocational agendas; computers, Internet access, and other technology; and even the accessibility of adequate numbers of well-trained teachers. In fact, a number of prison education programs are created and staffed by non-profit organizations or volunteers. Space concerns are also an issue: since numerous prison facilities were not planned with educational programs in mind, classroom space can be limited and overcrowded. Classrooms may have to be shared with additional programs, and space for computers or specialized equipment for vocational training can be unusual

- **Disruptions of program continuousness, counting short stays, regular transfers, and limitations on inmate movement.**

Research has established that dosage is an important factor inducing program efficiency, and that continuous participation in programs for a specified period is frequently vital to achievement. Until now the needs of the prison system regularly take priority over the need for program steadiness. Facility lockdowns or limitations on the movement of certain inmates can impede engagement. Based on system wide requirements, inmates may be relocated to alternative facilities with a slight notice in advance, and the new facility may or may not offer similar educational programs. Unreliable funding streams and teacher vacancies can also hinder program steadiness. Short stays are an important issue because of the trouble of providing programs to a population that changes from day to day and is only imprisoned for a short time.

- **Institutional security alarms.**

Things that may appear simple in community schoolrooms, such as offering Internet access or providing scholars with certain equipment or resources, may be almost intolerable in prison facilities. Even guaranteeing that external teachers and volunteers are able to enter and exit the facility rapidly and simply can be challenging. Bringing inmate students of dissimilar security regimes in the similar schoolroom may be problematic, and those on isolated security regimes of detention may need one-on-one teaching or some method of computerized programming.

The vast majority of prison administrators rank a safe and secure facility overhead all else, with good reasons. The test for prison educators is to work inside and around the subsequent limits, but also to prove to managers that educational programs can really indorse institutional security rather than threaten it. Program occupies and involves students who might then be idle, and education can expand decision-making skills and indorse pro-social performance.

The restrictions and challenges of providing educational programs in a prison background only complicate the previously difficult task of educating juveniles who have frequently been unproductive in the public education system for many years. Researchers in the field have yet to regulate how imprisoned juveniles best learn, resulting in wide difference in program models across jurisdictions. Programs vary meaningfully in terms of curricula, instructional approaches, value of instruction, use of technology and additional materials, staffing, program distribution, dosage, participation motivations, participation and completion rates, administration and organizational structures, and supplementary components. Since limited data exist on various of these elements, describing a perfect or even a characteristic prison education program is problematic.

Furthermore, schools and educational programs within prison look and feel different and are systematized very different from those in traditional community colleges. As they attempt to deliver the services needed for high-quality education, juvenile justice institutions have tasks and face a number of challenges comparable to those in the traditional school system, as well as others **exclusive to juvenile justice systems**.

Some of these include:

- **Student selection and performance management.**

Although both community schools and those in juvenile institutions need to address student engagement and behavior management, youths arriving in prison may have previously experienced many trials both in school and in the community. Their knowledges in community schools have not been helpful, including advanced rates of school postponement and/or exclusion compared with their peers, not involved with the criminal justice system.

Effective constructive interactive involvements and classrooms management methods are vital to addressing unruly behaviors and providing an environment favorable to learning. Harmless, supportive, and attractive classrooms permit teachers suitable time to teach, increase student engagement in knowledge, and help address students' social and emotional requirements.

- **Access to highly competent and effective teachers.**

Given the variety of the educational needs of students in prisons, teachers in such facilities need wide-ranging ability sets. Certainly, they must be ready not only to address their students' academic and cognitive requirements but also to foster students' social and emotional skills in prison. Preferably, facility administrators would pursue teachers who

have the mandatory credentials and knowledge on working with youths who are highly at risk, and such, teachers are ready on their first day in a new facility. Though, engaging such teachers for these settings can be problematic due to their presumptions about prisons and the young people they serve.

- **Diverse student educational requirements and multilevel classrooms.**

Prison typically do not have the capacity to deliver a “traditional” school setting with individual grade-level classrooms and fundamental subject educators. Instead, education staff frequently must deliver teaching to students at a diversity of ages and academic levels in one room at the similar time. In addition, there are disproportionately more students with disabilities in the referred youth population.

So, it is vital for teachers providing prison education to be flexible in their approaches to teaching. Instruction must address students’ separate needs, and teachers should be able to teach across numerous subject areas in a assumed class period while also safeguarding that students master core subject content.

- **Re-entry preparation.**

Almost all youths leave prison and come back to their communities, nonetheless for many youths, preparation for re-entry does not start early enough, nor does it involve the youths and family in programs concerning re-entry. Thus, re-entry planning ought to start proximately upon a student’s entrance, plan how the student will continue with his/her academic career, and, as desirable, address the student’s conversions to career and postsecondary education. Re-entry planning is multifaceted and requests to be well-coordinated among prison **staff** (including teachers, facility administrators, security staff, and other relevant in-school providers), the youths, the family, the community school, and other community partners assisting with re-entry related actions.

Actionable re-entry strategies and supports not only endorse a youth’s success and help avoid future involvement with the justice system, but, when well performed, can also create a basis for overall life goals. Though providing real re-entry planning offerings genuine challenges, they can be overwhelmed. Indeed, failure to involve committed youth in re-entry planning further reduces their chances for achievement and increases the likelihood of lengthy engagement with the juvenile justice system

- **Security fears and access to technology.**

Education and reintegration are important for youths confined to prison. At the same time, prisons need to preserve security, and endorse community and facility safety. Some educational and vocational practices or opportunities, like Internet access, may need to be controlled in order to avoid threats or violations in facility and community safety. Though, boundaries are placed on a student's admission to the Internet for safety or security reasons, it is imperative to admit that as access to educational technology has developed standard for many students in community schools, prison may face barriers to providing similar educational experiences for their students without it.

Indeed, these barriers must be overcome if assistive technology is essential for the education of students with disabilities. On the other hand, technology must not be used as a subsidiary for teachers and classroom training in a prison any more than it would swap classroom teaching and appointment in a regular educational setting.



3 From classroom to community -Policy recommendations for Good Education in Juvenile Settings

Youth in general enter the juvenile justice institutions with substantial educational shortfalls. Many have previously suffered a numerous of blockades to educational success, including under-resourced colleges, exclusionary school discipline policies, and overly-restrictive educational settlements. Furthermore, aspects like poverty, abuse, trauma, emotional conditions, and extreme mobility are related with both involvement in the juvenile justice system and poor academic outcomes. Placement in a juvenile justice prison grants a turning point: without suitable programs and management, too many youths fall further behind although in custody.

- **Developing the Programs,**

The restraints and tasks of providing educational programs in prison only complicate the previously problematic task of educating juveniles who have often been ineffective in the public education organization for numerous years. Academics in the field have yet to determine how imprisoned juveniles best acquire, resulting in varied difference in program models across jurisdictions. Programs vary meaningfully in terms of curricula, instructional approaches, quality of instruction, use of technology and additional materials, staffing, program transfer, dosage, participation motivations, participation and conclusion rates, management structures, and other mechanisms. Since few data exist on numerous of these basics, describing an ideal or even a characteristic prison education program is difficult.

- **Programs Assessment**

The instructive program an imprisoned student receives must be personalized to the educational needs and purposes of that student, as well as the prison system. Systems need to precisely screen and assess inmates, preferably at intake, and have guidelines for placing them in education and other programs that suit their requirements. Needs assessment and correct conditions, mental health issues, or other distinct needs. These persons frequently have trouble following in a regular classroom and may need dedicated programming provided by expert teachers.

Assessment is vital not only for placing students into programming, but similarly for measuring their development and backup release preparation. Constant student assessment can measure the efficiency of a facility's programs and hold both students and teachers responsible. Assessment shortly previously release can deliver individuals with evidence about their existing abilities and help them make suitable educational strategies for after their release. Pre-release evaluation also delivers respected evidence about the educational

level of the lately released population in a community, as well as those on probation. Inappropriately, educational evaluation at the time of release is sporadic, as is the transmission of institutional educational accounts to programs at other facilities or in the community.

- **Well-Trained Educators**

The accomplishment of any educational system finally results on having well-trained, engaged teachers who are armed with the tools desirable to teach their students. Numerous prison systems need their teaching staff to be appropriately trained and certified. Even certified trainers may need supplementary training, though, to make them to address the learning needs of incarcerated juveniles. Incarcerated students have a wide range of ability levels and educational backgrounds, and many have had poor experiences with education in the past

Finding capable, well-trained educators interested in working in prison facilities can be problematic. Prisons are frequently situated far from urban zones or other places with big numbers of possible trainers. In numerous organizations, predominantly those with scarce resources, certified teachers are complemented with volunteer teachers from the community and inmate instructors and tutors.).

- **Suitable Technology**

In current years, promising new computer and communications knowledges have gradually been merged into prison education. Multimedia content and interactive learning opportunities can now be carried via the Internet, closed/controlled computer networks, satellite, closed-circuit television, CDs or DVDs, videotapes, or videoconferencing. Coursework using these skills ranges from extremely structured, pre-packaged training to self-guided, adapted, and interactive educations. Technology holds great potential for addressing numerous of the challenges of providing teaching in a prison environment, such as institutional security constrictions and insufficient funding and resources.

Technology is more than just an instrument for distributing education; using computers, the Internet, and other communications technologies can be an educative experience in and of itself. Subsequently numerous imprisoned students have incomplete exposure to these technologies, any interaction with computers or the Internet can serve as a method of vocational training. Computers and the Internet are also a progressively indispensable part of the educational process itself, and together teachers and students rely profoundly on these tools for looking for information, locating articles and references, and composing documents. Having technology accessible in prison facilities also unlocks the occasion for computer skills classes and other technological training sequences.

The integration of new technological applications can enhance prison education by

- providing programs rigorously pitched toward imprisoned populations;
- offering tailored instruction that addresses diverse learning styles and capacity stages, as well as special needs;
- distributing concurrent training to large numbers of students in numerous locations, saving money and staff resources;
- helping facilities that are too remote or have too few students to make face-to-face programming cost-effective
- providing consistent assignments that is reliable across students and facilities;
- serving imprisoned students who, since of their security classification or for other motives, cannot be in contact with other inmates;
- connecting students to courses being accessible in the community; and improving training programs for prison educators.

Frequently, teachers fear that technology will substitute them or deter their chosen instructional approaches. Numerous educators also enquire whether distance learning, or other technology-driven agendas can deliver similar quality of education as face-to-face instruction. Hybrid models, where programs like distance learning are blended with face-to-face schoolroom teaching and provision, may offer a capable compromise.

New technologies also come with safety risks, which is why some prisons are strongly reluctant letting Internet access to imprisoned students. Many of these security worries can be addressed with cautious planning and guidelines governing access and practice. Software applications such as firewalls and content filters can limit Internet access, and strong rules and authorizations can discourage misuse of technology. Although the security concerns are well-founded, there is justly extensive agreement that technology must be permitted into prison in some formula, given the significant role that computers, the Internet, and other communications technologies play in life outdoor the walls

- **Effective Incentives**

Student inspiration is a key issue in enhancing educational system, principally in settings such as prison where many students have been discouraged by their previous educational experiences. Well-made encouragement structures can inspire individuals to contribute in and comprehensive education programs. In-prison assistances, such as prolonged access to visitation or shopping's, and recompenses such as good time credits or other forms can endorse involvement. Not all incentives need to deliver palpable rewards: honors and credit within the classroom may seem minor but can do a great deal to retain students' interest and make them feel happy with their accomplishments.

Communication amongst educators and prison staff helps guarantee that individuals who attend programs do not miss out on perquisites like recreation time or shopping time .

Inmates may not have time for education courses since they need the money or other paybacks from in-prison jobs

- **Partnership with community**

Habitual detainees face trials on many fronts and gaining education and training may not be their primary urgency as they fight to meet their elementary needs and reconnect with their families. Individuals who do attend education programs may have difficulty with finding transport to class or a job and a constant, peaceful living atmosphere in which to study and rest. People need re-entry preparation and case management to help them cross the re-entry process and guarantee that all the pieces are in place to support their service and education activities. In the realm of engagement, previously imprisoned persons frequently need “soft skills” training that covers such themes as arriving at work on time and cooperating with superiors and colleagues. They also need resumes and interview trainings, basic computer skills, that help with job progress and assignments. Vocational and theoretical education must be complemented with these categories of training activities

One of the most problematic challenges to continuing one’s education after release is funding, given the fact that individuals just released from prison are frequently qualified for financial aid. Partnerships between prison, public supervision, service providers, educational institutions, and companies can reinforce prison and community education programs and generate links between imprisonment and the community. Partnerships are predominantly valued for providing multimodal programs that address person’s numerous consistent re-entries needs, from employment and education to physical and mental health, substance abuse behavior, stable housing, and family relinking.



Summary of Guiding Principles

Prison systems in EU should deliver the leadership and sustenance to ensure that young people both in confinement and upon reentry have access to, and training in, technology by working enlarge access to technology to sufficiently prepare young people to fully engage in the community and workforce;

Prison systems in EU assess prison and reentry education improvement plans and collect data on academic achievement in prison facilities and upon reentry to ensure responsibility

Prison systems in EU should deliver strong leadership to safeguard that schools in juvenile prison provide high quality, reasonable education that prepares young people for college and 21st century professions. Prison systems in EU should safeguard that academic programs in prison facilities provide an education that line up with state standards

Prison systems in EU should provide motivations to improve the value of teaching in prison facilities by funding training for teachers and staff and requiring state education agencies to include prison educators in professional advance opportunities;

Prison systems in EU should guarantee that each juveniles receives a comprehensive assessment of his academic, social and emotional status, including an assessment of whether the person should be referred for a preliminary special education evaluation

Prison systems in EU should decrease the antagonistic effect of collateral costs on the educational and employment opportunities of delinquency by enhancing access to public college, post-secondary career, and technical education.

4 Conclusions

Numerous children in the youth justice system have had slight or not at all school presence. Countless have learning disabilities and lack the elementary skills in literacy and numeracy to thrive at school. There are also children whose parents have been influenced to take their child off the school and, technically, to educate them at home.

The links amid low educational appointment and fulfilment and the risk of juvenile offending are well established. Primary and nursery schools have a serious part in making sure that families get in to respectable habits of school attendance and that any forms of absence are rapidly and vigorously managed, through direct work with the family or a referral to education welfare services. The breach between the attendance of the poorest children and their better off peers is still too large, and prison systems should continue to make attendance a priority.

Recently, several EU Member States have announced their aims to reform prison education, or they are in the process of applying prison reform and are vigorously seeking information and best practice examples from colleagues across the continent. Recent economic changes have influenced member states to be more inspired in emerging prison education. Digital and technological progress have commanded the expansion of digital applications for the prison environment, to help keep up to speed with conventional society and with the request for skills on the labor market.

Difficult decisions are to be made if equally financial restraints and quality necessities are to be considered. In a country where second chances and opportunity are declared values, democratic access to high-quality higher education must contain access for juvenile in prison and those who have been sentenced of crimes. We cannot bar the most defenseless people from the very thing that has the highest potential to change their lives. People from all walks of life chase education for much the same reason: for the reason that it provides opportunity— the opportunity for self-improvement, an improved life, and the resources to provide for oneself and one's family. Inappropriately, the country's pledge to public education has not been accomplished, predominantly for low-income people, people from ethnic minorities, and for those involved in the criminal justice system.

The absence of formal education amid the imprisoned population is deep-rooted in a considerably greater fiasco of the public education system in communities across EU, a failure that confines the economic, political, and social opportunities accessible to people in these communities. For numerous individuals, even at the start of the 21st century, the great transformative power of education remains out of scope. The importance of admission to high-quality education for incarcerated and previously incarcerated people has once again gathered attention as part of a greater conversation on strategies for addressing the social and financial challenges produced by mass incarceration and prisoner re-entry.

Research reveals that education can change thinking, encourage pro-social behavior, growth employment, and decrease recidivism.

Education's power to change lives in both perceptible and imperceptible ways makes it one of the most appreciated and real tools we may have for helping people reconstruct their lives subsequently imprisonment, as well as for fighting crime and dropping criminal justice budgets. While providing education inside prison environment is stimulating, education programs can flourish within prisons when devoted educators are fortified with the necessary resources and are reinforced by prison administrators and staff. There is still a great deal to study about what program models work and what instructional approaches, staff training and qualifications, technology applications, participation motivations and other program mechanisms are active for diverse types of students.

Providing first-rate education in juvenile justice settings presents exclusive challenges for the managers, teachers, and staff who are accountable for the education, rehabilitation, and wellbeing of youths committed to their attention. These encounters cannot be overwhelmed without vision, commitment, and leadership. There is also a serious need in the field for supportive resources grounded in the obtainable research, practitioner knowledges, and capable practices from around the countries. The services provided to them in secure care facilities must be developmentally suitable and emphasis on the youths' educational, social-emotional, behavioral, and career planning needs so that their time inside a secure facility becomes a constructive exercise throughout which they reach new skills and move on to a more creative pathway.

The attitudes outlined underneath are not explicit just to prison education, however they may offer valuable vision into how best to educate imprisoned juveniles. Obviously, there is still a great deal to learn about what works in prison education, as well as how efficacious programs function and what program models are most effective for diverse types of students.

- A harmless, well facility-wide climate that prioritizes education, delivers the circumstances for learning, and inspires the essential behavioural and social support services that address the individual needs of all youths, together with those with disabilities.
 - Obligatory funding to support educational opportunities for all youths inside custodial systems, including those with disabilities, similar to opportunities for peers who are not system-involved.
 - Recruitment, engagement, and retention of trained education staff with skills relevant in juvenile justice settings who can completely influence long-term student outcomes
 - Proper processes and procedures – through statutes, memoranda of understanding, and practices – that guarantee efficacious steering across child-serving organisations and smooth re-entry into societies.
 - Programs should have visibly defined recruitment and employment procedures for instructors and policies that categorize what constitutes competent program staff.

- Programs must be provided in atmospheres helpful of learning in which students feel physically safe and easy. Programs must use resources and activities that have been designed particularly for juvenile learners and are **“applicable and expressive to students’ life settings.”** In addition to print materials, programs must use computers and distinct training.

My support for critical juvenile education in prisons and my criticism on the policy documents might be too utopic as one has to consider the realm of the possible. Funds are not unlimited and hereafter limitations have to be made in what can be offered and what should be given importance. Even though official policy documents incline to be determined and condescending while the reality falls short of those high ambitions, the documents offer a sense of direction and authenticate good practice on the ground. Prison education, implemented in the philosophy of critical education, can supports to more equality and social justice. Supplementary, it is important to rethink how we depict inmates (and especially juveniles) in policy documents as these shapes how society reflects about them.

. Education, as stated in the Declaration of Human Rights, should be provided to everybody as their fundamental right. This applies also to inmates and one needs to deliver a comprehensive curriculum pointing at an all-inclusive growth of the person. It should not be compulsory in the direction of being used only for economic purposes. The governments have a specific accountability in providing inmates genuine education as they are reliant on what is accessible within the prison. They have no chance to turn to different education institutions and henceforth constituting one of the most vulnerable groups regarding access to education.

To settle, to focus and improve prison education is a acknowledgement of the human rights and its applicability to truthfully all



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