



EDUCATIONAL PROGRAMS AND EXPERIENCES IN DEVELOPED COUNTRIES OF THE WORLD TO PREVENT RECIDIVISM OF CONVICTED PERSONS

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Abstract: The importance of prison education is now recognized by many countries. Education is part of a comprehensive range of activities provided to persons serving a sentence of deprivation of liberty, and all of them are aimed at achieving one comprehensive goal - the socialization and reintegration of ex-convicts and the reduction of recidivism.

Key words: *education, convicted persons, recidivism, general education, rehabilitation, recidivism.*

Studies in various countries confirm that people in prison consistently have less educational experience than the general population. There is no doubt that there is an inverse relationship between recidivism rates and education levels, where the higher the education level, the less likely an individual will be rearrested or incarcerated.

Great Britain was one of the first countries to organize work aimed at full adaptation of education in its correctional institutions. Every prisoner in the UK has a right to an education; In all prisons, educational programs have been developed for evening classes and conditions have been created for them to receive vocational training. UK prison staff adhere to the following European Prison Rules when implementing social programmes:

1. In each institution, social education programs should be developed that ensure the development of the abilities of prisoners. Objectives of the program: improvement of prospects, resocialization, development of self-esteem, moral education.
2. Education should be considered as a form of organization of prisoners' free time, have the same status as work and be an integral part of correctional programs.
3. Prisoners have the right to study outside of prison.

Another country that places great emphasis on education programs for prisoners is the United States. The US Federal Bureau of Prisons offers a variety of programs to provide inmates with basic education and job skills to help them find employment after release. All facilities include elementary education, English as a second language, classes



for incarcerated parents, healthy lifestyle classes, continuing education for adults, library services, and how to organize free time. there are instructions on

In most cases, inmates without a high school diploma or general education certificate must participate in a basic education program and attend at least 240 hours of training or obtain a general educational certificate. Development (GED) certificate) they must attend classes. Prisoners who do not speak English must learn English as a second language.

Scandinavian countries have proven themselves to be the most successful in reducing recidivism. Prisons in Scandinavian countries are among the most effective in the world at rehabilitating prisoners and thus reducing recidivism in their countries.

Scandinavian countries' approach to punishment, their prison structure and society's perception of the goals of the penal system differ significantly from other countries. For example, when Norway adopted the prison model used in Denmark, Finland and Sweden, the country's prison population fell from 200 per 100,000 in 1950 to 65 in 2004. Similarly, in the Netherlands, an experimental prison was created to reduce costs and improve the success of prisoners after release, where the rights of prisoners are paramount and the main goal is to teach criminals that their choices have good and bad consequences. Although the laws and prison policies of each Scandinavian country (e.g. Norway, Sweden, Finland, Denmark) differ slightly, in general, the Scandinavian prison system differs from that of other countries, with high incarceration and recidivism rates. As a result of changes in penal policies, Scandinavian countries have achieved more positive results in the rehabilitation and education of offenders.

Many people with an ordinary (ordinary) understanding of the institution of deprivation of liberty and the purpose of punishment find it difficult to imagine a prison system that does not rely almost exclusively on punitive measures, but deals with the rights and rehabilitation of prisoners. Unlike other countries of the world, especially the American prison system, the Northern European prison system serves to rehabilitate prisoners to directly combat recidivism. For example, while the largest prisons in Europe hold an average of about 350 inmates, most Scandinavian prisons are relatively small and hold no more than 100 inmates. The small prison philosophy is based on the idea of maintaining a number of existing prisons in different parts of the country, allowing inmates to live closer to their families and communities. In this way, prisoners from Northern European countries can maintain both family ties and community roots by receiving rehabilitation services within prison walls.

In Northern Europe, educational opportunities are also a priority and a prisoner's right. Adequate training and staffing will be provided to encourage inmates to continue



their studies. Inmates have the opportunity to attend school full-time, and prisons offer all levels of education, including university degrees accessible through distance learning.

the Scandinavian countries have achieved positive results in the rehabilitation of ex-convicts and their reintegration into society, it is possible to compare vocational education policies in these countries and, for example, in the USA.

Although vocational programs in the United States aim to develop practical skills to help offenders become active and productive members of society, these programs are constantly affected by budget cuts and other constraints. These restrictions include, for example, the requirement that the inmate have a high school diploma. Thus, a large number of offenders are excluded from participation in the program. Also, vocational programs in American prisons are often ineffective because they do not help ex-convicts find employment after release. Unlike the US, the success of the Scandinavian model depends on the country's ability to provide potential employers. For example, Denmark has implemented a fairly effective policy of interaction between prisons and society. The operation of the prison model in this country is supported by the community, for example, the employment of criminals in the public sector after release. However, vocational programs support only those individuals who have demonstrated the ability to engage in gainful employment while maintaining socially acceptable behavior.

In Finland, prisoners who behave well are sent to so-called "work camps" where they are paid a modest wage for their work. In turn, they use that income to pay their expenses, including rent, utilities, food, and taxes. In addition, these individuals can save money and support their families or, in some cases, send financial compensation to the families of their victims. For example, Bastoy Prison, considered a model open prison in Norway, tries to instill a sense of responsibility among prisoners by providing employment based on documented patterns of behavior and by developing a trusting relationship between the prisoner and the prison administration.

From all of the above, it is clear that the education that convicts receive within the walls of a correctional institution is far more important than its utilitarian use. Education not only helps the inmate gain the skills to be competitive in the labor market, but can also provide a solid foundation for further improvement. Due to education and professional practical skills, ex-convicts can return to normal life in society, have the opportunity to become active and useful members of it, and consequently, the rate of recidivism will decrease.

In conclusion, it should be noted that the experience of foreign countries that have achieved positive results in solving the issues of social adaptation of prisoners should be taken into account in the practical work of the penal system of the Republic of Uzbekistan,



and these foreign experiences with positive results should be incorporated into the penal system of the Republic of Uzbekistan. based on them, it would be appropriate to develop road maps adapted to the system of our state.

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