

EMPOWERING YOUNG INMATES THROUGH LIFELONG LEARNING PROGRAMS IN MALAYSIA: PROSPECTS AND CHALLENGES

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Abstract

The paper aimed on whether young inmates in Malaysia should be given more empowerment in gaining educational opportunities through lifelong learning programs during their imprisonment period in the detention centres. The current study adopts a qualitative methodology approach involving interviews with the officials of the Malaysia Prisons Department. Thoughts and views of the respondents on how they perceive regarding the educational empowerment of the institutionalised children and young people through lifelong learning programs are discussed. The findings can be demonstrated as follows: a) the government through its various related departments plays a major role in fulfilling the responsibility to provide more educational opportunities through lifelong learning programs for the institutionalised children and young people in Malaysia; and b) the educational empowerment for the institutionalized children and young people through lifelong learning programs is vital as it would enable them to be better persons after release. It is anticipated that the beliefs of the prisons officials towards the topic signify the rationale and values on whether the institutionalised children and young people in Malaysia would be more empowered through lifelong learning programs during their imprisonment.

Key Words: *young inmates; young offenders; young people; lifelong learning; educational opportunities; prisons; rehabilitation*

Introduction

The Prisons Department in Malaysia, being a correctional entity, through its vision and mission is responsible to provide a safe detention and rehabilitation institution.¹ Besides controlling over the residents by treating them humanely upon implementing the detention order by the court, one of the functions of the Malaysia Prisons Department is to implement the rehabilitation program for the residents through various approaches².

The Rehabilitation and Treatment division is the responsible unit that formulates, designs and implements various rehabilitation programs for offenders. All the rehabilitation programs are designed based on the principles of "Knowledge, Attitudes, Skills, Intelligence and Humanity" (KASIH) which "KASIH" is also has been declared to be the motto of the division. The division believes every offender has potentials to be rehabilitated and so its main objective is to shape the attitudes among the offenders to be responsible and socially productive towards their return into the society³.

¹Prisons Department of Malaysia, (accessed 2009, October 27). *Vision, Mission and Objectives*. Retrieved from http://www.prison.gov.my/bi/index.php?option=com_content&view=article&id=288&Itemid=64

²See website of the Prisons Department of Malaysia, (accessed 2011, August 3). Retrieved from <http://www.prison.gov.my/portal/page/portal/hijau/visi>

³Further details, refer "Bahagian Pemulihan dan Rawatan" ("Rehabilitation and Treatment" division), retrieved at <http://www.prison.gov.my>; accessed 12 August 2010

This paper reports some of the data from a recent study, adopting a qualitative methodology, exploring the views of the prison officials⁴ regarding the educational empowerment of the institutionalized children and young people through lifelong learning programs.

In this paper, the author outlines the discussion into 2 sections; namely:

1. How do the prison officials in Malaysia perceive regarding the concept of lifelong learning programs as implemented for young people within the prisons institutions? and,
2. How do the prison officials in Malaysia observe the relationship between the implementation of lifelong learning programs and the rehabilitation of young people?

Therefore, the aim of this paper is to discuss whether the attitudes of the prison officials towards understanding the concept of lifelong learning programs would give more empowerment to young inmates in gaining educational opportunities during their imprisonment?

"Child and Young Offenders"

The institutional treatment for Malaysian child and young' offenders consists of two modalities: a closed institution and an open institution. The former institution which is also recognized as an advanced Approved School or Henry Gurney School is under the administration and management of the Prisons Department; while the latter, also known as an Approved School, is under the Department of Social Welfare. Since this paper focuses on the child and young offenders under the management of the Prisons Department, therefore the discussion in this paper will be limited to the institutions which fall under the first category; namely: The Prisons Department itself; and, the Henry Gurney School.

Section 91(1)⁶ and Section 75⁷ of the Child Act should be read together as to explain the different categories of the child and young-offenders' admitted to these two modalities of institutions'.

Therefore, in this paper, the term "young people" is used referring to both categories of offenders who are being detained within the prisons institutions in Malaysia aged between fourteen and twenty one.

⁴The data covers the interviews with 5 respondents who were selected based on the purposive sampling: the Director General of the Prisons Department, Malaysia { at the time of the interview was the Deputy Director General of the Prisons Department, Malaysia ("Abu Bakar"), secondly; the Director of the Rehabilitation and Treatment Unit of the Prisons Department, Malaysia ("Umar"), thirdly; the Education Section Officer of the Prisons Department, Malaysia ("Usman"), fourthly; the Chief Inspector of the Prisons Department, Malaysia, who represented the Director of the Kajang Prison ("Ali") and fifthly; the Director of the Henry Gurney School, Malacca ("Aziz"). All the interviewees are given different code names; bearing not their real names as to maintain their confidentiality for the research purposes, The data interview from each respondent was transcribed verbatim and subsequently analysed thematically according to a set of established themes in order to perform a continuous flow of discussion.

⁵Henry Gurney School is an institution for a detention of inmates aged between 14 to 21 years under the order of the Court as mentioned in Section 74 Child Act, 2001; and, "Young Prisoners" are prisoners under 21 years who have been convicted by a court - refer Prisons Department of Malaysia, (2009, October 27). Definition. Retrieved from http://wvr.v.prison.gov.my/bi/index.php?option=com_content&view=article&id=17:soalan-lazim-faq&catid=39:maklumat-korporat&Itemid=77

⁶Section 91(1) of the Child Act states "Power of Court For Children on Proof of Offence"

⁷Section 75 of the Child Act states "When A Child Can Be Sent to Henry Gurney Schools"

⁸"The youth have minimum supervision and participation in vocational training, agricultural work, religious instruction, academic and physical education, recreation, sports, and counseling:' Refer Z N Hashim in "Correction of Young Offenders in Malaysian Prisons"

⁹Basically, the child and young offenders who have committed more serious crimes or those who have not made good in other modalities of treatment are normally admitted to the Henry Gurney School for treatment under more rigid security. Even though under different departments, the ultimate aim of the treatment in both modals are still same with the intention of to prepare them from the very instant he or she steps into the school for his ultimate reintegration to society. (Bee, T G, undated: 205)

The Implementation of Lifelong Learning Programs for Young People within the Prisons Institutions in Malaysia

At present, the implementation of lifelong learning programs provided for the young people who are detained in the closed institutions in Malaysia are basically based on the rehabilitation program known as the "Putra Module" that adopts the 'school programme approach'. The implementation of the "Putra Module" stresses on the academic educational approach allowing young offenders to continue and/or repeating their half way schooling activities resulting from their admission to the institutions¹⁰.

Under this module, the young people are equipped with various programs including academic, vocational, spiritual, sports and co-curriculum activities. The academic programs provided for the young people are basically focusing on the academic-oriented similar to the education system that is applied in the mainstream schools.

This Putra Module is one of the rehabilitation models that are developed by the Rehabilitation and Treatment Unit of the Malaysia Prisons Department based on the "Human Development Plan" ("HDP"¹²) or the *Pelan Pembangunan Insan* ("PPI"¹³). Since its launch in 2004, the HDP operates as the blue print of the Malaysia Prisons Department in developing the rehabilitation programs, modules and activities for the pre-sentence offenders, during sentence offenders and after sentence offenders.

The "Putra Module" is a specific rehabilitation program that designs to develop the young people in the Henry Gurney Schools and the prison institutions. The underlying principles beneath the program emphasize the holistic rehabilitation program that stresses on the physical, clinical and psychological aspects of the young people. In general, the Putra Module acts as a guideline¹⁴ for the prison institutions to provide rehabilitation programs that will help the young people to realize their past criminal wrong doing and to encourage them to be better persons before reintegration into the society upon release. To some extent, the module aims to help the young people revealing their real potentials and capabilities as to concentrate in academic programs and/or skills and/or sports or other fields. Hence, through a range of educational programs, these young people are educated and trained to positively progress towards becoming better persons¹⁵.

¹⁰"Sistem pemulihan Penghuni Jabatan Penjara Malaysia - Pelan Pembangunan Insan (Human Spiritual Development Plan)': pag 10, Bahagian Pemulihan dan Rawatan, refer details at website vnwv.prison.gov.my

¹¹Based on the National Curriculum Education in Malaysia, "spiritual" subjects refer to Religious Knowledge subject (taught to Muslim students) and/or Moral subjects (taught to non Muslim students), The teachings of spiritual subjects to Malaysian children are to fulfill the intention as embedded in the National Educational Philosophy, "Education in Malaysia is on-going efforts towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high level of personal well being as well as being able to contribute to the harmony and betterment of the society and the nation at large': Further details; refer the website of Ministry of Education, Malaysia at <http://vww.v.moe.gov.my>

¹²Malaysia Prisons Department, {undated}, "Pelan Pembangunan Insan': Malaysia Prisons Department, Selangor, Malaysia.

¹³Under the "Pelan Pembangunan Insan" of "Human Development Plan': all the rehabilitation programs are designed based on the principles of "Knowledge, Attitudes, Skills, Intelligence and Humanity" (KASIH) which "KASIH" is also has been declared to be the motto of the division. For further details, refer website of the Malaysia Prisons Department.

¹⁴Basically, the module consists 4 phases, namely "Disciplinary Building Programs" (Phase 1), "Moral/Attitudes Reinforcement Programs" (Phase 2), "Skills Programs" (Phase 3) and "Humanity Programs" (Phase 4)

¹⁵"Pembelajaran Sepanjang Hayat" {"Lifelong Learning"}, the Malaysia Prisons Department at page 19 - 21

The Development of Lifelong Learning Programs Provided for Young People within the Malaysia Prisons Institutions

As at 2008¹⁶, there were twelve young inmates in the Kajang Prison who have been pursuing their higher studies in various fields among others, namely; Business Management Studies, Law, Islamic Studies, Information Technology, Pre School Education and Multimedia Communication. These young people were allowed to pursue their studies through lifelong learning programs managed by two institutions namely; Open University of Malaysia and Association of Business Executive.

In addition, it is also noted that many young people from the Henry Gurney School, Malacca, as recorded since 2005 - 2008, have been pursuing their studies in a variety of higher learning institutions namely; Kolej Komuniti, Open University of Malaysia, Politeknik Malaysia and other private institutions¹⁷.

Attitudes of the Prison Officials regarding the Implementation of Lifelong Learning Programs within the Prisons Institutions in Malaysia

The data reveals the prison officials opine the definition of 'lifelong learning programs' for young people within the prisons institutions include any formal and informal learning activities involving the youths allowing them to get educational opportunities during the detention period. Although these young offenders are confined behind bars, still, the prison officials believe the youths need to receive a proper education whilst being imprisoned. One respondent, "Abu Bakar" explained, "This opportunity, they need to grab it because it is a bridge to lifelong learning (programs), which means that learning does not stop here!.. We restrict their movements but we will not control their minds. That means they can continue to get education".

As a matter of fact, the prison officials agree that imprisonment is no hindrance for young inmates to develop themselves through educational opportunities during their incarceration. The Prisons Department is aware of the fact that young offenders presume they had already lost hope to continue studies due to the imprisonment. Therefore, taking account of this factor, the Prisons Department undertakes necessary measures by adopting lifelong learning programs enabling young offenders to pursuit knowledge and education according to their interests and potentials¹⁸. As "Abu Bakar" elucidated, "We are planning the strategy to build the necessary path for the students to embark on. This is because we believe that being imprisoned is not a hindrance for the offenders to acquire education. That's one clear thing. That's what we want!" "Ali" further commented, "We give the opportunity for the young people to further their studies...then give them a chance to study in institutions of higher learning without any constraints...we also provide the chance for the reformed offenders who are in prisons or in Henry Gurney Schools to get assistance in any particular aspect like education funds, skill-training funds, after they have been rehabilitated". Another respondent, "Umar" added, "We decided on it as such...anyone who comes to Henry Gurney Schools, to the Integrity Schools...they have an opportunity to study, and they will be confident of their future, just like the youths outside the prison system':

From the above excerpts, we may construe the prison officials understand lifelong learning program is one suitable approach that could encourage the continuous process of learning amongst young offenders during the imprisonment. The program provides useful

¹⁶When the field work for the current study was conducted.

¹⁷The data reveals that there were 7 young people studied in 2005, 5 young people (2006), 3 young people (2007) and 12 young people (2008) in Henry Gurney School, Malacca. They studied in various courses among others, namely; Information Technology, Multimedia, Business Management, Engineering courses, Electrical Technology, Architectural Draughtsman and Computer System.

¹⁸Refer "Pembelajaran Sepanjang Hayat" ("Lifelong Learning"), the Malaysia Prisons Department

opportunities for young offenders to gain as much knowledge as possible aiming to guide them planning for their good future. Indirectly, the facility makes the young people to positively believe they do still have opportunities to improve themselves even though they are currently confined behind bars.

In actual fact, though they are being imprisoned, this does not necessarily mean that their freedom is fully restricted; as they could be considered as receiving certain 'privileges' particularly to further studies with consent from the authorities. As one respondent, "Umar" revealed the prisons management realized they had failed to achieve the rehabilitation objectives set by the department prior to the formal implementation of the lifelong learning programs within the prisons institutions. He mentioned, "[T]hat was the previous situation (before the formal implementation of the lifelong learning programs). They could not go to school, could not attend school...they had to remain in their blocks, they did not know how to read, they were not accepted by the society, because of their lack of knowledge...and this led them to return to their old ways...so we need to provide them with knowledge.:' And "Ali" further inserted when expressing about the educational 'privileges' received by young people within the prisons institutions, "In my opinion, the school we have here is some sort of 'closed hostels' without total freedom:'

In due course, we may understand the prison officials believe the implementation of lifelong learning programs in offering certain educational opportunities to young inmates reflect the entire prospect of the rehabilitation process within the prisons institutions.

Further, the data would suggest the implementation of lifelong learning programs within the prisons institutions resembles the understanding of the prison officials regarding the importance of the programs which are beneficial to the young offenders in gaining adequate knowledge without major restrictions. In this context, the prisons management considers the nature of lifelong learning programs which are flexible and accessible to everyone therefore the implementation of such learning programs would enhance young offenders gaining skills and qualifications during the imprisonment¹⁹. As stressed by "Abu Bakar", " As I have mentioned, we must realize that the most important thing for us is to provide the knowledge, the lifelong learning must continue from childhood to old age, so we should believe in the concept as it is a requirement for them to acquire knowledge, it has been stated in the Islam religion... that's why the Malaysia Prisons Department is focusing on that, although the offenders are in prisons, we cannot stop giving them education...because human beings need the knowledge.:' "Ali" inserted, "Our director himself stated that giving a chance to these (young) offenders mean that we are giving them a chance to further their studies!"

In this regard, the prison officials view the implementation of lifelong learning programs for young offenders within the prisons institutions is vital as it provides a second chance for them to continue and/or repeat their half way schooling (or academic) activities due to their admission into the institutions. "Umar" stressed, "[T]hey have a chance to study the academic subjects as well as the vocational subjects in a formal manner. They also have a chance to take part in other fields available. So after this, they would have a future just like their friends outside (the prisons)". Another respondent, "Abu Bakar" explained, "[W]e can still provide them with lifelong learning... give them a second chance so that there will not be any gaps caused by lack of education in their lives...due to their detention period".

As such, we may imply the Malaysia Prisons Department is committed towards providing adequate accessibility to educational rights for the institutionalized youths whilst their incarceration. Through and/or by implementing the lifelong learning programs within the prisons institutions, it shows the Malaysia Prisons Department intends to bridge possible educational gaps between institutionalized young persons and the youths outside the institutions.

¹⁹Refer details "Pembelajaran Sepanjang Hayat" ("Lifelong Learning"), the Malaysia Prisons Department

Attitudes of the Prison Officials regarding the Relationship between the Implementation of Lifelong Learning Programs and the Rehabilitation of Young People

The findings depict the prison officials view there is a close relationship between the implementation of lifelong learning programs for young people within the prisons institutions and the aims of the Malaysia Prisons Department to rehabilitate the youths. The prison officials agree the implementation of lifelong learning programs within the prisons institutions is helpful towards ensuring an effective rehabilitation process of young offenders due to certain points; namely:

First; the prison officials reckon lifelong learning programs implemented for young people within the prisons institutions is one good platform for the youths to gain useful knowledge and skills that could guide them becoming better persons. "Abu Bakar" explained, "[W]hen someone (a young offender) is equipped with knowledge, he or she becomes a better person, able to think problems out. If they do not have knowledge, they wouldn't be able to make good decisions...no particular stand...so I would agree we need to focus on this aspect... if they are equipped with knowledge this would greatly help the rehabilitation process, they can think with maturity and they would be able to realize the Malaysia Prisons Department's role in trying to rehabilitate them, to help them become better persons!" Next, "Ali" added, "[T]hat's why now, the government's policy is to acknowledge the presence of juveniles in this type of institution... We give them this chance. And we hope that one day; they will become good citizens who can help the nation in aspects of development!"

The above quotations would imply the prison officials believe lifelong learning programs have been identified as useful in that the implementation of such programs would

encourage young people to improve their qualifications as well as their self development. From the data too, the author discovers all the respondents do associate the terms "education and/or knowledge" with "better person" during the conversation showing they understand lifelong learning programs are capable to provide necessary means promoting the youths to becoming better persons.

Secondly; the prison officials consider it is the responsibility of the Malaysia Prisons Department to provide a helpful medium of learning and teaching activities like lifelong learning programs in order to achieve the objectives of rehabilitating the institutionalized young persons during the imprisonment. Since the management of the Prisons Department observes prisoners including young inmates possess a lot of weaknesses²⁰; for instance; lack of knowledge and social skills; low capabilities in self management; and, lack of patriotism, therefore the implementation of lifelong learning programs is recognized to be a well-suited learning means due to its nature of practice which is flexible allowing the institutionalised youths to receive a proper education during incarceration.

Substantially, lifelong learning programs are identified to be one of suitable methods that could encourage young offenders to be educated and knowledgeable. "Ali" informed, "[T]he government hopes to provide the juveniles with training or education as much as possible although they may have committed crimes in the past. It is our government's policy to reform the offenders, they are given rehabilitation." "Aziz" further continued, "[A]s I have mentioned just now, another aspect is to provide a rehabilitation programme..one of our responsibilities is to provide this programme to the offenders so that when they get out of prisons...they would be in a better position, they would be able to get on with their lives".

Next, the prisons management observes the accessibility nature of lifelong Learning programs facilitating all people of all ages and background to receive education through formal and informal learning approach is essential for

²⁰Refer details "Pembelajaran Sepanjang Hayat" ("Lifelong Learning"), the Malaysia Prisons Department

institutionalized young persons to utilize similar educational opportunities during incarceration. In this respect, the prisons management understands young offenders within all prisons institutions in Malaysia should not be left behind so as to enjoy the practice of the concept of democracy of education²¹ whilst imprisoned. The prison officials are assured by undergoing learning process by and/or through lifelong learning programs, these youths would be able to develop their mind and thinking towards becoming better citizens upon reintegration process. As "Abu Bakar" emphasized, "[S]o when they are released, they would be able to further their studies...there will be no gap in terms of their mind development, that's the principle of lifelong learning". At some point, "Aziz" expressed, "I do feel that these opportunities should be expanded, should be made accessible so we could provide a chance and space for the offenders.'

Finally, since the Prisons Department regards offenders are still valuable resources to the country, therefore, the implementation of lifelong learning programs within the prisons institutions may assist the Prisons Department to develop these offenders towards producing better citizens who could socially contribute to the nations upon their reintegration into the society. As such, it is hoped that the commitment of the Prisons Department towards providing more educational empowerment as lifelong learning programs may help the department achieving its objectives to rehabilitate young prisoners becoming good citizens. "Aziz" marked, "[I]t does not matter if they are teenagers or much older adults, once they have been rehabilitated, they can contribute in one way or another to the nation and *society*:' "Ali" further inserted, "[S]o that when they are released, they would have more confidence, not sticking out like a sore thumb in the society." Also mentioned by "Usman"; "[I] think these opportunities would be beneficial for them...to develop their human capital...there are quite a lot of opportunities:'

Recommendations and Suggestions

The responses from the data would suggest the prison officials in Malaysia opine lifelong learning programs play a great role in helping them to develop young offenders during incarceration. In due course, the findings would indicate *inter alia*:

The prisons management believes educational attainment should be given a priority in terms of rehabilitating young offenders and, therefore, imprisonment should never be a hindrance for the youths to receive a proper education and knowledge. In this regard, the officials consider the implementation of lifelong learning programs within the prisons institutions should be widened so as to encourage the youths receiving education as much as possible they could. They also expect by empowering more educational opportunities for these youths, they would be more aware of the intention of the prisons management towards rehabilitating them becoming better persons.

Next, the findings would suggest the prison officials are concerned that institutionalized young persons should enjoy lifelong learning programs whilst imprisoned since the management understands the nature of the learning programs is flexible and accessible to everyone of all ages and backgrounds. Hence, the implementation of such programs that aims to allow young people enjoying adequate educational opportunities whilst imprisoned show the commitment of the Prisons Department in realizing the fulfilment of educational rights for young offenders as per enshrined in the Convention of the Rights of the Child". In this context, the prison officials illustrate how the young people could benefit from the prospects of the better implementation of lifelong learning programs within the prisons institutions.

²¹"Democracy in Education'; John Dewey, (2007), the Echo Library

²²Article 28 and 29 specifically mention about the duty of the member parties to provide educational opportunities for children towards developing the child's personality, talents, mental and physical abilities to their fullest potential enabling them to lead to a responsible life in a free society.

Eventually, the measures undertaken by the Prisons Department towards empowering young persons to gain education whilst incarceration through lifelong learning programs imply the prisons management comprehends its duty to fulfil the objectives of democracy in education²³ as per contained in the "Education for All²⁴" policy. In this regard, the collaborations involving between the Prisons Department and the Ministry of Education²⁵, and the Prisons Department and the Open University of Malaysia²⁶ towards providing more flexible and accessible educational opportunities for the youths inside the institutions should be commendable. The seriousness of the Prisons Department towards bridging the gaps in terms of mind development between the institutionalized young people and the youths outside the institutions; would also inspire the institutionalized young people becoming better persons during imprisonment and after released.

In addition, the author discovers that the establishment of more similar collaborations involving the Prisons Department and other inter governmental ministries and/or departments as well as non governmental and private agencies is vital towards making further educational empowerment for young people within the prisons institutions feasible. The forms of collaboration should not only be focusing on providing physical educational facilities and quality teachers and/or educators for the youths, thus, they should also cover the encouragement to open more research opportunities and studies for the members of public particularly higher learning institutions and academics. Thus, the continuous support by these various inter-agencies is hoped to could assist the Prisons Department achieving its target to rehabilitate the youths becoming better persons upon the reintegration process.

Ultimately, by gaining more educational empowerment during incarceration, the youths would learn to adapt good behaviour and life styles towards changing the negative perceptions of the society against them. The author views possible social stigma against the institutionalized youths would be gradually demolished once the public realizes that these young people have been attempting to improve themselves ever since they are being confined behind bars. Therefore, these potential reformed youths should be given another opportunity towards proving they are still useful for the nations.

Conclusion

The present study sought to examine whether the attitudes of the prison officials influence the educational empowerment of young inmates in gaining educational opportunities through lifelong learning programs during the imprisonment period. Views and thoughts of the prison officials regarding the topic are discussed showing their perceptions towards understanding the significance of lifelong learning programs and the rehabilitation process of the young people within the prisons institutions.

The author discovers the perceptions of the prison officials towards empowering more educational opportunities through lifelong learning programs for the youths within the prisons institutions denote their stance believing it is possible for these young people to become better persons once they are given adequate educational opportunities to do so. From the findings

²³To quote from John Dewey regarding Democracy in Education; ("Democracy and Education"), "A society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic..."

²⁴"Education For All" is a movement led by the UNESCO in 1990 stressed that education is a fundamental human right and so it pushed countries to strengthen efforts to improve basic educational provisions to all children, youth and adults. As a result, governments, non-governmental organizations, civil society, bilateral and multilateral donor agencies and the media have taken up the cause of providing basic education for all children, youths and adults. Refer website http://www.unesco.org/education/e fa/ed_for_all/

²⁵The establishment and operation of Integrity Schools within the prisons institutions

²⁶The operation of Open University of Malaysia (OUM) learning centre in the Kajang Prison

too, the author realizes the prison officials were positive when demonstrating how effective lifelong learning programs could assist the Prisons Department achieving its objectives towards rehabilitating the youths becoming better persons upon their reintegration into the society.

Moreover, the government, private sectors and non governmental agencies through their various related departments play a major role in fulfilling the responsibility supporting the Prisons Department to provide more educational opportunities through lifelong learning programs for the institutionalized children and young people in Malaysia.

Finally, the author suggests that more empirical studies should be carried out in the future to investigate what are possible constraints and challenges that the Prisons Department should face by the implementation of lifelong programs within the prisons institutions in Malaysia?

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