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Analysis of Educational Facilities for Prisoners in Southern Punjab

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ABSTRACT

Education plays an essential function in the political and socio-economic progress of a nation. Different studies show that education of the prisoners has great importance in society. Prisoners are those persons who are ignored in society. They want to get education. But they have not been properly treated regarding education. The purpose of the study was to evaluate the educational facilities in the prisons of Southern Punjab. The objectives of the study were to investigate the educational facilities provided to the prisoners in Southern Punjab and to find out problems related to prisoners' education. The study was delimited to the male prisoners of Southern Punjab. Research methodology was descriptive. Data was collected through qualitative and quantitative survey. For this purpose, questionnaire and interview were developed after literature review. Data related to questionnaire survey was analyzed by applying different statistical techniques. Percentage, mean, standard deviation and t-test of independent sample were applied to analyze the data. Qualitative analysis of interview data was made. Exact words of respondents were written for all questions. General themes from the respondents' answers were identified. On the basis of quantitative and qualitative analysis of data, findings were made and results were drawn. It was concluded that prisons had lack of better computers, computer labs, libraries and equipment for vocational work. Arts and science teachers were not available. It may be suggested that government should allocate sufficient fund in order to provide educational facilities to prisoners. Government should provide computers, libraries and equipment for vocational work in prisons.

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1. Introduction

Pakistan has been overwhelmed by problems such as poverty, low literacy rate, overcrowding, low income and a high crime rate as a poor country. According to Pakistan Law and Justice Commission (2017), there are approximately 80 thousand convicts in Pakistani prisons. The majority of inmates are poor, uneducated, drug addicts, mentally sick and have very distressing lives; such characteristics make reintegration extremely difficult (Schirmer, 2008). The purpose of education is to free oneself from undesirable emotions such as greed, poor moods, and sadness. Education should, in fact, be provided to all members of society without restriction. Prisoners are a sector of society that is severely lacking in the fulfilment of a number of basic requirements, one of which is the development of one's personality through education (Pathaneni, 2020). The prisoners' education is not a novel concept to introduce reformatory education into jails.

The International Commission on Criminal Justice and Penal Institutions conducted its inaugural congress meeting in London in 1872. The meeting's main topic was inmate reformatory education (Jovani et al., 2019). According to Gaes (2018), prisoners' education is an attempt to make extensive use of information in order to operate effectively in society, attain their goals, and enhance their knowledge and potential. According to Achakzai et al. (2015), there is no educational or training facility provided in Pakistani prisons. According to Pakistan's Law and Justice Commission (2017), inmates have the right to education, and it is the responsibility of the jail administration to provide educational opportunities for them. Every prison in Pakistan is required to have a library. Any prisoner who wishes to pursue higher education will be supplied with all necessary resources. Unfortunately, education is the most neglected sector in terms of convicts, and no meaningful attempt has been made to execute the recommendations made by Pakistan's Law and Justice Commission.

The education of prisoners not only prepares them for life after jail, but it also allows them to maximize their time for learning (Duguid & Pawson, 1998). Prisons should be utilized to reconstruct and reform the prisoner into a more productive member of society. Prisoners who receive education and training have their personality reconstructed for better social assimilation (Hawley, Murphy, & Souto-Otero, 2013). The state may ensure that all citizens have an equal opportunity to improve their lives. The primary goal in education should be to ensure that everyone has access to a high-quality education (Ministry of Education, 2007).

The prisoners' education within borstal institutions, provide equitable educational opportunities, facilities, and training to juveniles' mental, moral, and psychological growth that play a significant role in making them useful citizens for Pakistan's society (National youth policy, 2008). The researchers believe that Pakistan's rules of prisons related to education of prisoners need to be reformed urgently. The appropriate implementation of these reforms in Pakistani prisons, particularly in terms of re-socialization, reconstruction, and rehabilitation of convicts, can result in improved social cohesion and a significant reduction in crime rates (Achakzai, 2015).

2. Review of Literature

The education of prisoners is given very low attention, in term of education, since it appears infrequently in public discourses and inadequately in educational research. A few articles have been published in research journals (Szifris et al., 2018). Because, the prisoners are given little importance in society (Bhatti, 2010, p. 31). Therefore, prisoners' education is considered to appear as understudied and undertheorized topic (Szifris et al., 2018), and it "has been shockingly undetectable

in certain European policy papers" (Czerniawski, 2016, p. 202). The inmates can learn "pro-social standards" through a prison education program that provides a respite away from the "criminal subculture" that is prevalent. The teachers' can also play a vital role through their interaction among the prisoners to make them a valuable member of society.

Simultaneously, it decreases the sense of disaffection that offenders often feel when incarcerated. The improved social skills that arise can make it simpler for prisoners to find and keep a job after they are released, lowering their chances of towards criminal activities (Taib, 2012 & Jovani et al., 2019).

According to the International Crisis Group (2011), prisoners' education is critical for reducing rising delinquency and violence, improving the justice system regarding criminals, and implementing the law and order. The organization performed a research in Islamabad, Lahore, Karachi, and Quetta constructed on comprehensive discussions with jail representatives, attorneys, employees of NGO, and advocates to highlight system faults. According to the findings, there is a severe scarcity of properly qualified professionals who can look after the education of prisoners towards a well-balanced and disciplined life, which has resulted in an increase in criminality within prison walls, including substance misuse and violence. In Pakistan, overcrowding makes it tough to separate dangerous offenders from imprisonment detainees (Faizi et al., 2017).

The purposes of prison education are to focus on teaching illiteracy programmers, adult basic education, general educational development courses, vocational education and training and post-secondary education (Cnaan, 2008, p. 23). In prison, the role of facilitators is of great importance. Facilitators are a latest term that is used for a teacher. A teacher should be a facilitator. He should facilitate the prisoners by giving knowledge, by giving them inspiration to get education and by realizing them that what is right and what are wrong? The facilitators in prison work on these principles. Attitude, ideas and behavior of prisoners can be corrected. Prison must be a center for information and not for punishment (Ayu 2004, p. 45).

According to Aliyu (2016) claimed that due to inadequate financial allocation, there has been little or no systematic educational provision for inmates from the commencement of services in prisons. According to Jovani and colleagues (2019), prisoners' education in jail should be varied and focused on training condemned criminals. It will eventually allow them to make a decent livelihood in the community. Inmates should learn writing, mathematics, reading, drawing, and craft so that they can gain skills that will help them find work after they are released from prison. Inmates' education should also be tailored to their urgent requirements.

Many researches were made to know the hurdles which are the main obstacles in the path of prisoners, due to which they cannot get proper education in prison. A research was carried out by a Vikram- Praekh (1998) entitled "The Denial of Juvenile Justice in Pakistan". This research had designated a number of general imperfections in the illegal justice system that had donated to the huge overcrowding in the prison and stretches imprisonment of both adults and children.

According to a study by Achakzai et al., (2015), there are no formal or informal educational provisions for convicts or their accompanying children in Pakistani jails.

According to Aziz et al. (2017), 65.3 percent of respondents stated that reformative education facilities are provided and that convicts are satisfied. Furthermore, according to Latif et al., (2018), the majority of female convicts agreed that education is available for their children thanks to NGOs and charity groups, and that the quality of education is satisfactory. According to Shinji (2009), reformative education has become a requirement, particularly for youths incarcerated.

3. Methodology

The research methodology was descriptive. The data was collected through qualitative and quantitative survey. The population of this study was the male prisoners of prisons located in Southern Punjab. There were 11 prisons located in three divisions of southern Punjab. There were 9371 prisoners at the time of data collection in the prisons of southern Punjab (DIG Office, 2013). Sampling was made at different stages for this study. Four districts from three divisions (at least one from each division) were selected randomly. Then one prison was selected randomly from each district. From each prison, 150 male inmates were selected conveniently for data collection. Two instruments i.e.: questionnaire and interview were used to collect data from the respondents. Keeping in view the nature of the problem and population questionnaire was used to collect quantitative data. Interview was used to collect qualitative data for the study. Experts' opinions were taken to validate research instruments. With the help of prisons' administration, 600 questionnaires were distributed among inmates and 400 questionnaires were received back by the researcher. Thus return rate was 67%. Semi-structured interviews were taken from 08 superintendents/Deputy Superintendents and 16 facilitators of four prisons. Data related to questionnaire survey was analyzed. Percentage, mean, standard deviation and t-test of independent samples were applied to analyze the data. Qualitative analysis was made for interview data. Exact words of respondents were written for all questions. General themes from the respondents' answers were identified. Frequency and percentage of each theme were noted and explained descriptively.

4. Analysis

Table 1 Respondents' Views about Effectiveness of Educational Facilities

Statement	SDA (%)	DA (%)	UNC (%)	A (%)	SA (%)	Mean	SD
1.Facility of Vocational courses	12.8	23	5.3	28.5	30.5	3.41	1.443
2.Condition of equipment for vocational work	23.0	28.3	5.3	22.3	21.3	2.91	1.507
3.Prisoner's access to library	24.5	24.3	2.8	23.5	25.0	3.00	1.570
4.Required study material in library	34.5	33.5	4.8	18.3	9.3	2.34	1.357
5.Prisoner's access to operate computer	27.5	26.0	5.5	28.5	12.5	2.72	1.440
6.Condition of computers	36.0	31.3	7.5	19.3	6.00	2.28	1.293
7.Access to study through distance learning	24.0	17.5	3.8	37.3	17.5	3.07	1.148
8.Cooperation of authority with distance learners	19.5	21.5	3.8	42.8	12.8	3.08	1.389
Total	25.22	25.68	4.85	28.46	16.86	2.85	

Table 1 depicts respondents' views about effectiveness of educational facilities in prisons. Overall mean score 2.85 shows that prisoners were dissatisfied about the effectiveness of educational facilities in prisons of southern Punjab.

Table 2 Respondents' Views about Effectiveness of Instructors/ Facilitators

Statement	SDA (%)	DA (%)	UNC (%)	A (%)	SA (%)	Mean	SD
1.Competency of teachers	13.0	13.8	3.0	40.5	29.8	3.60	1.376
2.Friendly behavior of facilitators	20.5	20.8	5.0	31.3	22.5	3.14	1.491
3.Kindness and love for prisoners	13.8	26.5	5.0	23.0	31.8	3.32	1.488
Total	15.76	20.36	4.33	31.6	28.03	3.35	

Table 2 depicts respondents' views about effectiveness of facilitators. Overall mean score 3.35 shows that prisoners were satisfied about facilitators and gave positive response about the behavior of facilitators.

Table 3 Respondents' Views about Effectiveness of Teaching Methodology and academic resources

Statement	SDA (%)	DA (%)	UNC (%)	A (%)	SA (%)	Mean	SD
1.Facilitators teach formally	22.3	18.3	5.0	32.5	22.0	3.14	1.505
2.Prisoner's need of basic facts of Islam	32.0	24.5	5.8	22.5	15.3	2.65	1.497
3.Teaching methodology is interesting	19.3	19.5	8.8	29.0	23.5	3.18	1.472
4.Delivery of lesson by the facilitators	22.3	20.0	4.3	34.5	19.0	3.08	1.481
5.Use of A.V aids	19.0	22.0	7.3	27.0	24.8	3.17	1.489
6.Focused on reading and writing skills	29.8	27.8	4.3	23.0	15.3	2.66	1.483
7.Evaluation through regular exams	22.5	31.8	9.5	14.8	21.5	2.81	1.481
8.Instructors teach occupational courses practically	20.3	32.0	11.8	17.8	18.3	2.82	1.417
9. Practically work of vocational courses	17.8	37.0	18.8	15.5	11.0	2.65	1.248
10. Guidance to the distance learners	9.3	28.0	4.0	36.0	22.8	3.35	1.342
Total	21.46	26.09	7.96	25.26	19.35	2.95	

Table 3 indicates respondents' views about effectiveness of teaching methodology of facilitators and academic resources. Overall mean score 2.95 shows that prisoners were not satisfied about teaching methodology of facilitators.

Table 4 Respondents' Views about Utility of Prisoners' Education

Statement	SDA (%)	DA (%)	UNC (%)	A (%)	SA (%)	Mean	SD
1.Ability to read the Holy Quran	20.3	25.5	7.8	22.8	23.8	3.04	1.499
2.Education develops confidence	11.8	14.8	4.5	45.5	24.0	3.56	1.312
3.Vocational courses help to get job	12.8	22.5	4.0	43.3	17.5	3.30	1.334
4.Follow to law and Islamic values	9.0	9.5	8.0	49.5	31.5	3.85	1.221
5.Education helps for rehabilitation	9.0	18.8	2.5	52.8	17.0	3.50	1.228
Total	12.58	18.22	5.36	42.78	22.76	3.45	

Table 4 highlights the respondents' views about utility of prisoners' education. Overall mean score 3.45 shows that prisoners gave positive response about utility of prisoners' education.

Table 5 Overall Comparisons of Respondents from Rural and Urban Areas about Effectiveness of Prisoners' Education

Category	Frequency	Mean	SD	T-Value	P-Value
Urban	207	2.37	0.218	1.466	0.143
Rural	193	2.34	0.234		

Table 5 shows that respondents views from rural and urban areas about effectiveness of prisoners' education. The p-value (.143) is higher than 0.05, level of significance. It means that respondents from urban and rural locality gave similar opinion about effectiveness of prisoners' education.

5. Interviews of Respondents

Semi-structured interviews were taken from superintendents and facilitators. Regarding the purposes of education, majority of respondents told that the main purposes were to improve education and to make them a good citizen of society. About the availability of educational facilities, majority of respondents told that computer labs were present; computers were available; religious teachers were present; arts and science teachers were not available; library was not there and vocational teachers were also available. Regarding the importance of character building of prisoners, majority of respondents said that it is necessary to give awareness about right and wrong, to give moral values, to bring a positive change in their character and to make them responsible member of society. About the utility of education majority of respondents said it would be helpful for rehabilitation, to build the confidence level of inmates, to get jobs and it would give respectable position to prisoners in society.

As concerned to focus the illiterate prisoners, superintendents described that they were given attention to some extent to get education and knowledge of Islam was given to them. About the importance of technical education, respondents told that it would be helpful in getting jobs, it should be a part of prisoner's education but lack of equipment was also there. The role of facilitators told by the superintendents was to encourage the prisoners for education and they had kindness and love for prisoners. The beneficial courses for prisoners told by the respondents were computer short courses and electrical short courses. Respondents told that they motivated the prisoners for education and gave them importance of education. Regarding the role of government, respondents described that they could not fulfill all required educational facilities for prisoners due to lack of funds and teaching faculty was not provided by the government.

The role of NGO's told by the superintendent was that vocational instructors were provided by different NGOs and some books in library were also provided by them. The respondents gave suggestions that government must give funds to promote prisoner's education, there should be uniform policy for all education in Pakistan, educational faculty for literacy classes must be given and Seminars and workshops must be arranged by colleges and universities to promote prisoner's

education.

6. Conclusions

The education of prisoners is considered as neglected area and it is the dire need of time to give importance to prisoners' education. The results of the study reveal the effectiveness of educational facilities for prisoners in Southern Punjab. Table 1 describes that overall half of respondents disagreed about effectiveness of educational facilities.

The respondents were not satisfied with effectiveness of educational facilities. More than half of respondents gave positive response about availability of vocational courses. They told that the vocational courses like electrical and computer courses were done in prison. Two-fourth inmates disagreed about the better condition of equipment for vocational work. They said that condition of equipment for vocational work was not better. Prisoners showed equally agreement and disagreement about the permission to use library. They described that were uncertain about their access to library. Two-third of respondents was not satisfied about study materials in library. They complained that libraries had not required study material.

Half of the inmates gave negative response about permission to use computer. They said that they were not allowed to use computer. Two-third of respondents disagreed about the condition of computer. They told that that condition of computers was not better. More than half of inmates showed agreement about permission to study through distance learning. They described that they were allowed to study through distance learning. Half of the prisoners were satisfied about the cooperation of authority with distance learners. They highlighted that authority had good cooperation with distance learners.

Table 2 depicts that overall two-third respondents were agreed about the qualities of facilitators. Overall respondents were satisfied about the qualities of facilitators. Three-fourth of respondents gave positive response about training and competency of facilitators. They told that facilitators were trained and competent in the prisons. Half of inmates agreed about friendly behavior of facilitators. They described that facilitators had friendly behavior with them. Half of the respondents showed agreement about kind and love of facilitators. They said that facilitators had kind and love with them.

Table 3 highlights that overall half of respondents were not satisfied about effectiveness of teaching methodology of facilitators and academic resources. Overall respondents showed disagreement about effectiveness of teaching methodology of instructors and academic resources.

Half of respondents gave positive response about formal education in prisons. They told that they were taught formally in prison. Half of inmates were not satisfied about that basic knowledge of Islam was given to them. They highlighted that basic knowledge of Islam was not given properly. Two-fourth prisoners showed agreement about methodology of facilitators. They told that methodology of facilitators was interest. Half of respondents gave response in favor about how facilitators delivered lesson. They highlighted that lesson was delivered in an easy way.

Two-fourth inmates were satisfied about the uses of A.V aids. They told that A.V aids were used by the facilitators. Half of prisoners gave negative response about attention on reading and writing skills. They told that reading and writing skills were not given attention in prison. Half of

respondents disagreed about evaluation of study through regular exams. They said that evaluation was not done through exams on daily basis. Half of inmates opined against facility of practically work of vocational courses.

They explained that vocational courses were not taught practically to the respondents. Half respondents were dissatisfied about practice of practically work of vocational courses. They described that respondents had not given chance to do practically work by their own hands. Two-third respondents gave positive response about guidance to distance learners. They told that guidance was given to respondents who wanted to get education through distance education. Table 4 shows that overall three-fourth of respondents agreed about the utility of prisoners' education. Overall respondents were satisfied with the utility of prisoner's education. Half of respondents gave positive response about their ability to read Quran.

They said that they had ability to read Quran. Three-fourth of inmates showed agreement about utility of education. They explained that education would develop confidence in them. Three-fourth respondents confirmed the utility of vocational courses. They told that vocational courses would be helpful in seeking job. Three-fourth of respondents gave positive response about to obey laws and Islamic values. They said that they had learnt to obey laws and Islamic values through education. Three fourth of respondents confirmed the utility of education after releasing from prison. They said that education would be helpful for rehabilitation. Table 5 shows that respondents views from rural and urban areas about effectiveness of prisoners' education. Respondents from urban and rural locality gave similar opinion about effectiveness of prisoners' education.

7. Discussion

The study provides hope that there is a possibility of educational continuity and motivation in the study area. Prisoners' education is the key element for reconstruction and enlightenment. The present study argues that effectiveness of educational facilities has significant importance for prisoners. Pakistan is a developing country with a high crime rate due to socioeconomic disparities. In Pakistani prisons, there are a lot of criminals.

The overall half of respondents disagreed about effectiveness of educational facilities. They were not satisfied with effectiveness of educational facilities. The respondents agreed about the qualities of facilitators. The respondents were not satisfied about effectiveness of teaching methodology of facilitators and academic resources. Overall respondents showed disagreement about effectiveness of teaching methodology of instructors and academic resources. The respondents agreed about the utility of prisoners' education. Overall respondents were satisfied with the utility of prisoner's education. It is alarming that facilities meant for the educational reformation of the incarcerated persons were found unavailable to stakeholders involved in the reformation process. Prisoners' education is the backbone of imprisonment; without provision of good reformative educational facilities, all may go waste, energy, and resources. These wasted efforts would be detrimental to society as well because they may lead to a high recidivism rate. It is hoped that the solutions recommended in this study would be incorporated into the Punjab Prisons' governance system.

8. Recommendations

- Government must provide teaching facility of arts, science subjects and vocational instructors in prisons.

- Condition of computers and computer labs must be better in prisons.
- Prisoners must have an access to computer.
- Prisoners must be given basic knowledge of Islam.
- Departments like Tevta and Social Welfare Departments may give technical education in prisons as most of the respondents are also eager for technical education.
- Stationery must be provided to respondents in the prisons.
- Libraries must have required study material.
- Reading and writing skills of respondents must be focused in prisons.
- Evaluation of respondents must be through regular exams.
- Instructors must teach vocational courses practically to the prisoners.
- Government should provide computers, libraries and equipment for vocational work in prisons.
- NGOs can come forward for providing computers, libraries and equipment for vocational work in prisons.
- Scholarships may be granted to respondents by government who have interested for higher education.
- Formal education up to secondary level must be provided by government in prisons.
- Seminars and different workshops on prison education may be arranged by universities and colleges for general awareness about prison education.

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