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## Educational Opportunities for Juvenile Prisoners

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### Abstract

The aim of the research was to find out the opportunities of education to imprisoned juvenile delinquents at Malakand division. The main objectives of the study were (i) To find out the educational opportunities and facilities to juvenile delinquents in jail. (ii) To explore the perception of jail superintendents about improvement of educational opportunities and facilities provided to juvenile delinquents in jail. The research was delimited to the two prisons of Malakand division. The researcher sought permission from the Inspector General of prison police Khyber Pakhtunkhwa. The imprisoned juvenile was taken as population. 20 juveniles were taken as a sample including 5 juveniles from the Sub jail Malakand and 15 from the District jail Swat. The semi structured interview was designed to collect qualitative data from respondents. The data were analyzed through thematic analysis which includes open codes, categories and themes. The results were that there was no proper school in both the jails of Swat and Malakand for juveniles and no proper resources were available. There was only one teacher in district jail swat who taught English, Urdu and Mathematics to the juveniles in school. There was no vocational training in jails. It is recommended that The Government of Khyber Pakhtunkhwa may establish a comprehensive school in every jail for juveniles.

**Keywords:** Educational & vocational opportunities, equity, juveniles, religious education

### INTRODUCTION

Correctional education, commonly referred to as prison education or inmate instruction, encompasses a wide array of educational initiatives taking place within correctional facilities. These educational endeavors encompass vocational training and academic learning alike. Education fosters qualities such as patience, the capacity to attentively absorb information

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without succumbing to anger, and self-assurance. It equips incarcerated individuals with the tools to meet the contemporary job market's demands (Langelid, Maki, & Raundrup, 2009). Additionally, the development of vocational and professional skills represents a commendable endeavor as every Prison should have an environment conducive to fostering positive transformations and promoting the moral and personal progress and growth of young offenders in custody. (Smyth & McCoy, 2009). This not only addresses the educational deficit but also empowers them with the abilities necessary to lead content and fulfilling lives, enabling them to better navigate their health and financial challenges. This discussion will delve into the educational prospects within juvenile detention facilities and elucidate their significance (Mercer, 2010).

Prompt screening and assessment upon initial probation entry are crucial (Logan-Greene et al., 2017) for facilitating the efficient delivery of essential mental health services to youth, both in juvenile facilities and the wider community (Robst, 2017; White, 2019).

In 2016, the United States saw the arrest of nearly one million individuals under the age of 18 (Hockenberry & Puzanchera, 2018). A significant portion of these young people, roughly 65% to 75%, within the juvenile justice system grapples with a range of issues encompassing mental, emotional, behavioral, and physical health (Baglivio et al., 2014). Due to these difficulties and challenges, a considerable number of them qualify for special education services.

Just as freedom is a fundamental right for all individuals, education is equally a right that should not be denied to those in prison. Member states of the United Nations have unanimously agreed to uphold a standardized set of rules for the treatment of prisoners, underlining the significance of education for inmates. This aligns perfectly with the regulations outlined in 1990, which emphasize Prisoners' entitlement to participate in "cultural pursuits and educational endeavors intended to foster the holistic development of the individual." (Hamlyn & Lewis, 2000). Juveniles, due to their incarceration, often find themselves marginalized in society, but education can serve as a catalyst for behavioral change and guide them onto a more positive path.

Some of them used to choose berated life patterns by developing juvenile sub-cultures to exhibit their resistance that injustice has been done to them. Juvenile delinquency cannot be considered by keeping it apart from social reality. Social segregation by society increases juvenile delinquency, the emergence of juveniles, sub-culture, and suggesting that the juvenile has been

subjected to malnourishment. If the dominant culture of society fails to accommodate all the children sufficiently, the deprived young folks will stand up with their sub-culture. Moreover, the problem of juvenile delinquency is becoming more complicated nowadays (Khan & Rahman, 2008:)

Juveniles are the most significant segment. They are regarded as the leaders of tomorrow, so when they are treated in a good way, in a manner that even the society will feel comfortable for the betterment of future generations. If society fails to accommodate them and give them such care, sometimes when they feel segregated, they react sharply to any antisocial activity in the sense that they stand for their right. Indeed, lack of parental attention, scarcity of basic needs, and any other social feelings of unhappiness, worry, and disappointment that they might experience at a tender age touch them so deeply. Many of them cannot cope with the abnormal situation. They respond to social anomalies in ways that are not approved by social norms and law. At times the elderly one's who are well experienced in crime misguide the young folks by forming a gang to commit the type of crime they want either individually or collectively (Howell, 2012).

### **Statement of the problem**

This aligns seamlessly with the guidelines and standards established for the treatment of prisoners in 1990, which emphasize the prisoners' right to engage in "cultural activities and education aimed at the full development of the human personality" (Hamlyn & Lewis, 2000). In the majority of European countries, providing education and training to prisoners is a legal requirement. While this generally applies to all prisoners, in certain cases, it is mandated that specific groups or certain groups are given priority, such as juveniles or inmates with limited literacy skills (Europe (2020)). The research was about the availability and involvement in educational opportunities for the rehabilitation of all children, thus addressing their societal disadvantages and preparing them to become productive members of Pakistani society. The research's primary objective was to find out the educational opportunities and facilities provided to juvenile delinquents in prisons, encompassing academic, vocational training, as well as religious education.

### **Objectives of the research:**

The following are the objectives which are designed for the research;

- i. To find out educational opportunities and facilities provided to juveniles in prison.
- ii. To explore the perception of the jail superintendent about the educational opportunities and facilities provided to juveniles in prison.

### **Research questions:**

Q 1: What are equitable educational opportunities and facilities available to juvenile delinquents?

Q 2. Are educational facilities being provided to juvenile delinquents?

Q 3. Is rehabilitation guidance being provided to juvenile delinquents?

Q 4: What do jail superintendents express for educational opportunities for juvenile delinquents in prison?

### **Research Methodology**

It was exploratory qualitative study. The population of the research were all juvenile delinquents and Jail Superintendent of the prisons of Malakand division i.e. Sub Jail District Malakand and District Jail Swat. A convenient sample of 20 juveniles ages 15-17 less than 18 years including 7 juveniles from Sub Jail District Malakand and 13 juveniles from District Jail Swat were selected. Jail Superintendents of Swat and Malakand jail were also taken as respondents. Two semi-structured interview schedules were used to collect data from the participants. The interview schedules were validated through the opinion of three experts having PhD Education qualifications, from the Department of Education, University of Malakand. Data was collected personally after permission from IG Jails and respective Superintendents of Jails of Malakand and Swat. The administrations of both jails did not allow to recording of the voices of juveniles but were allowed to take notes which were inspected by the Jail superintendent at the end. At first interview questions were explained to all juveniles in both jails. Then interviews were conducted with each juvenile for an hour each. Afterward, Interviews with Jail superintendents were also conducted in their offices. The thematic analysis of data was carried out.

### **Data Analysis and Results**

#### **a. Analysis of juveniles' Responses**

Interview question-wise responses of juveniles were analyzed, and themes were extracted and

presented below.

**Q. a1: Which academic opportunities are provided to you in the prison?**

***Theme 1.1: Provision of Religious Education***

*“the administration of the prison awakes us at 8 o clock after that we sit in the masjid for two hours daily where we recite the Quran with translation and without translation with the help of Qari sb which is arranged by the government.”*

*Many of them stated that on Friday they memorize hadith also.*

*One of the participants expressed that “here in prison I recite the Quran with translation and also I have completely memorized (Hifz) the Quran. When the Quran teacher is absent, then I teach the Quran”.*

***Theme 1.2: Curriculum***

The majority of the respondents mentioned that.

*“in prison, the teacher only teaches us English, Mathematics, and Urdu each for one hour daily”*

Some of the participants expressed that

*“on Saturday we attend a class on Islamic studies for 2 hours”*

Many of the respondents said that

*“once in a week, an advocate came to the jail and took a class of civic education in which he talks about the rights of the children in prison and also out of the prison and he also guides us on how to serve society”*

***Theme 1.3: Co-curricular activities***

The majority of the respondents say that

*“in prison, they allowed us for games there is no ban or restriction from the administration side we are playing games in the indoor games hall which is established by SRI for juveniles only. The juveniles play multiple games and we are playing badminton there.*

*Many of the participants said that.*

*“Sometimes the administration of prison arranges small tournaments for badminton sometimes in carom board”*

#### **Theme 1.4: Availability of teachers**

The majority of the participants mentioned that

*“one teacher came from the Swat Relief Initiative (SRI) side daily and taught us for 4 to 5 hours daily.*

#### **Theme 1.5: Private Examination**

Many of the respondents mentioned that

*“When we want to apply for the board examination our teacher writes an application to the jail superintendent for permission to give the the examination, then the superintendent of jail allows us and then we apply for the board exam through our teachers. Then for the exam, the board authority sends some teachers to the prison and they conduct exams from us in jail under the administration of the jail. We applied for the 9<sup>th</sup> upcoming board exam and we are studying for the exam daily there is no ban or restriction from the administration side”*

#### **Theme 1.6: Library**

The majority of the participants said that.

*“here in this correctional school (SRI), there is a mini library in which different books are available and for reading”*

Many of the respondents say that.

*“When we want to study for our exam then we go to the library for 2 to 3 hours in a day where we can study for the exam”*

Some of the participants said that.

*“We go to the library once a week just to read the newspaper and for the poetry books”*

#### **Theme 1.7: Assessment**

The majority of the respondents mentioned that

*“in every subject, there is a weekly test for us in prison”*

Many of the respondents say that.

*“We just give a test in Urdu and English reading because we cannot write properly like other students”*

Some of the respondents mentioned that.

*“sir give us the chapter to memorize and then on the test day sir write the test questions on the board then we sit in the class and write the answers to these questions under the observation of our school teacher”*

**Q. a2: What resources are available, to assist you in your educational system?**

When the participants were asked about the availability of resources and support systems to assist them in their educational system they responded that.

**Theme 2.1: School**

The majority of the respondents articulated that.

*“This correctional school is only for us and for our education. This school is not from the government side it is from the NGO (SRI) side. In this correctional school, maximum resources are available to us like the classroom, masjid, and indoor games hall”*

**Theme 2.2: Classroom**

The majority of the respondents said that.

*“When it is class time then we come to the classroom for our classes in this classroom we have board, marker, furniture, proper lighting, ventilation, charts, and fans where we take our classes daily for 4 to 5 hours”*

**Theme 2.3: Time**

The majority of the participants said that:

*“They make a schedule for us when to do what. There is no practical work burden to us like working in jail. We have time to study”*

Some of the participants said that

*“when private exam days are coming then we spend more time in our class or the library there is no restriction for this”*

**Q. a3: In which ways does the administration support and facilitate you during your academic studies**

When the participants were asked in which ways the administration supported and facilitated them during their academic studies they responded that:

### **Theme 3.1: Support for private examination**

The majority of the participants mentioned that

*“When we want to give private board exam then our teacher writes an application for the permission to give private board exam to the superintendent of jail then the chief warden of the jail forwards that application to the superintendent of jail, then the superintendent of the jail allows us and do notify the administration for the availability of things such as books, guides and other things related to the board exam”*

Some of the participants said that.

*“Now we applied for the 9th and 10th board exam the jail superintendent allowed us to exam. The swat board administration will send some teachers here to jail and they will conduct exams under the observation of jail administration”*

Many of the participants say that:

*“they support us a lot, if we want to do admission for the exam then they give admission form and then we take the exam here in jail. Sometimes the superintendent of the jail personally visits us and asks about the issues we facing in our education the they solve that”*

### **Theme 3.2: Support for books and stationery**

The majority of the participants mentioned that.

*“the books and other stationery are provided by the administration of the jail they didn't take charges from us or our family”*

Some of the participants mentioned that:

*“We want some extra books or guides for study which are not available in the prison library then we write an application to the jail superintendent for the provision of those books”*

### **Q. a4: Can you provide examples or success stories or Positive outcomes that result from educational or vocational**

#### **Theme 4.1: Success in examination**

Some of the participants mentioned that

*“I have been here in jail for the last 3 years in these 3 years I passed the 9th and 10th exams. I did my preparation in jail with the help of my teacher”*



Some of the respondents mentioned that.

*“there was one person in jail who took the 10th board private exam and he passed the exam with a B grade. Now his trials have been completed and he is out of prison. I heard from my relatives that he is now in college and studying Pre- Engineering”*

**Q. a5: Which type of vocational training is provided to you?**

If we look in overall Pakistani jails many vocational trainings are provided to juveniles in jail. In some of the Khyber Pakhtunkhwa jails the following vocational training is provided to juvenile delinquents in jails.

**Theme 5.1: Tailoring**

Many of the participants articulated *that*.

*“here in jail in these 2 years, we learn how to make proper dresses for ourselves and also for other prisoners”*

Some of the participants said that.

*“There is one person in our jail who learned to tailor here in jail and now he is working with one of the famous brands in the bazaar and making money for himself”*

Many of the participants mentioned that.

*“When we make a dress for someone we take 700 to 1000 rupees per dress. Sometimes we send money home or some time we spent here in jail”*

The majority of the respondents of Malakand jail expressed that:

*“other vocational courses such as electrician course, carpentering, and making blankets, wallets, and shoes.”*

But unfortunately, in swat jail, there is no such vocational training provided to juvenile delinquents.

**b. Analysis of Interview responses of the superintendent of jails**

Interview question-wise responses of the jail superintendent were analyzed, and themes were extracted and presented below.

**Q. b1: What challenges do you face in providing proper educational opportunities to juvenile delinquents in prison?**

**Theme 1.1: Overcrowdedness**

When the participants were asked about the challenges in providing proper educational opportunities to juvenile delinquents in jail some of the respondents mentioned that:

*“Education is the basic need of the juvenile inmates but unfortunately here in our jail there is the problem of overcrowdedness and there is no provision of a separate section for the juvenile inmates, where we can provide them formal and informal education which is the basic mode of their rehabilitation and reformation”*

### **Theme 1.2: Status of Sub-jail**

Both the respondents expressed that:

*“here we have only trial inmates who are released upon the completion of their trials when their trials complete so the process of education discontinues.*

### **Theme 1.3: Lack of interest in education**

*“As you people see if you have an interest in something you will happily do but if you are not interested in something it will be difficult for you to do the same here in prison lack of interest in inmates regarding the acquisition of education, forcefully time and again the administration insist them to attend the classes but they took no interest this is not only in our but this is mostly common in every jail”*

### **Theme 1.4: Construction of state-of-the-art institute**

*“Construction of state-of-the-art education institute type building in the prison where proper teachers are appointed who were duty bound to teach them in prison-like formal sitting in schools”*

### **Theme 1.5: Construction of new jail**

*“construction of new jails is of prime importance where they exist separate sections for the juvenile inmates. Where juveniles may be treated according to their case and give importance to their reformation than in the future they may work for society as a beneficial person for society and their family as well”*

### **Theme 1.6: Classification of the inmates**

*“classification of the inmates is also important, but here in our jail we cannot classify the inmates based on their crime and case so the first offenders and habitual and drug addicts reside in the same barracks because of two cells for*

*inmates in our sub-jail. It is very necessary to arrange barracks according to their age, case, and crime”*

**Q. b2: What facilities do you still need to provide proper educational opportunities and facilities?**

When the participants were asked about the need for facilities to provide proper education to juvenile delinquents the participants said that.

*“acquisition of education in the prisons should be given priority at the legislature level because if the government took and gives it consideration on a priority basis then it will be feasible and possible. In this regard, the following steps need to be taken.*

- *The construction of a new jail is very important for the education of juveniles where we can facilitate the juveniles with the upcoming digital era learning.*
- *Construction of a separate juvenile section for the juvenile inmates where we can manage or treat them based on their age, case, and first-time offenders or habitual offenders.*
- *Classification of juveniles based on crime, cases, 1<sup>st</sup> time offenders, and habitual.*
- *Religious education needs to be imparted at the government level is appointment of T. T. teachers in jails from the education department of Khyber Pakhtunkhwa.*
- *Appointment of PTC and C.T. teachers in the jail so that a systematic style course will be designed for the inmates where they learn the same thing in jail as other children learning in formal sitting.*
- *A healthy mind needs a healthy body so there must be facilities of indoor and outdoor games for the juvenile inmates where they can play in their free time.*
- *Renowned and famous scholars and intellectuals need to visit the jail to do reformation of the jail and also there should be funny stage dramas among the juvenile.*

**Q. b3: What strategies do you recommend to overcome the challenges and provide proper educational/vocational opportunities to juvenile delinquents?**

When the participants were asked about the Need/required facilities to provide proper education to juvenile delinquents in jail they responded that.

*“if I talk about the facilities so there in our jail there are no proper facilities available from the government side. Facilities like which are in formal sitting which is the basic right of every juvenile I will discuss some facilities that we need in our jail.”*

**Theme 3.1: A proper school**

*“School is the basic element for juveniles in which we can remove the criminal behavior or personality of the juvenile. If we provide proper schooling to criminal then there will be the most possibility of their correction. Then they can provide their strong and rights for the benefit of the society”*

**Theme 3.2: Curriculum**

*“you will see the behavior of the juveniles in the correctional school, most of them do not agree to attend the classes so we should have to arrange a simple and very easy curriculum for them according to their age, level, knowledge, and interest”*

**Theme 3.3: Place for games**

*“here in our jail there is an indoor games hall but in my view, there must be an open place for games in every jail. Game is the only way in which individual can release their stress and they can stay fit”*

**Theme 3.4: Separate place for juvenile**

*“As you know prison is a place in which every type and age criminals are present. So there should be a separate place for juveniles. Juveniles in the learning stage will not interact highly case criminals and where they can stay with the same age criminals”*

### **Theme 3.5: Rehabilitation center**

*“if the rehabilitation Centre is established in every jail with the presence of psychologists then it is possible to change the mind of criminals and they can develop their personality”*

#### **Discussions**

The study was about the educational opportunities provided to juvenile delinquents in jail Swat and Sub-jail Malakand. The result of this research was that there were no proper arrangements or rehabilitation centers for the well-being, rehabilitation, and educational opportunities of juvenile delinquents in both jails. The result is in contrast with the research conducted by (Latif et al 2019) in Punjab province Pakistan where there is a borstal institute available for juvenile delinquents. The provision of a flexible curriculum that is broad in scope and type for prisoners was emphasized. Moreover, it was found that in district jail swat there were library books and other stationery available for juvenile delinquents. Moreover, it was found that in district jail swat there were library books and other stationery available for juvenile delinquents. This result conforms with research conducted by Anderson and Ovary (2010) and Latif, et al, (2019). It was also found that there was the opportunity of a Hallroom for indoor games such as playing carom board, volleyball, and other games for juveniles. This result follows the findings of research conducted by (Latif, et al, 2019). The result of this research that there was one teacher who teaches the juvenile in prison is also in accordance with the findings of Latif, et al, (2019). But different from the thoughts of Hawley et al. (2013) who expressed that a broad curriculum should be provided to juveniles to cultivate meaningful and practical knowledge and skills, grow personally and holistically, and help offenders broaden their perspectives on their role in society and the future. While this study found that there were only 4 subjects available to teach to juveniles.

The results of this research show that there was no vocational education in jail while it is important for the well-being of juveniles as many studies recommend that every government ought to aim to raise the availability of prison education programs, particularly vocational education and training programs (Munyowki, 2018; Tariq et al., 2022).

According to this research, The Sindh Prison Department provides training programs for carpet manufacture, textile, carpentry, smithy, tailoring laundry, power looms, and assistance in

learning to sew. However, the department claims that it lacks the funding to purchase raw materials and maintenance equipment for such training; it also alleges that the smaller-scale work performed on a self-help basis is the cause for not attaining the desired results. Only three jails in Sindh, namely, Karachi, Hyderabad, and Sukkur, out of a total of twenty-five, have such a restricted prison industry. At the same time, the law mandates the provision of such programs for all classes of inmates condemned to harsh imprisonment. The study also found that there was corrective school' arrangement for Juveniles in both Jails; this result follows the thoughts of Steurer et.,al (2010) that Education in corrections aids in offenders' improving the cognitive abilities, reasoning skills, and vocational skills of criminals is mostly dependent on correctional education. Keena & Simmons, (2014) also expressed that if criminals have access to a range of correctional education programs, they may improve their cognitive skills and secure occupation chances upon release.

The result that in both the jails the religious education was being provided to juvenile delinquents conforms with the findings of research conducted by Ahmad et, al (2022) that after enrolling and receiving proper education within the prison, the offenders showed positive changes and within a year, most offenders were able to read, write, and become fluent in Quran recitation.

The result of this study was that in Swat jail the library was available for juveniles in prison, it was according to the recommendations of UNESCO, (2020) that in Prison libraries are essential for promoting reading, writing, and leisure activities as well as self-directed learning. Rule 64 of the Mandela Rules stipulates that all prisons must have a library available to all inmates, sufficiently supplied with literature for both leisure and education, and inmates must be encouraged to utilize the library to the fullest extent possible.

The result of this study was that the interest of juveniles in education was low; it conforms with the findings of research carried out by Arande, (2012) young offenders often do not understand the importance of education and many have a history of educational failure.

The result is that both jails facing insufficient funding is a barrier to arranging proper educational and vocational opportunities for juveniles. This is not in conformity with the thoughts of Tolbert, (2002) that in prisons, insufficient funding prevents programs from producing the kind of high-quality programming for possible positive impact on the lives of

inmates.

### **5.1. Conclusion**

It was concluded that:

1. In both the jails i.e., District Jail Swat and sub-jail Malakand; religious and formal education provision is given to the Juveniles in a proper classroom and a Quran teacher and one other teacher from the jail prison were arranged. But only English, Urdu, Mathematics and Islamiyat were being taught and only one teacher was arranged for all these subjects. The books were also arranged by the jail administration for juveniles. The teacher also assesses their learning through written or verbal tests.
2. Juveniles were also provided to appear in examinations but a private candidate and jail administrators helped the students with exam preparation and provided books and stationery etc. Many juveniles have also passed the 9<sup>th</sup> and 10<sup>th</sup> exams.
3. There was no proper vocational training opportunity for juveniles in both jails. But in Swat Jail one adult prisoner trained the interested Juveniles for dress designing and sewing.
4. There was also a correctional school run by the jail administration where juveniles were treated for behavior modification. But no proper rehabilitation center was available.
5. Juveniles were also provided with proper library facilities.
6. Juveniles were also provided a Hall room for indoor games.
7. The Jail superintendents explained that juveniles take little interest in Education.
8. Jail superintendents also expressed that due to overcrowdedness and lack of rooms and funds, they are not able to provide proper educational and vocational facilities.

### **5.2. Recommendations**

1. The Government of Khyber Pakhtunkhwa may establish a comprehensive school in every jail for juveniles.
2. The government of Khyber Pakhtunkhwa may introduce vocational training in Jail Swat and Malakand.
3. The government of Khyber Pakhtunkhwa may involve NGOs in the process of education in jails.

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