

INCLUSION AS A STRATEGY FOR PROMOTING SOCIAL WELLNESS OF

JUVENILES IN GAUTENG CORRECTIONAL CENTRE

by

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DECLARATION

I, Forget Makhurane, declare that INCLUSION AS A STRATEGY FOR PROMOTING SOCIAL WELLNESS OF JUVENILES IN GAUTENG CORRECTIONAL CENTRE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature

Date

(Forget Makhurane)

ACRONYMS

CJA **Child Justice Act**

ABET **Adult Basic Education**

DCS **Department of Correctional Services**

UN **United Nations**

HIV **Human Immune Deficiency Virus**

AIDS **Acquired Immune Deficiency Syndrome**

NICRO **National Institute for Crime Prevention and Reintegration of
Offenders**

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SUMMARY

Inclusion has been embraced in many communities as a useful strategy in addressing learner diversity. Juveniles in correctional centres are usually different and have various needs. Applying inclusion in such a setup is envisaged to address the needs of diverse learners. The study focuses on how inclusion can be used as a strategy to promote social wellness of juvenile offenders in a bid to reduce recidivism and to facilitate smooth social re-integration. The aim of the study was to investigate and explore ways in which inclusion can be used to promote social wellness among juvenile offenders. The ecosystemic theoretical framework was used as a lens to explore the impact of social systems in the development of juvenile offenders. Qualitative research design was used and data were collected by means of semi-structured interviews. Ten juveniles and teachers were selected in a Gauteng correctional centre on the basis of availability and willingness. Participants were informed that their participation was voluntary and all the information concerning the study was communicated to them. They were given consent forms to complete after they had agreed to participate. Findings revealed that education at the centre promotes social wellness and had resulted in positive behavioural change among most juveniles. Relationships among juveniles and with stakeholders also improved with education received at the centre. The major challenges faced were that teachers had not received adequate training in inclusion and inadequate psycho-social support was given to inmates. It was recommended that teachers be given in-service training in inclusion and how to deal with learners with behavioural challenges. More psycho-social support should be provided and family involvement to be intensified.

Key terms

Inclusion, social wellness, juvenile offender, Youth centre, recidivism

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CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND

The high number of reported juvenile delinquents in South Africa in recent years is alarming. Between April 2010 and March 2011, 75 435 juveniles were charged by police for various crimes including very aggressive ones (Muntingh & Ballard 2012). The Department of Correctional Services (2012) also reported that as at 31 March 2012, there were 740 sentenced children and 2441 in remand prisons. In 2010, it was reported that 50% of incarcerated youth offenders had committed aggressive crimes and there was a tendency of recidivism among youths (Department of Correctional Services 2010). As of 31 March 2013, more than a third of the 150 608 inmates in South African Correctional Centres were youths with some as young as 17 years old having committed serious crimes (Department of Correctional Services 2013). According to Readucate (2012:2), it was estimated that 80% of prisoners released in South Africa return to crime. This state of affairs, coupled with the high crime rate in South Africa, is a cause for concern. The total number of crimes documented from 2004 to 2012 stands at a high of 20 562 004 (Crimestats SA 2012). These figures call for immediate attention to deal with this issue.

The Department of Correctional Services has shifted its rehabilitation programmes to focus on education and development in order to curb the number of juvenile offenders and reduce recidivism (Department of Correctional Services 2005). This is in line with the constitution of South Africa which puts education as a top priority and the South African Schools Act which declares education compulsory for all children of school going age. From 2013, all juvenile offenders were to be compelled to undergo some educational programmes offered in prisons (Department of Correctional Services 2012).

Programmes offered by the Department of Correctional Services are Adult Basic Education and Training (ABET) Level 1 – 4 to prepare offenders for Grade 10 -12. Higher Education and Training, vocational skills, computer skills and basic occupational

skills are also offered (Department of Correctional Services 2012). According to the Department of Correctional Services, these programmes are designed to equip prisoners with the necessary skills that will facilitate effective living in the society after release.

As much as compulsory education has been applauded as a positive move in restructuring the rehabilitation programmes in South African prisons, it is imperative to explore how this move will be of benefit to the offenders and the wider society. This can be done by carrying out a study that will identify strategies that have the potential of making this educational programme worthwhile. This research went an extra mile to investigate how inclusive education can be utilised in prison schools to promote the social wellness of juveniles. The attainment of social wellness in an individual is crucial as it enables him or her to recognise the importance of interdependence, working together and creating harmony in his or her society (Schaffer 2000). It is envisaged that if the juvenile offenders acquire social wellness, they will have a different view of their environment and work for the good of everyone and stay away from crime thereby reducing recidivism. Research in the United Kingdom has shown that incarceration of juveniles disconnect them from society and leads to lack of social wellness resulting in them re-offending (House of Commons; Education and Skills Committee 2005).

In this research, inclusive education has been identified as an ideal approach in promoting the social wellness of juvenile prisoners because the main aim of inclusive education is to accommodate all learners irrespective of their differences (Department of Education 2001). By identifying the needs of all learners and giving them appropriate support, they will be in a position of reaching their potential (Department of Education 2001). Fair treatment creates an environment that is conducive to learning. Everyone feels free to participate in the learning process. By doing so, social skills associated with social wellness may be attained. Prilletensky (2010: 239-241) explains that research has shown that inclusion contributes to social wellness and that by applying inclusion in our teaching we are promoting social wellness. The greatest worry in South Africa is that the White paper on inclusive education makes no mention of applying inclusion in

prison schools. Research elsewhere like in Serbia has proved that inclusion can be applied in prison schools and produce desirable results (Jovanic 2011).

1.1.1 Correctional education

In South Africa, education in correctional centres has become compulsory for all offenders who have attained education up to Grade nine until the age of 25 or ABET level four (Department of Correctional Services 2012). South Africa is following in the footsteps of countries like Norway, Serbia and Cuba where education for prisoners has been made compulsory (Manger, Eikeland, Diseth, Hetland & Asbjornsen 2010; Jovanic 2011 & Big Issue 2012). Education in South African prisons has been ongoing but research has revealed that there are some challenges faced. According to Van Heerden (2012), most prison schools lack skilled teachers, as well as resources such as textbooks and internet access. The strict restrictions also make the availability of some resources impossible for security concerns. For an example, a pair of scissors can be used as a weapon for stabbing each other by prisoners. Most officials dealing with juveniles in prisons are not trained to deal with children (Muntingh & Ballard 2012). For a successful educational programme to take place there is need for a conducive environment, innovative programmes and better trained staff (Jovanic 2011). If these are lacking, then the educational programme cannot be effective.

There are some challenges faced in implementing inclusive education in South African prison schools. One of the challenges is the non-existence of a juvenile prison school for girls (Tshabalala 2012). This state of affairs denies the girl child in prison the opportunity to learn. One can therefore argue that there is still some form of discrimination in terms of gender in South African prison schools.

It is important to have a well trained staff to apply the appropriate pedagogies that will render prison education in South Africa worth its cause. A well trained staff will be able to identify the needs of offenders and design programmes that suit their needs. If officials dealing with juveniles in prisons are not well trained to deal with them, it gives

an indication that the needs of these juveniles are not met. If offenders are not well educated, they remain isolated from both the social and economic activities after release leading to re-offending and costing the taxpayers a lot of money (Jovanic 2011). It was also found out by Sawahel (2012) that educating prisoners is the most effective way of reducing recidivism and facilitating smooth re-integration in society than any other form of rehabilitation.

Literature has revealed that most countries are now focusing on education to strengthen their rehabilitation programmes in prisons. In Brazil, a project called 'Educating for freedom' is in place and it seeks to stimulate prisoners to learn. Teachers and prison officials are trained to identify the needs of each prisoner and design individualised rehabilitation programmes to suit each prisoner (Silva 2005). A recommendation was further made to tie education attainment with the sentence of prisoners whereby a credit or reduction in sentence would be achieved once a certain level of education has been attained. This programme was designed after the realisation that incarceration sometimes tends to harden prisoners. In South Africa, the same trend can also be observed; hence the need for education that will make prisoners better individuals after release. Coupled with the shortage of staff, rehabilitation may sometimes not bear fruits (Horst 2005).

1.1.2 Inclusion and social wellness

Inclusivity in the broader sense entails allowing participation by all members of society to fulfil their potential. This is achieved by showing respect and valuing diversity (Engelbrecht, Green, Naicker & Engelbrecht 2009). In an inclusive environment, all people should be respected and given the opportunity to prove themselves. Inclusion is not only unique to South Africa but a worldwide phenomenon. Landsberg and Gericke (2006) reveal that inclusion can be implemented for different purposes as was the case in England, Spain and South Africa where the main aim of inclusion was to improve the quality of education for all. In all this, it should be noted that teachers are viewed as the most powerful resource in implementing inclusion.

This research aimed at exploring how inclusive education can be used in juvenile offenders because incarceration in prison exposes juveniles to different situations that need attention. Exposure to trauma is one of the challenges faced by juveniles in prisons which may affect their behaviour and create an impression that there is no just society (Maschi, MacMillan, Morgen, Gibson & Stimmel 2010:388). This negative impression can affect their behaviour and thereby leading to anti-social behaviour in and outside prison. In 2009, out of an estimated 2.18 million youths arrested in the United States of America, up to 93% of these youths had one or more traumatic experiences such as witnessing violence (Puzzaranchera 2009). An inclusive classroom seeks to address such needs by addressing each individual's needs which can also be social needs.

In an inclusive class, learners are usually required to work in groups as part of collaborative learning. By doing so, learners may develop skills necessary for creating harmony in society. Some of the skills which can be learnt include conflict resolution and anger management (Clark & Breman 2009). Cooperation is also emphasised in inclusion and this can help offenders to develop social skills necessary for working together and creating harmony. A society where members work for the common good of all living there is a greater sign of the attainment of social wellness by its members (Schaffer 2000). Such a community is likely to have less violence and tension.

Research has shown that inclusive education gives both social and academic support to learners and offer assistance to learners with behavioural challenges (Clark & Breman 2009). Offenders who have been made aware of how their behaviour has affected other people are in a better position to change. It is very easy therefore to evaluate the outcomes of inclusive education by observing behavioural and personality change in prisoners (Jovanic 2011).

The attainment of social wellness is a positive step towards preparing offenders for social integration. Social wellness entails the need for personal identity and a sense of

belonging where one is in pursuit of harmony in his or her immediate environment and wider society (Schaffer 2000). It is further argued by the same author that social wellness enables an individual to contribute to the common goal of the larger society. A society where members have common goals and values is in a state of social cohesion and is likely to have less tension.

In Germany, the need for promoting social wellness among juvenile prisoners has been put in the forefront by replacing prison retribution with education as a tool for rehabilitation. This was done after realising that incarceration leads to social exclusion which can have disastrous consequences to juveniles if it is not addressed (Horst 2005). In view of that, juveniles between the ages of 14 to 17 years and young adults between the ages of 18 and 20 are educated and disciplined through socio-educational support to help them live a crime-free life after release (Horst 2005). Similarly, the restorative justice system in South Africa has been designed as a way of moving away from retribution to allow offenders to re-integrate with ease in their communities (Department of Correctional Services 2005). This approach helps to promote social wellness but still needs vigorous enforcement to make it more fruitful. Applying inclusion in prison schools is a positive step towards reinforcing it. If every member's needs are met, justice will prevail and this will boost members' self esteem and a sense of self worth (Jovanic 2011). A confident person is empowered to work in a team and contribute to the good of his or her community. Jagger & Bensley (2003) sum it all by saying that social wellness brings a sense of community where members of the community have a feeling of belonging together and trust each other. A community that has reached this state is in a better position to function for the good of all its members.

1.2 THEORETICAL FRAMEWORK

In conducting this research, Bronfenbrenner's ecosystemic perspective has been used as a lens which focuses on how different systems affect an individual's life and development. This will be explained in line with the suggested application of this model by Donald, Lazarus & Lolwana (2010). The systems that affect an individual's life are,

namely, micro-system, meso-system, macro-system, exo-system and chrono-system. The micro-system is the individual's immediate environment such as the family while the meso-system comprises a set of micro-systems like the school and peers. The macro-system is made up of the value systems of the wider society such as respect and forgiveness while the exo-system is not directly linked to the individual but can affect his or her development. The chrono-system is the development that occurs over time. A disturbance in any subsystem can have a negative impact on the individual's life and development. Juveniles incarcerated in prisons are removed from their families, friends and other supportive sub-systems and this can negatively impact their development. Some juveniles can even be rejected by their families once they go to prison and so will need other forms of support to replace their families.

This bio-ecological theory of Uri Bronfenbrenner is relevant to this study because the interaction among sub-systems play a crucial role in promoting social wellness among juveniles. The juvenile offender may need the support of his or her family and peers before being accepted by the wider community. Social workers can also play a vital role by teaching the offenders behavioural changes necessary for reintegration and acceptance. If offenders do not interact with these sub-systems they may be socially excluded from their communities for a long time.

Behaviour is influenced by interaction (Donald et al 2010). Even in correctional centres, juveniles interact with other inmates, correctional centre officials and other stakeholders who have the potential of making their behaviour change either positively or negatively. Prisoners in South African correctional centres are usually exposed to gangsterism and sexual violence (Gear 2007). Such an exposure may have a negative impact on the behaviour of the juvenile offender; hence the need to get involved with the right people in order to acquire behaviour that will facilitate smooth re-integration in the society.

Bill Hettler's wellness model is also relevant to this study and was therefore incorporated into it. This model is an integrated approach which identifies six life key areas that lead to a healthy and happy life of an individual. These areas are

occupational, spiritual, social, intellectual, physical and emotional (Patalsky 2010). This model implies that in order for one to achieve wellness and live a fulfilling life, he or she should keep a balance on these key areas. This model fits well into this study because social wellness is part of the life's key areas. Its contribution to the holistic development of incarcerated juveniles was clearly explored and analysed.

1.3 PROBLEM STATEMENT

The South African government should be applauded for making education compulsory in correctional centres for all juveniles (Department of Correctional Services 2012). It is however sad to realise that recidivism is still high. In 2012, it was reported that 80% of all offenders re-offend (Readucate 2012). The recidivism trend is a sign that the rehabilitation programmes currently underway in South African prisons are not doing enough to ensure that ex-offenders stay out of crime. For this reason, it was necessary to investigate and explore alternative strategies that can be put in place to ensure effective social rehabilitation. By doing so, Government's efforts will be complemented.

Recent studies have been done on correctional education by different researchers in South Africa. Some of the recent studies were done by Muntingh & Ballard. (2012), Gast (2011), Gear (2007), Odongo & Gallinetti (2005), Tshabalala (2012) and many more. After going through these studies and many more others, I could not come across any study that focused on the use of inclusivity in promoting social wellness of juvenile offenders. Social wellness of juvenile offenders in South African correctional centres has not been thoroughly investigated to find out how it can be part of the rehabilitation programme for juveniles. Owing to this sparseness of literature on this subject, it became necessary to investigate how inclusive education can be utilised to improve the rehabilitation programmes offered to juveniles in South African Correctional Centres.

The outcomes of implementing inclusive education has been documented and proven to be effective in the mainstream education in South Africa and other countries (Landsberg & Gericke 2006). Considering these findings, it can therefore be deemed necessary to

try this approach in correctional centres too. Juveniles in correctional centres, like their counterparts in the mainstream schools also come from different backgrounds and therefore have various needs that should be met (Department of Correctional Services 2012). Therefore, it is important to investigate an approach that can promote social wellness of juvenile offenders.

As pointed earlier on, the Department of Education and Skills Training Committee (2005) found that the attainment of social wellness leads to positive change in behaviour. It is also envisaged that when all learners are accommodated and supported in the learning programme, their behaviour will change. With a changed behaviour and attitude, a safe environment is created for all. Findings by the Parliamentary Committee on Corrections in South Africa (2011) are also disturbing. In 2011, this committee discovered there was no school in the correctional centres that catered for female juvenile offenders. This scenario goes against the constitutional declaration that all juveniles have a right to education irrespective of gender. Inclusive education advocates for equal education for all without any form of discrimination (Department of Education 2001). Its main mandate is to ensure that everyone has access to education despite his or her background. Its implementation in correctional centres will ensure that juveniles enjoy their rights to equal education despite being incarcerated.

1.4 RESEARCH QUESTIONS

The main research question for this study was:

1.4.1 How is the role of inclusion in promoting social wellness of juveniles in a correctional centre school in Gauteng?

The following sub-questions were also asked. These questions guided the researcher and became the major coding categories.

1.4.1.1 What are the inclusion strategies that can be used in promoting social wellness among juveniles in a Gauteng correctional centre?

1.4.1.2 What is the perception of social wellness among juveniles in a Gauteng correctional centre?

1.4.1.3 What guidelines can be developed to promote social wellness in a correctional centre school?

1.5 AIMS AND OBJECTIVES

1.5.1 Research aim

The aim of this study was to investigate and explore the role of inclusion in promoting social wellness of juveniles in a correctional centre school in Gauteng.

1.5.2 Research objectives

The research objectives of this study were:

- to describe the role of inclusion in promoting social wellness among juveniles in a Gauteng correctional centre school;
- to find out what the perception of social wellness among juveniles in a correctional centre school is like; and
- to explore and explain guidelines that can be developed to promote social wellness of juveniles in a correctional centre school.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Research paradigm

The interpretive paradigm was followed in this research. According to this paradigm, knowledge is socially constructed and researchers attempt to understand phenomena

by getting the meanings assigned by participants to the particular phenomena (Walsham 1993). Since information comes direct from the participants, it has been argued that knowledge produced can be justified as true compared with other approaches (Sandberg 2005). This approach advocates for the use of a variety of sources, data and analysis methods in research in order to produce valid findings (Henning, Rensburg & Smith 2010). These authors further state that different views are taken into consideration in this paradigm since they are considered to be helpful in making meaning of the world. Social wellness focuses on social interaction and the interpretive framework assumes that meaning making happens in social interactions in the social context (Henning et al. 2010). In this research, information was collected by obtaining data based on social interaction. Prisoners were also observed as they interacted with each other, prison officials and other stakeholders. During interaction with prisoners, the researcher was able to observe and listen to what they do and say in order to make meanings from this. From their beliefs, views and reasons, the researcher was in a better position to make meanings of their prison world.

1.6.2 Research method

Qualitative research design was used in this study. This method allows data to be collected in the natural settings of social actions (Mouton 2002, Woods 2006 & Henning et al. 2010). Using this research design enabled the researcher to go into the field with an open mind in order to obtain valuable information on the social wellness of juveniles in prisons (Woods 2006). Prisoners and officials were given the opportunity to express their views with regard to inclusion and social wellness during the interviews. By doing so, the participants became the source of information and not the researcher. This gave the study the potential of producing comprehensive findings (Key 1997).

In qualitative research, the context is deemed important as it influences behaviour and acts as a set of parameters with which the individual interact (Woods 2006). The prison environment is unique and needs to be taken into consideration when the researcher is

doing a study. Taking contextual factors that influence behaviour in prison enabled the researcher to be sensitive and look deep beyond what the eye could see.

1.6.2.1 Research design

A case study design was used because it allows for a selected case with a sample that is representative of the population to be used (Terre Blanche & Durrheim 1999). Logistically, it would have been time consuming and costly to study the whole population hence identifying a specific prison made the research more feasible. A case study has identifiable boundaries (Henning et al. 2010). In this case, the study was only done on juveniles who were learning at a Gauteng prison in South Africa. Only teachers who were teaching at the selected Gauteng prison school were involved in the study. Information obtained from this case study could be generalised to the whole juvenile prison population (Cottrell 2003).

1.6.2.2 Research instrument

1.6.2.2.1 Structured interview

A structured interview schedule with open-ended questions was used to collect data. Learners from the selected school were interviewed. The interviews took place after school to avoid disrupting classes. With few activities done by inmates after school, doing interviews after school caused little disruptions. Ten learners were interviewed in their classrooms in the presence of prison officials who kept a distance that did not enable them to hear the responses from the participants. The presence of prison officials was also for security purposes. Participants were reluctant to speak one-on-one with the researcher and were granted the liberty to write their responses to each question. Whenever they did not understand, the researcher clarified the questions. The interviewing process took two days. Five teachers were interviewed after school in their offices. Due to restrictions in prisons, no electronic recordings were done but the

researcher wrote down some notes to help him remember information that was later used in data analysis.

The use of interviews was preferred in this research because it is flexible and can be used to prisoners who are illiterate (McMillan & Schumacher 2010). Vague responses were given and participants were probed further to clarify what they meant. Non-verbal responses and reactions were noted during the interviews and were used in data analysis (Henning et al. 2010).

1.6.2.2.2 Non-participant observation

As a way of ensuring that enough data were collected on the topic under study, non-participant observation was incorporated to other methods of research during the visit to prison. Juvenile prisoners were observed as they interacted among themselves, with prison officials as well as with other stakeholders. Observations were done as they were playing to identify their social wellness habits. The researcher took down some field notes during observation to ensure that useful information was not forgotten in compiling data.

Observation was deemed important in this research because juveniles sometimes do not want to divulge more about themselves but by observing their behaviour, the researcher was able to learn more and got valuable information. During the study, the researcher observed some issues that were relevant to the study and managed to probe further by interviewing the parties concerned to verify the facts (McMillan et al. 2010).

1.6.2.2.3 Field notes

The researcher took down field notes during interviews and observations. These notes helped to record information that was not verbalised but which was relevant to the topic.

Field notes helped the researcher to remember valuable information and later used it in data analysis.

1.6.3 Sampling

For the purpose of this study, purposeful sampling was used. According to McMillan & Schumacher (2010), purposeful sampling chooses samples that are likely to have rich knowledge and information on the topic under investigation. In this case, this type of sampling helped the researcher to choose participants who were in a position to give information relating to prison education.

This type of sampling enabled the researcher to choose the participants from juveniles who were learning in a prison school at the time of study. The participants chosen were relevant and knowledgeable about the topic under study. Juveniles who were enrolled for Adult Basic Education and Training (ABET) level one to four were chosen to participate in the study. Teachers who were teaching in the prison school were selected so that they could provide the necessary relevant information. With participants who were knowledgeable about the topic, the researcher had the opportunity to produce findings that are likely to be trustworthy.

1.6.4 Data analysis

Data were analysed qualitatively through coding and categorising. Data from prisons were divided into small units of meanings which were systematically named according to the meanings the researcher assigned them (Henning et al. 2010). Codes were designed for each question in the interview sheet. These groups of codes were then grouped together according to similar meanings to form categories (McMillan & Schumacher 2010). Each category was therefore made of codes with the same or similar meanings. Categories were further analysed and put into patterns called themes. A theme is an explanation on the findings of the research derived from the categories that were created.

When analysing data, the researcher used multiple sources of data from field notes, interviews and observations to ensure that information was sufficient. Some information from the field notes were reflections made in the field during data collection. Analysis was done as soon as data were collected to ensure that the researcher used all the relevant data necessary for the research before forgetting. Peers who took part in data collection with the researcher were asked to scrutinise the analysed data to ensure that it relates to the actual data collected.

1.7 TRUSTWORTHINESS

1.7.1 Credibility

To ensure credibility, the researcher made sure that sufficient data were collected. More time was spent in prison, observing juveniles interacting with each other and other stakeholders (Lincoln & Guba 1985). The researcher spent time interacting formally and informally with both teachers and learners to gain more insight of what goes on in their daily lives in a prison school. Information obtained was recorded early to avoid losing it (Key 2006).

Preliminary findings were given to participants to comment and check if they were in line with the views they gave to the researcher. Participants were also asked to check the correctness of findings before it was finalised.

1.7.2 Dependability

The researcher ensured that the findings were dependable by asking other experts like the supervisor and fellow researchers to critique the research manuscript in order to get an accurate report. Data were also verified to check whether it was in agreement with themes that emerged from the participants' information (Lincoln & Guba 1985).

1.7.3 Confirmability

To ensure confirmability of the research findings, participants were requested to audit the findings to ensure it was a true reflection of what they said (Key 2006). The

researcher made an effort to go into the field with an open mind in order to strike a balance between what was expected and what was real. This helped to eliminate any form of bias and helped the researcher to stick to the purpose of the study. Participants were given more time to speak while the researcher listened to ensure that more information came from them (Key 2006).

1.7.4 Transferability

Although qualitative data is generally not transferable, rich information and a detailed description of the applicability of inclusive education in promoting social wellness in South African prison schools was gathered. This was done to ensure that data could be transferable (Maree 2011). Sufficient data can truly reflect the state of affairs in South African prisons. The researcher made an effort to carefully and thoughtfully interpret data to make it convincing and transferable. Primary data was also included in the final report in order to have enough detail for the data to be authentic.

1.8 ETHICAL CONSIDERATIONS

To carry out this study, ethical clearance was sought from the Department of Correctional Services and from the University of South Africa. Participants were given consent forms and the purpose and procedure of the study was explained to them. Anonymity and confidentiality of participants were also explained.

1.9 CLARIFICATION OF CONCEPTS

Inclusion

Inclusion is a way of accommodating diversity by allowing all learners the opportunity to learn and reach their potential without any form of discrimination. Learners are accommodated regardless of their differences such as race, gender, intellectual capabilities, physical disabilities and any other form of differences.

Social wellness

Social wellness is a wellness dimension which emphasises the interdependence between people and their environment to promote harmony in the society. With social wellness, the individual works for the good of his or her society.

Social cohesion

Social cohesion is a state where group members have strong bonds with each other and the group.

Juvenile

A juvenile in this study refers to an offender who is between the ages of 14 and 25 as defined by the Department of Correctional services.

Juvenile Centre

A correctional centre where juvenile offenders are kept during their incarceration.

Recidivism

Recidivism is the tendency to revert to crime after release from the Correctional centre.

1.10 SUMMARY

This chapter gave an outline of how the dissertation would be structured. It summarised the general outlook of the whole dissertation by giving an indication of the theoretical framework, the problem statement, research questions and aims and objectives that would guide the study. Furthermore this chapter gave an outline of the research design and methodology that was used in this study including the procedures to be followed in carrying out the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on giving the reader the background necessary to fully engage with the material in this paper by reviewing literature related to this topic. This literature review will create a bridge between the existing body of knowledge and the topic under study (Bowen 2005: 210).

2.2 THEORETICAL FRAMEWORK

This study used an integrated approach by utilising two theories namely the bio-ecological theory and the wellness model.

2.2.1 Bio-ecological theory

The Bio-ecological theory looks at the individual and the environment in their interconnected reality. According to this theory, a person can be best understood in his defining context (Mattaini & Meyer 2013). This means that an individual's environment plays a big role in his life. By nature, a person is a social being and his interaction with different systems in his environment may affect his behaviour and development (Donald, Lazarus & Lolwana 2010).

The bio-ecological theory is characterised by sub-systems which are viewed as vital in the development of an individual. These subsystems are discussed below as explained by Donald et al. (2010) and their relevance to this topic will be outlined. The sub-systems are micro, meso, macro, exo and chrono.

The micro-system is the individual's immediate environment like the family. A juvenile offender who has been incarcerated in a correctional centre loses close ties with the family. The family is the primary agent of socialisation (Donald et al. 2010:40). In place of the family, cellmates who interact with the offender on a daily basis may play a vital

role in shaping his behaviour and development. If they give positive advice and support, the juvenile offender may acquire valuable social skills that will enable him to reintegrate well in his community. On the contrary, bad influence and advice may turn the offender into an anti-social individual who may face challenges in reintegrating in his society.

The meso-system refers to the systems outside the micro-system but have a frequent interaction with the individual (Donald et al. 2010:40). For a juvenile offender, this would include the school, peers and teachers who interact with him on a regular basis. A school that is hostile to a learner may make him fear to go to school as it was discovered in some American prison schools (Houschins, Jolivette, Shippen & Lambert 2008). Equally, a supportive and caring school environment in the correctional centre where teachers are able to assess and identify the needs of learners may facilitate a positive behaviour and development thereby promoting his social wellness (Landsberg & Gericke 2006). In this research, observing interaction among inmates is very crucial as the way they relate is fundamental to the findings and recommendations.

The exo-system is not directly linked to the individual but indirectly affects him. What occurs to people around the individual may indirectly affect him. Traumatic exposure and experiences such as witnessing violence happening to other inmates may negatively affect the juvenile offender (Puzzanchera 2009). This may affect his social development.

In the correctional centre, juveniles come from different backgrounds and so they bring different values and beliefs. The centre is a system on its own where certain beliefs and values may be established. Gangsterism and violence are common in South African Correctional Centres (Gear 2007). The macro-system consists of different beliefs and values that are considered appropriate for those living in their communities. Affiliation to groups and gangs in correctional centres may lead to the acquisition of norms and values that are in direct contradiction with societal norms. Some individuals may even deviate from the expected norm because they want to adhere to their group's expectations (Horst 2005).

The chrono-system is the development that occurs over time. The time a person spends in the centre has the potential to shape his behaviour either positively or negatively. Spending more time with hard core criminals who believe that crime is the only way of surviving and that the society is unjust may turn an individual into a hardened criminal. This was observed by Ozdemir (2010:2) who stated that violent peers in prison may negatively influence juvenile offenders.

From the above discussion, it is evident that the bio-ecological theory is relevant to this study because its main focus is on interaction of individuals just like social wellness is interactive nature. Schaffer (2000) puts it clearly that social wellness is an interactive dimension of wellness. This study's main focus is on individual interaction in promoting social wellness.

2.2.2 Wellness model

Broadly speaking, wellness is the state of optimal health which includes having a proper diet, reducing stress, being physically fit and happy among other indicators (Kathy 2010:11). The wellness model is the brain child of Bill Hettler. This model is holistic in nature and globally respected. It identifies six interrelated dimensions of wellness which are also called key areas of life. These dimensions are physical, occupational, intellectual, spiritual, emotional and social wellness (Hettler 1976). One needs a balance in these dimensions to achieve full wellness (Patalsky 2010). These dimensions of wellness are relevant to this study even though the focal point will be on social wellness. A human being is whole with the mind and body inseparable and therefore a change in any of the domains in a person affects the person's other domains. Owing to their relevance, each dimension will be discussed below as outlined by (Hettler (1976).

2.2.2.1 Physical wellness

This dimension of wellness recognises the need for good eating habits and regular physical activities for one to stay healthy. Attaining physical wellness entails avoiding habits that are destructive to one's health such as smoking tobacco, drug abuse and excess intake of alcohol. On the other hand, the individual adopts healthy habits that promote healthy living like spending more time building his physical strength, flexibility and strength.

Taking care of minor illnesses and knowing when to seek medical attention is part of the physical wellness path. One takes precautions to ensure a successful and wellness path by responding to body warning signs that are a threat to wellness, monitor them and take action before they cause too much damage.

Hettler (1976) is of the opinion that an individual strives to look good because looking good makes him feel good thereby enhancing self-esteem, self-control and determination. With these attributes, social wellness is enhanced.

2.2.2.2 Occupational wellness

An individual who attains occupational wellness recognises personal satisfaction and enrichment in his or her life through work. The attitude that one has towards one's work determines the individual's occupational development. An individual with a positive attitude towards his work gets personal satisfaction whereas a negative attitude towards one's work leads to dissatisfaction and frustration.

Having attained occupational wellness, the individual recognises the need to choose a career that is consistent with his personal values, beliefs and interests that are likely to bring satisfaction. Job satisfaction, career choice and ambitions are considered important components in this dimension as one strives to be in a career that will make him happy. To prepare for the identified career one then takes further steps by studying

and training so that he can use those skills in the work place to gain enrichment and happiness in life (Jager & Bensley 2003).

In the occupational wellness path, one contributes unique talents, skills and gifts to work that are personally meaningful and rewarding. These skills, talents and gifts also benefit the larger community and bring a sense of satisfaction to the individual (Kathy 2010). On the way, one expresses his values by getting involved in personally rewarding activities in the field of work.

2.2.2.3 Intellectual wellness

Making sound decisions and critical thinking are the major characteristics of intellectual wellness in a person. An intellectually well person gets involved in creative and stimulating mental activities. He is open to new ideas and is willing to learn more and expand his knowledge and skills. The motivation to learn more drives one to spend more time reading books, magazines and newspapers to keep abreast with current affairs. The creative endeavours are used to challenge the mind to remain creative and active. One is not satisfied with what he already knows but has the willingness to gain more knowledge.

Challenges are faced with a positive approach with a conviction that something positive will come out of these challenges. Intellectual wellness thus encourages an active mind. The individual is willing to share his skills with others so that they can also benefit. He also explores issues related to creativity and problem solving in order to identify potential problems and look for available resources to use in finding solutions. When one works for the good of the society as a whole, his social wellness attainment is advanced.

2.2.2.4 Spiritual wellness

Spiritual wellness is characterised by the ability of an individual to establish peace and harmony in one's life by developing congruency between values and actions. A meaning of life for oneself is sought at the same time one is tolerant to the beliefs of others. An individual lives each day in a way that is consistent with his values and beliefs. On the wellness path, one develops a deep appreciation for life and natural forces that exist in the universe.

Through a high level of hope, commitment and faith, one creates a sense of meaning of life. There is also willingness in the spiritually well person to seek meaning and purpose in human existence that will help the individual to appreciate the existence of nature and things that cannot be explained.

An individual who has attained spiritual wellness displays actions that are consistent with beliefs and values that bring satisfaction in his existence. He is tolerant to the forces of nature that cannot be explained as well as tolerant to fellow human beings who are different from him. Tolerance is a major tenet of social wellness too (Schaffer 2000)

2.2.2.5 Emotional wellness

Emotional wellness is the capacity by an individual to manage his feelings and related behaviours. It includes how one accepts his feelings and feels positive and enthusiastic about himself and life. By managing his feelings, the individual also makes a realistic assessment of his limitations or weaknesses and strives hard to turn these weaknesses into strengths. He freely expresses his feelings without fear and is prepared to take risks and face challenges with a positive approach as he recognises the fact that conflicts have the potential to be healthy. Being emotionally well also implies developing positive ways of dealing with stress.

Besides accepting one's feelings, the individual with emotional wellness also accepts the feelings of others. This leads to one maintaining satisfying relationships with others despite having differences and also appreciating the importance of seeking advice from others.

Before making personal choices and decisions, one takes time to synthesise thoughts and feelings to arrive at a sound conclusion. No hasty thoughts that are irrational are made by an emotionally well person. By making sound decisions, the individual is prepared to take responsibility for his own actions and this makes life exciting and full of hope.

Based on mutual trust, commitment and respect, an emotional well person gets into interdependent relationships. These relationships are viewed as mutually beneficial as the individual has a conviction that one cannot live as an island but needs the support of others in society.

After attaining emotional wellness, a person develops the ability to feel and express his emotions like anger, disappointments in a positive way, interdependence and solving conflicts amicably are also the habits of social wellness.

2.2.2.6 Social wellness

Social wellness will be discussed in detail in the next chapter since it is the major focus of this study.

The wellness model is relevant to this study because it shows how interconnected the dimensions of wellness are. Hettler (1976) points out that the achievement of these dimensions leads to a healthy and satisfactory life. Although social wellness is the major focus for this study, it cannot be viewed in isolation if one is looking at the holistic development of a juvenile offender. The other dimensions play a pivotal role in complementing social wellness development and promotion. Wellness is

multidimensional and holistic in nature and is made up of different aspects (National Wellness Institute 2013). This proves that all the wellness dimensions play an important role in ensuring that one lives a healthy and fulfilling life. A change in any of the domains in a person will affect the person's other domains and his wellness (Kirsten, Van Der Walt & Viljoen 2009: 3).

2.3 JUVENILE DELINQUENCY

A juvenile is a child who is below the age of 18. So, juvenile crime is the crime that is committed by a person who is 18 years old or younger (Roberts 2014). The United Nations Youth Report (2003) identifies trends, factors, assumptions on juvenile delinquency and measures that can be taken to deal with juvenile delinquency. These will be discussed below.

2.3.1 Trends in juvenile delinquency

In the exception of the United States of America, most countries of the world experienced a high increase in the number of crimes committed by juveniles. It was noted that youths of the same age usually commit violence to other youths of the same size. Juveniles living in difficult circumstances have been found to be at risk of becoming delinquents. These include those living in poor and overcrowded areas, abusive homes, broken families, alcoholic parents and orphans. From 1992 to 2000 it was estimated that the number of children living in difficult circumstances worldwide increased from 80 million to 150 million. This sharp increase makes dealing with juvenile delinquency more complicated (United Nations 2003).

South Africa has not been spared in this global trend as the murder rate in this country is estimated to be seven times the global average (Nounan 2012:1). This author further reveals that juveniles are the most common perpetrators and victims of crime in South Africa. In the whole of Africa, South Africa was found to house the highest number of child prisoners (Sarkin 2009, Mchuchu 2009:8). This indicates that juvenile delinquency

is a common phenomenon in South Africa and it needs to be dealt with. All over the world, the crimes committed by juveniles have been observed to becoming more violent.

2.3.2 Basic assumptions on juvenile delinquency as observed by the United Nations (2003)

It has been observed that juvenile delinquency generally happens in groups. Members of a group are assumed to commit between two thirds and three quarters of juvenile offences. Juvenile group crime is most prevalent among fourteen year olds and least prevalent among seventeen year olds with higher rates recorded in cases like robbery, rape and theft (Bilderaaya, 2005).

Most juveniles join groups before they indulge in delinquent activities. It was reported that gang or group members usually commit three times as many crimes as juveniles who do not belong to a gang or group. The reason for joining a group or gang is sometimes seen as an essential means for socialisation and survival. The membership can also be an entry into adult organised crime. Male juveniles are perceived to be more prone to committing crime than their female counterparts with studies revealing the crime rate among males as double that of females. The conviction rate has been found to be six or seven times higher in males than in females.

2.3.3 Factors that may lead to juvenile delinquency

2.3.3.1. Economic and social factors

Negative social and economic developments like political instability, economic crisis and decline, weakening of major public institutions like the family and educational systems play a big role in juvenile delinquency.

Socio-economic instability leads to unemployment, low incomes for youths and their families. In order to augment their low income and sustain their livelihood, most

juveniles turn to crime. In South Africa, for an example, a survey was carried out in two of the Cape Flats townships of Mitchell's Plain and Khayelitsha which were infiltrated by crime and gang wars. It was discovered that overall unemployment stood at 46 percent and 60 percent for youths between the ages of 16 – 30 (Noonan 2012). In that area, gangs became significant reference groups which formed a network of acquiring resources that could not be acquired through legal means. Similarly, in the United States of America, most youths from low income families are denied access to education which makes it difficult for them to get formal employment thereby resorting to criminal activities (Askew, Gibson, Badu-Nimako, Baurer, Intrieri, Kaleen, Kaplan, Mortorano, Petit, Plastimo, Reddy & Srianni 2012:9).

2.3.3.2 Cultural factors

Each community has its own rules that deter people from committing socially unacceptable actions. With people from different cultures coming together, some members may break down the norms as they view them as irrelevant. This is normally the case with the modernisation of traditional societies. With modernisation, juveniles are constantly under pressure especially from the media to maintain certain standards and when they fail to maintain those standards through legal means crime may be the option (United Nations 2003).

There are goals that are normally set for juveniles in their communities for an example at a certain age one may be expected to be helping his or her family financially. If the individual fails to achieve the set goals because of limited opportunities, a crime career may become the option. The dilemma faced by most juveniles is therefore focusing on proposed goals that of achieving success with insufficient means to achieve them.

2.3.3.3 Urbanisation

The United Nations (2003) reports that highly urbanised countries register high crime rates that those with strong rural traditional lifestyles because of differences in social

control and social cohesion. The reason put behind these differences is because rural communities strongly rely on family and community control to deal with crime rates whereas urbanised communities rely mainly on formal legal judicial measures that do not deter people from committing crime. According to Kavita (2012), primary social relations are weakened through urbanisation and children become over exposed to the media especially television that can be misleading.

2.3.3.4 Family

The family is the primary agent of socialisation (United Nations 1990). Proper and adequate parental supervision and control is therefore crucial for the positive development of the child. Dysfunctional families such as those with abusive and criminal parents may lead children into engaging in criminal activities (Bilderaaya 2005). This author further argues that children from abusive parents are likely to be abusive and commit criminal acts and those with criminal parents are likely to inherit the criminal acts. Single parents and working parents usually have less supervision on their children and this may expose their children to delinquent groups and delinquent activities (United Nations 2003).

Poverty in the family may also influence delinquent behaviour among juveniles as research has shown that most youths commit crime because of poverty in the family (Prior & Paris 2005). Poor families may not be able to provide the necessary material and psychological support such as paying school fees, buying textbooks thereby leading to low academic performance. These juveniles may feel that their chances of realising their dreams through legal means have vanished and joining a delinquent group may become their last hope (United Nations 2003). A study in Kenya at Kamiti Youth Corrective Training Centre showed that 40 out of 55 inmates were from poor backgrounds (Omboto, Ondiek, Odera & Ayugi 2013). These studies concur with the observation made by Wright & Younts (2009) who said delinquent rates increases with decrease in social class. Juveniles from poor families sometimes therefore commit crime to meet the basic needs necessary for basic survival (Kavita 2012).

2.3.3.5 Migration

According to the United Nations (2003), migrants usually exist in the margins of society and the economy. They usually have little chance of success in the existing legal framework. They seek comfort in their own environment. When they fail to explore the legal ways of surviving, resorting to crime may be devised as a way of surviving.

They usually bring different norms and values to the host country; hence this may lead to cultural conflicts and crime. Sometimes people in the host country perceive migrants as obvious deviants. Such perceptions may create conflicts between natives of the host nation and migrants.

In the United States of America, children of migrant workers especially illegal immigrants face difficulties in enrolling in school because of lack of proper documents. Sometimes their parents do not even go to the relevant authorities to enrol their children for fear of arrest (Askew et al. 2012). Without proper education and relevant qualifications, children of immigrants may not get proper employment to survive; hence they may resort to crime.

2.3.3.6 Media

In this modern world, the media plays a big role in shaping the behaviour of juveniles. This is mainly caused by lack of parental control and proper management (Kavita 2012).

The United Nations (2003) explains the following ways in which the media bring violence to individuals, namely:

- Spectators get excited by violent movies then transfer what they see to their everyday lives.

- Daily violence committed by parents and peers can be portrayed on television because it gets viewer approval. This then leads to the continuous exposure to violence on children. Constant exposure to violence means children grow up watching violence.
- Violence shown on television is usually unreal. For this reason, the consequences of violence seem to go without persecution. Children may over time view violence as a courageous and desirable way of establishing justice indirectly.

2.3.3.7 Exclusion

The growing gap between the poor and the rich is a worrying factor in the fight against crime. Studies have revealed that children from poor backgrounds and who get labelled tend to adopt a delinquent image (Bilderaya 2005). In the United Kingdom, research showed that the majority of prisoners were from most socially excluded groups in society with 75 percent of all robbers and 55 percent of all domestic burglaries occurring in 88 most deprived local authorities (Bracken 2011:17).

People may be excluded from the main stream economy by not getting employment and government social welfare systems. This exclusion may deprive them of basic survival needs with crime becoming an option for survival.

2.3.3.8 Peer pressure

Juveniles may be involved in crime because of peer pressure and being rebellious against parents and authority (Maseko 2009). This means that delinquent groups may be seen as compensation for imperfect family and schools and be considered as family by members.

Constant bullying may make individuals to retaliate through violence because of humiliation and may consider joining a gang as protection within their communities or neighbourhoods in order to feel safe (Bilderaya 2005). Those who are not gang members sometimes face assault, oppression and harassment threats on the streets and at school. When they feel vulnerable with no protection, they end up going gangs to feel safe.

2.3.3.9 Offenders and victims

Victims and witnesses of violence are likely to be perpetrators at a later stage. Noonan (2012) attests to that by saying that most children in South Africa are exposed to violence at home, school and communities which tend to make them violent too. He further gives an example of the Cape Flats in the City of Cape Town where children grow up experiencing shootings, stabbings, sexual abuse and fights against rival gangs. Most of them later on become gang members and engage in the violence that they had experienced.

2.3.4. Juvenile delinquency in Africa.

In Africa, juvenile delinquency is primarily due to the marginalisation of juveniles in disadvantaged areas of the society. The major causes of juvenile delinquency are hunger, poverty, malnutrition and rapid population growth. About 790 000 people enter the job market with the economy only able to generate around 60 000 jobs (United Nations 2003). This leaves most people especially youths without any form of formal employment to sustain their livelihood.

Noonan (2012) says most countries in Africa prevent people from their basic needs thereby leading to illegal means to get what they want. Studies have revealed that in Africa, one half of all households live in poverty with many urban dwellers living in slums and squatter settlements that are overcrowded and lacking basic needs like clean water and healthy food. Most youths live in these overcrowded poverty-ridden communities.

The growing number of orphans and street children in Africa has been on the rise due to the escalating number of deaths through HIV/AIDS, political instability and wars. The dramatic political and economic changes have also led to the sudden increase in the rate of juvenile delinquency (Noonan 2012). The major offences committed by juveniles are robbery, theft, prostitution, drug trafficking and abuse.

2.4 JUSTICE JUVENILE SYSTEM IN SOUTH AFRICA

Juveniles who commit crime in South Africa are prosecuted under the Child Justice Act of 2008 (Act number 75 of 2008). The Child Justice Act was signed into law on 14 May 2008 and started working in April 2010. This law and how it works is outlined by the Department of Justice and Constitutional Affairs (2010) and will be discussed below.

2.4.1 What is Child Justice Act?

The main principle of this act is to move children from being prosecuted under the Criminal Procedure Act, 1977 (Act 51 of 1977), which deals with adult criminals. It sets a system of dealing with children in conflict with the law separately from adults. Children that are covered in this law are those below 18 years old. It uses the rights-based approach that aims to help juveniles to turn their lives around and become productive citizens of society. Different sentencing and rehabilitations options are utilised such as restorative justice, diversions and other alternatives.

The Act aims to use detention of children only as a last resort and for the shortest appropriate period of time. It encourages the release of arrested children as soon as possible in the care of their parents. Non-custodial sentences are prioritised like diversions where offenders receive intervention based on their individual circumstances aimed at preventing them from reoffending. Checks and balances are put in place to ensure the effectiveness of the diversion. If the child does not comply with the

requirements set in the diverted sentence, he can revert back to the courts where a custodial sentence can be applied.

2.4.2 Who is covered by the Child Justice Act?

The law states that children between the ages of 14 and 18 have criminal capacity to commit crime and can be arrested. Children in this category are juveniles who are prosecuted under this Act. Children older than 10 years but below 14 cannot be arrested unless the state proves beyond doubt that such a child has capacity to commit crime. Children below the age of 10 are deemed to have no capacity to commit crime, hence they cannot be arrested.

2.4.3 Offences covered by the Child Justice Act

2.4.3.1 Minor offences

These include property theft worth not more than R2500, malicious damage to property not more than R1500 and common assault.

2.4.3.2 *More serious offences*

These include:

- theft of property worth more than R2500, robbery but not robbery with aggravating circumstances;
- assault including causing grievous bodily harm;
- public violence;
- culpable homicide; and
- arson.

2.4.3.3 Most serious offences

These include:

- robbery;
- rape;
- murder; and
- kidnapping.

2.4.4 How the Child Justice system works?

The system works in stages described below:

2.4.4.1 Preliminary Inquiry

The preliminary inquiry is an informal set up which takes place within 48 hours of the child's arrest. This takes place before the first court appearance. It is attended by the magistrate, child, the child's parents or guardian, prosecutor, probation officer, arresting police officer and a legal aid attorney.

In this inquiry, people concerned speak to the child about factors that may have led to the crime. They try to assist the child to accept the wrong doing and take responsibility. If the child accepts his wrong doings, a plan is created to resolve the original crime so that he does not continue with it. The child is then assessed and recommendation made by the probation officer which will be considered when sentencing.

The Child Justice Act gives the presiding officer the duty to explain the nature of the allegations levelled against the child to him or her. He should also inform the child of his or her rights and also explain the procedure to be followed in the trial. From the preliminary inquiry, a decision is made whether the child should get a non-custodial sentence or to go to court for custodial sentence. If the magistrate makes a diversion

decision, a court order is also issued to the probation officer or any suitable person to monitor the child and report to the court whether the offender is doing as ordered.

2.4.5 Sentencing options

2.4.5.1 Community based options

These may be in the form of family group conference where the families involved come together with the relevant authorities to rehabilitate the offender.

2.4.5.2 Restorative justice

This is a reconciliation process where the juvenile offender, the victim and the families concerned, community members sit together to identify the damages, needs and obligations that arise as a result of the child's action. If the child accepts responsibility, some measures are put in place to prevent this type of incident from happening again. This process can be handled through victim-offender mediation.

2.4.5.3 Fine or symbolic restitution

A fine can be paid by the offender or a symbolic restitution can be performed for an example fix the broken door. The offender can also offer to provide a service.

2.4.5.4 Correctional supervision

The Department of Correctional Services may be ordered by the court of law to supervise a child offender to check if he or she is doing what the court has ordered.

2.4.5.5 Attendance of a non-custodial sanctions programme

An offender may be asked to attend a relevant programme outside prison that will help him to stay out of crime. An example is where an offender can be sent for anger management course.

2.4.5.6 Youth Care Centre

A child offender may be ordered to stay at a youth care centre for a specified period of time. When a juvenile is placed in such a centre, the court and the youth care centre must coordinate to review the sentence.

The youth care centre is expected to give the best care intervention and services to prevent the juvenile from going for imprisonment sentence at the end of the Youth Care Centre sentence. It is for this reason that a child can only be referred to service providers that are accredited in terms of the act and meet the minimum standards to facilitate meaningful outcomes of a diversion programme.

2.4.6 Procedure of the Act

2.6.1 The police arrest the child who is alleged to have committed a crime. The arresting officer must notify the probation officer not later than 24 hours after arrest.

2.4.6.2 Preliminary inquiry

A preliminary inquiry takes place. During the inquiry, the juvenile may be placed in a youth centre or in police custody. The following people take part in the preliminary inquiry:

- ❖ Presiding officer;
- ❖ Prosecutor;
- ❖ Police;

- ❖ Probation officer;
- ❖ Child; and
- ❖ The child's parents

These people sit and deliberate on the matter and come up with the most suitable sentence option for the child that will help him stay away from doing the same crime.

2.4.6.3 The child must be taken to court not later than 48 hours after arrest

2.6.4 The probation officer must assess the child within a specific time and submit his or her report to the presiding officer (magistrate). In collaboration with the presiding officer then decides on the appropriate sentence.

2.4.6.5 Sentence

Sentence judgement is passed but the act encourages non-custodial sentences for juveniles. Where the presiding officer is convinced that a child deserves to be sentenced, a sentence not exceeding 25 years may be imposed.

2.4.6.6. Stakeholders involved in the Child Justice Act

- The Police are responsible for the arrest of the child and to ensure that the child goes to court.
- The Department of Social Development provides probation officers to assess the child and give recommendations in sentencing.
- The Department of Justice and Constitutional Affairs provides human resources such as magistrates.
- The National Prosecuting Authority provides prosecutors.
- The Department of Correctional Services detains and manages children awaiting trial and sentenced children separately from adult prisoners.
- The Department of Basic Education monitors compulsory school attendance orders and raises awareness of school going age.

- Legal Aid South Africa provides legal representatives for children
- The Department of Home Affairs ensures that detained children get identity documents if there is need.

2.5 CONDITIONS IN AFRICAN CORRECTIONAL CENTRES

Due to the legacy of colonialism and the adverse effects of poverty, prisoners languishing in most African prisons live under difficult conditions. These were the findings by Sarkin (2009). The challenges include overcrowding, lack of food, lack of health facilities, diseases outbreak, violence and lack of protection on vulnerable groups like juveniles in detention. These findings will be discussed below as put forward by the above author.

2.5.1 Overcrowding

Overcrowding is caused by many factors in most African prisons. Some alleged offenders stay long awaiting trial as was the case with Uganda where two thirds of the country's 18 000 prison population were still awaiting trial when the study was done. In South Africa's Johannesburg Correctional Centre, it was found out that some inmates had not seen a judge for as long as seven years. The average of inmates awaiting trial stood at 45 per 100 000 compared to the global rate of 44 100 000.

Overcrowding leads to other problems such as shortage of food, easy spread of diseases and deaths among inmates. Prisons in Burundi, Cameroon, Zambia and Kenya were reported to be the most overcrowded during the study.

2.5.2 Lack of food

Correctional services budgets are limited because of government priorities. This is made worse by overcrowding in most correctional centres where the number of inmates

increases but the budget remains the same. In 2002, in Zambia, scarce food in prisons was used as a source of power by gangs and in Ghana in the same year at least one hundred inmates died of malnutrition and lack of sanitation.

2.5.3 Lack of proper and adequate sanitation

Sarkin (2009) explains that owing to scarce resources being allocated towards correctional services, most buildings that house prisoners are very old and are not serviced with poor ventilation. This compromises the health of inmates. Prevalence of diseases is a common phenomenon in most prisons. Without proper and adequate control, the spread of diseases such as HIV/AIDS tends to rise too. In South Africa, it was estimated that HIV infection rate is two times for inmates than for free population. The spread of HIV/AIDS is worsened by rape mostly by HIV positive inmates. In Maula prison in Malawi, approximately sixty inmates were reported to have died while serving because of various diseases.

2.5.4 Violence

Violence results mostly from overcrowding and the scarcity of resources. In most cases, gangs fight to control scarce resources.

2.5.5 Lack of recreational facilities

With scarce resources in most African countries, very little is allocated for recreational purposes. When inmates do not have any form or little entertainment, they tend to resort to anti-social behaviour in prisons. The Department of Correctional Services (2012) reported that most of the violence was committed by inmates who spent the day idling doing nothing especially detainees awaiting trial.

2.5.6 Vulnerable groups especially juveniles

Sarkin (2009) reports that the high number of juvenile delinquents in Africa have been on the rise. The above author further reveals that due to lack of resources, some prisons except for a few like South Africa, Mali and Angola detain juveniles with adults. These juveniles compete for scarce resources with adults like food and space to sleep in overcrowded prisons. Overcrowding compromises children's health and expose them to abuse, especially sexual abuse by adults. When juveniles are put in the same facilities with adults, most of the times they do not have access to education.

2.5.7 Rehabilitation in African prisons

Effective rehabilitation of offenders in Africa is a big challenge due to lack of resources. The 2002 Ouagadougou Declaration on Accelerating Prison and Penal Reform in Africa paved a way for offender rehabilitation by calling for rehabilitation and reintegration of former offenders. The plan in this declaration calls for measures to be taken by governments and Non-Governmental Organisations to increase the effectiveness of rehabilitation of offenders and pre-trial detainees. Some countries have taken steps to implement measures required. The countries that have taken steps include Gambia and Cameroon but the progress have been derailed by lack of personnel and training of staff.

South Africa, Botswana and Uganda have experienced some measures of success in implementing these measures. The measures undertaken by these countries include focusing on education and training; psychological support, promoting family contact, access to religious services and integrating civil society to rehabilitate prisoners and re-integrate them into their communities.

The African Commission on Human Rights, which operates under the auspices of the African Union since 2002, has played a big role in improving the conditions of prisons in Africa. Its roles include among others, investigating and inspecting the conditions of

prisons, emphasising that individual states should be accountable in caring for prisoners and guarantee the minimum standards on conditions of prisoners.

The Convention on the Rights of the Child article 37 and 40 state that children in detention should be protected by the state from torture, capital punishment and deprivation of liberty. Article 40 states that the accused child should be treated in a manner that is consistent with the child's dignity which reinforces the child's respect for his rights and re-integration into society.

2.5.8 Challenges faced in rehabilitating prisoners in Africa

The following challenges have been identified by Sarkin (2009) as facing most African countries:

2.5.8.1 Scarce resources

Most countries lack the financial capacity to efficiently implement effective rehabilitation programmes. Prisoner's protection is not a priority because there are so many social needs that must be attended to. The mentality of some governments and people also plays a role as some see imprisonment as a form of punishment; hence regard it as a low priority.

2.5.8.2 High recidivism rate

The high recidivism rate takes a huge amount of social and financial resources. This recidivism is in part as a result of improper rehabilitation caused by lack of resources and trained staff. Most prisoners leave prison without having reformed at the end of their sentences and go back to crime (Sarkin 2009).

2.5.8.3 Shortage of well trained staff

In some cases, prisoners are confined to their overcrowded cells because of the shortage of staff to monitor them. This may lead to more criminal activities in the cells like fights and even deaths.

2.5.8.4 Shortage of health personnel

With inadequate trained health staff, the spread of diseases is usually difficult to control in overcrowded prisons. In some prisons, condoms are not even provided leading to the spread of diseases like HIV/AIDS.

2.5.8.5 Lack of good governance

With political struggles and wars ravaging some African countries, resources are not always fully utilised for the purposes they are intended to. Financial resources are used to maintain power. This bad practice coupled with corruption and lack of accountability usually results in money meant for programmes like prisoner rehabilitation being diverted to satisfy individuals' needs.

2.6. CONDITIONS IN SOUTH AFRICAN CORRECTIONAL CENTRES

Violence in South African Correctional Centres is a common phenomenon (Ballard 2012); Gear 2007; Nounon 2012).

Despite the democratic dispensation and the end of apartheid, the rate of serious violence is alarming and this exposes children to violence at an early age (Nounon 2012). The above author further attests to the fact that too much exposure to violence is likely to make children violent. The violence even continues when these juveniles get incarcerated.

The major challenges faced in South African Correctional Centres are overcrowding and gangsterism which lead to violence and assault in the centres (Department of Correctional Services 2012). In 2009, overcrowding in South African Correctional Centres was recorded at 143.3 percent where most of inmates awaiting trial spent most of their time doing nothing and then resorted to crime (Mchuchu 2009:8). The same author further states that children awaiting trial are sometimes used by adults to commit violent crimes when they are in the same facilities.

Overcrowding and the prevalence of violence tend to lead inmates in joining gangs in order to get protection and compete for scarce resources and this situation usually lead to frequent fights among gang rivals (Muntingh & Ballard 2012).

Muntingh & Ballard (2012) revealed some findings about the state of South African prisons as discussed below:

There is reported violence including sexual violence in correctional centres that house juveniles. During their research, these authors also found out that the most juveniles stay for more than the required time before going on trial. There were cases where some had stayed for over 120 days before going to court.

Most juvenile inmates are cut out of the outside world and their families with 40 % of juveniles interviewed indicating that they did not have visits in three months. This is in contravention of the Child Justice Act which stipulates that children have the right to have family ties even if they are in detention. The South African Constitution, section 28(1) (b) stipulates that every child has the right to parental care or appropriate alternatives if removed from family environment. Some prisons did not have social workers especially for un-sentenced detainees despite them staying in prison for a long period of time. In other prisons, social workers were only accessed by prisoners upon request.

Mangaung Correctional Centre near Bloemfontein was the second largest privately run prison in the world run by British Security Company G4S. In 2013, Government took over the running of the facility after violence, staff strike and deteriorating safety and security concerns at the centre holding about 3 000 high risk inmates (Nouinou 2013). The author above further states that there were claims of torture by prison warders who used illegal means to punish some prisoners including using antipsychotic medication and electric shocks to suppress and control prisoners.

A research by Gear (2007) in Boksburg Youth Centre also revealed the frequent occurrence of violence in South African correctional centres. Nearly 3 out of 10 participants interviewed said they had been assaulted or attacked at the centre. Seventeen (17) percent (%) of new youths who had one month at the centre had been assaulted either by cellmates or by officials. The challenge faced was that most of the cases went unreported because of fear of victimisation. Most inmates did not trust that the authorities would take appropriate action if they reported violence. Some inmates said sometimes they were forced to have sex in exchange for food, cigarettes and drugs.

Muntingh & Ballard (2012) discovered that the majority of officials in the Department of Correctional Services who were in youth centres were not trained to deal with children. Juveniles who were faced with violence complained of lack of staff and ways to inform them about violence and that there was no proper mechanisms to monitor violence in prisons (Gear 2007). These juveniles further complained that there were no proper patrols and searches put in place to monitor violence; hence its continuity.

2.7 SOCIAL WELLNESS

According to Hettler (1976), social wellness leads to the realisation that one has to work towards contributing to the welfare of the community rather than to think of oneself. A person who has attained social wellness values living in harmony in his society than living in conflict with others. When an individual has attained social wellness, he realises

the need for personal identity, interdependent and pursue harmony with his immediate human and physical environment and the community at large (Schaffer 2000). This means that social wellness eradicates the feeling of considering oneself more worth to view himself as important in society with something to offer for the good of all living there. This is done by building better living space and making positive choices to promote important relationships.

In order for social wellness to be achieved, the personal needs of individuals should be satisfied (Prilleltensky 2000). Once an individual's needs are satisfied, he develops a sense of belonging in the community and gets motivated to work towards creating harmony and cohesion there. The driving force behind working to ensure everyone is healthy is because in order for one to live healthy and well as many people around him should be healthy and well too (Kirsten et al. 2009:4).

The Viterbo University Report (2006) gives a summary of how social wellness can be recognised in an individual and also ways of improving one's social wellness. A person who has attained social wellness is characterised by positive interaction with others, developing and building friendships, showing sympathy and care to others.

To improve wellness, an individual must first know and pursue his needs, make an effort to connect with people who are supportive and can help him meet his needs. Doing voluntary work increases one's desire to show care and is regarded as a step towards developing social wellness. Creating a strong social network is advisable because it can create a good mood in an individual and enhance self-esteem thereby boosting an individual's strength in dealing with stress. Research by Viterbo University (2006) showed that about 20 % of Americans experienced loneliness and isolation when they spent time alone; hence the need for strong social support systems that will ameliorate this challenge.

Social wellness enables an individual to engage in acts of caring for others like supporting people who are in need (Schaffer 2000). A caring individual creates a

socially friendly environment that is beneficial for all living in it. When one shows care to everyone in his community, it is a sign of accepting diversity. The acceptance of diversity is a major sign of social wellness (Kathy 2010). With social wellness, an individual can live in harmony with people that share different values and beliefs. He can continue to enjoy life to the full at the same time contributing to a safe and happy environment for all in the community. It is of paramount importance to promote social wellness of juvenile prisoners so that they can learn to live positively with others in and outside prison when they are released. If they can show respect for other people, they can create social cohesion which is paramount in social wellness.

A juvenile who commits a crime needs support in terms of problem solving skills, anger management and accepting people's diverse views. Equipping them with social skills that will help them deal with social challenges is a way of promoting social wellness. As part of inclusive education, juvenile offenders are exposed to collaborative and cooperative learning. These approaches require learners to work together to solve problems collectively. Being exposed to group-work helps them to get firsthand experience of what is expected from them in their communities. This experience will facilitate their re-integration in their communities because they will be in a better position to engage in group activities (Clark & Breman 2009).

Social wellness in prison can also be promoted by teaching social skills like sharing, respecting diversity and listening to other people's views. These skills should be enforced and integrated into the learning process. They are vital for one to survive in a diverse society (Jovanic 2011). By doing so, offenders will be equipped with skills to re-socialise and develop commitment to abide by rules without any threat of sanctions (Ozdemir 2010).

The social wellness of juveniles in prisons may be affected by the cutting of ties between them and their support systems. Without parental guidance and support, these juveniles may fall into the wrong groups that may mislead them. They may then resort to negative and anti-social behaviour. If an inmate joins a gang, that gang may take the

place of his family and socialises him into an anti-social behaviour that will make it difficult for him to re-integrate well in the society. Instead of being reformed, the juvenile offender may become a hardened criminal (Ozdemir 2010).

The prison school also plays a big role in the socialisation of an individual. It should be taken into consideration that by nature prison schools are different from schools outside prison. The major difference is the restrictions that are in place because of security concerns. Even though juveniles spend some time at schools, they are still prisoners and they are treated as such. Owing to these restrictions, the environment in their school may not always be conducive for learning. This environment may deter learners' progress.

Circumstances within the prison complex such as fights and killings can have psychological effects on the inmates and may affect their learning by inflicting fear (Houchins, Jolivette Shippen & Lambert 2008). A learner, who lives in fear, may even prefer to work alone instead of working in a group. This in turn may affect his social wellness development. This was revealed by a study done by Maschi et al. (2010:388), who discovered that most juvenile prisoners are exposed to multiple traumatic and stressful events in prisons that may affect their development. The exposure to trauma may also lead to psychological disorders that are detrimental to meaningful learning (James & Glaze 2006). The psychologically affected prison learners may not work well in a group.

Gangsters may bring their own value systems in prison which they expect their followers to abide by. These may include values that are in contradiction to the societal expectations and may make these offenders to find it difficult to be obedient citizens outside prison. Ozdemir (2010) observed that gang members may stimulate aggression in their members which then makes the affected individuals to change.

2.8 SOCIAL WELLNESS AND INCLUSION IN THE AFRICAN PERSPECTIVE

In the African context, social wellness and inclusion are embedded in the notion of '*Ubuntu*' and this will be discussed below as highlighted by Nussbaum (2003).

According to this author, '*ubuntu*' entails having the capacity to express compassion, care and respect for others with the intention of creating harmony and justice in the community. '*Ubuntu*' embraces both inclusion and social wellness because its main aim is the expression of respect for all human kind irrespective of differences and also follows the notion that a person is viewed as a person through how he relates with other people (Mandela 1994).

In the African context, the interdependence of people is highly valued and each person is treated with dignity. This is done to create social equality and justice. Sharing and cooperation are encouraged as it is believed no one can be self-sufficient but will need the support of others. Those who have possessions feel obliged to share with those who do not have in order to create equality. Nelson Mandela is cited as a good example of a person who was driven by the spirit of equality when he committed to give a third of his presidential salary towards the Nelson Mandela Children's Fund, an organisation he formed to help disadvantaged children (Nussbaum 2013: 2).

Nussbaum (2013:2) also gives a South African example of inclusion and wellness where newlyweds come to a village to build a home and are given a cow and a bull. After the bull and the cow have produced an offspring, they are taken away and the couple is left with the offspring to help them start life with something. This practice is called '*ukusisa*' in Zulu language.

An individual in the community looks at himself and identifies what he can do to make the community a better place for all living there. This feeling is driven by the African expression which says one does not feel well if his fellow human being is not well. The

conviction is that wealth has to be shared to enable everyone to access basic services like food, shelter and education.

The principle of African inclusion and social wellness is that we should listen to each other in order to build trust, fairness and harmony, lasting relationships and shared understanding. This is evident in the African traditional chiefs' courts where the latter listen to their subjects, facilitate debate and then make fair and just decisions that are accepted by all (Nussbaum 2003:4).

The other principle is that of building a just caring community and a world that works for the benefits of all. This is done by emphasising respect for diversity, sharing and distribution of resources for the benefit of all. In rural communities in particular, a person who does not have salt does not hesitate to go and ask from his neighbour.

The legacy of colonialism in Africa created social exclusion; hence Landsberg and Gericke (2006) point out that in Africa, one of the aims of inclusive education is to include people who were traditionally excluded from the main stream education. These authors further state that inclusion follows the declaration that quality education is a basic right for all in society hence the need for schools to serve all children living in the community.

Culture also plays an important role in inclusion in Africa where for instance the South African inclusive education system has incorporated the teaching of minority languages in schools that were neglected during the apartheid era (Landsberg et al. 2006: 98). It attempts to develop an inclusive society by integrating people from different backgrounds by trying to combat prejudice and discrimination that has been practiced in the past (Engelbrecht, Green, Naicker & Engelbrecht 2009:46). The South African justice system has moved away from retributive to restorative justice with the aim of not punishing offenders but to give them a chance to re-integrate and be accepted by their communities after release (Tshabalala 2012).

Some African governments have been trying to embrace social inclusion in their programmes. Some of the programmes that aim to embrace social inclusion in Africa have been studied by Rispel, Sousa and Molomo (2008). These programmes will be summarised below.

In South Africa, the social support grants given to the vulnerable in the community contribute to social cohesion as children from poor backgrounds are able to go to school and get better nutrition. A project called *Bana Pele* in the Gauteng province supports vulnerable children by ensuring they get free education and medical care at public institutions. These grants are a way of ensuring equal distribution of wealth and it gives everyone a chance to realise their dreams.

In Zimbabwe, the Basic Education Assistance Programme aims at getting school fees exemption for vulnerable children. In 2005, this programme assisted close to one million pupils which accounted for about 27 % of the total enrolment. In Ethiopia, the Productive Nets Programme is in place. In this programme, the government gives grants to households whose adults take part in public works projects. Direct grants are also given to the poor who cannot do public work like the orphans, terminally ill HIV infected people, elderly and female-headed households looking after young children. In Mozambique, free primary education has been put in place to help even the most vulnerable children to at least attain primary school education.

2.9 CORRECTIONAL EDUCATION JUSTIFICATION

Countries all over the world have been facing challenges with regard to the rehabilitation of offenders. The major challenge faced by most countries studied is re-offending which is also called recidivism (Ozdemir 2010). The above author goes on to explain that recidivism can be attributed to many factors such as the peer group in prison, group and gang membership that may stimulate aggressive and violent behaviour significantly.

According to Macomber, Skiba, Blackmon, Hart, Mambrino, Richie and Grigorenko (2010), the recidivism rate in the United States of America stood at 55 % at 12 months post-release for juveniles. It was also estimated that juvenile offenders who became adult offenders cost the state between \$1, 5 and \$1, 8 million each. Besides these expenses, recidivism also poses a security threat to the safety of people living in the communities to which these offenders go back and commit crime again.

In the United Kingdom, The House of Commons, Education and Skills Committee on Prison Education (2005) reported that 85% of 14 to 17 year old male prisoners were reconvicted within two years of release. The cost of recidivism to the taxpayers was reported by this committee to be an estimated £11 billion per year. It was also revealed that re-offending constituted at least one million crimes per year and this automatically increased the number of victims of re-offending in the United Kingdom.

With the above highlighted challenges facing prisoner rehabilitation programmes, research has been done all over the world to identify ways of improving offender rehabilitation programmes. Studies carried out all over the world over the last two decades unanimously show that education in prison is the best alternative approach because it reduces recidivism (Prison Studies 2001). The organisation further reveals that reducing recidivism translates to crime reduction, saving tax payers' money and creating safety in the communities where ex-convicts return. The state is responsible for the upkeep of prisoners and so, if the numbers of prisoners keep on increasing, more money from the taxpayers will be used for this purpose. An equally high rate of recidivism puts the lives of people in the communities at risk as offenders keep on committing crime. In 2011, it was reported that nearly seven out of ten people who were formerly imprisoned were likely to commit a crime with half of the ex-convicts expected to be back in prison within a period of three years (Institute for Higher Education Policy 2011).

In the United States of America, for an example, it was reported that prison education had lowered long term recidivism by 29% (Correctional Education Association 2001).

The recidivism rate of incarcerated people who received education in prison were on average 46% lower than those who did not receive any education. These findings also indicated that there is a high correlation between the recidivism rate and the level of education attained by a prisoner. The higher level of education attained, the lower the level of recidivism. It is better therefore to educate prisoners and reduce recidivism and create a better and safer environment for all.

Baffour and Zawada (2012) are strong advocates of prison education as they start by putting it clearly that in South Africa and other democratic countries, education is seen as a constitutional right and a foundation for rehabilitation. They further argue that education has socio-economic value. Below is a summary of the benefit of prison education as explained by these authors.

- Prison education promotes social cohesion because it allows prisoners to learn to become humane by developing cooperative skills that can sustain communal interdependence and concern for the welfare of others in the community.
- Education facilitates the re-integration of offenders into the community as reformed members. This means that if carried out appropriately, prison education has the potential to transform the behaviour and habits of prisoners into acceptable ones. In Africa, education aims at inculcating the true spirit of '*ubuntu*' which involves love, kindness, compassion, forgiveness, care and benevolence. With these qualities, an offender can fit well in his or her community.
- Education provides skills and knowledge for employment. They argue that worldwide, the major cause of committing crime is poverty especially due to unemployment. Education helps inmates to get skills and knowledge that will enable them to get employment, fend for themselves and their families and stay out of crime.

- Education provides skills for self-employment. In cases where some former inmates cannot be employed because of criminal records, when they have the relevant skills, they can start their own income generating projects to earn a living and stay away from crime.

With positive findings on the impact that education has in improving offender rehabilitation in countries like the United States of America and others, individuals and organisations have been lobbying for greater implementation of education in prisons as a tool for effective offender rehabilitation. Ozdemir (2010) highly recommends the implementation of education in prisons as he views it is a vital tool in preparing convicts for life after incarceration because it helps them to gain new skills, develop their personalities and help them lose delinquency tendencies. He further states that education should be used to re-socialise offenders into their communities where they will be able to abide by the rules of their society out of free will. Offenders should be taught so that they can internalise social values of their communities and overcome feelings of being foreign in their communities. Once they realise that they are also viewed as part of the community when they return there, they will be motivated to work cooperatively for the benefits of all.

The European Prison Education Association views education as a moral right that meets the basic human needs (Costelloe & Langelid 2011). It therefore advocates for the implementation of education in prison by arguing that education not only reduces recidivism but act as a social investment. This means that when we educate prisoners to stay away from crime, we are also developing our communities into safe havens that will benefit all living there.

In South Africa, Non-Governmental Organisations (NGOs) like NICRO (2009) has been lobbying for effective education to be implemented in correctional centres in order to empower offenders to turn their lives around and move away from crime and for recidivism to be reduced. It is clear that by nature and from research findings presented

that education is a vital tool that needs to be incorporated into the offender rehabilitation programmes in order to achieve better success in prison rehabilitation.

2.10 CORRECTIONAL EDUCATION INTERNATIONAL

Different countries are implementing prison education. Some have achieved success such as Turkey while others are still facing challenges such as South Africa (Ozdemir 2010; Muntingh & Ballard 2012). Different approaches are used but with the same intention of improving offender rehabilitation.

Costelloe & Langelid (2011) identifies four models of prison education that can be implemented. The export model is whereby education for prisoners is the same as for other citizens in the country. The import model is where education in prison is implemented with the educational authority in that country running the system including the financial responsibility. The third model is called the self-supply model where education for prisoners is solely regulated and run by prison authorities. The contract model borrows education from the outside world but is regulated by laws that govern correctional education.

Brazil is one of the countries that have implemented prison education as explained by Silva (2009). The Brazilian Government discovered that prisons are the biggest source of violence and decided to implement a programme that would help alleviate that challenge. Each inmate is assessed when he gets into prison. They look at his history and needs to determine how his sentence plan should be like. Officials and teachers are trained to deal with offenders in this educational programme.

In 2007, the Brazilian Government committed to prioritise education in its rehabilitation programmes and promised to build 41 000 new prison units each with classrooms, computer rooms and library services. A reward system was also introduced for educational attainment. This programme is called 'Education for freedom'. Its aim is to motivate prisoners to take some form of education in prison. An inmate who graduates

in basic secondary or higher education gets one third bonus of the hours studied already accumulated in the final calculation of the sentence reduction credits. This means that his sentence is reduced according to the time he has spent studying and the points scored therein. To show how serious the Government is, the Ministry of Education has made the National Secondary Education Examinations (ENEM) available in Brazilian prisons. Inmates who complete and pass these examinations can proceed to university.

In Turkey, the educational programme is explained by Ozdemir (2010). Education in Turkey is also needs-based. It focuses on meeting the needs of each inmate and takes into account factors such as the convict's age, penal time and ability. These factors then help to determine what kind of education an offender can be given. If the offender is serving a short sentence, he will not be subjected to a long course which he will not be able to complete. The aim is to impart new skills that will enable convicts to stay away from crime. Courses that are offered include anger management, religious studies, HIV/AIDS and sports among others. The combination of these courses shows that their education is balanced and seeks a holistic approach in rehabilitating offenders. The holistic approach prepares an offender to fit without much difficulty in his community. Morality is also emphasised in order to produce a virtuous person who can fit properly in the society. During a research on the impact of prison education on inmates, juveniles in Turkey prisons expressed satisfaction on the impact of the education they were getting as they felt it was contributing to the improvement of their social life and prepared them for better future prospects (Ozdemir 2010). Courses like anger management equip juveniles with alternative skills to problem solving and the use of non-violence means to resolve issues.

The United States of America's prison education is mapped according to the special educational profiles of convicts. Education is regarded as the most powerful tool for reducing recidivism (Macomber et al. 2010). Education is linked with the home and community to make it relevant to offenders and the community's needs (Payne 2008). By realising the relevance of their education to the needs of the community, offenders

are motivated to learn. Despite all these interventions, education in American prisons has been facing some challenges too. Jovanic (2011) cites lack of motivation and skilled teachers as a great setback to the educational programmes. Houchins et al. (2008) discovered that in the United States of America, gang rivalry tends to disrupt learning and some prisoners may even refuse to go to class in fear of violence. When disruptions occur, most learners are not gainfully involved in learning and this can result in recidivism (Synder & Sickmund 2006).

Lazarsen (2005) is of the view that education should encourage cooperation among inmates instead of competition by employing methods such as peer tutoring. This means that the needs of all inmates including perpetrators of violence need to be taken into consideration and implemented (Morris & Thompson 2008). This is to ensure that they realise that working together can make them better individuals.

Other countries have come up with some strategies in implementing education in prisons with some successes and challenges faced (Braggins 2013). In the United Kingdom, the transfer of prisoners to other facilities affects course completion whereas in Norway there is a follow-up on prisoners after release to ensure they complete their courses. In Norway the law prescribes ten years of primary education and three to five years of secondary education. With this in mind, the length of prison sentence is taken into consideration when deciding whether one must study or not. If the sentence is very short and the course is long, this may affect course completion and follow up should be made after release (Manger et al. 2010).

In Sweden, distance learning is offered to prisoners. In Serbia, the law clearly states that every prisoner has the right to primary and secondary education. It also makes it clear that education in prison should meet the needs of inmates and empower them for a productive life after release (Jovanic 2011). Education is offered to all prisoners in Serbia and this has led to better rehabilitation.

2.11. CORRECTIONAL EDUCATION IN AFRICA

Although Africa has been lagging behind in terms of implementing prison education, many countries have started implementing it with different challenges faced (Sarkin 2013). The challenges highlighted by this author include the lack of educational resources, skilled staff and the non-separation of juveniles and adults in prisons which makes it difficult to provide relevant education to juveniles. South Africa, Angola, Mali and Cote D'ivoire were amongst countries cited as exceptional cases that had made attempts to separate juveniles from adults.

In Botswana, the Botswana Prison Services has brought different professionals to help in the rehabilitation programmes. These include religious groups who are predominantly Christians, social workers, community volunteers and teachers in vocational training (Letsatle 2013: 154 -155). The Botswana Prison Services has set a long-term strategy from 2010 to 2016 to involve all stakeholders such as community members, Non-Governmental Organisations and other stakeholders to get involved in the transformation of offenders through education (Botswana Prison Services 2010). In this project, offenders who leave the correctional services facilities armed with some vocational skills are allowed to use the Department's facilities such as workshops for their personal projects up until they are in a position to stand on their own. The community is also encouraged to employ them if they have the skills required. This is a way of trying to reintegrate these offenders in their communities by giving them the opportunities to contribute their skills for the benefit of everyone.

According to Letsatle (2013), in Botswana there is only one juvenile centre located in the town of Molepolole called Ikago Centre operated by the Department of Social Services. This centre caters for boys between the ages of 14 to 18 but unfortunately, it does not cater for girls. In this centre, juveniles are given vocational skills and social workers provide social assistance. This author further states that challenges faced in implanting prison education in Botswana include the shortage of skilled manpower and the poor deployment of teaching staff in correctional facilities.

According to the Ghana Prison Services (2013), non-formal education in prisons started in Ankafu in 2007 where facilitators were trained and learning materials provided by the Ministry of Education's non-formal education department. The report states that the challenges faced in implementing prison education in that country include lack of financial resources, skilled staff and the use of obsolete tools.

A study carried by Malaba (2008) in Uganda revealed more about prison education in that country and this will be discussed below. The study showed that prison education was being rolled out throughout the country's 100 facilities in 2008. In the study, he further reveals that a 2007 survey showed that 21 percent of inmates were illiterate, 51 percent had only completed primary school, five percent secondary school with only three percent having gone past high school.

There were primary school classes at about seven juvenile centres with a small secondary school section in one prison. The pass rate at the primary school classes was reported to be high. Serving professionals, teachers and secondary school graduates are used to teach in these prison classes because there is lack of funding for education in prisons.

Prison schools in Uganda are run as part of the universal primary education programme but do not get grants from government. They rely on donations to run their operations. In 2007, two organisations namely Sisters of Charity and AVSI donated 30 million Shillings to prison schools for the purchase of educational materials.

2.12. CORRECTIONAL EDUCATION IN SOUTH AFRICA

In South Africa, prison education is compulsory to all offenders of school-going age (Department of Correctional Services 2012). This is in line with the Correctional Services Act and the South African Schools Act (Department of Correctional Services 2005). The Department of Correctional Services has shifted its rehabilitation

programmes from retribution to focus more on education and development (Department of Correctional Services 2005). This shift as indicated in the White Paper on Corrections further states that rehabilitation of offenders should promote social responsibilities and values that will enable offenders to live a better life after release. They can live a better life if they have been equipped with appropriate social skills and that is why education must be relevant.

Lobby groups such as NICRO (2009) have been lobbying for a more effective education system to be adopted in South African Correctional Centres. They argue that effective education can help to reduce recidivism. If offenders are given the appropriate skills, they will be empowered to live a crime-free life and have a better understanding of the world around them and work productively for the good of their communities.

Educational programmes offered by the Department of Correctional Services in South Africa for juvenile offenders include Basic Education and Training (ABET), literacy, ABET level 1 - 4, Further Education Training (Department Of Correctional Services 2011). ABET deals with lifelong learning and development of adults and leads to nationally recognised certificates. According to the Department of Correctional Services (2012), ABET focuses on imparting knowledge, skills and attitudes required for social, economic and political participation. All inmates are now compelled by law to complete ABET. The Department of Correctional Services (2011) is advocating for a need-based sentence where each convict's sentence takes into account his needs. McAree (2011) argues that if juvenile prisoners are equipped with appropriate life skills, they can be easily integrated into the society. Offenders also undergo programmes such as anger management and other pre-release courses to get them ready for re-integration into their communities.

South Africa has one of the best progressive policies on rehabilitation but faces some challenges when it comes to implementation (Muntingh & Ballard 2012). In 2012, the recidivism rate was reported at 80 percent of all prisoners in South Africa (Readucate 2012). This is a clear indication that most offenders are not properly rehabilitated and

prepared to join the society. The ultimate goal of offender rehabilitation should be to re-integrate offenders into society (Muntingh & Ballard 2012). If they re-offend, it means that the rehabilitation programme is not achieving its goal.

The major challenge to rehabilitation as shown by research is that most officials dealing with juvenile offenders are not properly trained to deal with children (Van Heerden 2012; Tshabalala 2012; Muntingh 2012). Without properly trained officials, it is almost impossible to render an effective educational programme to juveniles. The other challenge is the parole programme that disrupts course completion as some convicts are released before completing their courses (Tshabalala 2012).

There have been questions on whether the Department of Correctional Services is complying with the South African Schools Act (SASA) and the Constitution of South Africa which declare education a constitutional right for all citizens without any form of discrimination. This question arises after findings in 2011 that revealed that there was no school for girl offenders (Parliamentary Monitoring Group 2011; Tshabalala 2012). This also contravenes the Correctional Services Act which stipulates that all juvenile offenders should receive education without any form of discrimination (Department of Correctional Services 2005).

Muntingh et al. (2012) also revealed that there were no social workers to provide social services in some juvenile centres. In some centres, it was discovered that juveniles did not spend enough time at school. There were cases where some juveniles spent as little time as two hours at school per day (Muntingh et al. 2012). This reveals that not enough effort is done to motivate juveniles to take education seriously.

The Department of Correctional Services seems not to be putting enough resources towards the education of prisoners. With a budget of R13, 2 billion during the 2009/2010 financial year, only six percent of this budget was used for development and social reintegration of which education is part of. This revelation coupled with lack of motivation, cooperation and mood-swing by offenders affects the effectiveness of the

educational programmes and performance of inmates (Horst 2005). These challenges and many more require the cooperation of all stakeholders.

2.13. ANGER MANAGEMENT

It is important to teach anger management to prisoners because with poor anger control they are bound to be violent (Howels, Watt, Hall & Baldwin 1997). With anger management programme, juvenile offenders are taught to let go of anger and are prepared to live a life that is tolerable by others in prison and prepared to re-enter society (Randkamenisch 2013).

Howels, Day, Bubner, Jauncey, Williamson, Parker and Heseltine (2001) postulate that there is a link between anger and disciplinary problem as well as violence and assaults. Their studies further revealed that offenders with anger problems are difficult to manage. Through anger management courses, juvenile offenders are helped to overcome anger and are prepared to rebuild family relationships and re-enter society.

It should be noted also that offenders like any other human beings have special needs. In view of this, individual differences should be considered before implementing the anger management programme to make sure that they benefit from it. Each individual offender in South Africa is assessed on admission to ascertain his needs (Department of Correctional Services 2005). Howels et al. (2001) also suggest that all offenders should undergo pre-assessment to determine if they will benefit from these programmes. The assessment results give an indication of the needs of the offender. Anger management should be part of the core programme of individual rehabilitation but there should be a shift from a blanket delivery programme to a needs-based approach (Howels et al. 2001). They also suggest that the content and length of the programme should be revised from time-to-time to suit the requirements of the offenders.

The willingness of the offender to overcome anger is crucial to the success of the anger management programme. This is attested by McAree (2011) who argues that the

ultimate achievement of positive results comes from the willingness by the offender to change. Studies by Howels et al. (2001) indicated that more improvement was achieved by offenders who were motivated and willing to work on their anger problems. To deal with anger issues, offenders should understand the causes of their anger problems first (Randkamenisch 2013).

If properly implemented to offenders who deserve it, anger management programmes can go a long way in assisting offenders. Studies by Downden, Blanchette and Serin (1999) in Canada showed that anger management among juvenile offenders has an impact on reducing recidivism over a period of three years especially with high risk offenders.

Randkamenish (2013) cites the Faith-based workbook which suggests that anger management courses should deal with the following issues in order to help juvenile offenders:

- Forgiveness and how to deal with bitterness;
- Guilt and how to have a clear conscience;
- Replacing anger with love;
- How to overcome selfishness;
- How to deal with authority and to be in control; and
- Frustration and how to deal with it.

2.14. INCLUSIVE EDUCATION

Education is a constitutional right for all (Landsberg & Gericke 2006). Inclusive education is a strategy that can be used to help individuals to exercise their rights since it allows all members of society to fulfil their potential by allowing them to participate in education programmes available (Engelbretcht et al. 2009). In South Africa, inclusive education has been designed to provide education that is appropriate to all learners whatever their background, ability and circumstances (Donald et al. 2010). Inclusion

accommodates all learners by making teaching and learning flexible to accommodate diversity (Department of Education 2001). It is a learner-centred approach which ensures that education is relevant to individual learners and the society as a whole.

According to United Nations Education and Scientific Cooperation (UNESCO) (1994), inclusion seeks to extend education opportunities even to the marginalised groups. Juveniles incarcerated in prison can be classified as the marginalised group. Therefore, inclusion must be extended to them.

The aim of inclusion is to develop an inclusive society. As a result, the teacher must set an environment conducive for all and provide opportunity for cooperative learning (Engelbrecht et al. 2009: 46:47). Projects and group-work oriented teaching are recommended and the teacher is advised to focus on learners' competence to help them to become successful (Pijil & Meijer 1991). Teachers should be sensitive to diversity and treat learners equally (Zalizan 2000). Diversity should be viewed as a resource rather than a problem to overcome (Centre for Studies on Inclusive Education 2013). This means that the teacher should use diversity to his own advantage by accommodating diverse ideas and giving support to those who need help. If diverse ideas are accommodated, there would be more contribution that will benefit the whole class.

Research has shown that all children do better academically in inclusive settings and also that inclusion helps peers to gain an understanding about tolerance and peer support which in the long run provide opportunities to develop positive relationships in life (Down Syndrome South Africa, 2013). Relationships are the sources of conflicts and good understanding in life. Once a strong foundation has been built in terms of relationships, conflicts and confrontations can be minimised.

Inclusion ensures that everyone's needs are attended to and all views are treated with respect (Nevada Partnership for Inclusive Education 2013). In the United States of America, inclusion puts tolerance, pluralism and equality in the forefront of teaching and

learning. With these considerations, learners are prepared to be divergent in thinking and live in harmony in a diverse environment. If offenders develop tolerance towards diversity, they will have tools to effectively deal with conflicts in a diverse society (Armstrong 2011).

Inclusion is a strategy that matches the learners' learning styles with learning and has the potential to motivate juvenile prisoners to take up some educational programmes (Robitaille 2013). The teacher must interact with learners and find out which strategies fit their needs. Education in prison schools should be adapted to meet the real needs of the target population and teachers should determine the needs of inmates before they start teaching (Jovanic 2011).

The following practices suggested by the Nevada Partnership for Inclusive Education (2013) can be used in an inclusive classroom:

- Learners should be more actively involved in the learning process.
- Experimental and hands-on learning is advised because it has a lasting impact on the understanding of content and context.
- There should be more cooperative and collaborative learning activities with less emphasis on competition. This strategy will teach juveniles the value of working together for a common goal as required in the society. In order to teach social skills, varied and cooperative roles should be available for all stakeholders.

The major aim of imprisonment is to give the offender the chance to reform. Offenders should not therefore be marginalised when it comes to education provision. Jovanic (2011) contends that inclusion should be broadened to convicted individuals so that what is applied to individuals in society can be applied to prisoners too. By doing so, offenders will be supported and prepared to re-integrate well in society. Education that is inclusive helps to re-socialise the convicted juveniles into their communities with

ease. It brings confidence into them by showing that they really belong to the community (Ozdemir 2010).

Inclusion provides social and academic support to learners (Clark & Breman 2009). This means that as learning takes place on the academic side, social skills are promoted on the other. Zalizan (2000) says in implementing inclusion the teacher should treat each child equally and accommodate diversity. Offenders in prisons like any other individuals are different; hence the need to accommodate those differences.

White, Fisher and Mellow (2008) are of the view that prison educational programmes should be adapted to meet the needs as well as the characteristics of the people convicted for different crimes. People who have committed different crimes are unique and have various needs. For an example, a dangerous and violent criminal would need a different programme from a non-violent and harmless prisoner. The programme for that specific individual should be able to achieve the desired outcomes.

Inclusion contributes to wellness because individuals whose personal needs are met tend to develop a sense of belonging because they feel appreciated. This sense of belonging motivates them to participate actively and contribute to the good of the society (Prilleltensky 2010). Offenders whose needs are met and opinions respected also feel honoured and obliged to give back into their communities.

In South Africa, the White Paper on Correction stresses that rehabilitation should be needs-based (Department of Correctional Services 2005). Identifying and meeting the needs of the offenders is part of inclusion. When we achieve inclusion, we automatically achieve wellness (Prilleltensky 2010). Inclusion works hand in hand with collectivism, collaborative and democratic participation which ensures that social wellness is achieved. When prisoners acquire social skills, they also gain strategies to use for positive conflict resolution and communication in real life situations (Armstrong, 2011).

Inclusion can play a pivotal role in changing the lives of juvenile offenders if well implemented in prison schools. Teachers using this approach must gain enough knowledge on how it works and its benefits. Research has shown that inclusion is an integral part of wellness but not its substitute (Prilleltensky 2010). This means we can use inclusion to achieve social wellness.

2.15. COLLABORATIVE LEARNING

Collaborative learning is the type of learning where group members work together to support each other in order to achieve goals that have been agreed upon (Study Guides and Strategies modules 2013; Leigh Smith & MacGregor 1992; Gokhale 2011). Learners at various performance levels work together in small groups towards a common goal. They take responsibility for each other's learning and their own and success by one member helps others to succeed (Gokhale 2011). In addition, Leigh-Smith & MacGregor (1992) further elaborate on the definition of collaborative learning by identifying the following aspects about this strategy.

- Collaborative learning is a joint intellectual effort by students or with teachers in groups in search of understanding, meaning or creating a product. This means that several ideas are brought together to complete a task which can be a physical one.
- Collaborative learning is learner-centred. This means that the approach looks at the interest and needs of the child.
- Learners discuss and work actively with the course material and as they do, other methods may go in line; for an example, listening and taking notes when someone is speaking.
- Teachers act as coaches and facilitate the learning process.

In collaborative learning, each member of the group is empowered and encouraged to ask and contribute to the attainment of the group goal. Members are expected also to

accommodate each other in terms of listening and sharing ideas (Study Guides and Strategies module 2013, online). Collaborative learning allows for the exchange of ideas that promote more participation by group members and also leads to critical thinking (Gokhale 1995). Vygotsky (1978) says that working in groups leads to a better performance by learners than working alone. This results from sharing ideas. In a diverse group, individuals gain positive knowledge and experience because there is a wide range of ideas.

Findings by Johnson & Johnson (1986) further reveal that there is higher achievement of thought and longer retention of information by students who work in groups than those who work alone. This means that learners not only achieve better in groups but also remember what they have learnt for a longer period of time. Learners are given the opportunity to engage in discussions, take responsibility for their learning and are trained to become critical in thinking (Gokhale 1995).

Collaborative learning is ideal for juvenile offenders because it is a learner-centred approach which allows learners to work actively with the course material to construct meaning (Leigh- Smith & MacGregor 1992). This means that learners are given the freedom to work independently and be able to solve their problems. By nature, collaborative learning begins with a problem that challenges learners to practice and develop higher order reasoning and problem solving skills (Leigh Smith & MacGregor 1992). Problem solving skills are crucial skills that reduce chances for tension. Armstrong (2011) says social skills groups help learners to gain tools for successful communication that will be used in real life. In other words, these activities are relevant to the learners' real world.

There are some assumptions about collaborative learning suggested by Leigh –Smith & MacGregor (1992). These assumptions will be discussed below.

The first one is that learning is an active constructive process where learners should be actively involved in constructing meaning from what they learn. The other one is that

learning is context-based and it depends on rich contexts where a problem is presented to learners and they are expected to find a solution. The problem presented to the learners should relate to their context in order for it to make sense.

The third assumption is that learners are diverse and as they learn in groups we get immediate sense of what experiences and ideas they bring and how they learn. From this feedback, the teacher is in a better position to design programmes that will accommodate their needs and expectations.

The fourth assumption says learning is inherently social. Learners are expected to interact, discuss, explore and make meaning out of the task given. They should be taught team work and cooperation which will impart skills and values such as tolerance, resolve differences, caring and accepting other people's views.

Collaborative learning is an approach that has a great impact in promoting social wellness habits when implemented properly. Different approaches can be used in collaborative learning. The teacher can use the problem-centred activities where a problem is presented and learners are expected to find solutions or set a case and learners are expected to analyse and resolve it.

Simulations can be used also as part of collaborative learning. These are complex structured situations that help to stimulate experiences of real life. As learners play roles, they get invested in the situation emotionally and then they can reflect on their perspectives after the simulation. Simulations expose learners to different roles that may be required of them in real life. An offender who plays the role of bringing peace in his community will have the chance to reflect on how his behaviour affects other people and may start realising the need for change.

2.15.1 Goals of education in collaborative learning

The following are goals of education under cooperative learning:

- To enforce more involvement and more active in learning that leads to better retention and success;
- To ensure cooperation and team work. This way students gain skills and values that are crucial for living in their communities as they learn to tolerate each other, resolve differences without the use of violence, caring and honouring the views of others. In team work, learners also learn leadership skills that can benefit their communities in future once they are put into good use; and
- Civic responsibility of education ensures that learners learn to air their views and at the same time be sensitive to hear other people's views. This equips them to be good and useful members of their communities.

2.16 APPROACHES TO COLLABORATIVE LEARNING

Collaborative learning has many approaches which include cooperative learning, problem-centred instruction, guided design, simulations, cases, peer teaching and writing groups. These approaches will be discussed below.

2.16.1 Cooperative learning

Cooperative learning works hand in hand with collaborative learning. In this approach, learners work in small groups and are expected to work cooperatively to produce high quality group work (Johnson & Johnson 1990). Roles should be assigned to group members to ensure positive interdependence of group members and to promote teamwork skills. It is necessary to brief the groups before they start working so that they know exactly what they are supposed to do. Groups should be monitored by the teacher who should provide assistance and assess the learning process.

Johnson, Johnson and Holubec (2008) explain how cooperative learning can be used in the classroom. It can be formal where group members work to share learning goals and complete as a group the specific task assigned. In this case, the teacher should formulate academic objectives to be achieved, decide on the size of the groups, roles to be played, classroom management and material needed. When learners are assigned roles, role interdependence is established and when they share resources, resource interdependence is established. These are some of the interdependence expected in a normal society. Social wellness in an individual can be identified by his acceptance of interdependence of people and resources among members.

2.16.2 Types of cooperative learning

Johnson & Johnson (2013) identifies two types of cooperative learning, namely, formal and informal.

2.16.2.1 Formal cooperative learning

In this type of learning, learners work together for one class period to several weeks to achieve shared learning goals and to complete specific assignments jointly. In this type of learning, the following roles are suggested for the teacher:

- ❖ Make pre-instructional decisions like formulating academic and sound skills objectives, decide roles to assign members of the group;
- ❖ Give instructions on the cooperative structure to the learners;
- ❖ Monitoring the work of learners and intervening when necessary to provide assistance; and
- ❖ Assess students' learning and help them process how well the group is functioning. The teacher also evaluates the quantity and quality of learners' achievements.

2.16.2.2 Informal cooperative

This is when learners work together in temporary ad-hoc groups to achieve a joint learning goal. This usually last for a short period of time like a few minutes or one period (Johnson & Holubec 2008).

2.16.2.3 Introductory focused discussion

The teacher assigns work to learners to work in pairs. He explains how they should work positively to reach consensus.

2.16.2.4 Intermittent focused discussion

In a lesson, learners work together and after some time like 10 to 15 minutes, they are asked to work cooperatively with persons close to them in answering questions. Each learner is asked to formulate his or her own answers. Learners then share the answers with their partners.

There are five basic elements of cooperation identified by Johnson & Johnson (2005) which will be discussed below.

❖ Positive interdependence

Group members have the perception that they are linked together and their success depends on the success of everyone in the group. Each effort and contribution by a member is viewed as beneficial to the group. Respect is shown to each member of the group as he is considered indispensable to the group. Interaction is positive and a commitment to other people's success in the group is created.

❖ Individual and group accountability

Each member of the group should be accountable for contributing to the success and achievement of goals. The group should make its goals clear to all the members and be able to evaluate the progress in achieving them and also evaluate the individual effort that was put by each member. A group member must be clearly aware that he should contribute to the success of the group and not to take the glory through the sweats of others.

❖ Promoting interaction

Cooperative learning promotes interaction as members share resources, help each other, support and praise each other in the learning process. Face-to-face interaction is very important and teachers are encouraged to promote it because in real life face-to-face interaction is the norm.

❖ Teach learners the required interpersonal and small group skills

In a group, learners are expected to learn the academic tasks given but at the same time emphasis should be put on interpersonal and group skills that are required to function as part of a group. Group skill is also referred to as teamwork. Teamwork is necessary for the success of the team. It is therefore important to teach group members special skills such as conflict management and resolution, communication, trust building, decision making and ways of providing effective leadership in order for them to function effectively in groups and in their communities.

❖ Group processing

Groups should make an evaluation of how well they are achieving their goals and the relationships among group members. Actions that are benefiting or not benefiting the group should be identified and a decision made on which ones should continue and which ones should change.

The following are strategies for successful cooperative learning as suggested by Loreman, De Ppeler & Harvey (2005):

- Assign heterogeneous groups in order to get diverse views from group members;
- Having small groups helps to manage them properly and to give each member a chance to participate fully. Groups of between four to five members are likely to be more effective;
- Teacher must decide on groups that will result in high level of participation and cohesiveness in the group;
- Review and modify group composition regularly and as per need;
- It is advisable to let learners sit in a circle so that they can see each other as equal with no one in authority;
- Select tasks they are willing to do;
- Encourage all members of the group to participate;

- Specify both the academic and collaborative objectives of learning;
- Establish rules for peer involvement;
- Teach learners interactive skills like how to ask questions;
- Always monitor the progress made by each group; and
- Play a facilitative role not a provider of knowledge.

2.16.3 Peer tutoring/mediated instruction

Loreman et al. (2005) define peer tutoring as the type of learning where learners work together to support each other's learning. This can be in the form of direct instruction or modelling. These authors cite the following advantages of peer tutoring:

- Reduces teacher- student ratio as students are tutors for each other;
- It provides opportunities for face to face assistance;
- It creates a supportive context were learners are able to support each other;

- Learners are more engaged with learning material and tasks;
- Enhances social relationships and leads to the eradication of negative behaviour such as selfishness;
- Encourages positive social interaction as learners get engaged to help each other;
- It is effective with all learners at different abilities;
- Gives learners the opportunity to experience the value of learning together and helping each other;
- Most learners prefer and understand their peers better; hence greater understanding may be achieved;
- Create a learner friendly environment; and
- There is greater opportunity for feedback and encouragement.

The above authors also suggest that the teacher must create an inclusive environment by making the classroom accessible to all learners. Learners with attention-based disorders should sit in areas with minimum distractions like close to the windows. This is to ensure that their disruption is kept under control. Heterogeneous groups are also preferred so that learners from different backgrounds and abilities can learn from each other as they interact.

2.16.4 Problem centred instruction

Leigh-Smith et al. (1992) say this approach gives learners a direct encounter with real world problems. This approach uses the work of John Dewey, the philosopher who conceptualised the idea of exposing learners to real life experiences. This may be in the form of cases and simulations. In this approach, learners are put into complex problems where they must analyse and work as a group to find solutions. By doing so, learners develop problem solving abilities and decision making skills when they are faced with problems and also help them understand complex relationships.

2.16.5 Guided design

Learners work in small groups to practice decision making in sequential task and give feedback at every step.

2.16.6 Cases

A case is a real life situation or a story that sets a problem and asks learners to analyse and solve. In such a scenario, learners may be asked to work in small groups where they are likely to encounter and recognise differences and deal with them in a positive way.

2.16.7 Simulations

These are complex structured situations where learners role play situations that simulate real experience. They may be asked to play roles of opposing stakeholders in a problematic situation. The key aspect here is how they take different perspectives during and after simulations. Role playing make learners to get emotionally invested into the situation. Discussions to reflect on the simulation usually take place after the simulation. Learners get time to explore their own actions and those of other participants.

2.16.8 Writing groups

These are also called peer response groups or helping circles. Learners get into groups in all the stages of writing. They start by formulating ideas, clarify their positions before finally writing. The sharing of ideas helps to challenge them to thoroughly think of their ideas loud and analyse what they say in order to be sure of what to write. They write and exchange their written drafts and give each other feedback orally or written.

Learners are required to read and listen to fellow learners and to improve their work using important suggestions. With the use of technology, learners can use the computer to share and revise their drafts.

2.17 SUMMARY

This chapter explored literature related to the topic under study to help the researcher to gain insight on how to tackle the topic.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher discusses the research methodology employed to collect and analyse data on how inclusion can be applied in a Gauteng prison school to promote the social wellness of juvenile offenders. The researcher starts by identifying the research paradigm, research design and sampling that were used to carry out this study. Furthermore, the research instruments, data collection procedures, data analysis, ethical considerations undertaken and measures put in place to ensure the trustworthiness of the study are explained in detail.

3.2 RESEARCH PARADIGM

The interpretive research paradigm seeks to understand in-depth meanings that participants attach to specific social phenomenon (Henning, Rensburg & Smith 2010:2). The assumption behind this perception is that individuals make informed judgement by being involved in social activities (Garrick 1999:149). This paradigm is suitable for this study because it helps the researcher to understand the perceptions that juvenile offenders and teachers have with regard to social wellness of juvenile offenders and the application of inclusion to promote wellness dimension. Maree (2011) asserts that participants in the social setting are in a better position to explain their behaviour since they have a better interpretation of their situation.

In this paradigm, the aim of the researcher is to understand individual cases and not universal laws (Garrick 1999: 149). Each situation is regarded as unique and it is better to understand the perceptions of individuals by observing them and getting their interpretations of their particular context (Maree 2011). Participants must be given the opportunity to explain their interpretations of particular issues and then the researcher can draw meanings from there and then draw an analysis (Woods 2006; Creswell

2009:176). The same authors also suggest that the researchers must use multiple sources of data collection to analyse data and make the interpretation of events and situations trustworthy.

This paradigm was used in this research to enable the researcher to understand the juveniles' own perceptions with regard to their social wellness as they experience it (Taylor & Bogdan 1998). The researcher had enough time to talk to juveniles and teachers and to observe their behaviour taking into consideration their context (Cresswell 2009:175). Through interviews, the researcher obtained different perspectives from teachers and juveniles (Garrick 1999:149). These perspectives were later used to analyse data.

As the researcher aimed at giving participants the opportunity to express their views, juvenile offenders had the opportunity to give their voices on the state of their social wellness in prison. In addition, teachers gave their views on the role they play in promoting social wellness of juvenile offenders through the application of inclusion. In this way, the researcher managed to gain the world view through the eyes of juvenile offenders and teachers themselves (Mouton & Babbie 2007:271).

The researcher probed everyday lives of juveniles in a correctional centre on their social wellness and teachers on the role they play to promote social wellness of juvenile offenders. By doing so, the researcher generated rich descriptions on the state of social wellness of juvenile offenders in a prison school in Gauteng Province through persistent observation and interviews. These interpretations contributed to research findings (Maree 2011).

3.3 RESEARCH DESIGN

3.3.1 Qualitative research

Qualitative research was used in this study. This form of research is naturalistic in nature as it takes place in the natural settings (Taylor & Bogdan 1998; Marshall & Rossman 2011; Woods 2006). In the natural settings there are no scientific experiments and the researcher becomes the research instrument who should be flexible and understand the context in which participants interpret their feelings, actions and thoughts (MacMillan & Schumacher 2006). As a research instrument, the researcher should go into the field with an open mind and must not take anything for granted. Taylor & Bogdan (1998) actually suggest that the researcher should view things as if they are happening for the first time when he gets into the field. Flick (2002) suggests that the researcher should maintain the perspective of an outsider and not to adopt a neutral role in the field in qualitative research.

Qualitative research is inductive in nature with no artificial experiments; hence meaning is constructed from data collected instead of collecting data to assess theories that are preconceived (Taylor & Bogdan 1998). The researcher's goal is to understand and describe the events or behaviour as it is instead of predicting (Mouton & Babbie 2007:53). It is for this reason that the researcher collects data himself by interviewing participants, observing their behaviour and examining relevant documents instead of relying on questionnaires predesigned by others. When the researcher gets into the field, his aim is to find things that are already there and what he needs is to go there with an open mind (Woods 2006:3). This method allows the researcher to be close to individuals to get their experiences, see them in different moods and appreciate their inconsistencies, ambiguities and contradictions in their behaviour (Woods 2006). Constant interaction with participants is important for one to gain better understanding and appreciation of their experiences.

The nature of the research problem in this study required face-to-face interaction for the researcher to collect data from teachers and juvenile offenders in a prison school, hence the use of qualitative research. During interaction, the researcher observed and asked questions and became so close to the individuals to see them in various moods, appreciate their inconsistencies, ambiguities and contradictions in their behaviour (Woods 2006:5). A close observation on participants enabled the researcher to look for hidden meanings too.

In qualitative research, all perspectives are worthy for the study. The researcher goes to the point of finding how things look from different points including views from individuals rejected by society such as the poor and the delinquents (Taylor & Bogdan 1998). This method gave juvenile offenders the opportunity to articulate their own views. Creswell (2009:175) explains that qualitative research makes use of different data collection methods that enables the researcher to get deeper information on the topic under study. These methods may include interviews, observations and document analysis. Data collected through these multiple sources must answer the research question.

The context in which events and behaviour take place is very important in qualitative research because the former helps the researcher to understand the problem better (Creswell 2009:175). The same author further reveals that understanding is enhanced by the fact that data are collected at the field site where participants are experiencing issues under study. Qualitative research studies people within their past and current context (Taylor & Bogdan 1998). The researcher went to the correctional centre which was the site of activity and being in that context helped him to understand the situation better. In that context, the researcher got firsthand knowledge of social life by observing juveniles and teachers, listening to them talk about what was in their mind thereby getting unfiltered information (Taylor & Bogdan 1998).

3.3.2 Case study

In a case study, a bounded system or case which can be a person, a group of people or an event is examined in detail using multiple sources of data in the setting (McMillan & Schumacher 2006: 26-27). The definition of a case study indicates that it has a boundary hence the researcher has to choose what he wants to study (Henning et al. 2010:40). The aim of using a case study in qualitative research is to make an inquiry into an event and describe that event (Maree 2011). Henning et al. (2010:40-41) suggest that when thinking of using the case study, the researcher must look at the boundary and think of the methods that can be used to collect and analyse data. These methods must enable the researcher to gain an in-depth understanding of the situation under study. Creswell (2009) also acknowledges that a case study has a boundary and seeks to explore a programme, event or a process in depth.

The case study design was used in this research because the researcher wanted to conduct an in-depth study of the social wellness of juveniles in a prison school. In addition, the case study was used to unveil the experiences of the teachers in using inclusive education to promote the social wellness of juvenile offenders. According to McMillan & Schumacher (2006:317), a case study investigates a small distinct group with a socio-cultural boundary.

When a case study is employed in qualitative research, a phenomenon is investigated in its real life context and the researcher strives to get a comprehensive understanding of how participants relate and interact with one another in a specific situation (Maree 2011). The phenomenon which the researcher investigated was the social wellness of juvenile offenders. Bearing this in mind, the researcher went to the correctional centre and made an effort to get a full understanding of the social wellness of juvenile offenders in the real life situation and this enhanced his understanding.

The aim of the study was to get rich information from teachers and juveniles in one correctional centre in a natural setting with no intention of transferring findings to other

prisons in South Africa. However, these findings may be used by relevant authorities like the Department of Correctional Services and Department of Basic Education for interventions in other prisons in South Africa that are in similar situations. These interventions may be in the form of imparting relevant skills to teachers who teach in correctional centres or adjusting the curriculum for correctional centre offender learners.

3.4. DATA SAMPLING

A sample is a group of people or participants who are selected for a particular study from a population that conform to specific criteria (McMillan & Schumacher 2006). In sampling, only a small portion of the population is selected and not the entire population (Maree 2011). To select the sample, the researcher should use his own knowledge on the topic (De Vos, Strydom, Fouche & Delpont 2011:223-224). Having consulted the topic, purposive sampling was used for this study.

According to Henning et al. (2010:71), purposive sampling looks for people who fit the criteria for the desirable participants to be involved in the research. The researcher consults his topic to determine the criteria to choose samples that will provide rich information for analysis (Braun & Clarke 2013:56). These chosen participants must fit the description of spokesperson for the topic (Henning et al. 2010). This means they must be true representatives of the desired participants and have relevant information on the topic. The participants who were chosen for this study suit the criteria of being a learner at a correctional centre in Gauteng for juveniles and being a teacher at a correctional centre. The researcher felt these participants would give the relevant information to address the research topic.

Smaller samples are usually used and analysed to give rich descriptions on the topic in purposive sampling but McMillan & Schumacher (2006) suggest that samples should be sufficient enough to give credible results. Maree (2011) suggests that in qualitative research, the sample size may not be fixed prior to data collection and usually depends

on the availability of resources and time. The researcher chose this type of sampling so that he could be flexible and get more participants in cases where the need arose.

The following advantages of purposive sampling as outlined by McMillan & Schumacher (2006:319) also influenced the choice for this type of sampling:

- Less cost because few samples are chosen;
- Less time consuming;
- Usually has a high rate of participation since the participants will be having the information needed;
- Easy to generalise to similar subjects in similar context;
- Assures the researcher gets the right and relevant information; and
- Only few subjects are studied.

Ten learners and five teachers from a correctional centre in Gauteng participated in the study. Only juveniles attending school at the correctional centre in Gauteng and teachers working there were selected.

After consulting with the topic, the researcher had a conviction those juvenile offenders in correctional centres were in a better position to provide relevant information on their social wellness and teachers who were teaching in prison schools had experiences that were relevant to the topic. Having used this criteria to select participants for the study, the researcher was able to obtain the information required (McMillan & Schumacher 2006). These few cases studied thus helped to yield many insights about the topic with less time used and at less costs (McMillan & Schumacher 2006).

3.4.1 Biographic data of juvenile offenders

Table 3.1

Offender	Age	Crime committed	Frequency of incarceration	Duration in prison	ABET Level
1	19	Hijack Robbery Unlicensed fire arm	Third time	2 years	1
2	21	Robbery Possession of fire arm	Not first time	10 months	1
3	20	Motor vehicle theft	First time	Six months	1
4	20	Murder Robbery	First time	One month	1
5	20	House breaking	Not first time	One month	1
6	20	House breaking	First time	23 months	1
7	19	Robbery	First time	One year	1
8	19	Rape	First time	Two years	1
9	19	Robbery	First time	Three years	1
10	20	Robbery	First time	10 months	1

3.5 RESEARCH INSTRUMENTS

3.5.1 Semi structured interviews

An interview is a two-way conversation where the interviewer collects data, learn about ideas, beliefs, viewpoints and behaviour of the participant by asking questions (Maree 2011). Interviews are usually face-to-face interactions between the researcher and informant in which the researcher's aim is to get the informant's perspectives on his experiences, situations or any relevant information that are expressed in the informants' own words (Taylor & Bogdan 1998). The same authors also suggest that the interviewee must be treated as an equal partner and the conversation must be between two equals and not a mere formal question and answer.

In qualitative research, the researcher's aim is to get what individuals feel, think and do and their perspectives on a particular issue (Henning et al. 2010: 52). By doing so, the researcher will be able to see the world through the eyes of the participants which is what is important (Maree 2011). By nature, the participant is the source of information and the researcher should view him as a research partner with a crucial role to play (Henning et al. 2010: 68). To get more information from the participants, Creswell (2009) suggests that the researcher must probe so that the participants can elaborate on what they mean. The participants can also be given the opportunity to ask questions because he is regarded as a partner in the interview (Henning et al. 2010:67). The same authors also suggest that the researcher may summarise the conversation to check if his initial understanding corresponds with that of the interviewee. By so doing the information obtained may be trustworthy.

Taylor & Bogdan (1998) suggest that for the researcher to have a successful qualitative research interview, he should:

- establish good rapport with participants;

- create environment for the participants to feel free and comfortable to talk openly about themselves;
- then interview should be relaxed to resemble a normal conversation;
- show interest in what the participant is saying and refrain from disagreeing with them;
- be a good listener;
- re assure them that they are alright even if they reveal embarrassing information;
- be patient and let them talk;
- show sincere interest when they talk;
- be sensitive and know how and when to probe;
- don't push own agendas; and
- behave like someone willing to learn from the start.

Maree (2011) also advises the interviewer to avoid leading questions and long interviews. He also suggests that a variety of questions focusing on experience, behaviour, opinion, values and feelings of participants should be included in the interview.

The semi-structured interview was used in this study because it allowed the researcher to understand meanings that juveniles and teachers held on their everyday experiences with regard to social wellness and the researcher managed to yield large quantities of data quickly (Marshall & Rossman 2011:145). The interview allowed the researcher to control the line of questioning and therefore to ask relevant questions that yielded the required responses to answer the research question (Marshall & Rossman 2011:179). The interview also enabled the researcher to look out for non-verbal responses (Henning et al. 2010:66). For instance, where the researcher did not understand, he asked probing questions to get clarity and asked the interviewee to elaborate on some answers (Hatch 2002: 94).

Semi-structured interviews are ideal for sensitive issues like getting to know crimes committed by juveniles as it assures privacy (Braun & Clarke 2013: 80). Therefore, it makes it possible to collect data from vulnerable groups like prisoners by persuading them to speak and do so in private.

Ten juveniles were interviewed after school in their classrooms with the presence of their teachers for security reasons. However, a reasonable distance was allowed to ensure privacy and allow participants to speak freely. Owing to the sensitivity of some interview questions, most participants preferred to write down their responses and this was granted by the researcher. The researcher also explained some questions in their own vernacular languages like Sesotho, Setswana and IsiZulu where they needed clarity.

Five teachers were interviewed in their offices after school. No recordings were done in both interviews. Responses were just written down.

(See interview questions attached as Appendix 1)

3.5.2 Non-participant observation

Observation is a systematic process where behaviour, patterns of participants and occurrences are recorded without necessarily communicating or questioning the participants (Maree 2011). Regarded as a key strategy in qualitative research, observation captures a variety of activities like routine (Marshall & Rossman 2011:139). In observation, it is important for the researcher to observe things as they occur and take the context in which they occur into consideration in order to have a better understanding and analysis of events (McMillan & Schumacher 2006: 11). According to Maree (2011), researchers learn through personal experiences by observing and reflecting on what they see. He further advises the researcher to be conscious of his own bias and find ways of dealing with them. This will ensure that observation remains objective and therefore trustworthy.

Before going to the field to observe, the researcher should define his purpose for observation which must link to the research question then record his observations in the form of short descriptions of basic actions using key words, phrases or whatever will make sense to him (Maree 2011). The researcher should then take field notes on behaviour and activities of individuals at the site of the research (Creswell 2009:181). In addition, Woods (2006:11) says the researcher must observe the situation of interest without disturbance and capture as much data as he can.

In this structured observation, the researcher was curious to observe the following:

- 3.5.2.1 The interaction of juveniles amongst themselves;
- 3.5.2.2 The interaction of juveniles with their teachers;
- 3.5.2.3 The interaction of juveniles with outside visitors; and
- 3.5.2.4 The application of inclusivity in teaching by teachers.

Non-structured observations were carried out during the visit to the correctional centre because it gave the researcher chance to observe things and events as they occurred without disrupting the social setting (McMillan & Schumacher 2006). Juveniles were observed as they interacted with each other and as they were working together to get a view of how their social life was like. The researcher managed to observe how juvenile offenders behaved with their peers, teachers, prison officials and even visitors. Anything of relevance was recorded as field notes that were non-judgemental to expose the situation as it is (Marshall & Rossman 2011:139).

Henning et al. (2010) caution that participants that are vulnerable like prisoners may not be willing to give out information needed. Therefore, through observation the researcher was able to gather data on sensitive issues. The researcher always took the context in which the events were happening into consideration as suggested by McMillan & Schumacher (2006).

3.6 DATA ANALYSIS

Data analysis is the conversion of raw data into final patterns of meaning (Henning et al. 2010:102). Raw data is meaningless unless it has been interpreted. So, the researcher has to move deeper into the data collected and make sense of the text and image data for it to have any meaning (Creswell 2009:183). In order to establish how participants make meanings of a specific phenomenon, the researcher has to analyse their perceptions, attitudes and understanding (Maree 2011).

Qualitative data analysis is inductive in nature and goes hand in hand with data collection (Taylor & Rossman 1998). Using this approach, the researcher made an effort to make sense out of that data by keeping track of emerging themes through field notes and developing concepts were interpreted as soon as data were collected.

Analysis should be a true reflection of the perception of the participants (Henning et al. 2010:127). Following this assertion, the researcher read through all data from interview transcriptions several times to ensure that data was accurate and made some additions where necessary (Creswell 2009:184).

Data were analysed by coding, categorising and developing themes (Henning et al. 2010:102). Coding was done to refine the researcher's understanding of the subject matter and was done as soon as data collection was done when the researcher could still vividly remember the information studied (Taylor & Bogdan 1998). In coding, data were divided into small units of meaning called codes according to what the unit of meaning signifies to the researcher. Codes with the same meaning were coloured using the same colour (Henning et al. 2010). Following recommendations from the same authors, codes with similar or related meanings were grouped together to form categories. A category therefore comprised codes that were semantically related. The researcher then looked for patterns that developed among categories to come up with themes. These themes appeared as major findings and as headings in findings section. These themes represented diverse perspectives from participants (Creswell 2009:186).

The following steps as suggested by Creswell (2009:185 -190) were followed:

Step 1: data were organised by transcribing and in the form of field notes.

Step 2: Researcher read through all data to get general sense of the information and to reflect on overall meaning.

This was also a way of looking for general ideas from participants, tone of ideas and the overall impression.

Step 3: Detailed analysis was done through coding whereby material was organised into segments of text before bringing meaning to information.

Step 4: Similar codes were grouped together to form categories and the most descriptive words for topics were turned into categories. Data belonging to each category were put in one place for preliminary analysis.

Step 5: General themes were generated through the coding process. These themes appear as major finding and heading in data interpretation.

Taylor & Bogdan (1998) suggest that to identify themes, the researcher must combine insight, intuition with an intimate familiarity with data and record any important idea that comes his way as he reads through and think of his data. Analytical and critical reading to get deeper into analysis and get broader pattern is also crucial in getting themes (Braun & Clarke 2013:206). The same authors further reveal that to get themes, the researcher must categorise data and organise it to search for patterns, critical themes and meanings that emerge from the data.

Throughout data analysis, the researcher was reading analytically and critically to make sense out of data collected and to categorise and organise data to search for patterns, critical themes and meanings that emerged from the data. Braun & Clarke (2013:205-

206). A narration to convey the findings of the analysis was written and the researcher made his own personal interpretations and made some recommendations.

(See data coding: Appendix 3)

3.6.1 The following themes emerged from interview with juveniles:

- *Various crimes committed by juveniles;*
- *Change of behaviour;*
- *Relationships amongst juveniles;*
- *Education in the Correctional centre promotes social wellness of juveniles; and*
- *Relationships with stakeholders.*

3.6.2 These are the themes that emerged from interviews with teachers:

- *Teachers promote inclusivity through cooperative learning;*
- *Threats to social wellness of juvenile offenders as observed by teachers;*
- *Network and support structures in the Correctional centre promote social wellness; and*
- *Training of teachers in Inclusive Education.*

3.7 ETHICAL CONSIDERATIONS

Research ethics cover the researcher's relationships with participants, academic community and the world at large where the researcher is doing his research practice (Braun & Clarke 2013:61). The same authors further identify four principles which embrace ethics and these are respect, competence, responsibility and ethics. These principles are discussed below:

- **Respect** – this has to do with maintaining privacy and confidentiality to protect participants.

- Competence – a researcher should know the professional ethics and standards of ethical decision making.
- Responsibility – in research, the researcher has some responsibilities towards the participants such as protecting them from harm and informing them of potential risks if anticipated.
- Ethics – the researcher must follow the laid down research ethics in conducting his study.

In view of the afore-mentioned principles, the researcher did the following to adhere to research ethics:

3.7.1 Acceptance and access

Permission to conduct research in prison was sought and granted by the Department of Correctional Services. The researcher also applied for ethics clearance from the University of South Africa before undertaking to go to the correctional centre to conduct the study. Before going to the correctional centre, the principal was phoned to arrange days that were suitable for the visit in order not to cause disruptions to the school programme (Creswell 2009: 89). Having agreed on the dates and times, the researcher then embarked on the field study and had to negotiate access into the prison premises with the people guarding the complex. All the necessary procedures were complied with including leaving electrical gadgets like cellular phones outside the complex and being searched for any forbidden items.

3.7.2. Informed consent

All participants were given written consent by the researcher before taking part in any research study (Henning et al. 2010). Before embarking on the study, the researcher explained the following to the prospective participants to enable them to decide if they wanted to go ahead with the study or not, namely:

- Purpose of the study;
- The procedure to be followed and research instruments to be used;
- The role of the participants and researcher;
- Their right to withdraw once the study had commenced without any penalty; and
- The intended use of data.

Participants were given the opportunity to ask questions where they needed clarity. Having given full information about the study, the participants agreed to proceed with the research and were given consent forms which were read and explained to them before they signed them (Creswell 2009; McMillan & Schumacher 2006). All participants approached agreed to take part in the study.

3.7.3 Voluntary participation

In research, participants should not be forced to take part in a study (McMillan & Schumacher 2006:142). They should be given full information on the study including anticipated risks (Henning et al. 2010). The researcher explained to participants that their participation was voluntary and that they had the right not to participate if they wished so. This made them aware that they are not compelled by anyone whatsoever to take part in the study.

3.7.4 Privacy

In a qualitative study, the researcher makes every effort to gain trust from participants so that they feel comfortable to disclose information to him as a stranger (Maree 2011). The researcher assured the participants of the privacy of their information by devising the following strategies:

3.7.4.1 Confidentiality

Confidentiality implies a way of avoiding presenting information that may be linked with certain names of participants (Neuman 2006:139). To ensure confidentiality, features and locations were disguised to appear similar to several possible places (McMillan & Schumacher 2006). Gauteng is a big province and so the name of the city where the research was conducted was not mentioned in the findings so that readers would not associate the features with a specific prison. The researcher also undertook not to disclose any information given by participants to anyone else except to the parties concerned in this study. The wishes, rights and interests of participants were considered before reporting data (Creswell 2009).

3.7.4.2 Anonymity

McMillan & Schumacher (2006) advise researchers not to identify participants by their real names in research. This act of not revealing names of participants is called anonymity (Neuman 2006:139). The researcher undertook not to reveal the real names of participants because juvenile offenders are vulnerable and therefore needs special protection (Marshall & Rossman 2011:158). The researcher did not want the juveniles to be interrogated about the information they gave him during the study so they were informed that they could use pseudonyms (Braun et al. 2013: 62).

(See consent letter: Appendix 2)

3.8 TRUSTWORTHINESS

In general research, validity and reliability imply checking the accuracy of findings and the consistence of approaches respectively that are employed by a researcher (Creswell 2009:190). The same author goes further to say that in qualitative research the terms trustworthiness and credibility are used to determine the accuracy of findings from the stand point of the researcher, participants or readers.

Qualitative research was used in this study and the strategies used to ensure trustworthiness were credibility, transferability, dependability and confirmability. These strategies are discussed below.

3.8.1 Credibility

According to Bowen (2005:215), credibility is the extent to which readers can have confidence in the findings of a particular study. Mouton & Babbie (2007:277) say that credibility is when realities that exist in the minds of informants are compatible with those attributed to them by the researcher. The researcher had to make sure that the research findings were as convincing as possible to the readers.

The researcher spent two intensive days in the correctional centre collecting data until he felt the data were saturated. During the field study, the researcher was persistently observing for what he thought was relevant to the study (Creswell 2009:191).

Triangulation was also employed to ensure credibility of the research findings. In triangulation, data are obtained from different sources using multiple methods in order to get different perspectives from different participants (Creswell 2009:191). Using triangulation, the researcher tried to check for accuracy from different sources by verifying view points against one another (Shenton 2004:66). Interviews were carried out, observations done and analysis of relevant documents such as the Department of Correctional Services Annual Reports was done to help the researcher to get an insight on the topic under study.

Although no tape recording was done, the researcher had a field journal where relevant information was recorded during observation as a way of keeping as much relevant data as possible. A fellow researcher in the field of wellness was consulted to examine the transcriptions and analysis of data to give her own input which was thoroughly considered (Key 2006). The researcher also shared ideas and discussed strategies with

fellow researchers to ensure that he was working towards the right direction (McMillan & Schumacher 2006:325).

3.8.2. Transferability

Transferability in research is described by Mouton & Babbie (2007:277) as the extent to which findings can be applied in similar or other context or with participants in similar context. The same authors further elaborate by saying that transferability ensures that research findings can be generalised from the sample to its target population.

Qualitative research is generally not transferable (Lincoln & Guba 1985). In agreement with this notion, Shenton (2002:69-70) contends that the use of a limited number of participants in a small environment makes qualitative research findings not transferable but suggests that measures can be taken to enable the reader to look at the similarity of certain situations and the applicability of the findings to similar situations.

In view of the above assertion, the researcher compiled a thick description of the social wellness of juvenile offenders and the role of prison school teachers in Gauteng in promoting social wellness of juveniles by using inclusive education. Data gathered was rich and thick and can be used in other correctional centres elsewhere in South Africa.

3.8.3. Confirmability

Confirmability relates to the steps taken by the researcher to ensure that research findings express the experiences and views of participants and not that of the researcher by reducing the researcher's bias (Shenton 2004:72). This means that research findings should be a true reflection of the participants' experiences and feelings (Key 2006).

To ensure confirmability of the research findings of this study, the researcher did a self-reflection by identifying his own bias and finding ways to reduce them in the study

(Creswell 2009: 191). The researcher went into the field with an open mind in a bid to reduce bias and collected more information (Key 2006). Before collecting data, the researcher wrote down reflex notes and after the interview wrote down the actions of both the participants and researcher to reflect on. With these notes, the researcher was able to write a preliminary interpretation of data collected (McMillan & Schumacher 2006:350). The researcher also acknowledged his own views in the findings to make sure that such views were not confused with those of participants.

Some specific themes that needed clarity were taken to participants for them to determine their accuracy. This was to make sure that what was said by the participants was in the scripts. This exercise also enabled them to check for obvious errors and provide additional voluntary information (Mouton & Babbie 2007:275; Creswell 2009: 191).

The supervisor was asked to critique the research manuscripts to check for any biasness by the researcher (Key 2006). She studied the ideas, raw data and interpretations and pointed out at the bias flows that were in the study.

3.8.4 Dependability

According to Mouton & Babbie (2007:278), in order for any inquiry to be dependable, it must provide evidence that if it was repeated to similar participants in the same context it would provide similar findings. The researcher must verify data to check whether it agrees with emerging themes from the participants' information (Lincoln & Guba 1985). For this reason, the researcher asked experts in the field of research to audit his data and peers to examine the findings of the study (Key 2006).

3.9 SUMMARY

This study was conducted from an interpretive paradigm to get the perspectives and views of juvenile offenders with regard to their social wellness and the teachers'

perspectives on the role of inclusion in promoting social wellness of juveniles in prison schools in Gauteng. A multiple method approach involving semi-structured interviews, non-participant observation and document analysis was employed to make the research findings credible.

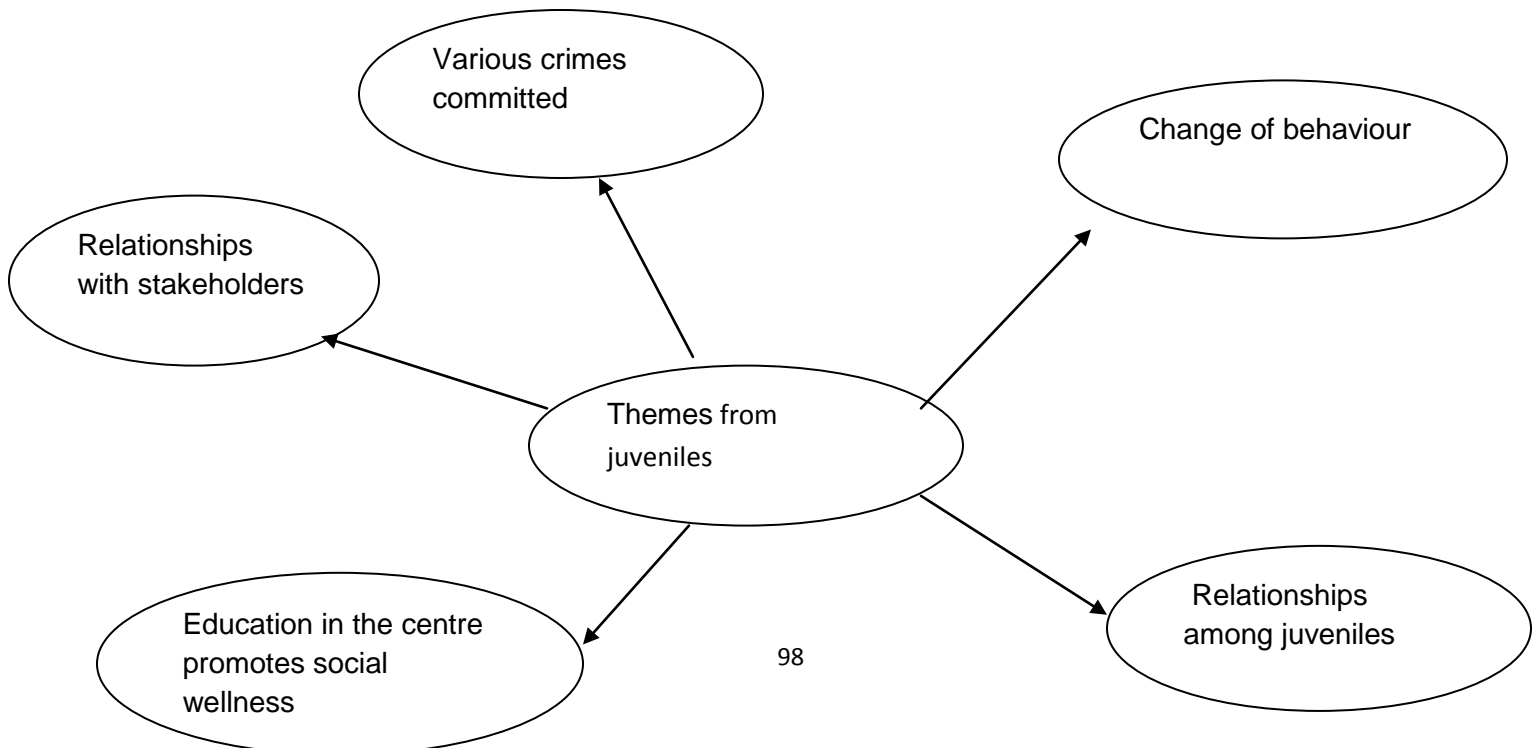
CHAPTER 4

DATA INTERPRETATION

4.1 INTRODUCTION

In order to qualify as evidence-based enquiry, qualitative data should make use of the participant's actual words. This chapter presents data interpretation within the context of participants' natural settings. A narrative text with quotations from participants is used to validate the descriptions extracted from transcriptions from interviews conducted. The interview questions are included as Appendix 1 at the back of the research project. Categories emerged naturally during and after data collection and these were not imposed by the researcher (MacMillan & Schumacher 2006: 364). It was from these categories that themes emerged. These themes are discussed in this chapter. The first part of the chapter focuses on themes that emerged from interviews with juveniles and the second part looks at themes that developed from interviews with teachers in the correctional centre. The themes as outlined in Chapter 3 are represented diagrammatically as follows

4.2 Interpretations of themes from interviews with juveniles



4.2.1 Theme 1: Various crimes committed by juveniles

A variety of crimes were committed by juveniles at the centre. They ranged from hijack, rape, murder, theft and housebreaking. Some juveniles had committed more than one crime each.

When asked about the crimes committed, the responses were:

Participant 1: "Hijack, armed robbery and unlicensed fire arm."

Participant 2: "Robbery and possession of unlicensed fire arm."

Participant 3: "Theft of motor vehicle."

Participant 4: "Murder and robbery."

Participant 5: "House breaking."

Participant 6: "House breaking."

Participant 8: "Rape."

Participants 7, 9 and 10 also indicated that they had committed robbery. The general information indicates that different crimes were committed.

Most of the juveniles were first time offenders according to the information disclosed by them. In response to the question whether it was their first time in prison, the participants had different responses;

Participant 3: "Yes it is my first time."

The responses were the same with most participants. However, some of those who were not in prison for the first time did not want to disclose how many times they have been incarcerated.

Participant 2 responded by saying, "No it is not my first time, I don't want to say how many times."

Participant 5 also said, "No, I cannot tell you how many times."

This revealed that recidivism is a common phenomenon in this correctional centre.

The duration of incarceration also ranged from one month to three years. Most of the participants had been in the centre for short periods that ranged from one month to one year. The responses on the question of how long they have been in prison therefore differed as follows:

Participant 5: "It's my first month here."

Participant 1: "I have two years in prison."

Participant 9: "I have been here for three years."

4.2.2 Theme 2: Change of behaviour

Most juveniles view themselves as changed individuals since their incarceration. Most of them indicated that they were also working hard to change their behaviour and lifestyle. This came to light when they responded to the question of whether they still feel the same as the time they came to the centre; the responses were predominantly positive. All the participants indicated that they felt some changes have happened to make them better. Some of the responses were as follows:

Participant 1: "No, now I am a changed person."

Participant 6: "No, because I have learnt more about life."

Participant 7: "I feel different because I now know what is wrong and what is right in life."

Participant 9: "I don't feel I am the same person because this place changed me to be a better person."

The change of behaviour was also manifested in the way they spent most of their spare time and how they valued the time they spent at school. The way they spend their spare time can however be contextual considering the fact that a prison does not provide many leisure opportunities. However, it was evident that most of the juveniles spent this

time in group activities like playing soccer and singing. The responses attest to these findings as some of them were as follows:

Participant 1: "I spend time reading and writing school work."

Participant 3: "I exercise, play soccer and read the Bible or magazines."

Participant 6: "By singing in the recreation hall."

Participant 7: "Most of my spare time we play some playing cards or casino."

Participant 8: "By playing soccer and singing."

From these responses it has emerged that most of the spare time was spent on social and group activities like sports, singing and exercising. These activities enhance social skills that promote social wellness among juveniles. In a group activity, juveniles are able to learn skills like cooperation, interdependence and respect.

Juveniles also view change of behaviour as crucial for re-integration into their communities. Most of them were of the opinion that in order for them to be accepted in their communities, they should change their behaviour. The responses to the question on what they felt they should do to be accepted in their communities were dominated by the need to change behaviour.

Participant 1: "I must just keep thinking right, behaving right and doing right."

Participant 2: "I am going to concentrate on my community and be fair to them and what they are going to feel alright with."

Participant 3: "Ask for forgiveness. Apologise then tell your friend to forget about drugs and attend school and church."

Participant 5: "Go to the people you have done wrong and ask for forgiveness and show remorse that you regret what you have done."

Participant 9, "What I have done is to show others the right things to do in life."

Social behavioural change is therefore viewed as very important to facilitate re-integration in their communities. Most of them are therefore focusing on changing their behaviour during their stay in prison.

4.2.3 Theme 3: Relationships amongst juveniles

Most juveniles share cells in the juvenile centre and the majority of them are getting along well with their cellmates. The question was asked on how many people were sharing the cell with and how was their relationship. Only Participant 7 and Participant 5 indicated that they were not sharing. The rest indicated that they were sharing and most had good relationships with their cellmates.

Participant 2: "We are two and our relationship is good all the time because we learn to read the Bible, the word of God and we advise each other to respect."

Participant 3: "I share with one person and our relationship is fine. We can correct each other's issues."

Participant 4: "I share with one person and our relationship is fine."

Participant 6: "We are three in our cell and our relationship is good."

Despite some juveniles trying to keep a distance, the general atmosphere of reaching out to each other seems to dominate their lives at the centre.

This was confirmed by Participant 10 who said, "We are two and the person I share the cell with is staying where I used to stay. He does not get visits, I try to help but he does not want to change. I am now having a problem; I don't know what to do."

This is an indication that most juveniles are trying to maintain a good relationship with their inmates despite some being hostile.

There were mixed feelings amongst juveniles on their preference to spend time in groups or alone. Some prefer to spend more time in groups in order to share ideas and experiences. On the other hand, there were some who viewed groups as sources of

conflicts. When they were asked whether they preferred spending time alone or in groups, the following responses were given:

Participant 2: "I prefer to spend my time with a group because I have to do more about myself as we advise each other and talk about our problems."

Participant 9: "I prefer spending my time with a group because when I am alone I think too much."

These responses given by the above participants and others reveal that some juveniles view being in a group as a way of sharing problems and relieving stress.

Participants who prefer to be alone fear the bad influence that can result from bad groups in prisons. Their responses portrayed their fear:

Participant 5: "In a group there is always conflict but when I am alone I spend my time with God, so I would say I prefer to spend my spare time alone."

Participant 6: "I prefer to be alone because when I am alone I get more time to think about life."

Participant 8: "I prefer to be alone because other people are not right, they still like to do things which are not right and I want to be a better person than before."

Participant 10: "I prefer to spend most of my time alone because it is easy for me to concentrate on my life because it seems I am afraid to change my life."

From the different perspectives on group preference, it is evident that these juveniles look for the positive side that will facilitate behavioural change.

Most juveniles prefer to be in the company of others because they are enticed by the benefits of interdependence in a social relationship which in turn leads to better understanding of diversity, respect of other people's views and social cohesion. When participants were asked whether they work in groups during lessons and what were the

benefits of doing so. The responses were generally positive and exposing the benefits of working as a group:

Participant 2: “Yes I do work in a group during lessons because it helps us to understand each other.”

Participant 3: “Sometimes we do and it helps us to respect each other.”

Participant 4: “I learn that there is no ‘I’ in the team.”

Participant 6: “I gain respect and loyalty from group work.”

Participant 7: “I benefit some ideas from others.”

These responses reveal that in group work learners realise the importance of group cohesion, interdependence and the need to work for the common good of the group members. These values are part of tenets of social wellness.

4.2.4 Theme 4: Education in the correctional centre promotes social wellness of juveniles

Most juveniles in the correctional centre expect teachers to impart social skills that will enable them to live positively with other people in their communities. When asked about what they expected the teachers to do to help them to live a better life after release, most responses were positive like the following:

Participant 2: “.... they will tell me to do what is right in my life and respect older people first, then I will have a better life with people and they will tell me to love others and to share with others.”

Participant 4: “By equipping me with life skills.”

Participant 5: “Teach me how to behave in prison, give me hope and encourage me. I also expect them also to give me advice on how to live my life outside prison.”

Participant 6: “The teacher can help me to change my behaviour and to support me to respect others.”

Participant 8: “The teacher has to teach me how to communicate with other people outside and inside prison because we cannot live alone. A person is a person through other people.”

Participant 9: “The teacher must teach me and show me how to live with other people.”

The life skills mentioned by these participants and others which include sharing and respect are part of the social wellness dimension.

The general feeling among participants was that education gained in prison had imparted social skills that promote social wellness. These include sharing, respect and anger management among others. The participants indicated that they had acquired these social skills that facilitate smooth re-integration in their communities.

When asked about skills learnt in prison that would enable them to cope with life after prisons, the responses were full of hope like the following:

Participant 2: “I learnt many things here in prison that will help me when I get released to go home. I have learnt peace, sharing, respect, to be helpful and to do good things.’

Participant 4: “I have learnt social skills.”

Participant 6: “I have learnt that you need to be honest with yourself and to have a vision.”

The general view from participants was that they have gained many skills from prison education that will make it easy for them to live a better and different life after release. The social skills which they had internalised promote their social wellness.

4.2.5 Theme 5: Relationships with stakeholders

Most juveniles revealed that they do not get as many visits as they would have liked. However, the visits that they get seem to be of help. The most frequent visits came from spiritual leaders like churches who according to most participants help to boost their self-esteem and give them a purpose for life. These people give them hope and encouragement about life. This was confirmed by the responses from the following participants when asked about the significance of outside visits:

Participant 3: "They help us to forget about the past."

Participant 4: "I get visits sometimes and I appreciate my time with them."

Participant 6: "They support us and tell us that this is not the end of life, the opportunities are there."

This encouragement helps juveniles to be positive about life and also to focus on changing in order to become useful members of their society.

Those who do not get visits from outside rely mainly on self-motivation as attested by Participant 2 who said, "No, I do not get visits from outside but I trust God because he is my only father. The first wisdom is to fear God."

Participant 8: "I don't get visits from outside because people from outside do not know this place and this place is different from the outside."

Relationships with prison authorities seem formal and relatively good although some juveniles indicated that compliance is sometimes driven by fear. This was confirmed by Participant 2 who said, "My social relationship with them is good all the time because I have fear." When asked about the relationship with prison officials, Participant 7 said, "We speak together nicely because I don't have any bad records around here. I respect them and they respect me."

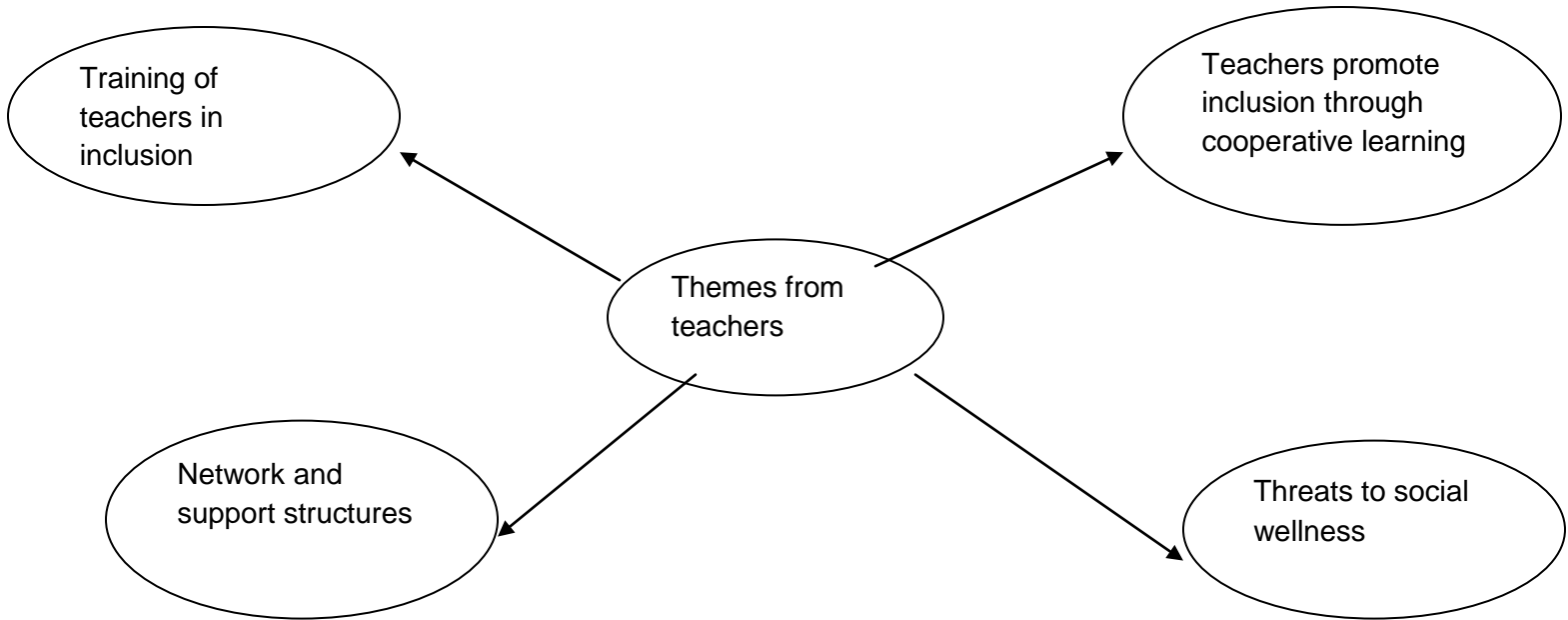
This generally indicates that relationship between juvenile prisoners and prison officials is mutual. Some juveniles indicated that the interaction also benefits them because the prison officials wanted to guide and help them to be better citizens in their communities. Participant 8 said, "My relationship with them is better because the person who is in the same place with me I take that person like my brother or family."

This shows that there is a view by some juveniles that the prison officials are like family members who want them to be better citizens.

4.3 Themes from interviews with teachers

The themes that emerged from interviews with teachers are represented diagrammatically as follows:

Figure 4.1



4.3.1 Theme 1: Teachers promote inclusivity through cooperation learning

During the interview, it emerged that teachers at the correctional centre apply cooperative teaching and learning strategies. The strategies that are used include group discussions, peer teaching and providing learners with opportunities for sharing information in the learning programmes. Responses given by teachers when asked about what strategies they used to encourage cooperative learning indicate that cooperation learning is indeed being implemented and promoted. These were the responses:

Participant 1: "I use group work with my guidance."

Participant 2: "Accommodating every learner's contribution, allowing every learner to present his or her experience in front of their peers, allow interaction among learners from different perspectives in relation to their experience of everyday life."

Participant 3: "Group work is always encouraged."

Participant 4: "I give learners different tasks like number 1,2 , 3 and 4 in one group and let the number ones work together and do the same for other numbers and at the end each member goes back to his original group to give feedback received from the group."

Participant 5: "Encourage group discussions."

These responses show that learners are encouraged to cooperate in learning. Cooperation teaches learners the benefit of working together which is a vital tool in social wellness.

Teachers are implementing inclusivity as indicated by their responses when asked what they do in their teaching to ensure inclusivity. Various responses were given which ranged from identifying the needs of learners and attending to them and using a variety of methods to meet the diverse needs of learners with various barriers to learning.

Participant 3: "I do so through variation of teaching methods."

Participant 4: "I group learners, those who are able with slow learners and try to make my lessons to accommodate both fast and slow learners, teach each group according to its pace using different teaching methods and strategies including cooperative learning."

Participant 5: "Learners who have learning difficulties are helped on one-on-one basis."

These responses indicate that teachers attend to individual needs in their teaching which form part of inclusion. Accommodating diversity enables the learners to feel part of the process and worth to be viewed as individuals who are part of the community.

Lack of in-depth knowledge on inclusivity is hampering the effective implementation of inclusion in some cases as revealed by Participant 1 when he indicated that he is not doing much to implement inclusion by saying “Very little as I am not well conversant with it (inclusion).”

Teachers are also striving to meet the social needs of juveniles. When asked about what they do to meet the social needs of juvenile prisoners, the following responses were given:

Participant 1: “That is for social workers through community corrections.”

Participant 5: “Social workers are called in to help.”

However, the majority of the teachers indicated that they were working towards meeting the social needs of learners. Some put it this way:

Participant 2: “I ensure maximum participation, interaction and focus on a learner as a person and knowing every learner’s background.”

Participant 3: “I encourage them to speak openly in class, share the good behaviour and let them encourage one another. Those who are reserved, I usually give them roles to be monitors or prefects in class.”

Participant 4: “Talking to them face-to-face and individually trying to identify their needs.”

These strategies used by teachers are necessary for social survival and for promoting social wellness among juvenile offenders. From this information given, it became clear that teachers refer some issues that require the promotion of social wellness to experts like social workers.

It also came to light during data collection that there is a high frequency use of cooperative learning in the prison school. Most participants indicated that they were using collaborative learning regularly. The question was asked on how often they used cooperative learning and the responses were almost the same.

Participant 1: “When some seem not to understand my explanation, then I use the other learners who understand.”

Participant 3: “I always use collaborative learning.”

Participant 4: “Very often especially at the beginning of a lesson for them to get understanding first.”

All participants indicated that they use cooperative learning in some way or the other.

4.3.2 Theme 2: Threats to social wellness of juveniles as observed by teachers

Teachers indicated that there are some challenges faced by juvenile prisoners that pose a threat to the promotion of social wellness. Some of the challenges that were highlighted by teachers include being cut from the outside world, lack of family ties, access to information and getting the wrong influence from other inmates.

This came into light when participants were asked about the social challenges faced by juvenile offenders. Some of the responses were as follows:

Participant 1: “Being cut out of the world and lack of access to information.”

Participant 2: “Lack of family ties, no visits from their relatives and parents, gangsterism, getting sodomised and high chances of HIV/AIDS infection.”

Participant 3: “Wrong influence and gangsters. To help them I give them advice where necessary.”

Participant 5: “... anti-social behaviour like disrespect. To help them I talk to them in groups and individually to help them.”

Teachers felt that lack of information may lead to the acquisition of wrong information from wrong people; hence the need for them to play a vital role in this regard. They revealed their role when responding to the question, “What role do you play or think you should play to make their lives better?” Teachers were of the view that they should advise these juveniles and guide them into the right direction that will lead to the

acquisition of appropriate social skills. The following responses were of interest to the researcher:

Participant 3: "Treat each offender with confidentiality. Treat them equally with no favours."

Participant 4: "I think we need to network with other stakeholders like social workers who can counsel them and motivational speakers who can come and motivate them. Try to make them do other things. Besides teaching, I would also engage in adopting projects to suit them."

However, Participant 2 gave a different view when he said, "I think proper training will give me better understanding." This response implies that more knowledge will be required for better implementation.

4.3.3. Theme 3: Network and support structures in the correctional centre promote social wellness

Teachers and other stakeholders are playing a crucial role in promoting the social wellness of juveniles. Through inclusive education, teachers are using different strategies to promote the social wellness of juvenile offenders. Strategies used by teachers range from giving them opportunities to play life roles, encouraging them to participate actively in class work and to share motivational experiences. When asked about how they meet the social needs of learners in their care, strategies that promote social wellness were identified by participants. Some of the strategies were revealed by the following participants:

Participant 3: "I encourage them to speak openly in class, share good behaviour and encourage one another. Those who are reserved, I usually give them roles like to be monitors or prefects in class."

These roles help the learners to get a feeling of being a leader and the need for people to follow the laws of their community.

There are programmes offered at the correctional centre that promote social wellness of juveniles. These programmes are offered by teachers and other stakeholders such as religious groups, Prison Restorative Programme Unit and other stakeholders. Teachers were asked how they prepare juveniles for a meaningful and successful life after prison with regard to social wellness. The general indication was that their teaching programmes were in line with social wellness programmes as indicated by the strategies employed.

Participant 1 justified the relevance of his teaching to social wellness promotion when he said, "... It gives them hope that what they were unable to do and have, now they can do..." This means that the strategies help to boost their self-esteem that will enable them to go into their communities feeling that they can contribute something to make other people's lives better.

Participant 2 attested to the relevance of prison programmes in promoting social wellness when he mentioned some of the relevant programmes by saying:

"Religious programmes and Restorative Justice Programme help to promote social wellness."

In sharing his experiences also, Participant 4 said, "As I have mentioned, I try to use cooperative learning. This can help them to work with others in harmony in learning and learn that *"umuntu ngumuntu ngabantu."* This means that this strategy helps individuals to be social humans and learn that a person needs other people for him to be human as social beings. This notion also emphasises the interdependence of human beings in society.

Other stakeholders outside prison such as social workers are also playing a vital role in promoting the social wellness of juvenile offenders. When asked how juveniles

offenders in prison are prepared to deal with social challenges, this response revealed that other stakeholders are involved:

Participant 1: "That is done by the Department of Social Work through social workers."

Also on the question of how the social needs of juveniles are met, Participant 5 summed it up by saying, "Social workers are called to help."

The involvement of stakeholders like social workers indicates that the social needs of juvenile offenders at the centre is not entirely left to teachers but is a shared responsibility. Teachers interact with these juveniles on a daily basis and therefore play a pivotal role in promoting their social wellness.

4.3.4 Theme 4: Training of teachers in inclusive education

Although teachers indicated that they were implementing inclusive education in their quest to promote social wellness among juveniles, they expressed concerns about lack of expertise in properly implementing it. Challenges identified by teachers ranged from lack of proper training, lack of proper educational structures and the general shortage of relevant teaching material.

When asked about the effectiveness of their intervention strategies in applying inclusion, most of them indicated that their strategies were not effective. The responses were as follows:

Participant 1: "slightly effective as I am not trained in inclusivity."

Participant 2: "It is not effective because during remedial programme there can be missing learners again."

Participant 3: "Little achievement as most of them (learners) were never at school."

Participant 4: "They catch up fast with strategies usage."

Participant 5: "Some do not want to read in front of other people."

When also asked on what could be done to make inclusive education more effective in prison schools, a variety of responses were given:

Participant 1: "Give full training to educators on it (Inclusive Education)."

Participant 2: "Awareness of inclusive education in juvenile prison, financial implication to address inclusive education, creation of a sector or directorate within the structure of the Education systems and training of inclusive education as a programme to existing teachers."

Participant 4: "Teachers need a thorough training on how to deal with learners with barriers and on how to approach difficult learners, all the methods, strategies and techniques on the teaching approach whether being in the form of a compact disc or as a book or practical presentation."

These sentiments echoed by teachers indicate the need to impart relevant knowledge and skills to teachers so that they can be empowered to effectively implement the programme in the prison schools. With the right skills, teachers will be in a better position to implement the programme and promote social wellness among juvenile offenders.

4.4 SUMMARY

This chapter interpreted themes that emerged from the interviews done with juveniles and teachers at the correctional centre. These themes gave the researcher a clear picture of how inclusive education is being implemented in the prison school and also the challenges that are faced by both teachers and juveniles.

CHAPTER 5

DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

In this chapter my focus is on discussing findings of this research as well as making some recommendations and conclusions. The themes were interpreted in Chapter 4 and are used as focal points for discussion of findings.

The following themes are discussed after merging both students and teachers' responses:

5.2 Themes from interviews with juveniles:

- Various crimes committed by juveniles;
- Education in correctional centre promotes wellness and change of behaviour among juvenile offenders;
- Relationships among juveniles; and
- Relationships with stakeholders.

Themes from interviews with teachers:

- Cooperative learning is used to promote inclusion and social wellness among juvenile offenders;
- Threats to social wellness;
- Network and support structures in the correctional centre;
- Challenges in implementing inclusion in the correctional centre.

5.2 THEMES FROM INTERVIEWS WITH JUVENILES

5.2.1 Various crimes committed

From findings in the study, it emerged that various crimes were committed by juveniles which include even serious ones like murder. The major crimes committed by juveniles were robbery and housebreaking also featuring more from the responses of participants. These aggressive offences committed by juveniles seem to be on the rise as Muntingh & Ballard (2012) also noted that by 2010 these types of offences had increased by 12 % with more being acts targeted towards property. The Department of Correctional Services (2012) pointed out in its 2011/2012 Annual Report that aggressive crime in South Africa stood at 61 174 up to 2012. Prior to that, it was reported that 50 percent of the of the total youth offender population in 2010 comprised aggressive crimes (Department of Correctional Services 2010). Globally, there has also been a trend in the increase of violent and aggressive crime among youth offenders (United Nations 2003).

Various reasons were given for committing crime with most blaming the act on poverty. This assertion is backed by the United Nations (2003:195) which observed that the gap between the rich and the poor, fuelled by unemployment and identity crisis can lead to criminal activities by juveniles.

5.2.2 Education in the Correctional centre promotes social wellness and change of behaviour

According to juvenile offenders interviewed during the study, education in the correctional centre has a positive impact on their general behaviour and helps to promote social wellness. Their preference on spending time in a group and engaging in meaningful conversation signals the acquisition of social wellness. This is according to Hettler (1980) who describes a socially well person as one who gets along well with

others, willing to express his feelings and is supportive to others. They indicated that they like spending time with others and supporting each other.

Juveniles also expressed general satisfaction on the impact of education at the centre and were convinced that since they had been attending school, their behaviour had changed positively and had made them ready for re-integration. The change in behaviour can be attributed to the acquisition of new social skills that enable them to live positively with others. Ozdemir (2010) attests to this assertion by saying prison education prepares convicts for life after release from prison because it helps them to get new skills, develop new personalities that help eradicate tendencies of delinquency. Education at the centre is therefore playing a crucial role since it is helping individuals to change their bad behaviour and desire to stay away from crime. In line with this, NICRO (2009) describes education as a powerful tool that empowers offenders to move away from crime, develop better and socially acceptable behaviour which benefits the whole community.

Participant offenders also described behavioural change as vital for their social re-integration. Most of them indicated that they were ready to go back to their communities and be part of the desired elements in the society. They attributed this readiness to the skills acquired at the correctional centre. Some of the social skills that they had learnt are positive communication in conflict resolution, sharing, respect, accepting interdependence of humanity (*ubuntu*). These skills form the core of social wellness that leads to social cohesion (Schaffer 2000).

Juvenile offenders also attributed their social re-integration readiness to the fact that they had acquired some of the tenets of social wellness that make the community stay intact. These include respect, selflessness - where one puts the community first before the self, fairness and respect for diversity. They also revealed that they had learnt the importance of team work, to differentiate between wrong and right and also the dangers of drug abuse. This knowledge plays a role in making an individual to fit in his or her community.

Most participants also said that they spent most of their times wisely in group activities which included playing cards and singing. They indicated that there was less tension in their group activities. In groups where there is less tension there is a sign that group members have acquired good communication skills. This view is compatible with the opinion by Harber (2000) who says good communication skills may lead to less tension and frustrations in prisoners.

The general consensus among juvenile offenders was that education at the correctional centre has equipped them with socially acceptable skills. They felt convinced that if they apply these skills in their communities then they will be accepted and therefore fit very well. As mentioned before in this chapter, acquiring skills like respect and sharing is synonymous to acquiring social wellness. Therefore, these skills form an integral part of social wellness. McAree (2011) has a view that is in line with the above statement as he says that education in correctional centres helps offenders to re-integrate into their communities. NICRO (2009) also views the acquisition of socially acceptable skills as beneficial to both the offenders and their communities. This benefits can be attributed to the fact that when ex-offenders go back into their communities as changed individuals, they are likely to be well received and accepted and also be non-violent thereby making their community safe havens. As reformed individuals who work for the benefit of their communities, peace and harmony may prevail.

The spirit of '*ubuntu*' was what most individuals said they had learnt in the correctional centre. *Ubuntu* is a Zulu name which entails the shift from independence to interdependence where the interconnectedness of human beings is upheld (Cilliers 2011). *Ubuntu* is characterised by compassion for others, respect for differences (diversity), respect for the minority groups and emphasis of reaching consensus through cooperation (McAllister 2009: 2). Participants expressed appreciation for diversity by indicating that when they work in groups, they value the sharing of ideas and experiences brought by others which benefit them in their day-to-day living. The exposure to debate and group problem solving helps them to reach consensus on issues where there are differences.

According to some participants, education in the correctional centre has boosted their self-esteem and inculcated sound moral values that are valuable in the society. This has prepared them to go back into their communities and make peace with their victims, face the consequences of their actions and to move on with life. An education with such an impact is described by Hawley (2011) as being effective and relevant because it helps offenders to change their attitudes and form understanding of the consequences of their actions.

Offenders were optimistic that after release they will have alternative activities to do in order to stay out of crime owing to the education they received. The same sentiments were echoed by The House of Commons and Skills Committee (2005) which says effective education gives released offenders alternatives to crime. This committee also found that some released offenders who undergo education in prison wanted to go back to school, abandoned drug abuse and behaved in socially acceptable ways. Therefore, if the same levels of change expressed by participants in this study are transferred into action, the same results may be expected. These changes will be good for the offenders and their communities as they may result in less recidivism. This assertion is in line with Jovanic (2011) who says the level of change ensures less recidivism and further suggests that we should look at the level of change in prisoners in order to assess the effectiveness of prison education after they undergo educational programmes in prison.

Findings in this study suggest that education in the correctional centre is moving towards the desired direction and is likely to reduce recidivism although there are still some challenges.

5.2.3 Relationships among juveniles

In the correctional centre where this study was carried out, inmates were sharing cells. Findings on the relationships with cellmates showed that it was positive in most cases. However, there were some who indicated that they were cautious to overindulge with

their cellmates for fear of getting wrong influence from fellow inmates. This was created by mistrust of fellow inmates in the centre. Overindulgence may lead to coercion for one to join a gang and with rival gangs in correctional centres competing for control, some inmates are usually killed (Noonan 2012).

The majority of the participants preferred spending time in groups because they realised the benefits of interdependence and learning from each other. Appreciating diversity is part of social wellness (Schaffer 2000). On the other hand, the fear of wrong group influence as expressed by some participants is not in isolation. As Ozdemir (2010) warns, peer groups may be a risky factor where they may stimulate violence or behaviour aggression. Some juveniles were of the idea that if they do not frequently mingle with other people, they will have more time to focus on their rehabilitation. On the other hand, avoiding working in groups may be a sign of lack of social wellness where one upholds the notion of independence at the expense of interdependence.

From the findings, it emerged that during their learning, juveniles sometimes work in groups and most of them expressed satisfaction in this method and indicated that they were positively benefiting from such setups. Some of the benefits that were mentioned include respecting diversity, sharing and team work which are all habits of individuals who have acquired social wellness. A supportive team helps the individual in his development. This is what the ecosystemic perspective which was used as a lens for this study articulates by stating that working in systems like peers and schools that are supportive leads to positive human development (Donald et al. 2010). Juveniles who work with supportive peers and teachers at the correctional centre seemed to acquire social skills that promote social wellness. As they share ideas that are constructive and learn from each other, they realise the importance of team work thereby eradicating the spirit of selfishness.

5.2.4 Relationship with stakeholders

There are many stakeholders involved in the life of incarcerated juveniles. It was however noted during the research that inmates were not receiving enough visits as they would have liked to. To have access to a social worker, one had to make a request and they expressed frustration at the time it took for one to get that access. These findings are similar to what Muntingh & Ballard (2012) reported when he did a study in juvenile centres in South Africa that social workers were accessed on request and usually took long to be accessed. These findings are also in contradiction to the Correctional Services Act which mandates the Department of Correctional Services to provide psychological services to all juvenile inmates (Department of Correctional Services 2005).

Religious groups were the identified as the most frequent groups to visit inmates. Most participants expressed appreciation at the moral support that these groups were providing. Most of them seem to have attained spiritual consolation and comfort from these groups. On the contrary, most inmates were not getting visits from their families. More needs to be done to encourage the maintenance of family ties with inmates. The Correctional Services Act also stipulates that juveniles should not be cut from the outside world and their families (Department of Correctional Services 2005).

On the relationships between inmates and correctional services officials, it was observed that the relationship was mutual. The view given was that if you respect the officials they will also respect you. There were some cases where participants said they respected the officials out of fear. Such cases may imply that lack of compliance with the rules have serious consequences that instil fear in the inmates. This view is based on the findings by the Department of Correctional Services (2012) which reported that cases of assault by officers at correctional centres are common. There were however genuine concerns by some participants that the officials were doing their best to ensure their smooth rehabilitation. Some even described officials as part of their families as they want them to reform.

The positive interaction among juvenile offenders and with other stakeholders can be attributed to the education obtained at the centre. This assertion is backed by Jovanic (2011) who said that most authors agree that prisoners who undergo appropriate educational programmes in prison are less hazardous to other prisoners, staff and visitors. It can therefore be concluded that the positive interaction is as a result of inmates being able to manage and control their anger and being able to solve conflicts amicably (Jovanic 2011).

5.3 THEMES FROM INTERVIEWS WITH TEACHERS

5.3.1. Promotion of inclusion and social wellness through cooperative learning

Findings in this study revealed that teachers are using cooperative learning to promote inclusion and social wellness. This is done through:

- group work;
- peer teaching;
- giving learners opportunities to share information;
- giving learners the opportunities to share ideas;
- accommodating diversity by giving learners from different backgrounds equal opportunities; and
- instilling the benefits of interdependence.

Collaboration promotes social wellness because collaboration is part of social wellness (Prilleltensky 2010). Teachers indicated that they use collaborative learning as part of inclusion by accommodating both slow and fast learners in their teaching. Collaborative learning is also used to accommodate diversity where learners from different backgrounds are given the opportunity to share ideas and experiences during the learning process. Teachers also indicated that during the process, learners are encouraged to speak openly in the group without any fear.

Sharing ideas and contributing to the group discussions during collaborative learning lead to a sense of community where one feels that he belongs to the group and has something to offer (Jagger & Brensley 2003). Cooperative learning which is part of collaborative learning was also used in which teachers said by doing so they were teaching juveniles the benefits of working together which is a vital practice in society (Hettler 1976). The above author further states that cooperation promotes harmony and reduces conflicts.

Teachers also indicated that they embrace inclusion by helping learners on a one-on-one basis. They try to identify the needs of each learner and then come up with appropriate approaches to help each individual. This is in line with the Department of Correctional Services (2005) which stipulates that the rehabilitation of offenders should be needs-based and that each individual's needs should be assessed on admission especially the educational and training needs. Jovanic (2011) is also of the same view as he says that prison education programmes should be tailored to the needs of inmates. He further suggests a programme that suits offenders according to the type of crimes they have committed as was the case in Rikkas Island prison where education was designed for dangerous and violent criminals.

In the findings it was evident that group work was one of the commonly used strategies to ensure inclusion. Giving learners the opportunity to contribute to the group helps to boost their self-confidence and create a feeling of self-worth. If such learners are given the opportunities to make decisions, their sense of belonging is further enhanced and this promotes social wellness. This is supported by Jagger et al. (2003) who point out that social wellness refers to the need for personal identity and the feeling of belonging.

Peer tutoring is a strategy that is used by teachers to promote inclusion and social wellness at the correctional centre. Other learners are used to assist their classmates and by doing so social relationships are being promoted in the process

which is one of the main objectives of prison education (Jovanic 2011). Learners get more involved in decision making and this motivates them to implement the necessary changes because they are involved in the discussion and contribute to the solutions (Clark & Breman 2009).

As teachers allow learners to work collaboratively, social wellness is being promoted. The reason being that social wellness entails respect for diversity, sense of community, social cohesion and social justice where each individual is given the opportunity to be involved in decision making by expressing their views (Prilleltensky & Nelson 2000). The use of collaborative learning has a long lasting impact as it covers the socio-emotional needs, interests and preferences and this makes the individual not to feel stigmatised but rather feel accommodated by the educational programmes (Clark & Breman 2009).

5.3.2 Threats to social wellness

In the findings, it emerged that incarceration of juveniles poses a threat to their social wellness because of a number of factors. Teachers gave various reasons why staying in the correctional centre may be a threat to social wellness among juvenile offenders.

Participants argued that juveniles in the correctional centre are cut from the outside world. The isolation include lack of visits by family members and the significant others. This observation concurs with findings by Sarkin (2013) who reported that from his findings, most convicts in Africa have restricted contact with the outside world. The ecosystemic perspective in which this study revolves around further states that an individual is shaped by the systems around him such as the family (Donald et al. 2010). Being cut from the outside world on its own is a form of isolation and social isolation on its own is the opposite of social wellness (Gear 2007). The need to have an effective link with the outside world cannot be

overemphasised as Hawley (2011) says to improve the education process, there is need to forge links with the outside world.

The exposure to violence was another factor that was identified as a threat to the promotion of social wellness. Similar findings were echoed by Maschi et al (2010) who says research has shown that individuals experience trauma while in incarceration and this puts them at risk for adverse psychological consequences like post-traumatic stress disorder, personality disorder, depression and anxiety. He further says that studies have shown that 93 % and above of incarcerated youths experience at least one or more traumatic experiences such as witnessing violence or being a victim. These experiences pose a serious threat to the promotion of social wellness. Although these findings were on an international level, similar observations have been made in South Africa where violence, sexual harassment and coercion are said to be prevalent in correctional centres and intensifying the risk of HIV/AIDS (Gear 2007). The above author did a study at Boksburg Youth Centre in 2007 and found that 68 % of respondents were victims of assaults. Noonan (2012) also reported cases of rival gangs in correctional centres killing members of other groups.

The exposure to violence is a serious threat to social wellness since greater exposure to violence may lead to juveniles exhibiting greater doubt on their beliefs of a just and fair world (Maschi et al. 2010). This can be manifested by their aggressive actions even after release.

Gangsterism was not cited as a big issue at the centre but the fact that it exists poses a danger to juvenile inmates. Studies by Gear (2007) revealed that gangsterism is common in South African Correctional Services Centres and gang members bring their own values that may be in contradiction with the societal ones. In such cases, members may deviate from the expected norms to please the group by adhering to the expectations of the group (Horst 2005). In the centre, the researchers observed that there was a weapon called "*Lizwezwe*" which was made

of broken glasses and upon inquiry was told that it was used to stab other inmates. There was even a warning on one of the classroom that said 'Beware of *Lizwezwe*.'

From findings in this study and other studies done elsewhere in the world, it becomes evident that harsh conditions in detention facilities usually leads to psychiatric problems, stress related illnesses and suicide attempts (Ramirez 2008). This development may be a threat to the attainment and promotion of social wellness among juvenile inmates.

5.3.3 Network and support structures

The Department of Correctional Services (2012) states that an offender must acknowledge that he has done wrong and is willing to change. In this regard, the correctional centre has enough programmes tailored around facilitating the smooth rehabilitation of offenders. Some of the courses offered at the centre include anger management which teaches inmates to let go of anger and help them to deal with anger problems, live a tolerable life in and out of the centre and prepares them for re-entry into their communities (Randkmenisch 2013). It also helps them to overcome selfishness and how to forgive. Other programmes include pre-release programme, substance abuse and restorative justice. These programmes run concurrently with the normal school programmes of Adult Basic Education and Training (ABET). They are helpful to the offenders as they prepare them for life beyond incarceration.

Support is also obtained from religious groups and social workers are providing social support to inmates although the services of social workers are obtained upon request and usually took time to access. The family involvement seemed to be not adequate. Jovanic (2011) suggests that family involvement is crucial in rehabilitation because it has the potential of producing positive changes in behaviour. With minimum or family involvement, the promotion of social wellness among juvenile offenders may be compromised.

5.3.4 Challenges in implementing inclusion to promote social wellness

Findings revealed that inclusion is being implemented in the centre. Lack of proper skills and knowledge is hampering the effective implementation. Inclusion entails differentiation based on the assumption that learners differ in their learning needs, styles, strengths and abilities (Department of Basic Education 2014: 20). Most teachers revealed that they were not properly trained in inclusion therefore making them ineffective in identifying the learners' needs and formulating effective strategies to remedy the situations. To make matters worse, they were dealing with a special group of learners who have behavioural problems too. This trend is not only unique with this centre or in South Africa as Jovanic (2011) reports that the shortage of skilled and experienced professionals presents a challenge in identifying the educational needs of inmates in prisons. He further says that education programmes must adjust to individual needs with trained staff and appropriate teaching environment. This means that teachers must be able to identify the needs of the learners so that they can provide appropriate learning material and strategies.

Inclusion is based on the notion of providing appropriate education to all children irrespective of their circumstances (Donald et al. 2010). Incarcerated juveniles also need to be covered despite their circumstances of being behind bars. This will help to promote their social wellness because inclusion takes place in the presence of collectivism and social justice (Prilleltensky 2010). It is therefore important for teachers to be properly trained in inclusion so that they can develop appropriate and realistic responses to meet the various needs of inmates (Manger et al. 2011). The same authors further suggest that prison educators must be knowledgeable to the factors that can lead to learning that can transform the offenders. These strategies must take into account the specific circumstances of the learners in prison and the unique prison context (Hawley 2011).

Lack of training by teachers in correctional centres has also been noted in the United Kingdom where studies have shown that most teachers lack the necessary training and appropriate skills for working in a prison environment (Hawley 2011). The above author therefore recommends that there should be ongoing training for teachers, correctional centre management and officials dealing with juvenile inmates.

Another challenge that poses a threat to the promotion of social wellness is lack of proper educational facilities. A study carried by Department of Correctional Services (2011) bears testimony to this when it states that the shortage of classes, library, and stationery is prevalent in most correctional centres in South Africa. Teachers in this study attested to this fact by indicating that there were no proper structures to facilitate effective education to promote social wellness. Lack of these relevant materials deters effective delivery of inclusion programmes.

5.4 LIMITATIONS TO THE STUDY

The following are possible limitations to this study:

- The centre where the study was carried out only caters for boys. The setup for girls may produce different results.
- Some prisoners may have withheld valuable information owing to the sensitivity of some matters.
- The correctional centre where the research was done was close to the city which may differ from other centres far from big cities.
- Most juveniles preferred to write their responses making probing to be at its minimum.

5.5 RECOMMENDATIONS

The aim of the study was to explore how inclusion can be utilised to promote social wellness among juvenile offenders. The centre seems to be in the right

direction towards implementing the prescribed curriculum but some challenges were identified.

The following recommendations are made based on these findings;

- Further research should be done to determine the level of competence of teachers at correctional centres in South Africa to determine their suitability.
- Teachers teaching at correctional centres should be given intensive further training to deal with learners with behavioural challenges after completing their teaching qualification.
- More in-service training on inclusive education to be given to all teachers teaching in correctional centres.
- Inmates should have access to psycho-social services on a regular basis instead of letting them to request.
- Individuals need to take top priority in implementing educational programmes.
- More teaching and learning resources to be made available to both teachers and learners.

5.5.1 Preventing juvenile delinquency

Early intervention to prevent juveniles from breaking the law is the best approach. Some of the approaches are discussed below as outlined in the United Nations Youth Report (2003).

5.5.1.1 Educational programmes

Young people should be engaged in programmes that will enable them to do self-appraisal, deal with conflicts and control aggression. These programmes equip juveniles with alternatives to illegal ways of dealing with conflict and help to debunk the gang glamour myth. This may help the youths to achieve better academically and be

productive in their society because with low educational attainment, chances of committing delinquent activities are high (Ojo 2012).

5.5.1.2 Recreational and youth development activities

Recreational facilities should be established with services of particular interests to juveniles. These facilities should be easily accessible by juveniles in terms of location and time. Research has shown that when youths are engaged in these activities, they will have no or less time to engage in criminal activities (Omboto et al. 2013).

5.5.1.3 Local community's involvement

Informal control of juveniles can be achieved through training groups and individual representatives of the local communities. These groups can help by engaging juveniles in constructive activities. These may include church youth groups, boy scouts and many more (Bilderaya 2005). Non-Governmental Organisations and volunteers from respected community members such as sportspersons can also be involved in community projects to help fight juvenile delinquency.

5.5.1.4 Family

Family intervention is crucial to juvenile delinquency prevention (NICRO 2009). Government and Non-Governmental Organisations can help provide information to parents on positive ways of raising children, the effects of drugs, gangsterism and sex in order to prepare children to have a positive focus on their future (Bilderaya 2005). Parents of children with behavioural challenges may be specifically targeted to avert the possibilities of these children engaging into crime. Parents should also be encouraged to monitor their children. In extreme cases where bad parenting is observed, Government should consider taking children to foster parents (Kavita 2012).

5.5.1.5 Management of street children and juveniles who have lost family ties.

The World Health Organisation (2014) gives the following guidelines on the management of street children. These guidelines are summarised below:

Step 1: Situation analysis

In this stage, the problem is identified and the reasons for the problem also analysed. For an example, the problem of drugs may be as a result of unemployment or boredom as a result of lack of recreational facilities. It is important to understand street children as individuals and the environment in which they live. .

Step 2: Develop a strategic plan

The strategic plan should involve members of the community and street children themselves in order to make the project credible. The strategic plan should outline the aims, objectives, activities, budget and a monitoring and evaluation tool.

Step 3: Project implementation

This involves recruiting people with skills needed for implementing the project, for example, health personnel to deal with the problem of drugs. If there is need, some team members may be trained and the community to be involved. A community advisory committee may be put in place to give community members knowledge and help them change their attitudes towards street children. Having representatives from street children themselves may benefit the project.

Step 4: Monitoring and evaluating the project

The project should be monitored to check the quality of activities and also to check if it is moving in the right direction. If there is any deviation, then corrective measures can be taken.

Step 5: Revise the strategic plan

The plan can be re-written and modified if the need arises.

Step 6: Share what you have learnt

Learning experiences from projects should be shared with relevant stakeholders. These may include street children themselves so that they know what they have achieved and how they have failed and motivate them to do better. Information should be shared with street educators so that they can put more effort where they failed and Non-Governmental Organisations so that they may provide support and resources.

5.5.1.6 Transforming the gang environment

Group culture dynamics should be considered when planning programmes for juveniles in the gang environment. If the juvenile delinquent groups have close ties with adult organised crimes, more effort needs to put to cut the ties to enable juveniles to be free from such groups.

5.5.1.7 Prevention, intervention and suppression programmes

A combination of the three strategies, namely prevention, intervention and suppression, can be put in place in communities to address gang problems. Juveniles should be directed into socially desirable activities. People in the communities can be trained to support victims of crime and the administration of juvenile justice can be decentralised

in order to encourage communities to become more actively involved in preventing juvenile crime.

5.6 CONCLUSION

The South African constitution (Act 108 of 1996:14) declares education a basic human right to all citizens. It advocates for non-discrimination and non-segregation in the provision of education. This means no matter what the circumstances that children find themselves into, they still deserve to get the best education available to all its citizens.

This study revealed that most teachers at the correctional centre do not have the desired expertise to effectively implement inclusive education. They are not fully trained to deal with learners with behavioural challenges. Even if they are doing their best, it is imperative that they be empowered to get the skills and knowledge necessary to support juvenile offenders in their quest to change. It is envisaged that with the necessary skills, teachers can use inclusion effectively and promote the social wellness of juvenile offenders who in turn will acquire appropriate skills that will make it easy for them to be re integrated in their communities.

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APPENDIX 1: Interview questions

Mr. Forget Makhurane: 43558526

Interview questions for juveniles

How old are you?

How long have you been here?

What crime did you commit?

Is this your first time here?

Do you feel that you are the same person from the time you committed the crime up to now?

How much time do you spend at school? How do you value that time?

How many people do you share the cell with? How is your relationship with them?

How do you spend most of your spare time?

Do you prefer spending your spare time alone or in a group? Why do you prefer to be alone or in a group?

What do you think the teacher can do to help you to live better with other people in and out of prison?

Do you think the education you are receiving in prison is helping to relate better with others?

If so how has it helped you?

After attending lessons in the prison school, what benefits have you got that you think will keep you out of crime?

Do you work in groups during lessons?

If so what benefits have you gained?

What other skills have you learnt here that you think will help you to cope with life after release from prison?

What do you think you should do to be accepted in your community after release?

What have you done to others to show that you are a changed person?

What do you think should be done during your lessons to make the youths of today to stay away from crime?

Do you normally get visits from outside? How do these visits help you to socialise better with others?

How are your social relationships with prison officials?

Do you belong to any group in prison? If so how is this group helping you to deal with social challenges

Interview questions for prison school teachers

What barriers do most of your learners have?

How do you deal with those barriers?

How effective have strategies been?

What else do you think can be done in inclusivity to promote social wellness among your learners?

How do you think incorporating inclusive education in your teaching will help promote social wellness among juveniles in prisons?

What do you do in your teaching to ensure inclusivity?

How do you think your teaching is preparing juveniles for a meaningful and successful life after prison regarding social wellness?

What behaviours indicate to you that learners have social skills after teaching?

What other teaching techniques do you use to help learners to develop social wellness?

How often do you use collaboration and group discussions in your teaching?

With social challenges faced by juveniles in prisons, what role do you play or think you should play to make their lives better?

What do you do to prepare juveniles leaving prisons to deal with social challenges out of prisons?

What measures do you do to encourage cooperation among peers during your teaching?

What activities do you have in place to help learners to acquire values and attitudes that will make them function effectively and productively when they leave prison after attaining social wellness?

How do you ensure you meet the social needs of individual learners in class?

What role do you think as a teacher who applies inclusivity can play regarding the attainment of social wellness of juveniles in your care?

What do you think should be done to ensure that inclusive education can be used as a tool to ensure juveniles in prison attain social wellness to the fullest?

APPENDIX 2: Consent letter to participate in the study

Consent form to participate in research

Title of study: Inclusion as a strategy for promoting social wellness of juveniles in Gauteng prison school.

I _____ (Name in full) give my

consent to participate in the research done by Mr. F Makhurane. The study is about how the teacher can apply inclusive education to promote the social wellness of juveniles in Gauteng prison school. My participation includes answering interview questions.

I understand the following:

- My participation is voluntary
- I can withdraw my participation anytime without any penalty.
- Results from this study may be published provided my identity is not revealed.
- The researcher will make all efforts to protect me from any harm but is not liable to compensate me in case of injury.
- The benefit of the study is to identify ways that can be used to promote the social wellness of juveniles in prison schools.

Signature of participant _____ Date _____

APPENDIX 3: Data analysis coding

Data analysis for interviews with juveniles

Question	Participant 1	Participant 2	Participant 3	Participant 4
3. Crime committed	Hijack, armed robbery Unlicensed fire arm.	Robbery unlicensed fire arm	Motor vehicle theft	Murder robbery
4.frequency of imprisonment	Third time	Not first time	First time	First time
5. level of change since incarceration	Have changed	Have changed	Some changes	Have changed
7. Sharing cells and relationships	sharing good relationship	sharing Good and common interests	sharing Relationship fine	sharing Relationship f
9.Preference: group or alone	Alone, don't like crowd	Group to share experiences	Group to share problems and build trust	A little of both
10. Help expected from the teacher	nothing	Teach respect and virtues	Teach for understanding	Impart life skills
11. Value of prison education to help relate well with others.	No impact	Get direction	valuable	Not valuable
12. Benefits of education to help stay away from crime	Self belief	Further education Better job opportunities	Better education Better friends	
13. benefits of group work	No benefit	Help to value each other	Help to teach respect	Leads to group cohesion
14.Skills learnt to help cope with life	Anger management Dangers of substance abuse	Peace Sharing Respect Help Give others advice	Self knowledge	Social skills
15.What to do to be accepted by own community	Change behaviour	Listen to good advice Good behaviour	Seek forgiveness Continue with education Go to church for	Self rehabilitat

			behaviour change	
16. What have you done to others to show that you have changed?	Helping when needed	Giving Good advice	Stop smoking Going to church	Positive attitude
17. What help you can get from school to stay away from crime	Teach making right choices Decision making Bad influence	Career guidance	Free education	Teach career guidance
18. visits from outside and their benefits	No visits	No visits Spiritual dependence	Help with guidance	Appreciated
19. social relationship with officials	Bad Angry with everyone	Good Fear	Good helpful	normal
20. group belonging and benefits	No group	Beneficial	beneficial	beneficial

Question	Participant 6	Participant 7	Participant 8	Participant 9
3. Crime committed	House breaking	Robbery	Rape	Robbery
4. frequency of imprisonment	First time	first time	First time	First time
5. level of change since incarceration	Have changed	Have changed	Have changed	Have changed
7. Sharing cells and relationship	Sharing Good	Alone	Sharing Good relationship	Sharing good
9. Preference: group or alone	Alone	Group most of the time	Alone to avoid bad influence	Group to avoid stress
10. Help expected	support	Advice	communication	Proper teaching

from the teacher		Teach respect		living together
11. Value of prison education to help relate well with others.	Self esteem Self knowledge	wrong and right	Less depressed	valuable
12. Benefits of education to help stay away from crime	Better life prospects	No benefits	Make right choices Avoid peer pressure	Better opportunities
13. benefits of group work	Respect loyalty	Share ideas	No benefit	helpful
14. Skills learnt to help cope with life	Honesty focus	Career choices	Good behaviour Anger management Awareness of substance abuse	Career options
15. What to do to be accepted by own community	Seek forgiveness	Stay away from the community	Seek forgiveness behaviour change	Make peace
16. What have you done to others to show that you have changed?	forgiveness	Respect others Forgive others	Respect others Good talk	Good role mod
17. What help you can get from school to stay away from crime	Advice Good friends		Teach about crime Advice Information on crime	Advice on crim
18. visits from outside and their benefits	Give hope	No visits	No visits	No visits
19. social relationship with officials	Good	Good mutual	Good	Good
20. group belonging and benefits	beneficial	Not helpful	No group	beneficial

Data analysis from interviews with teachers

	Participant 1	Participant 2	Participant 3	Participant 4
4. Using inclusivity to promote social wellness	Understanding	Programme succession	Sharing collaboration	Team work Sharing Pair and group

5. Inclusive education and social wellness relationship	Accept each other	Self realisation Self belief Cultural diversity Individual attention	Greater participation Involvement Right attitudes	Know each other better Learn from each other Realise potential
6. How to ensure inclusivity in teaching	Not much	Encourage learners motivates	Variety of methods	Group work Attends to individual needs Cooperative learning
8. indication of social skills	Listening Decent conversation	responsibility	Interaction Respect communication	Fruitful discussions sharing
9. Techniques to develop social wellness	Group discussions	Change environment Be sensitive	Know individual needs	Group activities
10. Frequency of collaboration and group work	Thorough explanation	Per need	always	Very often
11. Social challenges faced and remedies	Cut from outside world Lack access to information	Lack family ties Gangsterism Sodomising Vulnerable to HIV/AIDS	Give advice	Network with stakeholders Suitable projects
12. Preparing juveniles for life outside prison	Social workers	Update information on outside world Relevant programmes	Pre release programmes	Different learning fields Give alternatives
13. Encouraging cooperation	Group work	Accommodate diversity Freedom of expression Interchange of ideas	Group work	Encourage maximum participation Group and pair work Share ideas Sitting in pairs
14. Activities for the acquisition of values and positive attitudes		Relevant to life situations Sports Religious programmes Dangers of crime	Life skills	Traditional games Drama Debate Share motivational stories
15. Meeting the social needs of learners	Social workers	Allow participation Interaction Individual attention Know learners' background	Encourage openness Share experiences Give roles to play	Face to face interaction Identify individual needs
16. Role of teacher to help learners attain social	Proper training	Stakeholders Awareness of role players	Confidentiality Equal treatment No discrimination	Ability grouping Support Collaboration

wellness				Diversity Expanded opp
17. Using inclusive education to facilitate the attainment of social wellness	Training of teachers	Awareness of inclusive education Proper educational structures training	training	Training Relevant teach material

APPENDIX 4: Ethics clearance certificate

2014-07-03

Ref. Nr:2014/July/43558526/MC



To the researcher:

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This is to certify that the researcher, Mr. F Makhurane declared that he has complied with the ethical requirements stipulated by the Unisa Policy on Research Ethics during the fieldwork of the research project stipulated below.

Mr. F Makhurane furthermore declares that he will adhere to these ethical requirements in the reporting of this study for degree purposes:

Inclusion as a strategy for promoting social wellness of juveniles in Gauteng Prison School

This compliance notification (2014/July/43558526/MC) has been considered by the chairperson of the Research Ethics Review committee of the College of Education, UNISA on 01 July 2014 and was found to be acceptable.

Dr. Madaleen Claassens

Chairperson of the CEDU Research Ethics Review Committee, UNISA (012) 346 0701

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