

Educational Opportunities for Juveniles in Punjab, Pakistan - An Equity Concern

Imran Latif^{*}, Muhammad Uzair-ul-Hassan^{**} and Iram Parveen^{***}

Abstract

Juveniles makes an excluded group in a society. Mainstreaming them is one of the crucial objectives to be achieved through education. Provision of equitable educational opportunities, facilities and training to juveniles' mental, moral, social and psychological development within borstal institutions has significant role in making them productive citizens for Pakistan's society. The study rationalized that equity is a basic instrument to analyse educational facility for juveniles' rehabilitation and mainstreaming. The study's focus was to explore and analyse educational opportunities apropos of equity for juveniles in borstal institutes. Purposive sampling was used for conducting in-depth interviews from 26 juveniles, which was the total strength out of 104 prisoned juveniles in the borstal institute, Faisalabad. The qualitative analysis revealed that although teaching-learning process had been taking place for juveniles but the system lacked in provision of equitable educational opportunities in the institute. Further, the data showed that teachers, reading materials, stationeries, laboratories and furniture, which are essential elements in carrying out teaching-learning process, were largely missing in the borstal institute and juveniles jail. In the light of the evidences gained, the study presents some practical suggestions for provision of equitable educational opportunities for juveniles in the borstal institute and jail of Punjab, Pakistan.

Keywords: Educational opportunities, equity, juveniles, mainstreaming

^{*}Research Scholar, Department of Education, University of Sargodha, Sargodha

^{**}Associate Professor, Department of Education, University of Sargodha, Sargodha

^{***}Lecturer, Department of Education, University of Sargodha, Sargodha

Introduction

Prison education, also known as inmate education and correctional education, is a broad term that includes number of educational activities occurring inside a prison. These educational activities include both vocational training and academic education. Education imparts the patience, ability to listen everything without losing the temper and self-confidence. It enables an inmate to cope with the latest demands of jobs of the present day (Langelid, Maki and Raundrup, 2009). Vocational and professional skills development is another admirable effort on the ground that it decreases the chances of repeating the criminal action and thoughts. Prison should provide such an environment which should bring a positive change and human morale development of the juvenile inmates (Smyth and McCoy, 2009). Through this mean, it should be able to equip the inmates with necessary body of skills, comparatively better level of qualification and competences providing the entrance in the great palace of moral development and rehabilitation. Generally, low level of education and skills is the motivational factor for offence and it has been observed that inmates are mostly illiterate or very low qualified. It is necessary to provide the juveniles with enough learning opportunities to fulfil the wide spaces of shortage of education and skills. It not only fulfils this gap but it also helps the juveniles to get those skills which lead them to live the happy satisfied life and these skills lend them a better spirit to cope with their health and financial problems. It throws light over the educational opportunities in the jail for juveniles and its importance (Mercer, 2010). Many children are living in jails in Pakistan. Some of them are born there and others are convicted. Due to the prison sentenced, juveniles make an excluded group in a society.

Mainstreaming them is one of the crucial objectives to be achieved through education. Provision of equitable educational opportunities, facilities and training to juveniles' mental, moral and psychological development within borstal institutions have significant role in making them productive citizens for Pakistan's society. Special Programme for rehabilitation, mentoring, training and education, and incentives for youth in prison was evolved so that their time in the prison is utilized to become good citizens and capable of integrating in social economic activities (National youth policy, 2008). The study rationalized that equity is a basic instrument to analyse access and participation in education for all children's rehabilitation as well as for addressing their deprivations. The study's focus was to explore and analyse educational opportunities apropos equity for juveniles in borstal institutes. The study explores the forgotten dimension such as education of juvenile children. The analysis of children' activities paves the way in developing guidelines for concerned quarters to prepare juvenile children better citizen outside jail. Further, educational activities identified by the study may be helpful for the

jail administrators to implement a plan in the light of guidelines developed to make behavioural correction possible among juveniles. The study helps administrators to care of the juveniles for their rehabilitation in jails to fulfil the ultimate goal of mainstreaming in Pakistan's society.

Review of related literature

Just like the freedom is the basic right of every human being, education is also the right of every human being, therefore, those who are in prison, should not waive off the right of getting education. Member states of the United Nations have consented towards enforcing the standardized body of rules regarding the prisoners. It shows how much it is important for prisoners as well as for society. It emphasizes over the need of education for the inmates⁷. It is perfectly in collaboration with the rules and regulations that are set for treating prisoners given in 1990 and which refers to the set of rights of prisoners to take part in "cultural activities and education aimed at the full development of the human personality" (Hamlyn and Lewis, 2000). Crime has the significant expenditure and impacts over the different living and non-living factors of the society such as the family of the inmate, people living in society, his personal and social life, society and economy are affected by his crime in both monetary and social terms. The study conducted in UK on assessing the investment cost over the prisoners and to assess the benefit in return from them in monetary terms, found an interesting fact that every £1 brought the return of £2.5 which is more than the double of the original cost. It means that investment of £1 returns the net profit of £1.5 (Wilson, 2009). Europeans have worked a lot on juveniles' policies concerning issues of education. This has led many of the other nations to look for the cooperation of Europe in exploring this subject. One of the aims of Europe 2020 commission is to minimize the number of juveniles leaving the school in early classes and a study has revealed the truth that these early school leaving students are most likely to involve in the crime. All these efforts aimed ultimately to increase the competencies of the inmates in the jail so that they may become the worthy citizens of the society for the rest of their life. Similarly, a lot of work done regarding educational environment provided in the jail to inmates and the impacts of good or bad jail environment affecting juveniles in their character progress. Further, it deals with management and administration of the educational territory, coping the responsibilities and solving the issue of funding and educational facilities. The French administrative system (Criminal Procedure Code) gives that, in every jail library ought to be accessible to detainees and the backing of the recovery benefit (the Penitentiary Service insertion and probation, SPIP) ought to create social activities. In all locales, a system assertion was marked among local arrangements responsible for equity and of society to expand collaboration around. In Portugal on behalf of, "BebéBabá" association which goes melody ventures

for guardians and their infants in group, as it is supposed to assistance to fortify promises amongst moms plus children in jail. In Ireland, the purpose of educating to juveniles in prisons is not just to imparting knowledge to them of a limited subject. Methodology of teaching prisoners cover all the requisite terms of code which is necessary for the teachers outside in jails. The major focus of teaching them to made a positive change in their rational and behavior that they behaved like a normal school going peer outside the jail territory and also able to recognized the difference between the good and bad (European Prison Education Association, 2008).

In the education system of prisoners, the involvement of new techniques and technology including cyber learning and distance education played a very important role in their spiritual and physical development to enhance their cognition towards positivity. Both type of learning has advantages as well as disadvantages (Engle bright and Pettit, 2009). In Swedish prisons, a new stream of teaching was provided which has a lot of benefits. This provides all-inclusive education and knowledge about every field of the society either academic or vocational as well as professional rather than restrictions. Now detainees are able to complete their education in both situations either they shifted or migrated from one jail to another jail because jail administrations provide its complete certifications. Similarly, in Germany, this practice is being used in an effective way. In Norway, prisoned inmates are given much importance with their existing state of knowledge to integrate with the course of studies in jails offered by Norwegian jail administrations that is also relevant to their background and requirements. A study conducted on 'prior learning and its effects on future career' showed that inmates with special needs are more enthusiastic towards acquisition of knowledge, and also have a positive change in behavior in order to help others peers that are imprisoned with them (Duchemin, 2010).The results of Engle bright and Pettit's (2009) study strongly suggested to establish a new department of guidance for inmates in detention centers to valued their previous learning and then gave them suggestion in choosing courses and participating in vocational that was offered.

Statement of the problem

The purpose of the study was to explore and analyse educational opportunities in terms of academic, vocational, social and emotional training apropos of equity for juveniles either born or convicted in borstal institutes. The study rationalized that equity is a basic instrument to analyse access and participation in education for all children's rehabilitation as well as for addressing their deprivations in order to mainstream them as productive citizens for Pakistan's society.

Objectives and research questions

The objectives of the study are to:

1. find out educational opportunities and facilities provided to juveniles in borstal institute
2. examine these educational opportunities, facilities and environment provided to juveniles through the equity lens.

The researchers formulated following research questions:

1. Are equitable educational opportunities and facilities available to juveniles sufficient?
2. Is academic and vocational education being provided to juveniles?
3. Are rehabilitation practices being provided to juveniles?
4. Is existing environment being provided to juveniles equitable and facilitate to mainstream them in Pakistan's society?

Methodology

The study was exploratory in nature. In-depth interviews had been conducted from juveniles to get insight from their experiences of every day interaction with administration, management, teachers, resources for teaching and learning, and rehabilitation practices of the borstal institute. Kothari (2004) elaborated that all points considered in all areas of inquiry are a universe or population. In Punjab, two borstal institutions had been established, one in Bahawalpur and second in Faisalabad. The researchers selected borstal institute, Faisalabad because of their own convenience. The population of the study was consisted of all the juveniles of borstal institute and juvenile jails in Punjab. There were 104 children in the institute but researchers purposively conducted interviews from 26 juveniles who had prison sentenced and had been taking classes inside jails. The rest of the juveniles were on trial and had not been taking classes. The juveniles interviewed were less than 18 years old. Researchers used for their study a purposive sampling, which according to Fraenkel and Wallen (2009) is a group of people who are easily available for research.

Instrument development

Researchers developed the interview questions in the light of review of related literature on educational opportunities provided to juveniles and experts opinion had been sought to ensure its validity. In order to explore the aim of our study as deeply as possible, the interview protocol and questions were developed to get insight of the following:

(1)Teaching-learning and resources;(2)curriculum and assessment; (3)co-curricular activities and juveniles' moral, social, emotional and physical development; (4) vocational training and rehabilitation practices. For the interview process, the researchers ensured reliability and trustworthiness by following effective practice. All interview questions were prepared before conducting interviews and rehearsed with four juveniles. Further, a one-to-one interview had been conducted for the sake of better reliability. All the interviews taken were recorded with due permission and transcribed for analysis purposes. Researchers completed all formalities including administrative permission from borstal institute authorities for conducting interviews from juveniles. All demographic information were also taken into account to analyse the qualitative data. Interviews, observations, questionnaires, and study of archival documents can be used as a tool to collect data (Best & Kahn, 1989). Researchers used interviews for collecting qualitative data from respondents. First part of the interview comprised of all the demographic information like name, education, locality and area and parental qualification. The second part comprised of questions relevant to the educational opportunities apropos of equity for juveniles.

Data Collection and Analysis

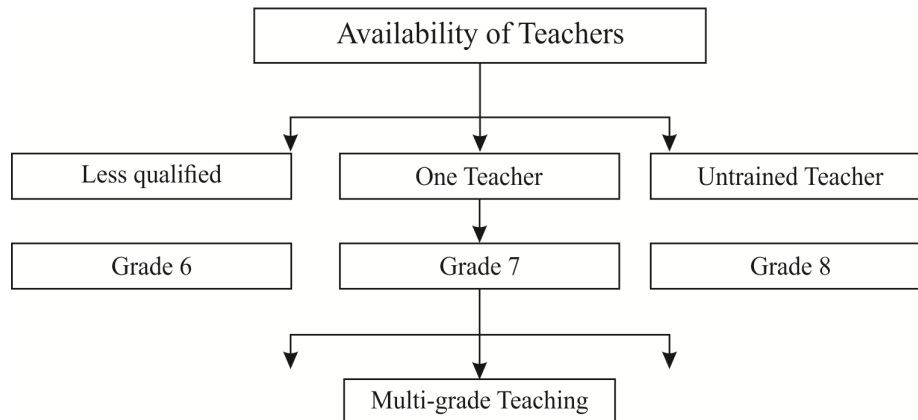
Researchers contacted the DIG prison, Faisalabad division and received approval for data collection. To develop more insight of jail environment, one of the researchers visited various jails of Punjab and the borstal institutes. Then researchers came to know that all juveniles are under trial for two or more months or those who had already been sentenced, were sent to two main centres that had the facilities of education for the juveniles. These were the borstal institute and juveniles jail, Faisalabad and borstal institute and juveniles jail, Bahawalpur. The researchers selected borstal institute, Faisalabad due to their convenience. It was found that 104 juveniles were imprisoned in this institute. Researchers conducted interviews from 26 juveniles who had prison sentenced and had been taking classes inside the institute. Before conducting detailed interviews, researchers developed rapport with juveniles to minimize their hesitation and to improve confidence for developing friendly environment. The qualitative data collected through interviews had been recorded and transcribed. Sequential codes from one to twenty-six had been allotted to all interviewed juveniles. The first juvenile who was interviewed was coded as J1 while the last one was coded as J26.

The text transcribed was read and re-read by two researchers independently to categorize data and to minimize bias. Patterns and connections were made for example, the researchers considered the relative importance of each theme and relationship between themes if existing, and particular attention was paid to responses that do not fit or are contrary to prevailing themes. The data were analyzed manually. The following table 1 shows themes emerged from the data and frequency against each theme:

Sr. No.	Themes emerged	Frequency
1	Teachers and teaching-learning process	26
2	Restricted curriculum	26
3	Resources: Learning material	26
4	Management	25
5	Assessment	26
6	Co-curricular activities	26
7	Variety of disciplines	25
8	Rehabilitation and detention	26
Total		26

Teachers' availability and teaching-learning process

The term “teachers’ availability” implies the number of teachers available. The term has two folds’ explanation i.e., whether the educational facility is sufficient and teachers are available according to the strength of the students. There might be a common question before going to explain the two layers that why do we need the teachers in jails? According to Yates and Frolander-Ulf (2005), persons in the prison should be provided with training and education, there should be literacy courses for the illiterate persons while a vast range of courses aiming to bring the prisoners towards a meaningful work and to let them believe upon the clear social and physical world. In order to provide all this setup, we surely are in need of teachers and instructors for the students in jail. There is no question of delivering education and training without teachers.

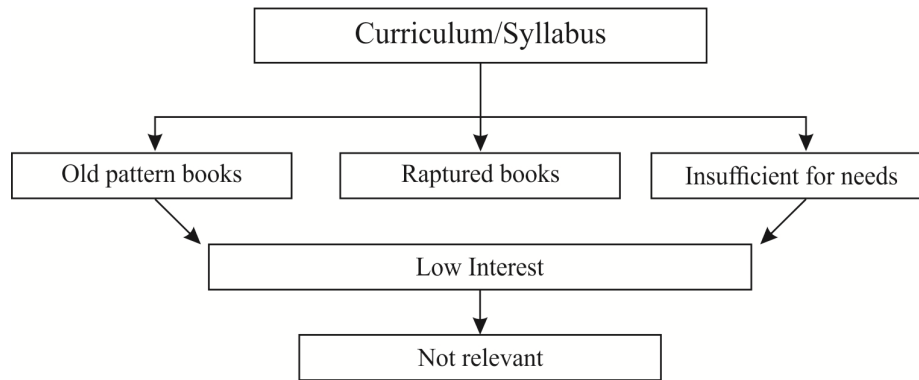


Sans doubt, juveniles require formal education for all beneficial purposes. One of the juveniles articulated: “... regular classes are held except Sunday but few numbers of teachers are available. Because of this fact there is no proper school period system and there is no specially assigned teacher to every subject” (J1). Statement clearly describes

that there are a few number of teachers available in the jail school that are insufficient for the purpose of education. Moreover, due to the shortage of teaching staff, a single teacher teaches multiple subjects and it is not possible for even an extraordinary teacher to teach all the subjects with excellence and competency. Another juvenile reflected this problem: "...there is a single teacher available to us for teaching different subjects but we do not understand all what he teaches" (J7). Another juvenile articulated: the same problem in different words: "...we are provided with only two teachers and one of them is the trainee of an NGO..." (J3). Teachers teaching in jail were not too qualified, competent and experienced. They do not understand the special needs of jail students and therefore they fail to bring out the fruits. Another juvenile articulated: "... unfortunately, the few number of teachers, we have, are inexperienced that they fail to bring us the thorough understanding of what we are being taught" (J12). Another reported: "... the most terrible findings in this regard stating that more than half number of prisoners prefers to go for labour instead of studying and this is perhaps because there are too few teachers to teach that are failed to build class environment" (J7). "Because of shortage of teaching staff, no separate classes are held for every grade such as grade two, three, four etc. On the other hand, limited training courses are available" (J8).

Restricted curriculum

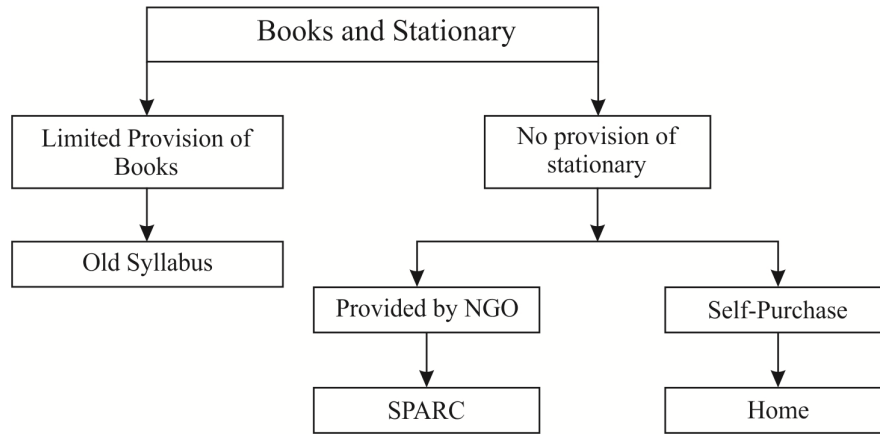
Restricted curriculum had been taught to prisoner students. The question arises whether the prisoner students should be taught the traditional classroom content or there should be a curriculum for them based upon their special needs and requirements. The juveniles had been taught old curriculum which neither develop their understandings nor facilitates for mainstreaming purpose. No learning material had been provided in the institute to all prison students. One of the juveniles articulated as: "... books are mostly of old syllabus and are also old and ruptured"(J3). Another juvenile reported: "...we need to get books by ourselves somehow because the books provided by government are not up to the mark" (J5).



There was another significant phenomenon observed that was connected to juveniles interest in schooling. A juvenile reported: "...more than half number of students are not attending the school rather they prefer to work" (J9). There might be many more reasons but one of them is showing lack of interest in curriculum that is not activity oriented and not much scaffolding students' concept. For mainstreaming purpose, juveniles must be lifelong learners and learn skills that may be used, when they will go out of jail.

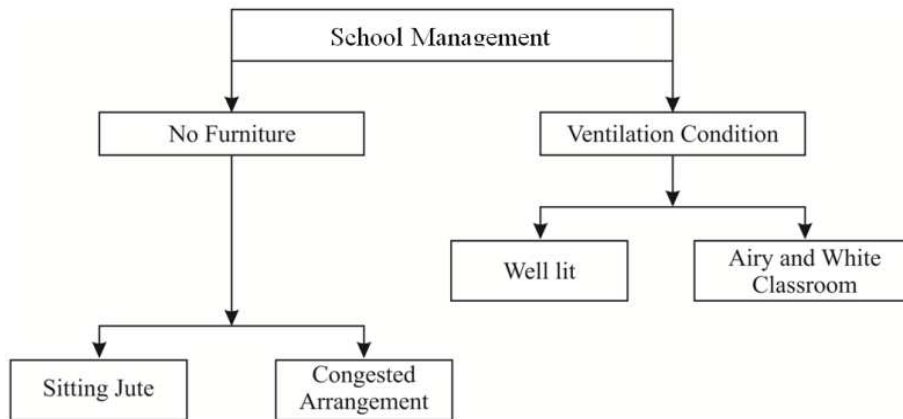
Availability of Books and Stationery

The juveniles reported three ways through which they had been provided with the learning resources: (1) government (2) NGOs and 3) family. Infact, government provide the books to the students via jail management. The second source of getting books and stationery is via NGOs. Only few NGOs are working for the benefit of the jail students. Most prominent out of them are SPARC and INNOVATION. SPARC provides the books and stationery to the students of the jail along with pencils, bags, cloths, shoes, detergents and soap etc. Beside all this, SPARC also have appointed some teachers for the jail. Few respondents reported: "... they are taught by a teacher appointed by an NGO" (J3). AHO (Asian Human Organization) have distributed books, stationery and computers in the students of KARAK jail Peshawar. However, few interviewees pointed out: "...the books they are provided with are collected at the end of the day when the school is over...books are not allowed to carry in barracks... we carry our notebook if we need to study" (J1). One of the juveniles responded: "...we get the books and stationery from government and NGOs but for helping books and material, we always need to contact their home" (J5).



School environment and Management

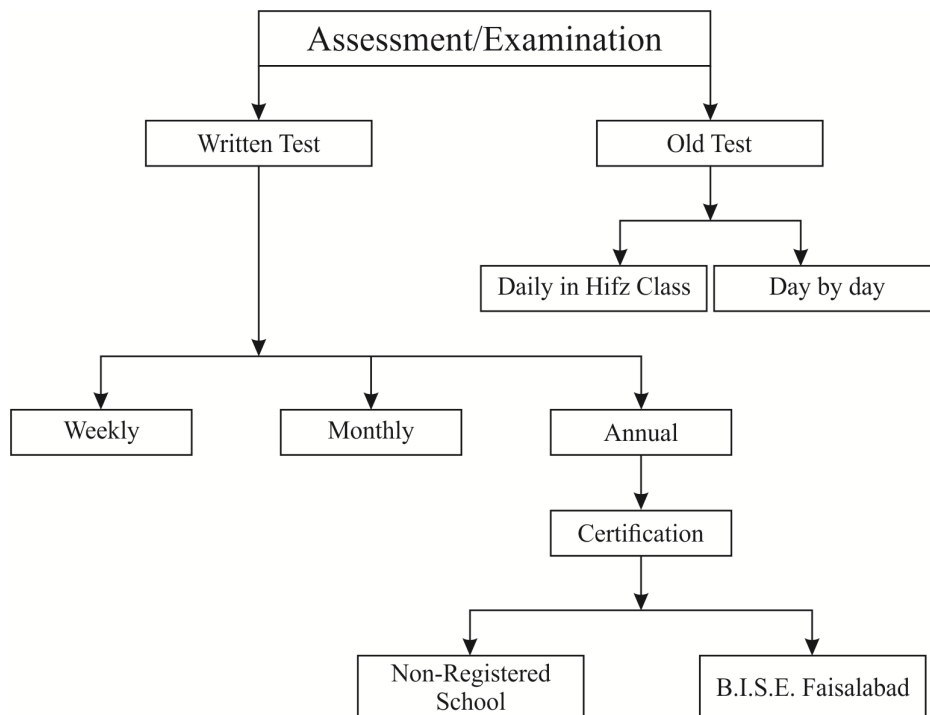
Condition of school and classrooms are important for education of prison students. Is there sufficient and suitable furniture, blackboards or whiteboards, laboratories and apparatus, school office and records. It also deals with the creation of a good learning environment and this is the most important feature of the school management. School management is of the utmost importance because it plays the role of a structural unit in building student's social, physical, cultural, mental and aesthetic aspects of character. Concerning the building condition, our respondents identified that the building they are using was a factory before converting into the school. The rooms were very wide because they are not built exactly for the purpose of classrooms and were well lit. These rooms were airy but were not furnished. The prisoner student elaborated: "...not many books are available in library but we get them issued and read at night, especially the story books. Another juvenile articulated: "... we lack furniture and sports equipment ... there is no science lab in the school ... it is not similar to that of outside; there is a hell of a difference in the environment" (J5). Respondents reported many issues regarding the school. There are chairs and tables available in the library. No science laboratory where the students can perform the experiments. Jail itself has a sad effect over the temperament of the juveniles. In addition, lack of facilities and worse standard of life leads to disappointment. Everything in life appears useless to such a person and s/he is never interested in any kind of positive activity. Meetings between the prisoners and his family is a factor of utmost importance and has far-reaching effects over their temperament.



Assessment

Testing is the most important part of an educational setup. Without a proper system of feedback, one cannot know that what the outcome of whatever s/he has delivered is. In response to the question about the assessment system in the jail's educational facility one of the juvenile articulated, "...tests are conducted on weekly basis but sometimes conducted after two weeks... mostly, teachers take test through oral questioning... if we fail in tests or examination, we are given punishment" (J10). Sometimes, it was also not conducted by the teacher himself rather a boy of class, normally good at studies, had been asked to test the students orally. Responding about the written test, it came to the knowledge that written test was conducted once after two weeks or more. One of the juveniles reported: "Questions are written on the blackboard and answers are produced by the students on the pages they torn out of their notebooks" (J12). Another spoke: "often we are orally assessed where teacher asks a boy to listen our lesson and let us sit or stand in case we have or have not learnt it" (J14). The statement also provides with hints regarding the system of punishment or reward on the outcomes of the students. Students had been given simple physical punishments in case of failure and are rewarded in different attractive manners. A respondent articulated that if the students get the good result in their tests, they are rewarded with lifting of ban over their meetings with their parents, if there is any in case of quarrelling among each other or else, or awarded an extra chance of meeting with their families. A juvenile reported: "... yes, a written test is held every week of 30 to 40 minutes... Yasir Randhawa teaches us science subjects and takes test regularly... Faisalabad central jail is the examination center. Boys scoring 33% marks are qualified. However, I have not taken part in exams yet... passing the examination is beneficial to lessen the imprisonment duration" (J20). If the juveniles get the certificate of different courses and classes, they are rewarded with a reduction in the

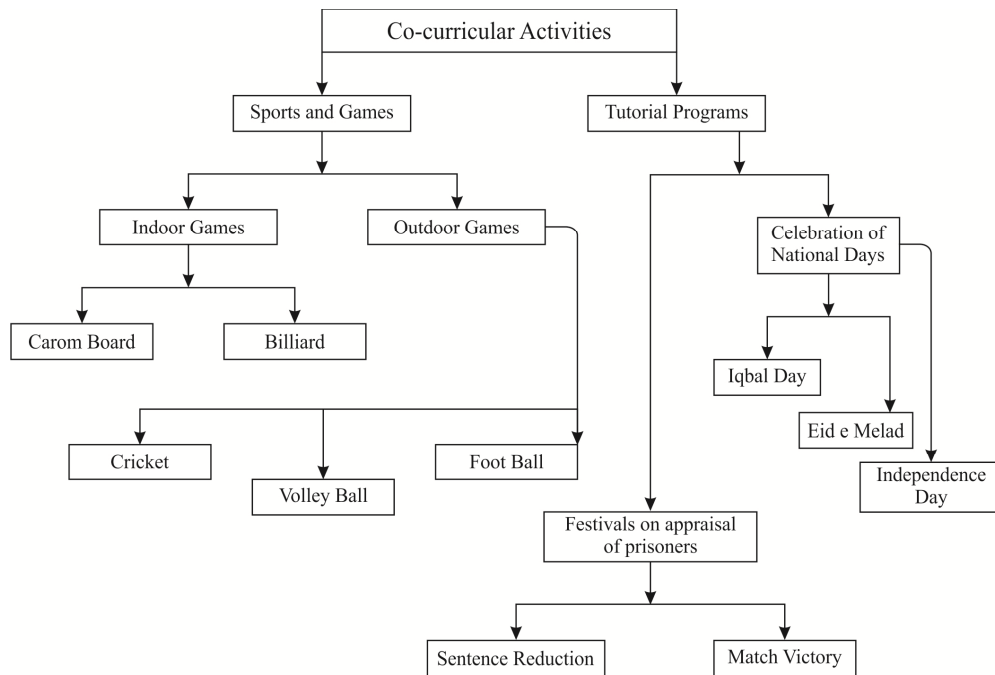
imprisonment duration and it acts as a motivational factor to get the boys attracted towards the study. In order to get the Board or PEC certificate, students need to appear in the corresponding examination, for example, examination of 5th class that is always held under the Punjab Education Commission, or the board examination of corresponding cities. Jail educational facility is not registered and is unable to issue the certificate of non-board or non-PEC classes such as class 1, 2, 3, 4, 6 or 7. Relevant board for the jail educational facility is board of intermediate and secondary education, Faisalabad. Boards declares the Central Jail Faisalabad as the examination center for the students in prison. One of the juveniles reported: “we normally go to Central Jail Faisalabad for this purpose, a van gets us at morning to the centre and we come back after the examination” (J21).



Co-Curricular Activities

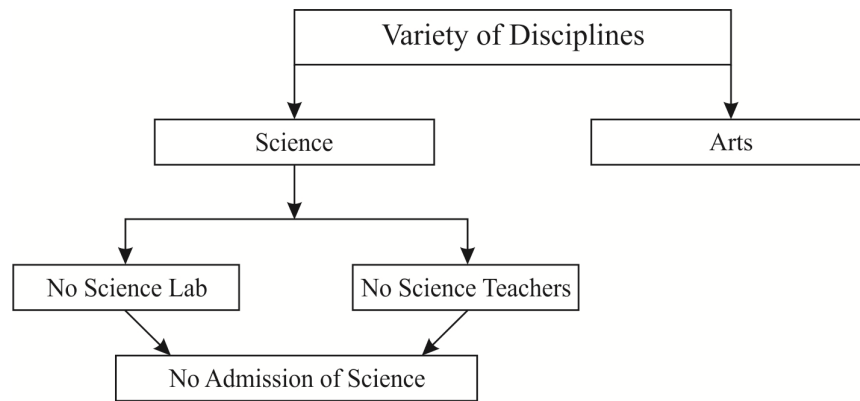
Co-curricular activities are planned to establish behavioral norms in the mind of prison students. A number of different co-curricular activities in ‘the jail education facility’ including the tutorial programs, sports like cricket, hockey, volley ball, football, carrom board, billiards, kabaddi, basketball and dices etc take place. In this regard, a juvenile articulated: “... some play cricket but I play kabaddi and volley ball...there are grounds

for basketball and football... we have a deficiency of sports equipment. They have bought us once a ball that expired within two months. Later they did not buy us anything” (J1). In response to question of permission to play, one of the juvenile responded: “...of course, we play cricket and football... we have football, volley ball, carrom board, bats ball and billiard...all in jail...we exercise also...there is a sport teacher”. (J22).Another respondent articulated: “We play cricket match every Sunday with a team comprising of jail employee’s children” (J15). The spirit of sportsmanship provides juveniles chances to interact with each other and exercise their social norms they are being educated for, therefore, it is necessary to have a close watch over them and for that purpose, a sport teacher is available to the students. These students are prisoner and cannot be taken out for a tour like going to visit a hill station or going to have an adventure etc., but in order to fulfil this purpose, management invites the outside teams to have match with jail team, and most of the times jail team won the matches. There are also tutorial program but limited. A juvenile reported: “...tutorial program is conducted on Independence Day where boys participate in national anthem, sing songs and dance” (J10). Similarly, sermons are delivered for moral development of juveniles.



What juveniles learn?

There are diversity of the subjects being taught within the jail education facility. It expands from the educational disciplines towards the trainings and courses of various kinds being offered within the facility run by the management. It is one of the most important part of facility to concentrate. Keeping the individual needs of the persons in mind, different disciplines are designed and different courses, skills and training classes are introduced, the purpose of which is to impart a specific field of knowledge, training or skill to jail individuals so that whenever they leave the premises, they serve as the productive citizens of the country. This is helpful in earning their livelihood and lending them a respectable position in the society that is very hard to get for a convicted person. Both academic and vocational training have been imparted to juveniles. Inmates of the jail usually belong to the poor group of the society, they bring almost grade five proficiency in reading and writing skills, they are comparatively under-educated with little or no skills in trade or professional career. Academic qualification gives them opportunities to read and write, develop basic computational skills and get the necessary education. Prison education aimed at to get the prisoner high school or higher secondary school certificates and offering the opportunities to advance their studies.

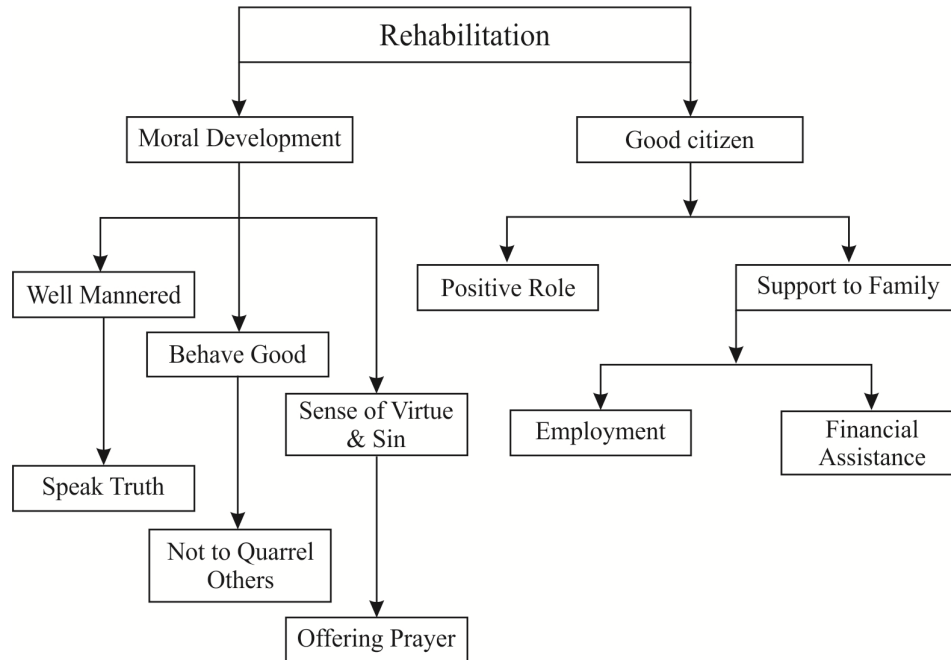


Vocational training has been introduced and there were number of courses and trainings available to be opted, for example, CAD (Computer Aid Designing), carpentry, plumbing, electricity, tailoring, playing musical instruments etc. In the jail educational facility, one of our interviewees reported: "...we are taught arts subjects... there is no science lab... we study English, Urdu and Mathematics" (J5). Prison students have revealed that science subject is not being offered. A juvenile articulated: "...it is disappointing, science subjects are not taught here because before coming in jail I was studying bio, chemistry and physics... I am studying arts subjects now... Punjabi... I

already have passed 9th class with good marks before coming to jail but I could not continue because we are not taught science subjects in jail, this has wasted all my effort...” (J19). Only in the form of tailoring and music class, a limited vocational training is being imparted which is alarming and where only master-tailor and bandmaster is available occasionally.

Rehabilitation and Detention

Rehabilitation and detention means diverting the students from that sense of guilt and crime towards the sense of responsibility and morality, which leads them to advance in their crime. It deals with the psychological improvement and emotional development so that the inmates may not carry on their mental pathway leading them to the violent ideas and thoughts rather it helps them to strengthen the noble ideas in their mind with the help of different tools and techniques. These different tools and techniques may include tutorial programs and different categories being represented in these tutorial programs, sermons, morality lectures and discussion with teachers, friends and surrounding people and the methods of punishment and reward. Upon all these one of the juvenile reflected: “...they also give us educational guidance...that makes us better in our life and livings” (J11). Jail educational facility means rehabilitation and detention. Another prison student articulated: “... we are given the moral lessons through several means and one of them is our teachers” (J6). Sans doubt, students idealize their teachers and try to follow them in their course of life. Teachers serve as the massive source of raw ideas gradually building the structure of their student’s character, mind and patterns of social behavior. Wardens of the jail also have influence over their morality. Sermons delivered to them are also the greatest source of inspiration and have far-reaching effects making way of detention. On contrary, a juvenile reported: “...he doesn’t feel a sense of inspiration from wardens because they are corrupt bearing miles of gap between their words and action. They accept bribes, keep half share of whatever the inmates receive from their homes and if the inmates report it to judge, they use to beat the students” (J13). Such situation is one of the great hinders towards the rehabilitation and detention of the students, however, teachers, NGOs and other factors are helpful in achieving the purpose of education in prison.



Conclusion and Discussion

It is worthwhile to find that there is a struggle in this ground and somehow educational facilities are being provided to the inmates in jail, but there is much to do yet for those unfortunate inmates that are facing lot of challenges in order to get education properly. Though the juveniles are being provided with opportunities of education in jail but no possibility exists to select subject of their choice. Government has not appointed educators to facilitate these inmates. NGOs are working but at the lowest capacity. Jail police wardens, who are not qualified enough and are inexperienced, are given the duty to teach the students. No particular consideration is being paid to curriculum development for juveniles as PEC and PTB are paying for schools outside jails. One teacher teaches all subjects to all grades. No school building exists rather the building of a previous suffocated carpet-knitting factory is specified for teaching-learning purpose. No proper record keeping system for the students in order to assess them properly exists. Teaching standard is so low that they fail to send all students of a class for board examination. Inmates should be provided with the diversified curriculum that should be broad enough to fulfil the needs and requirements of the juveniles together with morality and rehabilitation by improving their moral skills such as anger management etc. The Council of Europe Recommendations in Jail (Harper and Chitty, 2005) stressed upon the provision of flexible curriculum to the inmates that should be broad in its scope and

nature. Similarly, art and culture play their role in rehabilitation of juveniles. Mercer (2010) elaborated that arts and cultural programs help prisoners in the process of going back to the rehabilitation and development of morality. This leads them towards the healthier reconstruction of pattern of behaviors and their effects towards the society on individual bases. Anderson and Ovary (2010) suggested that well-equipped library and healthier cultural activities are significant to create a sense of social inclusion among juveniles. Diversification of curriculum and vocal training are also vital role in mainstreaming of juveniles in a society. Prison students are in jails for a specific period without any purpose. To address them for mainstreaming purpose is the core responsibility of the state to create environment in order to reconcile their behaviours with respect to the collective social norms.

The study has facilitated the researchers to develop sufficient insight of the provision of education and facilities for juveniles in jail. Based on the insight developed, the researchers reached out to the following steps for providing education facility for juveniles:

1. School education department should approve schools in jails where juveniles be offered wider range of subjects to enhance their interest in education.
2. Special risk allowance should be given to teachers for teaching juveniles.
3. Punjab Public Service Commission (PPSC) should select heads for prisons schools so that they can run schools in better way.
4. Directorate of staff development (DSD) should train teachers according to emerging pedagogies for physical, psychological, emotional, social, and moral development of prisoned students.
5. Curriculum developers should introduce flexible syllabus for prisoned students and management should not restrict juveniles to opt few subjects only.
6. Government of Punjab and finance department should provide budget for making education equitable for juveniles to ease their mainstreaming in our society.

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