

The Role of Education in the Rehabilitation of Prisoners: A Study on the Educational Situation in Prisons in the Kurdistan Region

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ABSTRACT

This study focuses on the relationship between education and the rehabilitation process with context of prisons. The rehabilitation process is a complex and comprehensive endeavor, in the modern world the role of prisons has evolved from punishment to rehabilitation and psychological, mental and social reconstruction of individuals. Consequently, the role of education in correctional institutions and prisons should be enhanced and prioritized. The question addressed is, whether education has played a role in rehabilitating prisoners in the Kurdistan Region (KR). It is evident that the KR has made efforts to ensure that inmates in correctional facilities have access to education, attend school, and are not isolated from educational opportunities. Therefore, basic and high schools are established within all correctional facilities. This study seeks to answer the aforementioned question through using a mixed method. The study aims to assess the educational reality within correctional institutions to determine if education has contributed to the reform and rehabilitation processes in the KR. Additionally; the paper aims to develop a comprehensive plan to increase the role of education in correctional institutions in the KR. This study

concluded that there are deep problems in correctional schools, teachers have not received any courses on how to teach Adults and prisoners, in addition, the education programs are not specific to prisoners and do not take into account the criteria of the rehabilitation process, in general, the role of education It is weak in prisons and correctional institutions in the KR.

1. Introduction

The issue of educating and creating good citizens has ancient roots in history, with many philosophers and intellectuals emphasizing its significance. For instance, Confucius argued that when a family fails to educate its members, the state and political system should provide and institution for education. In the modern era, these institutions are referred to as “schools” (Al-Manufi, 2015). However, the question arises: Should schools and educational institutions be abandoned if they also fail to develop good citizens? Certainly not, in the modern world, schools and educational institutions have been established within correctional facilities.

Similarly, Plato believed that discussing about good citizenship without a well-organized educational system is impossible¹ (Plato, 2009, p. 333). This educational system encompasses all levels, from kindergarten to universities, including schools in prisons. Aristotle on the other hand emphasized that education is a duties of the authorities, asserting that the state and the political system should direct the educational system (Aristotle, 1957).

In a state of law, the goals of education must be align with the principles of a state of law (Najjar, 2004, p. 2004). Both, the political system and the education system share common objective: preparing good citizens. This process extends from childhood to adulthood, and when an individual is incarcerated for a crime, the role of education in rehabilitation becomes paramount. The aims are rehabilitate

individuals who have committed crimes, preventing them reoffending and enabling their reintegration into society as productive and responsible citizens.

Therefore, the individual often deviates due to a lack of good education. Thus, having a system of education, a plan, and a strategy for prisons will aid in reducing crime and preventing people who are arrested from committing crimes once more. It will assist them in reintegrating into society as respectable citizens. In John Dewey's view, education means life, not preparation for life (Dewey, 1897). Therefore, from this point of view, it can be said that education plays an important role in rehabilitating the individual.

This study attempts to assess the educational situation in KR's correctional facilities. Shed lighting on whether these facilities truly serve as centers of reforms or are primarily punitive and vengeful. It is known that exist within the prisons²of the KR, and prisoners have the right to continue their education. By evaluating the methods of education and teaching in prison school, this study seeks to analyze the educational situation within correctional institutions.

The significance of this study lies in the fact that it is the first academic study conducted to assess the educational situation in correctional facilities in the KR. Another aspect of its significance is the need for a comprehensive evaluation of Kurdistan's correctional systems, particularly in the context of individualized rehabilitation and educational reforms. Consequently, the primary to asses and emphasize the educational aspect of correctional institutions, highlighting both the positive and negative aspects of the educational process in the prisons. The ultimate goal is to facilitate the development of a comprehensive policy and plan to serve education and reconstruction of individuals.

Schools within correctional institutions in the KR have been neglected, and these schools facing serious problems such as the absence of specialized programs and

² In addition, the concept of correctional is officially used in the Kurdistan Region; this study uses the concepts of correctional institutions, reforms and, prisons.

trained teachers, as well as to the poor school facilities, this has hindered schools from playing a significant role in the rehabilitation of prisoners. The central problem addressed in this study is how to transform schools and the education system in prisons into crucial channels for the education and rehabilitation of prisoners. To achieve the study's objectives and gather the necessary data surveys were conducted with teachers and students in correctional facility schools.

2. The Role of Education in Rehabilitation

Rehabilitation in prison institutions refers to a group of operations or methods intended to provide or redirect persons delinquent or criminals towards normal life, the rehabilitation process is a complex, deep and comprehensive process. The rehabilitation includes all aspects of the prisoner's personality, including the social, psychological, health, vocational, scientific, and religious aspects, in order to rid them of antisocial criminality and return them to normal social life and to utilize their full potential. And enable them to live and work to adapt them in the community to be good individuals (Rashida, 2019, p. 1).

After this brief definition of the rehabilitation process, it is necessary to find out what education is, what its objectives are, and whether the objectives of education are compatible with the individual rehabilitation process.

Education literally means the development and evolution of physical and mental aspects to be able to adapt and live (Nasr, 2013, p. 33). Education works on building the individual's personality, and transferring its cultural components from one generation to the other, with the aim of its cohesion, unity, personality and ideological distinction, which contains these components that constitute a general view of life at the level of the individual personality and society (Amr & Ehab Eisa Al-msri, 2013, p. 64). Additionally, John Dewey believed that education functions properly when there is a relationship between the individual and the environment, and that the purpose of education is to live for today, not to prepare students for future living. Thus, firstly moral training should be offered and schools should serve "as a form of community". Additionally, education it should be regarded as "a

continuing reconstruction of experience" (Dewey, 1897). If individual gain experiences at school, then they may be able to learn about real life and become prepared for the future. Therefore, the question is: what kind of experiences will they gain?

Therefore, it can be said that not only is there a relationship between education and rehabilitation process, but also the main goal of education is rehabilitation process. Also, education has a lot of objectives, of these: Education aims to provide security and reduce violence by creating a collective civic, social and cultural identity. Education aims to prepare a responsible, active and aware citizen, through the development of the political culture of society, and the development of the individual's personality in all fields, which ultimately leads to the production of a democratic society (Levin & Linda S. Bishai, 2010, p. 1).

Furthermore, in the subject of criminology, rehabilitation is a hotly debated and ambiguous notion that can be viewed as both a process and a result (McNeill & Graham, 2020).

While, rehabilitation is defined as: "the process of helping a person to readapt to society or to restore someone to a former position or rank". The first part of this definition related to the role of education before a person enters prison, and the second part of the definition relates to the role of education in prison. The education process must create a conviction among prisoners to return to their previous social status before committing the crime. Building a different personality and a strong social position is both desirable and possible (Higgins, 2021).

In prisons, education focuses more on adult education. Adult education is a process, where adults are no longer in school, or do not attend school on regular or full-time basis, or school drop-outs undertake sequential and organized educational activities. The various subjects that are included in adult education include health, child development, diet and nutrition, preservation of the environment, family welfare, agriculture, animal husbandry and so forth. This is intended for bringing

about changes in the knowledge, attitudes, skills, and abilities for the purpose of providing solutions to one's problems. When individuals aspire to augment their understanding in terms of particular areas or when they feel that they need to generate awareness in terms of certain areas to promote betterment, they acquire knowledge in terms of those areas. Adult education includes all forms of educative experiences needed by men and women, in accordance to their varying interests and requirements at their differing levels of comprehensions and abilities and changing roles and responsibilities throughout one's lives (Kapur, 2019).

UNESCO (2003) makes a good attempt in its Recommendation on the Development of Adult Education to provide a wide and all-encompassing definition of adult education, stating it as: The entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development (Higgins, 2021, p. 149).

Here adult education is described as something that can be both formal and informal, an add on or a catch-up, aimed at achieving qualifications, or simply education for education's sake. UNESCO (2003) goes on to describe associated aims and principles of adult education which acknowledge the importance of the social and cultural context of the adult student, emphasizing the importance of social justice, respect, diversity, relationships, critical thinking, cultural appreciation, the lived experience, personal and social development, active participation, and social responsibility. Arguably, what is most significant is its statement that adult education "should recognize that every adult, by virtue of his or her experience of life, is the vehicle of a culture which enables him or her to play the role of both

learner and teacher in the educational process in which he or she participates”(Ibid). As a result, UNESCO's (2003) explanation of adult education goes beyond what Paulo Freire refers to as the "banking concept of education," reconciling the "student-teacher contradiction," and recognizes the value of a holistic approach that is open to uncertainty, experimentation, and freedom (Uddin, 2019, p. 110). Therefore, the teacher's treatment must be different from the education of prisoners and ordinary education.

The Council of Europe (1990) states that prison education should adopt an adult education philosophy, whilst prison education is not necessarily a panacea for the damaging effects of prison, an adult education approach can help to alleviate the “abnormal situation of imprisonment”. Acknowledging this, The Council of Europe (1990) emphasizes the importance of drawing on life experiences and the promotion of active participation by learners (Higgins, 2021, p. 150). Education in jail must be experiential, interactive, and free of "narrative sickness." This sort of teaching can be transformative, facilitating a shift in the learner's perceptions of self, others, and the world. This viewpoint is reinforced by Costelloe and Warner (2014), who argues that providing jail education based on an adult education perspective can help to enhance critical and creative thinking, ultimately contributing to the person's holistic growth. If this is to happen, it is critical that prison education is person-centered rather than prisoner-centered. Prison education should be a process that is relevant to life inside and outside of the prison regime. For this to be possible, the Council of Europe (1990) recommends that people in prison are provided with a broad, diverse, and flexible curriculum that takes into consideration their knowledge, skills, and experiences as well as their social and cultural context. Education should look beyond traditional forms of teaching and learning, often limited by outcomes and outputs, and embrace experimentation, critique and reflection. One such way this might be possible is through the creative arts (Higgins, 2021, p. 151).

The preceding reflection refers to educational freedom. Although the door is closed, the mind is not. Education serves as a means of escape. It allows the person to lose their jail identity and become a student, allowing them to escape the "daily drudge" (Behan, 2014, p. 23) of the prison routine.

3. What is the Relationship between Education and Rehabilitation?

The above mentioned are all about rehabilitation and education as separate ideas, delving into their definitions and investigating how they work within and outside of prison walls. This section is explained that how these ideas interact in the context of a prison.

While an emancipatory adult education ethos acknowledges the person as an expert in their own life, this approach is often contrary to traditional models of rehabilitation. A participant in research affirmed the problematic nature of this stating:

"If you want to make an impact on people's lives you need to talk to them about what they need and they want...An awful lot of the people in the general prison population are people who have been assaulted by society and have been alienated from it...I would say if you want to redress that, rehabilitate...Find out where they are at. What has been missing? Why the system has failed..."(Higgins, 2021, s. 151-152).

When authoritative forms of rehabilitation often focus on fixing the person and/or making them 'fit back in', liberty-centered models of adult education and rehabilitation provides the person in prison with the opportunity to express them, to question and to disagree. This emancipatory approach encourages the individual to consider the "bigger picture of the structures that shape both the square peg and the round hole" (Higgins, 2021, pp. 151-152) . This process is analogous to what Freire refers to as the "unveiling of the world and of them." (Uddin, 2019, pp. 112-113). Behan (2014, p. 21) presents a similar interpretation, stating that an adult education approach and an anthropocentric model of rehabilitation "do not

overemphasize or pathologies individual activity, but seek to understand actions in broader social, political, and economic contexts."

Recommendation 3 of the Council of Europe Recommendations on Prison Education, states that "education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context". This recognition of the whole person is crucial. It acknowledges the person in prison, first and foremost, as a human being, as well as acknowledging the array of identities each person may hold in society, such as student, father, son, mother, daughter, as well as a citizen with rights and needs. This is contrary to correctional rehabilitation narratives which tend to perceive the person in prison as a broken human, with one identity – namely, criminal; whose status as a citizen with rights and needs is questioned as a result of their incarceration (Higgins, 2021, p. 152).

Costelloe & Warner (2014, p. 238) highlights that "the way prison education is conceived and how the person in prison is perceived are two sides of the same coin". These article claims that this assertion can be extended to rehabilitation, and that it is possible to say that the way prison rehabilitation is envisaged and the person in jail are regarded are two sides of the same coin. As a result, education and rehabilitation efforts may be viewed as complementary initiatives when there are numerous lessons to be gained from the preceding experience. Perhaps most importantly, and as has been repeatedly stressed throughout this article, the individual in prison must be viewed as a citizen with rights and needs, a person with strengths and faults, and a human being with numerous identities. A person's incarceration should not define them. Labels like 'felon,' 'offender,' 'convict,' 'criminal,' and 'prisoner' have the ability to stigmatize people (Higgins, 2021, p. 154). Prison education generally focuses on human dignity in both outside and inside prison (Borni, 2012, p. 86). If prison education and rehabilitation focus on labels of criminality and aims of reoffending, there is the danger that the holistic benefits of both will be lost. In doing so, the potential for authentic transformation and change may become impossible (Costelloea & Warner, 2014).

Prison education and rehabilitation should not be valued solely on their potential to reduce criminology risk and reoffending. Instead, we must recognize their potential, both outside and inside the prison, as processes that have the potential to enable the person in prison to realize their potential, interrogate their place in the world and experience freedom adopt an approach that prioritizes the person and not the ‘offender’.

4. Education in Correctional Institution in Kurdistan Region (KR)

In the KR, the word correction is used instead of “prison”, reflecting the emphasis on the of rehabilitation process. There are six correctional directorates in the KR, located in Erbil, Duhok and Sulaimani, these directorate include are prisons for women and children, as well as adult prisons. To ensure students do not discontinue their education, while incarcerated, educational institutions are established within these correctional facilities.

These schools’ educational institutions fall under the purview of Ministry of Social Affairs, rather than the Ministry of Education. Occasionally, the educational supervisors from the ministry of education visit these schools, to review the grade list. However, teachers affiliated with the Ministry of Education do not receive allowances. Many teachers perceive this as discrimination and argue that teachers should receive allowances. According to Burhan Argushi, an advisor to the Ministry of Education, all these schools should be transferred to the Ministry of Education and supervised by it (B. Argoshi, Personel Comunication, April 3, 2023). The director of the Primary School in Duhok Women and Children Correctional Facility, He stated that they will face problems between the decisions and guidelines of the Ministry of Education and the Ministry of Social Affairs; he said that he will implement the guidelines of the Ministry of Education. Therefore, this study believes that it is better to supervise the schools and the educational process in the correctional by the Ministry of Education of the Kurdistan Regional Government (KRG). The following table explains the names of the schools and their establishment dates:

Table 1: Names of Schools and Their Establishment Dates

Name of City	Name of schools	Location	Dates
Erbil	Ronaki School for Accelerated Learning.	Women and Children Correctional Directorate	1995
	Newgari High School	Adult Correctional Directorate.	2016
	Newboonawa Basic School	Adult Correctional Directorate.	2013
Sulaimani	Nergz School for Accelerated Learning.	Women and Children Correctional Directorate	2010
	Adult Correctional School.	Adult Correctional Directorate.	2019
	Asoy Dwarozh School for Accelerated Learning	Adult Correctional Directorate	2007
Dohuk	Zrga Correctional School	Zrga Correctional Directorate	2007
	Blaz School for Accelerated Learning	Women and Children Correctional Directorate	2003

[Prepared by Researchers]

Except for Runaki, all schools were built after 2000, which is a bad indicator given the KR has had some authority since 1991, pursuant to UN Security Council Resolution 688³. There has been a considerable delay in creating schools in the

³ For more detail see: the 688 resolution available at this link: <https://digitallibrary.un.org/record/110659?ln=en#:~:text=Condemns%20the%20repression%20of%20the,peace%20and%20security%20in%20the> .

correctional department since then. Admission to these schools is not compulsory and is optional. However, an educational supervisor in Adult Correctional Directorate in Erbil stated that, sometimes privileges are granted to students who study (Salam, Personnel Communication, January 24, 2023).

5. Results of Field Study with Students and Teachers in Prisons School

30 students and 20 teachers were included as samples for the field research. It was also mentioned that to further highlight the role of education in rehabilitation within prisons and to find out the perspectives of students and teachers about rehabilitation and educational situation, this article relied on field study. To conduct the field study, two different survey (questionnaire) forms were prepared for students and teachers. In order to increase the accuracy and validity of the answers, the forms are semi-open, i.e., some questions are closed, the student or teacher only chooses the answers, and some questions are open, and the student or teacher must answer them themselves and write down the answers. This type of form makes the answers appear clearer and more accurate than when they are closed. The student survey form consists of 11 questions and the teacher survey form consists of 7 questions. All questions are analyzed through using Statistical Package for the Social Sciences (SPSS) program.

Therefore, the Stratified Random Sampling method is used to determine the study sample. According to this method, the statistical population must be divided into several categories or class, and then only one category or class is selected as a sample for the study. This method is the most accurate in determining the study sample and the most representative of the study population (Hanna, 1989, p. 33).

5.1 Results of Field Study with Students

In the three provinces of Kurdistan, Erbil, Duhok and Sulaimani, 30 students were taken as a sample for the field research, 20 male and 10 female. The sampling rate of students in Kurdistan cities was as follows: 36.7% in Erbil, 40.0% in Sulaimani and 23.3% in Duhok governorates.

Students' answers will be presented as follows:

1- About the level of education of prisoners before they were incarcerated. It appears that none of them were highly educated and many of them dropped out of school from primary school. See table 1 below. This indicates that one of the reasons for the presence of those in Kurdistan prisons may be that they did not attend school or dropped out of school at the primary level.

Table 1: How much did you study before you went to correctional facilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary 6	6	%20.0	%20.0	%20.0
	Basic 8 th	6	%20.0	%20.0	%40.0
	I had finished ninth grade	11	%36.7	%36.7	%76.7
	Secondary 1	3	%10.0	%10.0	%86.7
	I haven't studied	2	%3.3	%3.3	%90.0
	Primary 4	1	%3.3	%3.3	%93.3
	Primary 3	1	%3.3	%3.3	%96.7
	Primary2	1	%3.3	%3.3	%100.0
	Total	30	%100.0	%100.0	

[Prepared by researchers]

2- As for question, whether you were in school or dropped out before you were incarcerated. It is found that the majority of students, 73.3%, had dropped out of school. Again, this may be a consequence for these people to commit crimes and be imprisoned. For more detail see: table 2.

Table 2: You were in school or dropped out before incarcerated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I dropped out	22	73.3	73.3	73.3
	I never went to school	4	13.3	13.3	86.7
	My parents had expelled me from school	3	10.0	10.0	96.7
	I was at school	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

[Prepared by researchers]

3- Regarding to the question why are you dropped out of school.

78.6% stated that was because of work and poverty. Therefore, as mentioned in the theoretical framework that sometimes poverty creates criminals, poverty must be reduced both inside and outside prison in order to rehabilitate the individual. See table 3 below. Two girls stated that they were married as a child, which caused her to drop out of school. This process of early marriage should be stopped in Kurdish society. Spread awareness through different channels in society.

Table 3: The reason you dropped out of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	because of work	10	33.3	35.7	35.7
	because of poverty	12	40.0	42.9	78.6
	Kuwait War and Kurdistan Regional Uprising	1	3.3	3.6	82.1
	I got married when I was little childe	2	6.7	7.1	89.3
	We had returned from Iran and I could not read Kurdish	1	3.3	3.6	92.9
	due to family problems	2	6.7	7.1	100.0
	Total	28	93.3	100.0	
Missing	System	2	6.7		
	Total	30	100.0		

[Prepared by researchers]

4- Obviously, 90% of students have benefited from prison schools. As the table below showed that.

Table 4: Have you benefited from school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	90.0	90.0	90.0
	No	2	6.7	6.7	96.7
	to some extent	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

[Prepared by researchers]

5- Regarding the question of what values, you learned from the programs:

50.0% of students say they do not know what values they have learned. In addition, 36.7% of students say they have learned to read. This is a sign that schools in prisons are not very active about teaching students' values. Otherwise, the students should have responded differently. For example, they should have said: we learned to love, tolerance, and respect, avoid bad things, avoid extremism and nervousness, and learned to avoid drugs.

Table 5: What values have you learned from the programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reading	11	36.7	36.7	36.7
	Think and then decide	2	6.7	6.7	43.3
	I dont know	15	50.0	50.0	93.3
	Respect	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

[Prepared by researchers]

6- 83.3% of students like the way teachers teach their lessons.

Table 6: Is the way teachers teach appropriate?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	83.3	83.3	83.3
	No	4	13.3	13.3	96.7
	to some extent	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

[Prepared by researchers]

7- Regarding students' comments on the programs, only 10.0% of students said they needed external information. See: table 7.

There is a problem with the programs: the programs and the age levels of the prisoners vary greatly. For example, in those where religion teaches students to perform ablution, it is very simple for them. Therefore, the subjects of religion should be changed in such a way that attention is paid to the subjects that talk

about love, tolerance and coexistence it may very good and appropriate for those who imprisoned due to extremist.

Table 7: Do you have any comments on the content of the programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	90.0	90.0	90.0
	We need external information	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

[Prepared by researchers]

- 8- Regarding continuing in school, 93.3% of students stated that they would continue in school and 6.7% said no.
- 9- As for question have you decided to continue his studies after being released from prison?

56.7% of students say they do not know. 13.3% said no as well, see table 8. As mentioned earlier, if not going to school or dropping out of school is a reason for committing a crime. Failure to return to school after imprisonment for any reason can be a factor in reoffending. Several people interviewed after being released from prison and returned to prison found that they did not return to school after the prison period.

Table 8: Have you decided to continue your studies after the reform period?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I dont know	17	56.7	56.7	56.7
	No	4	13.3	13.3	70.0
	Yes	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

[Prepared by researchers]

- 10- Regarding the role of school in personal rehabilitation, 53.3% of students said they did not know. More explained in the table 9 .

This indicates that the role of the school in the rehabilitation process has not been explained to students and prisoners. This is the response of the prisoners who come to schools. What should be the answer of those who do not read? It is important to note that education among prisoners in the KR is optional and not compulsory.

Table 9: What is the role of school in personal rehabilitation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	we'll calm down and feel relax	6	20.0	20.0	20.0
	increase my information	1	3.3	3.3	23.3
	helps you think well.	4	13.3	13.3	36.7
	Moral values	2	6.7	6.7	43.3
	I dont know	16	53.3	53.3	96.7
	It is a good opportunity for prisoners to reach out	1	3.3	3.3	100.0
Total		30	100.0	100.0	

[Prepared by researchers]

11- About the question: Do you have any general comments to say ?

13.3% of students believe that more attention should be paid to schools. And 13.3% of students say more privileges should be given to those who study. See: table 10.

Table 10: Do you have any comment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	70.0	70.0	70.0
	Pay more attention to schools	4	13.3	13.3	83.3
	Privileges should be given to students.	4	13.3	13.3	96.7
	We need to educational siminars	1	3.3	3.3	100.0
Total		30	100.0	100.0	

[Prepared by researchers]

5.2 Results of Field Study with Teachers

20 teachers were sampled from the three provinces of Erbil, Duhok and Sulaimani, 13 males and 7 females. As follows: Erbil 7, Sulaimani 8 and Duhok 5. Following are the responses from the teachers:

- 1- Regarding the expertise of the teachers, the teachers sampled in the study appear to have teachers of all subjects, except arts and psychology, see table 11. This shows that little attention has been paid to educational areas in the reforms. In general, according to the researchers, there is only one art teacher in all the reforms in Kurdistan, and he teaches Kurdish. This shows that art is considered a secondary subject and is not given importance, while art and music play an influential role in the rehabilitation process. For example, in United States, a musical activity was held for a group of 1,400 long-term prisoners in New York. It turned out that none of those who participated in the activity have re-offended after their incarceration, while they used to create big problems within prison (Booth, 2023, p. 7).

Table 11: Specialty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arabic	4	20.0	22.2	22.2
	Mathmatic	3	15.0	16.7	38.9
	General	1	5.0	5.6	44.4
	Kurdish	5	25.0	27.8	72.2
	Science	2	10.0	11.1	83.3
	Administration of Labor	1	5.0	5.6	88.9
	English	1	5.0	5.6	94.4
	Social	1	5.0	5.6	100.0
	Total	18	90.0	100.0	
Missing	System	2	10.0		
Total		20	100.0		

[Prepared by researchers]

- 2- Regarding the teachers' posts, 60% of the teachers are employees of the Ministry of Social Affairs and 40% of the teachers are employees of the Ministry of Education. This difference itself is bad sign for one system.

Teachers affiliated to the Ministry of Education are not responsible to the Ministry of Social Affairs, while all schools are under the Ministry of Social Affairs. On the other hand, the teachers affiliated to the Ministry of Social Affairs receive 400,000 Iraqi dinars as risk allowance. However, the teachers belonging to the Ministry of Education do not receive the danger.

3- About the question, to what extent do prison administrators cooperate with the education process?

68.4% say somewhat good. 10.5% say somewhat bad. 10.5% of teachers say at an average level. See table 12. For the process of rehabilitating the individual, all correctional institutions must be at the service of the educational process.

Table 12: To what extent do prison administrators cooperate with the education process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	65.0	68.4	68.4
	No	2	10.0	10.5	78.9
	To some extent	2	10.0	10.5	89.5
	They do not understand much about the education process	2	10.0	10.5	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

[Prepared by researchers]

4- 84.2% of teachers have not received any training on teaching methods and treatment of prisoners. See table 13. This is a negative point in schools, making teachers not know how to deal with prisoners and do not understand the importance of the rehabilitation process, and it appears that the teachers have no expertise in adult education.

Table 13: Have you seen any special courses on teaching in prisons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	15.0	15.8	15.8
	No	16	80.0	84.2	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

[Prepared by researchers]

5- Regarding the most important courses attended by teachers, only 15.0% of

Table 14: The most important course you have attended

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British Council	2	10.0	66.7	66.7
	Teacher Training Course	1	5.0	33.3	100.0
	Total	3	15.0	100.0	
Missing	System	17	85.0		
Total		20	100.0		

[Prepared by researchers]

6- Regarding the question what is the role of school in personal rehabilitation? 25% of teachers did not answer this question. A teacher should not teach in reform schools without knowing the role of schools in reform, or without being able to answer that question. 33.3% of teachers stated that the goal is to obtain a certificate. The question is that the rehabilitation process is only the issuance of certificates. Certainly, this answer also reflects a kind of ignorance among teachers about the school's and relationship with the rehabilitation process. 33.3% of teachers say that the role of schools in the rehabilitation process is to give hope to students. 6.7% of teachers believe that schools play a role in the process of intellectual and cultural change of students. See table 15. There is no intellectual war with prisoners in prison schools. One teacher said that many prisoners who were arrested on charges of religious extremism had been returned to prison, due to the same charge.

Table 15: What is the role of school in personal rehabilitation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Giving hope	5	25.0	33.3	33.3
	Raising the scientific level	2	10.0	13.3	46.7
	Obtaining a certificate	5	25.0	33.3	80.0
	It is psychologically helpful for the prisoners	2	10.0	13.3	93.3
	Creating the conditions for intellectual and cultural change	1	5.0	6.7	100.0
	Total	15	75.0	100.0	
Missing	System	5	25.0		
Total		20	100.0		

[Prepared by researchers]

7- About the question of what method do you use to teach?

36.8% of teachers say they use all teaching tools. However, it is also obvious that method and tools are two different things. 26.3% of teachers stated they use classical teaching methods. Only 20% of teachers stated they use group and participatory methods. This is a good way to develop critical thinking in students. However, no teacher mentions common teaching methods such as problem-based learning and students' center, as Paulo Ferri and John Dewey have pointed out. As a result, most teachers do not know the most crucial new teaching approaches, and the way they teach is generally not particularly effective.

Table 16: What are the teaching techniques you use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Using all learning tools	7	35.0	36.8	36.8
	Classical	5	25.0	26.3	63.2
	Student participation	2	10.0	10.5	73.7
	Using good thing	3	15.0	15.8	89.5
	Group Model	2	10.0	10.5	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

[Prepared by researchers]

8- Regarding the general comments of teachers, 85% of teachers stated they have no comments. See table 17.

Table 17: what comments do you have

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't have a comment	17	85.0	85.0	85.0
	Teachers affiliated to the Ministry of Education should also be provided with terrible allowances	1	5.0	5.0	90.0
	Open courses for teachers	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

[Prepared by researchers]

6. Conclusion

As mentioned in the theoretical framework that education in prison and adult education is different from ordinary education; however, this is not the case in Kurdistan. Although there is education and schools among prisoners, they have not been given full attention as a channel for the rehabilitation process. This is related to an issue that is important to discuss in this conclusion. Schools and prisons belong to the Ministry of Social Affairs. However, the military personnel are affiliated to the Kurdistan Regional Government's Ministry of Interior, which is called the executive force. According to Tanya Jamal Gharib⁴, these forces do not understand the importance and nature of education. She believes that prisons should be run by civilians, not military personnel (T. Gharib, personal communication, September 12, 2023).

In the schools in Kurdistan's prisons, some teachers belong to the Ministry of Social Affairs, others to the Ministry of Education, and the prisoners themselves are run by the staff of the Ministry of Interior. This problem makes schools unable to fulfill their main tasks and educational philosophy was not clear.

⁴ Educational Supervisor in the Ministry of Social Affairs of the Kurdistan Regional Government.

Furthermore, there are deep problems with the capacity of teachers. Most teachers have not attended any reinforcement courses. There are also problems with the content of the programs and the age level of the students, especially in educational curricula. The programs are very weak. It is important to have special curricula for prison schools.

According to researchers, schools operate only four days a week for four hours a day in prisons. This creates problems for the educational process and educational messages do not reach students properly. On the other hand, this will prevent the teaching of art, music, theater and sports in these schools. While these lessons are very important for the rehabilitation process.

People who have not attended school or dropped out of school at a very early age have committed crimes and gone to prison. Therefore, compulsory education should be implemented in order to reduce crime. Article 34 of the Iraqi Constitution of 2005 also stipulates this.

In general, schools and the education system among prisons in the KR need to be seriously reformed. Schools have not been a good educational channel for the rehabilitation process among prisoners as well.

7. Suggestions

Based on the previous results to improve the educational situation in prisons in KR, the study presents several suggestions to the relevant authorities:

- 1- The relevant institutions of the KRG should pay more attention to the educational situation and rehabilitation process in prisons.

- 2- The educational process should be viewed with a different vision in reforms. For example, Comprehensive changes should be made in the curriculum in correctional facilities. Taking into account the characteristics of prisoners and the process of rehabilitation. Therefore, schools in correctional facilities should have their own curricula.

- 3- During the researchers' visit to conduct field research in the Women and Children's Reformatory in Erbil, it was observed that about 50 children between the ages of 4-15 years lived with their mothers among the prisoners. Although they did not commit any crime, their growth in prisons is not a good sign, mentally, intellectually and personally. It may also help these children adapt to the climate and nature of prisons, which may make them less afraid of imprisonment and more likely to commit crimes. In addition, they may have the right to education according to the law, and none of them went to school. Not solving the problem for these children indicates a lack or less of interest in the rehabilitation process. Therefore, the concerned authorities must solve the problems of these children responsibly, provide them with decent and good places, and send them to schools. In this regard, assistance from the KRG can be requested to local and international organizations.

- 4- Through the field study, it was revealed that some teachers are affiliated with the Ministry of Social Affairs and others are affiliated with the Ministry of Education, and this problem should be solved. This study suggests that since the issue relates to the school and the educational process, schools in general, with all teachers and employees, should be under the supervision of the Ministry of Education.

- 5- The majority of teachers have not received any special training or courses on how to teach among convicts. Correctional school teachers should have access to unique courses and training so they can interact with prisoners more effectively.

- 6- In the process of individual rehabilitation, efforts must be made to bring about intellectual change among prisoners, especially those with extremist thinking or religious radical who have been imprisoned. For this purpose, the capabilities of schools, teachers and educational staff must be improved. Not

everyone can become a teacher in correctional schools, except for those who have taken courses or have been evaluated by an expert committee from the Ministry of Education. Therefore, there must be a specialized educational committee to evaluate the cognitive abilities and skills of teachers in dealing with prisoners.

- 7- The results also showed that most of those in prison have not attended school or have left school at an early stage, so attention should be paid to the compulsory education process and families should be forced to send their children to the school.

 - 8- It is important that all institutions of society, schools, mosques and churches, media channels and civil society organizations work to raise awareness in society to accept those who have committed crimes and are in prison, and then they are released to continue their lives as normal person in society.
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رۆلی پهروهردە له شیاندنەوهی زیندانیان:

لێکۆڵینهوهیهك دهبارهی بارودۆخی پهروهردەهی له نیو زیندانییهکانی ههڕیمی کوردستان

پوخته:

ئهم توێژینهوهیه سهرنج دهخاته سهه پهیههندی نیوان پهروهردە و پرۆسهی شیاندنەوه له نیو کۆنتیکستی زیندانهکاندا. پرۆسهی شیاندنەوه ههولێکی ئالۆز و ههملهلایهنه، له جیهانی مۆدیرندا رۆلی زیندانهکان له سزاوه پهرهی سهندوووه بۆ شیاندنەوه و بنیاتنانهوهی دهروونی و کۆمهلایهتی تاکهکان. له ئهجامدا پێویسته رۆلی پهروهردە له دامهزراوه چاکسازییهکان و زیندانهکاندا زیاد بکریت و بایهخی پێ بدریت، چونکه پێشمهرجی پرۆسهی شیاندنەوه، پهروهردەیه. ئه و پرسیارهی که ئاراسته دهکریت له م توێژینهوهیه ئهوهیه، ئایا پهروهردە رۆلی ههبووه له چاکسازی زیندانیان له

هەریمی کوردستان؟ دیاره که هەریمی کوردستان ههولی داوه که دلنیایت لهوهی که زیندانییهکان له زیندانییهکان و دامهزراوه چاکسازییهکاندا دهستیان به خویندن بگات بتوانن بچنه قوتابخانه و بهردهوام بن له درهفتهکانی خویندن. بۆیه حکومهتی هەریمی کوردستان قوتابخانهی بنهپهتی و ئامادهیی له چوارچێوهی سهرحهم چاکسازییهکان دابینکردوو. ئهم تووژینهوهیه ههولدهدات له ریگی بهکارهینانی میتۆدی تیکهلاوهوه وهلامی ئه و پرسیاری سههرکی بداتهوه، بۆیه ئهم تووژینهوهیه له ریگی ئهجامدانی لیکۆلینهوهی مهیدانی و راپرسی لهگهڵ بهندکراون که قوتابین له نێو قوتابخانهکانی نێو دامهزراوهکانی چاکسازی، یان ئهجامدانی راپرسی لهگهڵ مامۆستانیان که وانه دهلینهوه له نێو قوتابخانهکانی نێو چاکسازییهکان وه له ریگی چاوپیکهوتن لهگهڵ ئه و کهسانه که پهیوهندیاردن ههولی داوه داتا و زانیاری تهواو کۆبکاتهوه بۆ وهلامدانهوهی پرسیاری سههرکی تووژینهوهکه. ئامانجی تووژینهوهکه بریتیه له ههلسهنگاندنی واقعیی پهروهردیهی لهناو دامهزراوه چاکسازییهکان بۆ ئهوهی دیاری بکات که ئایا پهروهردیه بهشداری کردوو له پرۆسهکانی چاکسازی و شیاندنهوه له هەریمی کوردستان، ههروهها دهستنیشانکردنی خاله بههیز لاوازهکانی قوتابخانهکانی نێوچاکسازییهکانی ئامانجیکی تری تووژینهوهکه. سههرپای ئهوهش؛ ئامانجی تووژینهوهکه په رهپیدانی پلانیکی گشتگیره بۆ زیادکردنی رۆلی پهروهردیه له دامهزراوه چاکسازییهکان له هەریمی کوردستان . به شیوهیهکی گشتی ئهم تووژینهوهیه گهیشتهته ئه و درههجامه که کیشهی قول له نێو قوتابخانهکانی نێوچاکسازییهکاندا ههیه، مامۆستانان ههچ خولیکیان نه بینوووه دهربارهی چۆنییهتی وتنهوهی وانه به گهوره سالان و زیندانیان، جگه له وهش پرۆگرامهکانی خویندن تاییهت نین به زیندانییان و پهچاوی پێوهرهکانی پرۆسهی شیاندنهوهیان تیدا نهکراوه، به شیوهیهکی گشتی رۆلی پهروهردیه له نێو زیندانهکان و دامهزراوهکانی چاکسازی له هەریمی کوردستان لاوازه .

دور التعليم في تأهيل السجناء: دراسة عن الوضع التعليمي في داخل السجون في إقليم كردستان

المخلص:

تركز هذه الورقة على العلاقة بين التعليم وعملية التأهيل في سياق السجون. إن عملية إعادة التأهيل هي عملية معقدة وشاملة، وفي العالم الحديث تطور دور السجون من العقاب إلى إعادة التأهيل وإعادة البناء النفسي والعقلي والاجتماعي للأفراد. وبالتالي، ينبغي تعزيز دور التعليم في المؤسسات الإصلاحية والسجون وإعطائه الأولوية. والسؤال المطروح هو ما إذا كان التعليم قد لعب دورًا في إعادة تأهيل السجناء في إقليم كردستان. ومن الواضح أن حكومة إقليم كردستان بذلت جهودًا لضمان حصول نزلاء المرافق الإصلاحية على التعليم والالتحاق بالمدارس وعدم عزلهم عن الفرص التعليمية. ولذلك يتم إنشاء مدارس أساسية وثانوية ضمن جميع المرافق الإصلاحية. تسعى هذه الدراسة للإجابة على السؤال المذكور من خلال استخدام المنهج المختلط. تهدف الدراسة إلى تقييم الواقع التعليمي داخل المؤسسات الإصلاحية لمعرفة ما إذا كان التعليم قد ساهم في عمليات الإصلاح والتأهيل في إقليم كردستان العراق. بالإضافة إلى ذلك، تهدف الدراسة إلى وضع خطة شاملة لزيادة دور التعليم في المؤسسات الإصلاحية في إقليم كردستان. خلصت هذه الدراسة إلى أن هناك مشاكل عميقة في المدارس الإصلاحية، حيث لم يتلق المعلمون أي دورات في كيفية تعليم الكبار والسجناء، بالإضافة إلى أن برامج التعليم ليست خاصة بالسجناء ولا تراعي معايير التأهيل. بشكل عام، دور التعليم في عملية إعادة التأهيل ضعيف في السجون والمؤسسات الإصلاحية في إقليم كردستان.