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KEYWORDS	ABSTRACT
Prisons, TVET, Prison-Based Education, Training, Skills, Reforms	This research aims to find the roles and importance of TVET implementation within Punjab's prisons from the prisons-based vocational teachers' point of view. While offering the advantages of decreased recidivism and improved reintegration, delivery of TVET within prison settings may be problematic. The study adopts a qualitative research approach in undertaking the views on TVET among prisoners and the difficulties experienced in the process of rehabilitation through vocational training by conducting a series of semi-structured interviews with prison-based vocational training. The teachers reported issues, like disproportionate training, little organizational support, and a restricted professional environment prevailing in prison. This study, therefore, calls for further reformative changes in prison-based vocational training in Pakistan, especially in areas of curriculum, financial support and management, and social support for prisoners. Improving the professional practice of trainers through increased support for their learning and, in turn, acceptable learning environment to make TVET more active. By addressing these issues, much effort can be made to enhance contribution of the prison-based TVET in decreasing recidivism and assisting integration of prisoners back into society.
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INTRODUCTION

Implementing Technical and Vocational Education and Training (TVET) programmes in the prisons decreases the likelihood of offenders re-offending and helps in readapting into the society. Their purpose is to help prisoners find jobs and enhance their future so they can become useful members of society (Boduszek & Hyland, 2011). The design of prison systems all across the world is to reunite

criminals in an environment that will help them get rid of their vices and correct them to become better citizens. Those inmates who took part in education/training during incarceration period had less frequency of reverse than those who did it (Caroline & Harlow, 2003). Any prisoner requires classes that train them in reading and writing besides offering the knowledge required in order to assimilate back into society when released. Such a change would enhance involvement of prisoners in all vocational training regimes and promote the viability of prisoner rehabilitation models in the long run (Experian, 2010). Education is the main way by which one generation passes on its set of beliefs, information & traditions to successive generation. This process is vital for supporting societies in changing, developing, and sustaining themselves and relations amid individuals within context of their environment.

This transmission is especially achieved through education, which helps people mould & enhance their lives and minds. Caroline and Harlow (2003) defined the goal of education as being well-informed, having sound minds, and being moral. The type of growth that is amassed by learning is not only person-specific but also encompasses the general welfare and cohesiveness of a society. In the context of rehabilitation programmes for inmates, education assumes an instrumentation for change and reform. The concept of these programmes is to improve prisoners' abilities and learning so they have better chances when they get released back to communities. Rehabilitation programs should encompass various aspects of livelihood and learning. They should not only meet one's need to read and write but also to reason out, learn the rational course of action, and feel right feeling. Learning in prisons can reduce key risk factors that make a person become a criminal, for example, dropping out of school, poverty and social marginalization. That way, by giving them the tools they need in order not to offend again, these programs can lower recidivism rates, making communities safer. Similarly, when ex-offenders gain job competencies and understanding of how to live normal and productive citizen's life, the effects are not only limited to them but also their families and the rest of society.

Thus, the inclusion of comprehensive education programmes into the inmate recovery programmes is compulsory. The explanation for such measures should take into account the characteristics that are peculiar to the prison population, including age, level of education, and the modality of the learning process. This way, such programmes enhance the change process of prisoners and their reintegration into society, making it a more just society. Situation in Pakistan makes the prisons ineffective to implement Technical and Vocational Education and Training (TVET) programmes, which are vital in rehabilitation of the inmates and help them to get fit to reintegration in society. Consequently, it would be possible to conclude that the existing form of TVET provision in Pakistani prisons is marred by inefficiencies, that make it incapable of organizing economic enfranchisement of prisoners. Nevertheless, this inefficacy is most pronounced when the promise of the large-scale development initiatives likewise the China Pakistan Economic Corridor (CPEC) is not completely unlocked, for reasons such as a lack of training (Bano, Yang & Alam, 2022). Without proper and functional TVET programmes, most of the prisoners released into society are already with the poor vocational skills. Thus, every time they are released, they find it hard to get jobs due to a lack of employable skills.

This skill deficiency greatly limits their chances of rebuilding a sound and legal life after prison release. Furthermore, inadequate qualified manpower to teach reformatory educational courses within the prisons compound the problem and lead to increased crime, abuse, and violence among the inmates (Idris, 2020). The educational system of Pakistan is not so efficient, and some problems are inherited and present themselves at the prison education level. The country is plagued with outdated methods of teaching that do not improve the quality of education delivered, nor does it cultivate skills that could meet the demand of the market. This systemic lack affects the vocational courses offered to inmates; this is in addition to worsening their reintegration and employment in society (Ahmed, Saeed & Ullah, 2021). In this regard, the following are a few specific problems that the vocational educational system of Pakistan faces. They include unavailability of the qualified teachers, low resource provisions, high delimited attrition rates, poor infrastructure, low intake levels and high levels of gender biases (Said, Ahmad & Nor, 2019). Altogether, these issues worsen the relevance of TVET programmes in prison, perpetuating the rates of recidivism and destabilizing the society.

Solving these issues presupposes the necessity of fundamental changes in the structure of the TVET system, including the means of general education and prison systems. Teacher training must be improved, budget funds must be increased, the schools' facilities should be improved, and certain attention to gender must be paid. Moreover, it will be beneficial if TVET curricula of the developed programmes match employment market needs or current economic opportunities like the CPEC. If these system issues are addressed, then Pakistan can build a more resourceful vocational training system that can prepare its inmates for successful reintegration and help make society safer and economically sound. However, prisoners get limited chances to enrol in such training programmes because, after committing a crime, prisoners experience so much social rejection and stigma (Ali, 2021). This societal prejudice makes it hard for former inmates to secure acceptance and assistance as they struggle to reintegrate into society. The technical education systems in prisons are also underemphasized and scarcely applied because of several main concerns. Another challenge is the very weak operationalization/realization of set policies. This argument is evidence that absence of stringent policies and measures of compliance reduces the effectiveness of even sound applied education projects.

Further, these students do not have the capabilities to practise in practical areas since there is a lack of quality teaching and instruments needed to train in practical abilities. This lack of preparation in terms of practice exposes inmates to a situation where, upon release, they will still have no chance of getting or holding a job. Another important concern herein is relative neglect of critical thinking and technological development. Critical thinking skills have been focused in many national as well as international studies (Jamil, Aslam & Ali, 2024; Jamil, Mehmood & Noorani, 2024; Jamil, Mehmood & Shah, 2024; Jamil, Muhammad & Aslam, 2024; Jamil, Muhammad & Qureshi, 2021; Khan, 2017; Naseer, Muhammad & Jamil, 2022; Razak, Ramdan, Mahjom, Zabit, Muhammad, Hussin & Abdullah, 2022). It becomes irrelevant as does not include advanced teaching strategies and tools, are especially needed in today workplace. This deficit helps to explain why vocational training programmes fail to groom inmates adequately for life after imprisonment (Nayab, Fatima

& Jahanzai, 2021). These problems cannot be solved without policy changes. These reforms should centre on compliance with implementation protocols of effective TVET programmes, the provision of quality teaching & learning aids, enhancement of critical thinking, and integration of technology into the system.

Thus, the current system of vocational education within the framework of prison can be effective, which will give inmates a good opportunity to become rehabilitated and successfully adapt after serving their sentences. They actually can potentially lower number of repeat offenders and keep society groups stable, which will make society become more tolerant and richer. In Pakistan, TVET course capacities are relatively weaker because of lack of system improvement process to augment practical/professional knowledge. Vocational education helps prepare people for employment and contributes towards bettering the youth's employment (Mitchell & Buntic, 2022). However, there is a consistent gap between the knowledge taught within the courses offered by vocational programmes and the knowledge that employers demand, and this results in significant obstacles to youth employment (Ali, Ahmad & Shah, 2017). This gap suggests the need to advance industry-related curricula and increase collaboration between academic institutions and employers on the appropriate training course that would best suit the required market needs. More specifically, in Punjab province, several conditions make it rather difficult for TVET programmes to be delivered within prisons.

Contained within such concerns are factors such as the scarcity of manpower, inadequate provision of the support services for at-risk populations, inadequately trained instructors, outmoded courses which are taught in school, and other deficiencies within the educational system as a whole. There are problems with the manpower; there are too few qualified staff to conduct quality training for employees. This means that even the best-developed programs will not be efficiently executed and, therefore, will have little impact. Healthcare support for vulnerable people within prisons is also poor. A significant number of inmates have education and social backgrounds that deem them unfit for normal society, and hence, they need special attention to ensure they can understand and fully partake in TVET programmes. Without this backing, such people will not stick over and successfully finish vocational training, which could cause them to gain other employment upon their release. The other significant issues are untrained teachers. The quality of particular education programmes largely depends on competence of its teachers. Studies have showed that, in many TVET programmes implemented in prisons, teachers have inadequate training and experience to impart relevant and professional skills.

This leads to poor education that does not prepare inmates for the competencies required in the labour market. Many vocational training programmes involving curricula have not been subject to updates to meet the current standard industrial requirements and technology. Consequently, the skills to be mastered are in little or no demand in the market, making the ratio of words taught and jobs needed even worse. This is despite the fact that other systemic factors in the overall education system add to the problems of the TVET programmes. Among them are the following: poor funding of the vocationally oriented schools, physical infrastructure, and direction plan in the vocational education. Thus, if these fundamental issues are not addressed, any attempt to improve the TVET

programme in prison settings will be in vain. Therefore, to eliminate such challenges, a complex strategy must be employed. First, the curriculum at the school level must be upgraded to be more attuned to visual as well as the technological developments in the particular vocational training programmes. This can be done by scheduling meetings with leaders in this particular field and with employers in their companies. Second, the focus should be on the professional learning of teachers. It is, therefore, important that educators acquire certain competencies needed for teaching good vocational education.

This includes all activities that would help develop their teaching skills through training and the availability of resources. Thirdly, it is essential for the disadvantaged inmates in particular facilities to be given additional opportunities to participate in and access the TVET programmes. This, they said, may go a long way to help reform them and ensure that they reintegrate into society upon release. Fourth, many facilities require recruiting and selecting more qualified employees to ensure the proper implementation of vocational programmes. Moreover, problem of insufficient budget & deficits in infrastructure should be discussed. A favourable learning environment for vocational education needs a considerable amount of capital and planning. Last but not least, the reason is that there should be a closer working relationship amid schools and employers for better understanding of training needs and requirements in the job market. This experience can offer students real-life practice and enhance their employment opportunities. With the help of these strategies, Pakistan can establish a more optimum and efficient vocational training system for the reintegration of the inmates so that the rate of re-offending can be decreased and thus the society can be made stable and prosperous.

Purpose of Study

The purpose of study was to assess effectiveness of TVET education methods implemented in prisons of Punjab, Pakistan, in training and educating prisoners to facilitate their reintegration into society and prevent future recidivism.

Research Objectives

1. To evaluate the resources and relevance of vocational training offered in the prisons of Punjab, Pakistan.
2. To examine the perceptions of teachers about TVET among inmate trainees and the learning strategies utilized within Punjab's prisons.
3. To comprehend the socio-demographic issues faced by prison trainees & their reintegration into society.
4. To identify the challenges encountered by TVET trainers in instructing prisoners in Punjab, Pakistan.
5. To assess the availability & condition of training facilities & materials used in TVET programs within Punjab's prisons.

LITERATURE REVIEW

Recidivism, or the rate at which offenders re-offend or go back to crime after being released from prison tells how active correctional programs are. The main causes of backsliding are socioeconomic

status, years in prison, crimes committed, and education, which differ from one country to another (Tripodi, Kim & Bender, 2010). As pointed out by Gagliano, 60% of custodial prisoners cannot read to standard of sixth grade, leading to one of causative factors of criminality by prisoners (Experian, 2010). The U.S. Department of Education's Steven Klein has it that American inmates rank among least educated with highest incidence of the illiteracy. Klein and his colleagues learned that a high percentage of prisoners are socially and educationally deprived, deficient in learning skills vital for life and work in community, and tend to revert to Prison (Ndung'u, 1977). The daily imprisonment rate of young black men aged 22-30 who had no high school diploma in 1990 in USA was 40%. Black men in early 30s had half dropped out of school and had been imprisoned (Tripodi, Kim, & Bender, 2010). The released offenders' monthly cash earnings are lower than their earnings before they were detained (Kapur, 2018). Annually, estimated 650,000 persons are released from federal, state and private prisons in the US with the difficulties in finding the job due to low qualifications /low skill sets.

A study on 1205 prisoners released from jail reveals that the highest level of education has been significantly associated with decreased criminal conduct. Education alters prisoners' perceptions behaviour, so correctional courses ought to be provided, like adult basic education and vocational training (Astray-Caneda, Busbee, & Fanning, 2011). Researchers have established that there is a negative correlation between the level of education and employment security on the one hand and the rate of recidivism on the other (Kenya Prisons Services, 2008). It might be contrary that in the U.S., prisoners lack education more than the general public because only 37% of prisoners studied without the high school diploma, whereas only 19% of the general public (Margaret, 2017). This illiteracy likewise descends to over 60% of inmates who had no post-secondary education, thus limiting their job opportunities after their prison term (Mbatha, 2010). McLeod (2002) stated that employment improves social status, economic independence, and community participation, thus falling criminality (Meatherin et al., 2007). A number of prisoners lack employment experience and have other fluctuating work backgrounds. Qualification attained and employment chances within Prison should ensure that, through skill enhancement, inmates minimize crime (Mohammed & Mohamed, 2015).

Academic courses and training curricula assist in decreasing instances of criminal conduct since they alter the inmate's educational and training profile. However, this study established that even after acquiring vocational knowledge, inmates have inferior education & professional competency than the rest of society. In 2015, the Agenda Human Rights Commission report revealed that 85% of 225 government prison inmates do not have basic education and vocational training, and 80% of these inmates dropped out of school. They found that if there is low enrollment in education and training programmes, then the result will be poor (Petersilia, 2003). Therefore, there is a need for correctional institutions in Pakistan to enhance their TVET programmes to enhance Rehabilitation and reintegration of inmates into society (Ssanyu, n.d.). In Pakistan, vocational training programmes including the tailoring, carpentry, blacksmithy, leather work, carpet weaving, motor repairing, the hairdressing, agriculture, lithography, construction work etc. These programmes try to ensure that inmates become more skilled & capable of reintegrating into society (Pakistan Gaol Report, 2009). Development courses, international attachments, workshops, training, and seminars are provided

to the PPP personnel so as to increase their efficiency, reform the inmates, and reintegrate them into useful society.

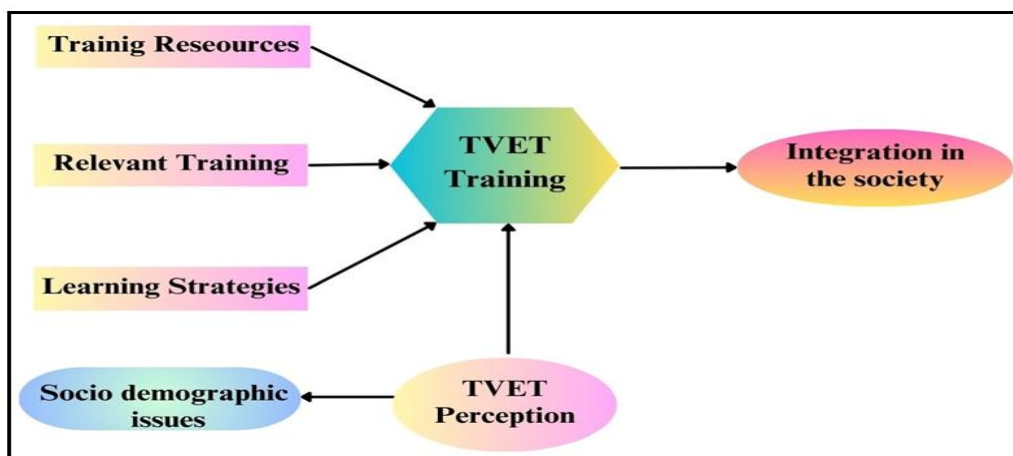
Technical and Vocational Education & Training TVET in Pakistani prisons encounter a number of challenges that hamper the efficiency of prisoners' organization in reentry to society. One major problem has emerged as the lack of economic enfranchisement and investment in sectors such as the CPEC in TVET (Bano et al., 2022). Consequently, upon release, the majority of adults fail to have the competencies demanded in the marketplace. Further, there are hardly enough skilled workers to direct education initiatives in prisons; thus, more crimes, abuse, and violence characterize inmates (Idris, 2020). Studies show that mentally and physically disabled prisoners avail vocation services less, which indicates that the prison system has failed to adequately address the needs of the most vulnerable prisoners (Baloch & Jennings, 2020). Moreover, Pakistan's obsolete education system does not enhance educational quality or the occupational and civility skills of learners, including prison education (Ahmed et al., 2021). These challenges are untrained teachers are mentally not trained for the job pressure of teaching in the prisons, inadequate financial resources, high dropout ratio, lack of proper infrastructure, low student enrollment and females are not recruited to teach (Said et al., 2019).

Youth have fewer chances to join training programmes after secondary education since technical and vocational education is not given importance (Ali, 2021). Currently, little value is accorded to the technical education system and other issues like poor policy implementation work against the system (Eyadat, 2023). This lack of skills results from the lack of good trainers, better tools, critical analysis, and technology, leading to the ineffectiveness of vocational training programmes (Nayab et al., 2021). TVET courses in Pakistan do not have much benefit because of absence of an effective system that plays a part in developing the practical and professional skills of learners. Vocational education is essential to labour market and youth employment, as stated by Mitchell and Buntic (2022). However, there is a disparity most often between all skills trained at vocational programs and what job hunters expect to find after completing their training. Consequently, it is imperative that upgraded curricula are provided in accordance with industry and that education institutions collaborate with employers more often. Some of constraints observed include laughable manpower, poor care services for the special needs groups, the teachers who are not qualified specialized TVET teachers, as well as highly outdated syllabi/common curriculum problems in the education system of Pakistan.

Conceptual Framework

This study aims to examine how successful vocational training programs in prisons are in helping trained inmates reintegrate into society after their release. Technical and Vocational Education & Training (TVET) in Pakistan aims to equip inmates with skills, knowledge, and education relevant to the labour market, particularly in technical fields and occupations. The conceptual framework illustrates the relationship between vocational education and training and the percentage of trained former prisoners successfully reintegrating into society. While prison-based TVET improves inmates' rehabilitation prospects, there are additional demands for enhancing the effectiveness of these programs.

Figure 1 Conceptual Framework



Source: Mbatha, C.M. (2019). How effective is vocational education and training for Rehabilitation in Kenyan prisons? A study protocol.

RESEARCH METHODOLOGY

The research methodology outlines the methods used to gather information for the study, focusing on educational and skill development of prisoners in three jails: Adiala, Bahawalpur and Multan. Interviews were conducted qualitatively, and semi-structured formats were used to ensure that sufficient information could be gathered. Participants: Three male and three female trainers were selected from Six Television and Technical Education and Training trainers for interviews. Both trainers came from each gaol and trained for an average of twenty years in their various disciplines. The concerns were to assess the trainer's credibility on skill enhancement and get the factorial views and perceptions from the participants. One was able to bring out the participants' perceptions on several issues through the interviews, thus enabling everyone to air his /her opinion (Deliens et al., 2014). Format: The approach used was semi-structured interviews in order to get the participant's perspective while maintaining focus on trainers. Recording and Transcription: All interviews were taped, and afterwards, written consent was obtained from the participants to have the interviews transcribed. In this connection, the researcher took notes of material information as the interviews took place.

Female Prisoners: Training in dress designing and beauty services was embarked on to enable them to stand on their own and stop returning to the crime. Male Prisoners: Education in plumbing and electronics is targeted to make it possible for male prisoners to find a job to support their families once they are released. Interview Topics: The interviews conducted with the trainers involved the prisoner output & concern over skills training. Highly qualified trainers that were almost eighteen years old offered useful information. Several ethical considerations were observed throughout the study, as detailed below. The study participants were made aware of the data collection process and the reason why it was being conducted prior to the process. They were only given appointments for meetings that they agreed to attend. In this study, participants were not forced to answer any question as per researcher's expectation. Such questions that might cause the participation of the

participants in research were excluded. To be more specific, researcher made sure that procedure would be more friendly and that the participants' emotional and social states would be considered. In this way, the researcher's purpose was to obtain a holistic approach towards the investigation of situation when emotions, behaviors' purposes, and perceptions and observations (Lewis, 2015) were thus established.

RESULTS & DISCUSSION

Training Resources

Various studies show that after being released from Prison, inmates experience multiple difficulties in finding a job and home, struggle with problems related to substance abuse or mental illness and rebuild relationships with their families and friends. In the United States, where CCJ special focus is located, 700,000 are released from prisons every year, along with millions who are still behind bars. Due to this broad discharge system, many nations realize need to redouble their search efforts towards right strategies for helping inmates work over entrepreneurial re-socialization challenges and successfully re-enter society. Education and other services for those inmates will still require a variety of prevention and intervention methods. The education programs for prisoners are relevant since they are trained in goal over adult basic education and vocational training. Such programmes include life skills training job readiness practice intended to prepare people to meet requirements of job markets. Also vital are employment support services like job placements, mentor programs, and other types of service delivery in the form of case management before offenders' release and after their release. In Pakistan, before 2003, prison had numerous problems regarding its ability to deliver rehabilitative services, including chores and deficiency in equipment and modern tools for vocational training.

By not remedying this lack, one could not provide adequate therapeutic functions and vocational training programmes. Thus, the challenge is the provision of updated resources as well as vocational training for inmates, as was mentioned by one of the respondents. After 2003, the trend of increasing inmate rehabilitation processes became evident. More emphasis was placed on efforts to improve the professional training programmes with assistance from business equipment and new materials from charitable persons. This change was mainly brought about by the policy of open doors, which was a crucial step in responding to the problems of detainees. In this linking, this policy not only underlined the relationship with the external authority but also provided more opportunities for inspection of situations in the prisons. This policy also differed from the previous policy of forcing inmates to work in environments that are not sufficiently supervised and monitored in the different circumstances. The promotion of rehabilitation, along with new integral resources, has positively impacted vocational training and therapeutic aspects in Pakistan's prison system. In this way, the undertaken changes are designed to facilitate and support successful prison releases or parolees' reintegration into society and, consequently, have positive implications for the reduction of overall recidivism rate.

Learning Strategies

The prison policy in Pakistan has several key policies in vocational training programmes to improve skills and enable independence after being released from Prison. These vocational reintegration

programs: livestock production (dairy, rabbits, bees, fish); countryside craft, mushroom cultivation; carpentry and joinery; Seamstress; Furniture makers; Blacksmithing, Beauty and hairdressing; Painting and decorating; Knitting and sewing; Pottery and brick making. It is the intent of these activities to provide skills and knowledge to the prisoners so that once released, they would not return to Prison but become good citizens. This is the kind of feedback one teacher had to say: "We have witnessed the positive impacts of work and vocational training on learners' transformation." Easing recidivism includes offering inmates and felons' vocational education and training, as well as enhancing their motivation with practical skills and knowledge along with an opportunity to work. Interviews revealed that, besides the vocational skills necessary for plumbing jobs, CBOs effectively enhanced soft skills like communication and management necessary for employment & restoration into society from Prison. The technique includes knowledge of actual methods needed for completing tasks. Nevertheless, it is still not possible to finish vocational training programmes without difficulties. Other barriers comprise a short length of programmes, a long waiting list for programmes, transfer to other centers with few programmes available or early discharge without proper preparation.

Relevant Training

The relevant training that the TVET teachers offer includes Vocational Exercise Diplomas, which is helped by the fact that higher levels of objectives are achieved to have better results. By availing relevant training and education programmes, this establishment educates 80 per cent of prisoners through vocational skills. In trainers' opinion, this is a very risky function that requires significant strategies in order to fulfil the requirements of the lawbreakers. The module requirements and the training programmes designed for them required enhancement at each level, which would later assist them in becoming a better part of society. A participant said, "The objective here is to ensure that the inmates are validated on the various comprehensive training programmes that trained them for reintegration into society. Another factor that plays out a lawbreaker's re-offending is the reason for the wrongdoer to alter. Discourse on fact that previous criminals were released proved that their desire to change was important factor as to why they did not revert back to their criminal ways. In this connection, the offenders without any motivation defected and responded negatively to their screams, while inspired the criminals were thereby able to know and develop knowledge of their vices.

Integration of Trained Ex-Prisoners Back to the Society

In summarizing prisoner reintegration programmes and their vocational education and training (VET) programmes, the latter enhance reintegration to a decreased rate of the re-offending. These programmes include pre-release and transition, meaningful prison work, expanded vocational education and training, and education for health, learning, training and housing before release. For instance, one of the participants said, "In Pakistan context, vocational education assists the prisoners in getting the basic tools/ materials required for their vocational skills to be produced." Vocational education serves three primary goals: first, it increases the likelihood of the inmate's getting the employment upon release through the availability of knowledge, skills, and abilities. Second, it increases the level of responsiveness among prisoners. Third, it helps them to have less chance of

reimprisonment and get back to Prison, causing problems and thereby enabling them to start to make better decisions in life. Finally, such education helps to change the behaviour of prisoners and develop actions that are helpful to helping criminals become financially independent after their release from Prison.

TVET Programmes and associated perceptions

When the prisoners are released from incarceration, they should have the skills and the expertise required, as the ultimate aim of vocational programmes in Pakistan prisons is self-employment. The primary purpose of these TVET programmes, therefore, is to make sure that once the inmates are released back into society, their criminal disposition is significantly reformatted. However, there is a main disadvantage that some rehabilitation programmes are not applied practically; they mainly exist on paper. One of the participants summed it up as follows: "The effect that TVET programmes have also had a lot of impact in that afterwards prisoners are empowered to get a job and get out into society to engage in business on their own." Some of many programmes are normally developed according to the funding available, not regarding the prisoners' needs. Also worth mentioning is the fact that some of inmates cannot sit for these programmes because of issues like age complications. Similarly, the availability and accessibility of targeted rehabilitation programmes which would help meet the psychological and mental health requirements of elderly inmates is also inadequate. Hence, it becomes dominant that educational and vocational training programmes be formulated and relevant given the experiences of the prisoners in tackling the programmes to effectively foster the kind of training required by prisoners to enable them to secure employment whenever they are released from Prison.

CONCLUSION

Therefore, it is clear that while TVET has advantages as a form of Rehabilitation and the reduction of criminality, several issues and concerns have arisen based on the findings from the Prison-based vocational teachers. There is a general consensus on the existence of systematic impediments that contributed to the inefficiency of these programmes. However, there is a possibility of solving these problems and improving TVET programmes in the prisons by making some strong recommendations. Such areas include curriculum enrichment, teacher training, soft skills education, forging industrial relationships & rebate support services. SCCT must increase vocational education teacher capacity, build engaging relationships with industry counterparts, and offer wide support for reintegration for the purpose to be served. Also, prisoner reintegration back into the community will require other resourceful, skillful, and capable prisoners who did not have any of these before they turned into criminals. Evidently, public safety can be enhanced, and the required decrease in crime rates can be realized only if proper attention is paid to efficient execution of mentioned subject areas of TVET programmes in prisons.

Recommendations

1. Tailored Curriculum Development: One possible suggestion is that the content of vocational training should be individualized as per the needs, abilities, and expected employability of inmates. The reasons suggested for modifying these programmes are that they will improve the utility of TVET in general.

2. **Teacher Training and Support:** The subject of teaching and instruction in prisons should be well-trained teachers & instructors. Humility declares that Support systems and vocational training programmes should be provided to facilitate the recognition of the difficulties and nature of the work of an educator in a prison setting.
3. **Access to Resources & Equipment:** Reasonably provide and facilitate all needed vocational training resources, infrastructures, modern tools, technology, and materials, among other requirements as may be required from time to time. This will assist in sustaining achievement of TVET courses.
4. **Integration of Soft Skills Development:** This paper concludes that enhancing the TVET programs' soft skills provision can substantially improve the inmates' employment prospects. These are some of skills that are identified as important to improve employment outcomes after release. Therefore, they include communication, teamwork, problem-solving, and time management.
5. **Collaboration with the Industry Partners:** For this reason, the [TVET programmes] should embrace social accreditation with industries, businesses and employers so as to cooperate with the current standards. It is, therefore, important for policymakers to engage other industry segments to help enhance the employment prospects of prisoners after serving their gaol terms.
6. **Comprehensive Re-entry Support:** The key modification that should be made to improve the value proposition of TVET is to provide re-entry programmes that can secure employment for the affected inmates and enable them to reintegrate into society seamlessly. It is the programmes that seek to solve some of the difficulties that former prisoners undergo in order to reintegrate into society.

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