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Provisions of education in correctional institutions in Palestinian legislation: Comparative analytical study

Essam Hosni Al-Atrash

Criminology and Law, Faculty of Law, Al-Istiqlal University, Jericho, Palestine

* Corresponding Author: **Essam Hosni Al-Atrash**

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Abstract

This study aimed to explore the provisions of education in correctional institutions as outlined in Palestinian legislation, highlighting the importance, controls, types, and means of education in such settings. The researcher employed an analytical approach, focusing on the Palestinian Correction and Rehabilitation Centers Law No. (6) of 1998, alongside a comparative analysis with the Nelson Mandela Rules of 2015 and the European Prison Rules of 2020. The study found that, unlike the Palestinian legislator, the Nelson Mandela Rules mandate education for illiterate inmates, and the European Prison Rules emphasize special provisions for individuals with special needs. In contrast, the Palestinian legislator restricts educational programs in correctional institutions based on available resources and security considerations, assigning responsibility for coordinating education to the Department of Correction and Rehabilitation Centers, unlike the Mandela Rules, which do not specify such an entity. Based on these findings, the study recommends that the Palestinian legislator amend Article (30) of the Correction and Rehabilitation Centers Law to make education for juveniles and illiterates compulsory, remove the restrictive phrase concerning available capabilities and security from Article (30) to avoid limiting educational programs, and revise Article (31) to prevent the designation of a specific coordinating body for educational programs, thereby making it a societal responsibility mandated upon official authorities.

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Introduction

The use of education in correctional institutions as a means of rehabilitating offenders is gaining momentum in correctional systems, as correctional education is seen as an essential tool to change the behavior, standards and knowledge of imprisoned individuals to prepare them for their smooth reintegration into society, therefore, the primary goal of the correctional institution is to ensure that inmates leave correctional institutions while fully empowered with the skills to live a productive life after leaving the correctional institution, so great efforts have been made to make the education system relevant to the needs of adult inmates. Much remains to be done to make it provide inclusive individual development rather than an exclusive focus on economic goals (Paul & Kasonde, 2021) ^[2].

There are nearly 11 million people in corrections worldwide, a number that is constantly increasing, with overcrowding of correctional institutions, too often, correctional systems around the world are in crisis, unable to provide services such as education to the required level in accordance with international standards, and education, however, is a fundamental human right, and inmates should not be deprived of it and it is a right enshrined in the Universal Declaration of Human Rights, and at the heart of UNESCO's mission, It means the right to lifelong learning and this includes providing access to quality education from the first day of imprisonment and beyond the day of release. (Al-Atrash, Al-Hajri, 2023) ^[3].

Study problem

Article 24 of the Palestinian Basic Law of 2003 stipulates the right to education as a constitutional right of citizens, of which no.

one may be deprived

Society and providing citizens with values and knowledge that improve their behavior, so the administrations of correction and rehabilitation centers are keen to implement many educational and educational programs at all levels, whether university or school, in coordination with the competent ministries such as the Ministry of Education and Higher Education or with universities, these programs that the Department of Correction and Rehabilitation Centers seeks to contribute to improving the psychological, social and cognitive status of the inmate, which facilitates his reintegration into society directly or indirectly, and therefore the problem of study lies in identifying the provisions of education in correctional institutions in accordance with Palestinian legislation.

Study Questions

This study attempts to answer the following questions:

- What is the concept of education in correctional institutions?
- Why is education in correctional institutions important?
- What are the controls for education in correctional institutions?
- What are the types of education in correctional institutions?
- What are the means of education in correctional institutions?

The importance of the study

The importance of this study in theory lies in the fact that it is one of the first studies that dealt with the role of education in penal and correctional institutions in accordance with Palestinian legislation and the base of Nelson Mandela, most of the previous studies that dealt with the subject were addressed by the Palestinian Correction and Rehabilitation Centers Law No. 6 of 1998 without addressing the rules of Nelson, which are considered the ideal and typical rules for the treatment of inmates, in addition to that this study touched on two axes that have not been addressed in any of the studies The previous two related to the role of the library and digital literacy in penal and correctional institutions, and therefore the practical importance of the study lies in helping specialists, especially the Department of Correction and Rehabilitation Centers in the Palestinian Police Service, to identify the role of education in accordance with the Correction Centers Law and its compatibility with the standards set by the Nelson Mandela Rules for education in penal and correctional institutions.

Objectives of the study

This study attempts to achieve the following objectives

- Identify the concept of education in correctional institutions.
- Prophets of the historical emergence of education in correctional institutions.
- Demonstrate the importance of education in correctional institutions.
- Discuss the controls of education in correctional institutions.
- Determine the types of education in correctional institutions.
- Clarify the means of education in correctional institutions.
- Learn about digital education correctional institutions.

Study Methodology

In his study, the researcher used the analytical method, through the analysis of the relevant laws, especially the Palestinian Correction and Rehabilitation Centers Law No. (6) of 1998, and the researcher also used the comparative method to identify the compatibility of the provisions of education in the Palestinian legislation with the rules of Nelson Mandela for the year 2015, and the rules of European correctional institutions for the year 2020.

Study Plan

The first requirement: the nature of education in correctional institutions

Section I: The concept of education in correctional institutions

Section II: The Historical Emergence of Education in Correctional Institutions

Section III: The Importance of Education in Correctional Institutions

Second Requirement: organization of education in correctional institutions

Subchapter I: Controls of Education in Correctional Institutions

Section II: Types of Education in Correctional Institutions

Section III: Teaching Methods in Correctional Institutions

First Requirement

What is education in correctional institutions?

Education in correctional institutions is one of the main programs sought by correctional departments, due to its importance in reforming and rehabilitating inmates on the one hand, in addition to its contribution to imposing order and security, so it is necessary to address the nature of education in correctional institutions in terms of definition, and clarify the historical emergence of education in correctional institutions, in addition to the need to clarify the importance of education in correctional institutions.

The concept of education in correctional institutions

Given that many inmates lack the employability skills needed to join the workforce upon release, policymakers often assert that education in a correctional institution should prepare inmates for employment primarily, with a particular focus on vocational skills. The context of the correctional institution, (Bozick. 2018, p392) ^[12] Some assert that education in a correctional institution should be seen as part of the social justice framework, and in light of the large numbers of people in the correctional institution who belong to marginalized minorities and minorities, some scholars believe that education in the correctional institution should be part of the process of raising awareness, but officials at the international level argue that education should be used as a tool for rehabilitation, and this approach tends to prioritize education. In correctional institutions, not as a right, but as a means to an end, the goal is rehabilitation, and a prominent feature of this understanding of education as a means of rehabilitation is the promotion of vocational training to prepare inmates for employment upon their release, and it is understood that governments and penal policymakers are keen to promote this approach to education, which can raise inmates' skills, prepare them for the workforce, and hopefully prepare them for employment that will encourage them to move away from a life of crime (Bozick. 2018, p392) ^[12].

For our part, we see that the difference in the concept of education in correctional institutions stems from the difference in the goal of education in correctional institutions and the target groups of it, but we tend only to consider education in correctional institutions as a means to achieve an important goal, which is the reform and rehabilitation of the inmate, education may help to modify his behavior and thought on the one hand, in addition to that it enables him to find a job opportunity in the market upon his release from the correctional institution, or enable him to work within the institution itself based on Work programs in those institutions.

The historical emergence of education in correctional institutions

Education in the correctional institution is as old as the institution itself, as much controversy has arisen about the emergence of the modern correctional institution and its desire for punishment, discipline and control, and early discussions have revealed a degree of convergence between the goals of the modern correctional institution and the goals of education in the correctional institution, namely personal change and transformation in the behavior of the individual, which is basically a form of what is today loosely called "rehabilitation". The early creators of punishment, who promoted imprisonment as a humane form of punishment, wanted education to play a role in their institutions, although there was not always consensus on the nature or type of education that should be provided, as some wanted religious education, to encourage inmates to reform their immoral methods, leave their sin (i.e., criminality) behind, and become law-abiding citizens, others stressed that inmates should be taught to work hard, thus enabling personal transformation, in fact, some believe that Punishment can contribute to the reform of inmates in its own right, as the experience of detention and isolation provides a useful opportunity for reflection (Morris & Rothman, 1998) ^[17].

Although education in the correctional institution became popular in the twentieth century, its first appearance dates back to the modern correctional institution in the early nineteenth century, where the historian of education in the correctional institution (Thom Geering) argues that there is a "hidden heritage", and that historical calculations have overlooked a number of radical and highly progressive practices that long preceded the professionalization of education in the correctional institution, among the prominent innovators is Elizabeth Fry (1780-1845), a middle-class and well-connected English Quakers, began organizing educational activities at Newgate Prison in London in 1817, and in 1840, Alexander Macconuche (1787-1860) became governor of Norfolk Island, a prison island in Australia, who believed that cruelty degraded the inmate and the society that followed it, as punishment should not be revenge, but rather a means of enabling the inmate to social reform. In the twentieth century, countries around the world adopted its innovations as progressive punitive policies, and Janie Porter Barrett (1865-1948) opened the Virginia Industrial Home School for Girls, with the support of many black and white women, and its program of self-reliance and self-discipline provided academic and professional instruction, and focused on providing support. By the early twenty-first century, practically every jurisdiction in the world had integrated some form of education into its correctional institutions, with many regions establishing their own professional

organizations, and in 2014, October 13 was officially declared the International Day of Education in Correctional Institution (Gehring, 2017) ^[15].

The importance of education in correctional institutions

The importance of education in correctional institutions is evident in the following areas:

First: Reducing the phenomenon of recidivism: Studies by the US Bureau of Justice Statistics found high rates of recidivism among released inmates, as one study that tracked 404638 inmates in 30 states after their release from correctional institution found that about 2/3 (67.8%) of released inmates were rearrested within 3 years of their release and more than 3/4 (76.6%) were rearrested within 5 years, and more than half (56.7%) of these arrests were It was in the first year after their release, however, there was a 43% reduction in recidivism rates for those inmates who participate in education and education programs in correctional institutions, in fact, the higher the educational score, the lower the recidivism rate, 14% for those who obtained an associate's degree, 5.6% for those who obtained a bachelor's degree, and 0% for those who obtained a master's degree (Northwestern Prison Education Program, 2024) ^[20].

Secondly: A study by the Department of Political Studies at the University of California, Los Angeles, for example, found that a million-dollar investment in correctional education would prevent more than 600 Another study found that for every dollar invested in correctional education, taxpayers provide 4-5 U.S. dollars in re-incarceration costs for the first three years after release. (Northwestern Prison Education Program, 2024) ^[20].

There: is a significant reduction in violence and disciplinary offenses among those involved in correctional education, as a survey of the Indiana prison in the United States, for example, showed that incarcerated people who attended college classes committed 75% fewer offenses. Education and education in correctional institutions breaks down racial and ethnic barriers that are often the cause of tension and violence in correctional institutions, significantly improves staff-inmate relations, significantly enhances inmates' self-esteem, and increases inmates' high self-esteem and self-esteem. (Herzog-Evans, 2011) ^[16].

Fourthly: Community and intergenerational benefits: The impact of education goes beyond the walls of correctional institutions themselves, and extends to the communities of incarcerated students, where studies suggest, for example, that post-secondary education in correctional institutions has many positive effects on incarcerated children, providing an opportunity to break the intergenerational cycle of inequality and correctional institution. (Northwestern Prison Education Program, 2024) ^[20].

The Nelson Mandbla Rules affirm in paragraph 4.1 the purpose of education in correctional institutions, which is to ensure the integration of inmates after their release into society, so that they can live on their own in respect of the law, while the Palestinian Correction and Rehabilitation Centers Law No. 6 of 1998 does not explicitly stipulate the purpose of education programs in correctional institutions. Making a qualitative change in the pattern of response to the stimuli surrounding the individual, whether internal or external influences, and this qualitative change in response is followed by a change in the pattern of the individual's behavior and behavior towards stimuli and prohibitions in the situation, and the type of this change is determined in the

response pattern and in the quality of behavior in the standards and rules of etiquette and behavior followed in the social environment (Arim, 1977, p. 161)^[11], as reform is defined as changing the behavior of the offender to prevent future crime, for example by requiring the offender to receive treatment for drug addiction or alcohol abuse (Sentencing Council, 2017)^[22].

For our part, we believe that the contribution of education to the reform and rehabilitation of inmates is through the following:

- The psychological impact of education on inmates, through the inmate's sense of stability and psychological comfort, if he becomes an educated person, especially if he is illiterate, through the knowledge he acquires.
- The social impact of education on inmates, through their ability to communicate with others as a result of the thinking skills acquired from teaching in correctional institutions.
- The economic impact of education on inmates, through what education allows them to compete in the labor market, where they have a greater chance of finding a job than being uneducated, especially in the types of vocational education.

Certainly, the psychological, social and economic components, if available to a person, greatly help in integrating into any social environment, even if it is alien to it or absent from it for long periods.

Second Requirement

Organization of education in correctional institutions

Education in correctional institutions, like all correctional and rehabilitation programs, needs to be regulated in terms of education controls in correctional institutions in accordance with the rules of Nelson Mandela, the rules of European prisons and Palestinian legislation, in addition to defining the types of education in correctional institutions, and the means through which education and knowledge transfer in correctional institutions take place.

Controls of education in correctional institutions

There are many controls referred to by the Nelson Mandela Rules, the European Prison Rules and the Palestinian Correctional and Rehabilitation Centers Law on Education in Correctional Institutions, which we will refer to as follows:

First: Compulsory education in correctional institutions: The Nelson Rules of 2015 stipulate in Article (104/1) that education in correctional institutions is compulsory for juveniles and illiterates, as for the rest of the capable prisoners, they are not binding, but correctional institutions seek as much as possible to continue their education for prisoners, while the European prison rules for the year 2020 indicated the need to pay special attention to the education of juveniles, people with special needs, and inmates who lack basic or vocational education and have reading and writing needs, as for the Correction Centers Law. Article 30 of the Palestinian Rehabilitation Act No. 6 of 1998 stipulates that correctional institutions, in coordination with the competent authorities, shall organize literacy courses for inmates who are unable to read and write, and provide educational opportunities for other inmates to continue their education, in accordance with the available capabilities, and to maintain the security of inmates and the security of the centre.

For our part, we have the following observations:

- I agree with the rules of Nelson Mandela that the education of illiterates and juveniles should be compulsory, because of the need for these groups to increase their scientific knowledge, especially illiterate people who do not find decision-making and writing.
- I agree with the European prison rules, which indicated the need to pay special attention to people with special needs in addition to juveniles, and here we emphasize the need for the Palestinian legislator to adopt the mandatory education of people with special needs at all educational levels according to their qualifications.
- I disagree with the Palestinian legislator who restricted education in correctional institutions, with the available capabilities or maintaining the security of the center or the security of inmates, because a successful administration is the one that is able to coordinate with the official authorities and the private sector to secure the resources available for the application of education in educational institutions, and that successful management is the one that can implement the education program without prejudice to either the security of the center or the security of inmates, nor do we believe that education in correctional institutions may affect the inmates or the center.

Second: Providing the elements of education in correctional institutions: Article (31) of the Palestinian Correction and Rehabilitation Centers Law No. 6 of 1998 indicates the need for the Department of Correction and Rehabilitation Centers to coordinate with the competent educational authorities such as the Ministry of Education, the Ministry of Higher Education and Palestinian universities, to provide the necessary ingredients for inmates to read, study and continue their university studies, and to enable them to take exams under the direct supervision of the competent educational authorities, whether inside or outside the center. Article 104/1 states that arrangements are made to continue the education of prisoners who are able to benefit from it, and the European Prison Rules for 2020 indicate that each prison must strive to provide all inmates with access to educational programs that are as comprehensive as possible and that meet their individual needs while taking into account their aspirations. In light of this, we have the following observations:

- We agree with the rules of Nelson Mandela when it did not specify who should provide the elements of education in correctional institutions, where the phrase "takes" was used, and this is preferable because education is the responsibility of everyone, especially the Ministry of Education and the Ministry of Higher Education, which must initiate and coordinate with correctional institutions to provide the elements of education in those institutions.
- We disagree with the European prison rules, which require the management of correctional institutions to provide access to comprehensive educational programs as much as possible, and the first is that the provision of educational programs is binding on correctional institutions and the relevant official authorities.

Third: Inmate's academic certificate: Article (32) of the Correction and Rehabilitation Centers Law No. 6 of 1998 indicates that the educational certificate granted to the inmate must not include any information and data that appears to have been granted to him while he is in the correctional

institution or from a school attached to it, while the Nelson Mandela Rules or the European prison rules did not refer to this. With regard to job opportunities, economic institutions and businessmen do not prefer an employee with a university degree from a correctional institution, for several considerations, including:

- An indicator of the employee's behavior, as it gives the impression and perception that the result of his bad behavior has been restricted his freedom in the correctional institution, and therefore they prefer people without precedent to people who have been sentenced, and this is what we call stigmatization.
- It is also an indicator of employee incompetence, as education in correctional institutions cannot match education outside correctional institutions.

Thus, the correctional institution does not grant academic certificates, but are awarded by universities or schools, and in this direction it only indicates any data concerning the place of application of the study program, but rather what is focused on is the acquisition of knowledge that enabled it to obtain a scientific qualification.

Fourth: Quality of Education in Correctional Institutions: The Nelson Mandela Rules indicate in Article (104/2) that education in correctional institutions must be consistent with general education in the country, as indicated by the European Prison Rules of 2020, which, as far as possible, the education of inmates must: a) be integrated into the country's vocational education and training system so that after their release they can continue their education and vocational training without difficulty, b) Under the auspices of external educational institutions, the Palestinian legislator omitted this and did not address the need for education in the correctional institution to match education abroad.

In light of this, we have the following observations

- We agree with European prison rules that the education of inmates should be sponsored by an external educational institution, so that the quality of education in correctional institutions is similar to education abroad, as educational institutions are able, through their academic and administrative competencies, to provide the same educational service in the correctional institution.
- We agree with the European prison rules when they referred to the term (integrated) and not (consistent) as indicated by the Nelson Mandela rules, the term integration refers to a major role exercised by educational institutions abroad in providing the same service they provide, while the term consistent does not refer to a large role that can be exercised by educational institutions, but rather refers to compatibility and non-disagreement with the requirements of education abroad.
- We believe that the success of this is linked to many things, most notably the preference of the management of correctional institutions for education within correctional institutions over any other organizational or security aspects at a minimum, as well as requiring supervision from the competent ministries on education in correctional institutions, in addition to incentive incentives, and here we agree with the Palestinian legislator, who referred in article (33) to granting appropriate incentive incentives to inmates who obtain general or university degrees during their stay at the center.

Types of education in correctional institutions

Early forms of education in corrections focused on basic education and adult vocational skills, higher education does not tend to be a priority, partly due to the educational backgrounds of prisoners and low levels of traditional educational attainment. In front of education. In Russia, the Modern Humanitarian Academy (MHA) provides distance education at all levels from primary to secondary education to higher education (bachelor's, master's and specialized degrees) and graduate programs, and inmates pay reduced fees to participate in these programs (Douglas-Gabriel, 2020) ^[14].

There are significant benefits to higher education for students, correctional institutions, universities and the wider community, however, they have also identified many difficulties in terms of accessing and supporting all forms of higher education in the correctional setting, particularly in the case of graduate students conducting research and their supervisors, these are not the only challenges facing inmates in higher education, while they are understandably motivated to achieve an academic qualification by anticipating a more attractive future, the qualification alone does not guarantee So even when higher education opportunities were available to them, students' expectations remained low, because the likelihood of obtaining a higher degree did not allay their fears that the stigma resulting from being branded as a "former inmate" would negatively affect their ability to participate in society (Douglas-Gabriel, 2020) ^[14].

The Nelson Mandela Rules added religious education in countries where it was possible, the Palestinian Correction and Rehabilitation Centres Act defined the stages of education in correctional institutions as literacy, education in public and vocational schools, university education, religious, ethical, educational and cultural seminars and lectures, and the European prison rules did not address the stages of education in correctional institutions. (Al-Atrash, Al-Hajri, 2023) ^[4].

In general, education in correctional institutions can be divided into the following types:

First: General Education: This type of education is carried out by an educational guide specialized in educational guidance and evaluation, and his task is to try to identify the educational level of inmates, so that they can make the appropriate and proper choice of academic level and curricula, in addition to identifying their future vision in the light of studying the past and present, and also helps them draw future plans for their future, especially since the inmate is in a correctional institution and not in a school or university that helps in his upbringing (Najm, 2023) ^[19], and therefore educational guidance means helping the inmate in Drawing up educational plans that suit his inclinations, abilities and goals, and choosing the appropriate type of study and curricula (age, and therefore general education in correctional institutions may be literacy education, school education, university education, or postgraduate studies.

Second: Vocational education: Vocational education is directly related to the achievement of technical skills that may contribute to providing the inmate with experiences that enable him to join professions after his release, and therefore this type of education must take into account the needs of the market and the desire of the inmate, so vocational education in the correctional institution must be interconnected and consistent with education abroad, and vocational education in

correctional institutions is diverse and multiple, some of which are related to handicrafts and some of which are related to automated industries, and vocational education includes lectures Theoretical and practical (Al-Dhahyan 2001) ^[6].

Third: Digital education: Digital literacy is perhaps one of the most challenging educational issues facing policymakers today, and it is also one of the most neglected types of education in the correctional institution in terms of policy and practice, as many correctional directors and policymakers resist calls to allow inmates access to the Internet, although education is a human right and digital literacy is the key to access education in the modern world, but restricted access to the Internet It remains the norm in adverse risk environments, where trust is low and exclusionary sanctions policies dominate, many of those who end up in the criminal justice system have negative experiences in education for the first time, and therefore have low levels of traditional educational achievement, so digital literacy is essential if they want to work and communicate through a variety of media In the modern world, digital skills are not only vital in the workplace; they are important for practically every aspect of the Aspects of social interaction, from smartphone use to connecting with family and friends, booking a holiday, ordering fast food and shopping online, moreover, digital literacy is now an essential means of engaging in education outside the context of the correctional institution (UIL, 2020b) ^[25].

In the light of the types of education reviewed in correctional institutions, we believe that a set of things determine the appropriate type.

- Material and human resources in correctional institutions.
- Awareness of correctional institution administrations of the importance of digital education.
- The area of the correctional institution and the possibility of including it in vocational education workshops.
- The cooperation of the official authorities, especially the Ministry of Education and Higher Education, and their keenness to follow up and educate inmates.
- Inmates' competence and qualifications.
- Inmates' desire for education in correctional institutions and their keenness to obtain an educational qualification that enables them to work after their release.

We also believe that to overcome all the material and administrative obstacles that may face education in correctional institutions, the e-learning system can be followed, especially the spread of this experience in the recent period after the spread of the Corona virus, and the dependence of many educational institutions on this type of education, especially at the postgraduate level, which does not require in the normal situation a face-to-face commitment of students.

Means of education in correctional institutions

The Palestinian Correction and Rehabilitation Centres Act No. 6 of 1998 defines a range of means by which the correctional institution can be prepared to implement education programmes of all kinds.

First: Holding seminars and lectures: Article (34) of the Palestinian Correction and Rehabilitation Centers Law indicates that (the Directorate General, in coordination with the management of the centers, holds educational seminars, gives guidance, moral, religious, educational and cultural

lectures, and provides the opportunity for all inmates to participate in them), while the rules of Nelson Mandela indicate in Article (105) that (recreational and cultural activities are organized in all prisons in order to ensure the physical and mental health of prisoners), where in accordance with the rules of Nelson Mandela, seminars and lectures are included in educational activities. As for the European prison rules, they do not address any activities, lectures or seminars, and in light of this, we have the following observations:

- The Palestinian legislator and the Nelson Mandela Rules distinguished between educating inmates and educating them, which is a good approach, as they are two completely different things, as education is a broader concept than education, as it takes different forms such as activities and the provision of books, magazines and newspapers that contribute to educating inmates and expanding their perceptions, and occupying their free time with useful things. (Tharwat, 1998)
- The Palestinian legislator distinguished between the terms educational seminars and educational lectures, which is a good approach, as the seminar is completely different from the lecture, but we tend to use the term cultural activities to include all means.
- The rules of Nelson Mandela did not specify the nature of activities, but were satisfied with the phrase cultural activities, unlike the Palestinian legislator, who defined their nature as indicative, moral, religious, educational or cultural, and here we tend with the rules of Nelson Mandela not to restrict the nature of cultural activities.
- Cultural activities contribute to the success of educational programs in correctional institutions, as educated inmates are more likely to engage in correctional education programs.

Second: Bringing books, magazines and newspapers: Article (36) of the Palestinian Correction and Rehabilitation Centers Law allows inmates to attend books, magazines and newspapers that are legally allowed to circulate at their expense, as confirmed by European prison rules of the need to provide books, magazines and newspapers, but within the contents of the library and at the expense of the correctional institution, which works to provide them to inmates.

- The Palestinian legislator did not distinguish between books, newspapers and magazines, books are a means that can be used in education, while newspapers and magazines are for the general culture of inmates and to communicate with the outside world, newspapers in particular make the inmate feel his communication with the outside world by following all the news that surrounds the society in which he lives. (Wreikat, 2012)
- The Palestinian legislator specified that books, magazines and newspapers should be at the expense of inmates, which contradicts modern punitive philosophy, so we believe that the correctional institution is the one that must provide these requirements for the success of the cultural and educational program in the correctional institution, especially since the financial situation of inmates is weak and cannot buy any books, magazines or newspapers.
- European prison rules specify books, magazines and newspapers within the contents of the library, since the correctional institution provides them to inmates, unlike the Palestinian legislator, which distinguished them from the contents of the library as they are at the expense of

inmates.

Third: The Library: There is no doubt about the importance of developing a library in the correctional institution, because of its importance in preparing education programs for success through the use of inmates with the books available in the library to prepare any reports and research required by educational programs, whether at the level of school or university education, literacy and even digital education, and on the other hand, the importance of the library appears to increase the education of inmates in different topics and fields according to their inclinations and desires, so the Department of Correctional Institutions is keen to provide books in all disciplines and domains (Abdul Sattar, 1992).

Article 35 of the Palestinian Correction and Rehabilitation Centres Act affirms that "a public library shall be established in each centre aimed at educating and refining inmates, provided that it includes useful publications that are legally permitted to circulate, and inmates are encouraged to read and benefit from such books and publications in their spare time and have appropriate opportunities to achieve this." Other media, where possible, the library of the correctional institution should be organized in cooperation with the Community Library Services (Council of Europe, 2020) and the Nelson Mandela Rules stated in Rule 64 that every correctional institution should have a specialized library for different categories of inmates with adequate and informative books and encouraged to make the most of them.

In light of this, we have the following observations

- We disagree with the Palestinian legislature and the Nelson Mandela rules when they define the purpose of establishing the library as educational and educational for inmates, unlike the European prison rules, which were successful when they defined the purpose of establishing the library in the correctional institution as educational and educational.
- We disagree with the Palestinian legislator when he limits access times to the library as leisure, as the principle is that the library be available to inmates at all times, as education in the correctional institution is a priority.
- We agree with the rules of Nelson Mandela when they specified that one of the controls for the establishment of the library is that it should be for different categories of inmates, and that it should include a sufficient number of books to benefit the largest possible number of inmates, contrary to the Palestinian legislature and the European prison rules.
- European prison rules agreed when they pointed to the need to organize the library in the correctional institution in coordination with the official library in the country, as this constitutes an addition to its value in terms of its management and the quality of the books in it, as the experience of the staff in the community library is greater than the experience of workers in correctional institutions.

Conclusion and Recommendation

In 2014, October 13 was officially declared the International Day of Education in Correctional Institution. Education is important in the correctional institution in terms of reducing recidivism, reducing the cost of crime, in addition to the internal benefits for inmates, not to mention the main goal of reforming and rehabilitating inmates.

According to the Nelson Mandela Rules, the education of illiterate inmates is mandatory, unlike the Palestinian legislature, and the rules of the European prisons pay special attention to people with special needs.

The Palestinian legislature restricted education in correctional institutions to the available means or to maintain the security of the center and the security of inmates.

The Palestinian legislator has designated the Department of Correction and Rehabilitation Centers as a responsible body to coordinate with educational bodies, contrary to the Nelson Mandela Rules, which do not specify the entity.

According to the Palestinian legislature, the educational certificate granted to an inmate does not include any information and data that appears to have been granted to him while he was in the correctional institution or from a school attached to it.

The Palestinian legislature did not address the need for education in the correctional institution to match education abroad.

The Palestinian legislator specified the types of education in the correctional institution through literacy, education in public and vocational schools, university education, and religious, ethical, educational and cultural seminars and lectures, while not addressing digital education.

There are many financial and administrative obstacles to the implementation of education programs in correctional institutions.

The Palestinian legislator and the Nelson Mandela Rules distinguished between educating inmates and educating them, as well as between the terms educational seminars and educational lectures.

The Palestinian legislator did not distinguish between books, newspapers and magazines, as books are a means that can be used in education, while newspapers and magazines are for the general culture of inmates and for communication with the outside world.

The Nelson Mandela Rules and the Palestinian legislator specified that the purpose of establishing the library was educational and entertaining and not as educational as the European prison rules.

The Palestinian legislator did not indicate the need to organize the library in the correctional institution in coordination with the community library.

We recommend that the Palestinian legislator amend the text of Article 30 of the Correction and Rehabilitation Centers Law to make the education of juveniles and illiterates compulsory.

We recommend that the Palestinian legislator delete the phrase "according to the available capabilities and requirements for maintaining inmates and the security of the center" from the text of Article (30), in order not to restrict educational programs.

We recommend that the Palestinian legislator amend the text of Article (31) of the Correction and Rehabilitation Centers Law by not specifying a coordinating body for educational programs so that they are a societal responsibility and binding on the official authorities.

We recommend that the Palestinian legislator delete the text of Article (32) of the Correction and Rehabilitation Centers Law, which relates to the inmate's academic certificate, as the certificates issued by educational institutions do not include the place of issue.

We recommend that the Palestinian legislator add a text that includes the need for education in correctional institutions to

be identical to education abroad.

We recommend that the Palestinian legislator add the text of an article that includes the need to adopt digital education as one of the types of education in correctional institutions.

We recommend that the Palestinian legislator amend the text of Article (35) of the Palestinian Correction and Rehabilitation Centers Law so that the purpose of establishing the library is educational and educational.

We recommend that the Palestinian legislator delete the text of Article (36) of the Correction and Rehabilitation Centers Law, which includes Sammaj for inmates to bring books and magazines at their expense.

We recommend that the Ministry of Education and Higher Education and the Department of Correction and Rehabilitation Centers rely on the e-learning system in correctional institutions as an alternative to face-to-face education.

We recommend that the Palestinian Correction and Rehabilitation Centers Department coordinate with the private sector to fund educational programs in correctional institutions.

We recommend that the Department of Correction and Rehabilitation Centers educate workers about the importance of education in correctional institutions by holding specialized training courses for their employees on modern methods of managing educational programs.

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