



Research-informed policy recommendations for the Sustainable Development Goals

Creating trustworthy learning spaces in prison

SDG Commitments - Transformational Transnational Education

Strengthening Policies and Building Industrial: Public Awareness Towards Sustainable



re-connect with the world they return to, and increased likelihood of associated socio-economic and human problems this creates.

The available evidence suggests that people held in prison have been left behind for many years in terms of their access to opportunities for education and learning in England and Wales. If anything, the gap grows further as access to learning resources in prison diminishes and the problems slip further down the political priority list. Reviews commissioned by the UK government, focusing on the adult and child prisons estates respectively (Coates, 2016) have corroborated the importance of making progress in this area. The consequences of low academic skills and achievement for individuals left behind by the educational system are considerable, particularly in a competitive market economy. Engagement with educational initiatives has the capacity to create a more stable environment in which prisoners can serve their sentences securely and safely (Nichols, 2021). Additionally, staff whose role it is to ensure that safety, can work in safe and humane conditions that should be expected in modern penal practice.

About the research

It iSpan 4MCID 3/Lang (en-GB) BDC q0.019 Tf26 405.68 560.67 Tm0.349 g06.42 Tm0.349 g1249 g1 0 vTm060

Results, conclusions, and recommendations

Recommendations

Recommendation 1: Promote and protect people's right to education in prison, so that it is more widely practiced

The Council of Europe sets out three 'justifications' for education in prison (Council of Europe, 1989): to limit the damage and degradation done to men and women by imprisonment; to support to address prior educational disadvantage commonly experienced by people in prison, and to support the process of moving away from crime.

Despite, or perhaps partly because, it is more than 40 years old, this declaration has been eroded in the context of England and Wales. The review of prison education by Dame Sally Coates (2016) recognised the need to revitalise commitments to prison education, proposing the more widespread use of partnerships with universities.

The Council of Europe is clear that education for people in prison has wider purposes than preventing recidivism or finding employment, important though these are in practical terms. In particular it highlights the need for a holistic understanding of education, that recognises the benefits of learning for the sake of learning. My research with long-term sentenced prisoners strongly suggests this is fundamentally important.

Recommendation 2: Create opportunities for learning that recognise the particular circumstances of people in prison, and their humanity

As recognised by Coates and the Council of Europe, amongst others, new pedagogical approaches are required that recognise the particular circumstances of people in prison, and their humanity.

Importantly, this should not be understood as 'offender learning'. There is no evidence to suggest that so-called 'offenders' learn any differently to non-incarcerated people. Their circumstances, however, do create particular pedagogic requirements and opportunities for learning.

Recommendation 3: Re-privilege the creation of informal dialogic learning spaces in prisons, and other

About the author

Acknowledgements

References

Beacons, not Towers: How Higher Education Can Help Achieve the Sustainable Development Goals

The scale of UK higher education transnational education 2019–20

*Defining the skills citizens will need in the future world of work.
Decolonising the curriculum*

The Challenges

1. Broad and Unspecific Guidelines

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PERKESO

About the author

Implementation of a Flood Risk Management & Awareness App to Public

Summary

About the author (s)

Acknowledgments

References

Improving outcomes for families with parental mental illness

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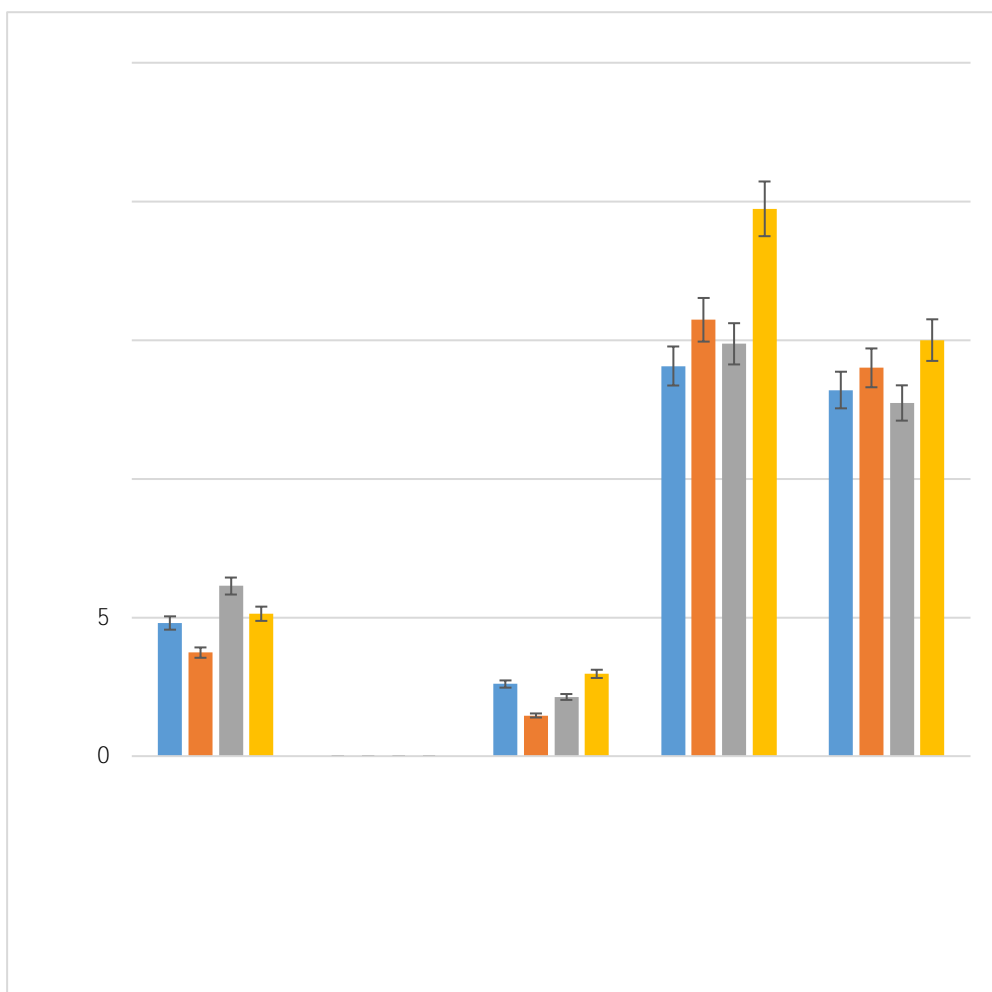
Recommendations

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Rounded Knives – Saving Lives: Crime Reduction and Accident Prevention

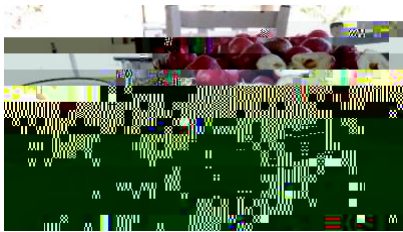
Summary

Results



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About the study



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Demonstrating Photovoltaic Thermal (PVT) Device to Promote

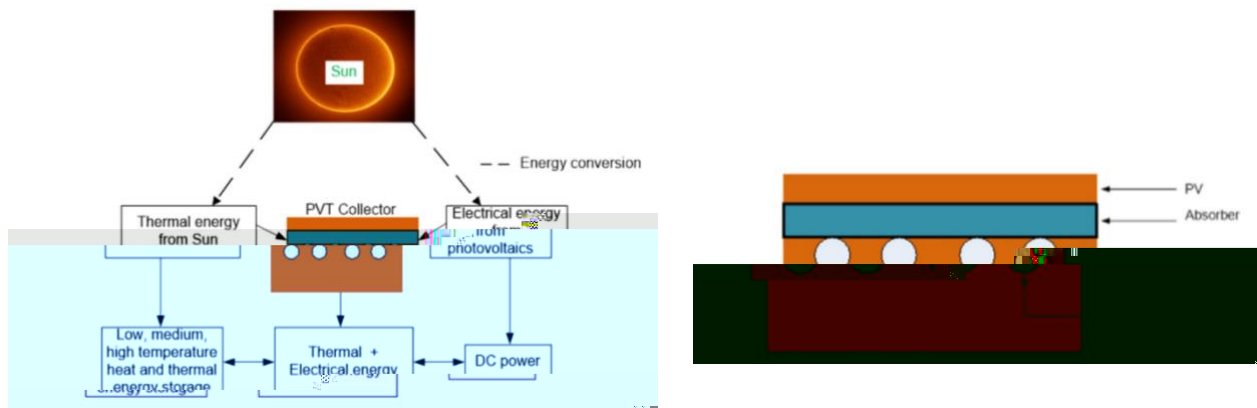
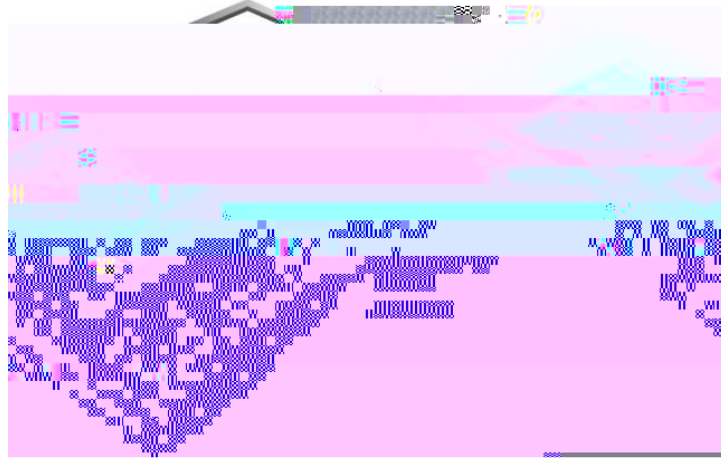


Figure 1. Scheme of typical PVT collector: a) main components, b) energy conversion, c) cross sectional view of PVT. [1,5,7]

About the study

Photovoltaic-thermal (PVT) collector

Environment

less harmful actions
respect the nature/biodiversity
GHG emission reduction
resource efficiency
green options

SDGs and PVT



About the authors

Government Green Procurement Guidelines

Government's initiatives in achieving Net Zero Commitment 2050:

1: Introducing carbon pricing and carbon tax

2: Initiating a new legal act on energy efficiency and conservation

3: Implementing circular economy model

Conclusions and Recommendations

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Strengthening Young People's Peace with Peace-Informed Practice

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